San Bernardino Community College District
Board Meeting
November 12, 2026
4:00 pm-6:00 pm Pacific Time

Physical Meeting Location:
San Bernardino Community College District, Boardroom
550 E. Hospitality Lane, Suite 200
San Bernardino, CA 92408

Livestream
https://www.youtube.com/@sanbernardinocommunitycoll42/streams

Public records relating to an open session agenda item that is distributed within 72 hours prior to the meeting is available for public inspection in the Office of the Chancellor at SBCCD, 550 E. Hospitality Ln., Suite 200, San Bernardino, CA, during regular business hours or on the District's website www.sbccd.edu

Anyone who wishes to address the Board of Trustees on an agenda or non-agenda item may do so pursuant to Board Policy 2350 Speakers. Presentations relating to matters on the agenda shall be heard before the vote is called. Comments on non-agenda items shall do so at the time designated on the agenda. Comments must be limited to three (3) minutes per speaker or 20 minutes on the same, or a substantially similar subject, unless the Board votes to extend the time limit.

If you have questions about access or require an accommodation in order to participate in the public meeting, please contact the Chancellor's Office at (909) 388-6903 as far in advance of the Board meeting as possible.

I. **CALL TO ORDER – PLEDGE OF ALLEGIANCE**
II. **PUBLIC COMMENTS ON AGENDA AND NON-AGENDA ITEMS**
III. **CLARIFICATION**
IV. **PRESENTATIONS**
    A. Legacy Village Update
V. **RECOGNITION/CELEBRATIONS**
    A. Recognize Applause Cards Recipients For Extending Extra Effort to Provide Quality Service and Valued Assistance
    B. Retirement Recognition
VI. **BOARD OF TRUSTEES AND CHANCELLOR REPORTS**

A. Board Committee & Activity Reports
   1. Board Finance Committee (BFC)
   2. Board Policy & Procedures Advisory Committee (BPPAC)

   Regional & State Reports
   1. Board of Governors (BOG)

B. Chancellor's Report
   1. SBCCD Strategic Plan: Goal 3 Update
   2. SBCCD Strategic Plan: Goal 4 Update

VII. **ACTION AGENDA**

A. Approval of Minutes

   09-10-26 (Business Meeting)

   09-24-2026 (Strategy Session)

   10-22-2026 (Business/Strategy Session)

B. 2027-2028, 2028-2029, 2029-2030 SBCCD Academic Calendars

C. Board Annual Organizational Meeting Date

D. Public Hearing and Acknowledgement of Proposals to Negotiate Successor Agreement Between SBCCD and SBCCDPOA

E. Second Read of Crafton Hills College Accrediting Commission for Community and Junior Colleges Institutional Self-Evaluation Report (ISER)

F. Second Read of San Bernardino Valley College Accrediting Commission for Community and Junior Colleges Institutional Self-Evaluation Report (ISER)

VIII. **CONSENT AGENDA**

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

A. **Instruction/Student Services**
   1. Curriculum - CHC

B. **Human Resources**
   1. Adjunct and Substitute Academic Employees
   2. Appointment of District Employees
   3. Annual Military Equipment Report
   4. Classification Advancement for Academic Employees

5. Classified Job Description and Revision to Classified Salary Schedule
6. Consideration of Approval to Adopt Resolution #2026-11-12-BOT01 to Excuse Board Members of Absences
7. Employee Promotions
8. Employee Transfers
9. Employment Contracts for Academic and Classified Managers
10. Management Job Description and Revision to Management Salary Schedule
11. Management Personnel Effects
12. Management Tuition Reimbursement
13. Non-Instructional Pay
14. Payment of Stipends
15. Reclassification of Employees

C. **Business & Fiscal Services**
1. Conference Attendance Request
2. Contracts at or Above $119,100
3. Individual Membership
4. Surplus Property and Authorization for Private Sale or Disposal
5. Consideration of Approval of Donations, SBVC

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

IX. **REPORTS**

A. Represented Groups (3 minutes per group)
1. Crafton Hills College Academic Senate
2. Crafton Hills College Classified Senate
3. Crafton Hills College Associated Students
4. San Bernardino Valley College Academic Senate
5. San Bernardino Valley College Classified Senate
6. San Bernardino Valley College Associated Students
7. CSEA
8. CTA
9. Police Officers Association

B. Staff Reports (3 minutes per person)
1. San Bernardino Valley College President

2. Crafton Hills College President
3. Executive Vice Chancellor
4. Vice Chancellor of Human Resources & Police Services
5. Vice Chancellor of Educational & Student Support Services
6. Associate Vice Chancellor of Government Relations & Strategic Communications

X. **INFORMATION ITEMS**

A. Board Master Action Planning Calendar
B. 2026 Annual Security Report
C. 2026-27 Policies & Procedures Review List
D. Board Policies for First Reading
E. Budget Revenue & Expenditure Summary
F. Construction Change Orders and Amendments - Bond
G. Contracts Below $119,100
H. General Fund Cash Flow Analysis
I. Grants Report
J. Legislative Advocacy & Community Relations Update
K. MOUs between SBCCD and the CSEA
L. MOUs between SBCCD and the CTA
M. Professional Expert Short-Term and Substitute Employees
N. Purchase Order Report
O. Resignations
P. Sabbatical Leave 2025-2026 Academic Year Report
Q. Volunteers

XI. **ANNOUNCEMENT OF CLOSED SESSION ITEMS**

A. Conference with Labor Negotiators
Government Code 54957.6
Agency Representatives: Diana Rodriguez and Kristina Hannon
Non-Represented Groups: CSEA, CTA, POA,
Management/Supervisors, and Confidential Employees

B. Conference with Real Property Negotiator
Government Code Section 54956.8
Properties: Assessor Parcel Numbers: 0141-231-07-0000, 0141-211-01-0000,
0141-241-03-0000, 0164-131-31-0000 and 0311-361-01-0000

Negotiating Parties: San Bernardino Community College District (Proposed Buyers)

Real Property Negotiators: Jose F. Torres, Executive Vice Chancellor; Dr. Diana Z. Rodriguez, Chancellor

Under Negotiation: Instruction to SBCCD Real Property Negotiators will concern value, price and terms of payment associated with the possible purchase of the identified properties.

C. Public Employee Discipline/Dismissal/Release/Non Re-Employment
Government Code 54957
Number of cases: 2

D. Conference with Legal Counsel – Anticipated Litigation
Significant Exposure to Litigation Pursuant to Subdivision (d)(2) and (e) of Government Code Section 54956.9
Number of cases: 2

E. Conference with Legal Counsel – Existing Litigation
Government Code 54956.9(e)(3) or (d)(1)
Number of cases: 6

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

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

XIII. **CONVENE CLOSED SESSION**

XIV. **RECONVENE PUBLIC MEETING**

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

XVI. **ADJOURN**

The next meeting of the Board: Board Organizational Meeting
December 11, 2026, at 4:00 p.m.
San Bernardino Community College District
Boardroom
550 E. Hospitality Lane, Suite 200
San Bernardino, CA 92408

Supplemental Handouts (not part of the agenda)

CHC Report to the Board

KVCR Report to the Board

SBVC Report to the Board

SAN BERNARDINO
COMMUNITY COLLEGE DISTRICT

Legacy Village

A Home for Today,
A Legacy for Tomorrow.

BOARD OF TRUSTEES

November 2026 Project Update



OVERVIEW

Purpose of Today's Update

1. Bring the Board current on the project
2. Show the housing and community vision
3. Explain progress and the financing approach
4. Introduce a possible $30 million District loan for future consideration



Conceptual rendering

BOARD LEADERSHIP

The Board's Strategic Investment

Public purpose

Housing that supports educational access and student success

2022–2023

Student demand studies and stakeholder engagement

2023

Site acquisition and feasibility analysis

2025

Selection of The Annex Group and Jamboree Housing Corporation

COMMUNITY ENGAGEMENT

Community Input Broadened the Vision

- The starting point: student housing
- Multiple community meetings invited input
- The vision expanded to include workforce/family and affordable housing
- Student success remains the purpose



Conceptual rendering

THE PROJECT

The Current Planned Housing Program

461

Student beds

180

Workforce/family units

88

Affordable units



Planned program. Subject to design and financing. Conceptual rendering.



An Integrated Community Across from SBVC

Conceptual rendering of Legacy Village and the surrounding neighborhood

STUDENT HOUSING

Student Housing Connected to College Life



Conceptual rendering

- Housing near campus
- Shared spaces for studying and gathering
- A residential setting designed to support connection and belonging



WORKFORCE/FAMILY HOUSING

Housing for Working Households and Families

180 **planned workforce/family units**

An option for students with dependents and local workforce households

Housing connected to education and career opportunities

AFFORDABLE HOUSING

The Affordable Housing Component







88 planned units led by Jamboree Housing Corporation. *Conceptual renderings.*

AFFORDABLE HOUSING

A Closer Look at the Affordable Housing Design







Views of the buildings, courtyard and arrival areas. *Conceptual renderings.*

THE PROJECT

Community Spaces and Everyday Support

- Flexible community space and food access
- Shared courtyard and outdoor amenities
- Childcare space in the concept
- Connections to supportive services



Conceptual plan, August 25, 2026

A Long-Term Investment in the Surrounding Community



THE PARTNERSHIP

A Public-Private Partnership with Distinct Roles

SBCCD

Land, educational mission and public stewardship

The Annex Group

Student and workforce/family housing

Jamboree

Affordable housing and community-serving component

San Bernardino County

Conditional funding support and public-sector collaboration

PROJECT STATUS

Project Status and the Next Milestones

- Design and financing are advancing
- City review: affordable component
- DSA review: student and workforce component
- Funding agreements and delivery schedule remain ahead



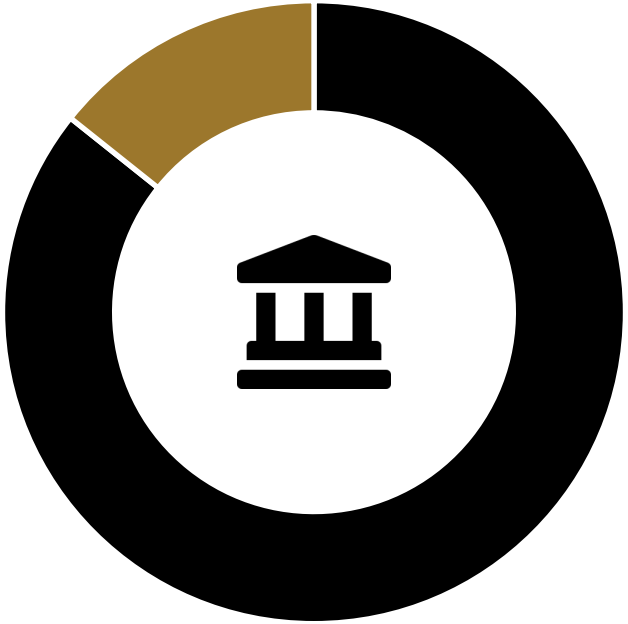
Conceptual rendering

COUNTY SUPPORT

The County's Conditional Commitment

$28 million

- $24 million for Jamboree's affordable component
- $4 million for student and workforce housing



Nonbinding support. Future County-approved agreements and funding conditions must be satisfied before funds become available.

STUDENT AND WORKFORCE COMPONENT

Student and Workforce Housing Financing

August 24, 2026 working model. Financing is not closed.

Proposed source	Amount ($ millions)
Project bond proceeds (project borrower)	167.184
Construction fund interest	6.287
Possible SBCCD loan	30.000
County contribution, conditional	4.000
Total sources	**207.471**

Note: The project entity would borrow and repay these bonds, not SBCCD.
Amounts in millions, rounded to the nearest $1,000. Totals may differ due to rounding.

DISTRICT PARTICIPATION

Possible District Participation

$30 million

A possible loan for the student and workforce component

Amount, funding source, terms and repayment protections would return to the Board for a future decision.

Any loan would require a separate Board action.

STUDENT AND WORKFORCE COMPONENT

Student and Workforce Housing Uses

Student and workforce component. August 24, 2026 estimate.

Proposed use	Amount ($ millions)
Hard costs and hard cost contingency	138.291
Soft costs and soft cost contingency	24.704
Developer fee	7.736
Capitalized interest	21.884
Financing costs	3.372
Reserves	11.484
Total uses	**207.471**

Note: Costs and financing assumptions remain subject to revision.
Amounts in millions, rounded to the nearest $1,000. Totals may differ due to rounding.

AFFORDABLE COMPONENT

Affordable Housing Financing

88-unit component. August 13, 2026 working model.

Proposed permanent source	Amount ($ millions)
Federal tax credit investor equity	16.559
Permanent project loan (project borrower)	6.542
County contribution, conditional	24.000
County HOME funding, modeled	3.045
Deferred developer fee	1.516
Total sources	**51.663**

Note: Working estimate. Funding and final financing remain subject to agreements and approvals. Amounts in millions, rounded to the nearest $1,000. Totals may differ due to rounding.

AFFORDABLE COMPONENT

Affordable Housing Development Uses

88-unit component. August 13, 2026 working model.

Proposed use	Amount ($ millions)
Hard costs	34.809
Hard cost contingency	1.555
Construction interest	0.791
Loan fees	0.462
Soft costs	9.864
Soft cost contingency	0.581
Developer fee	3.600
Total development costs	**51.663**

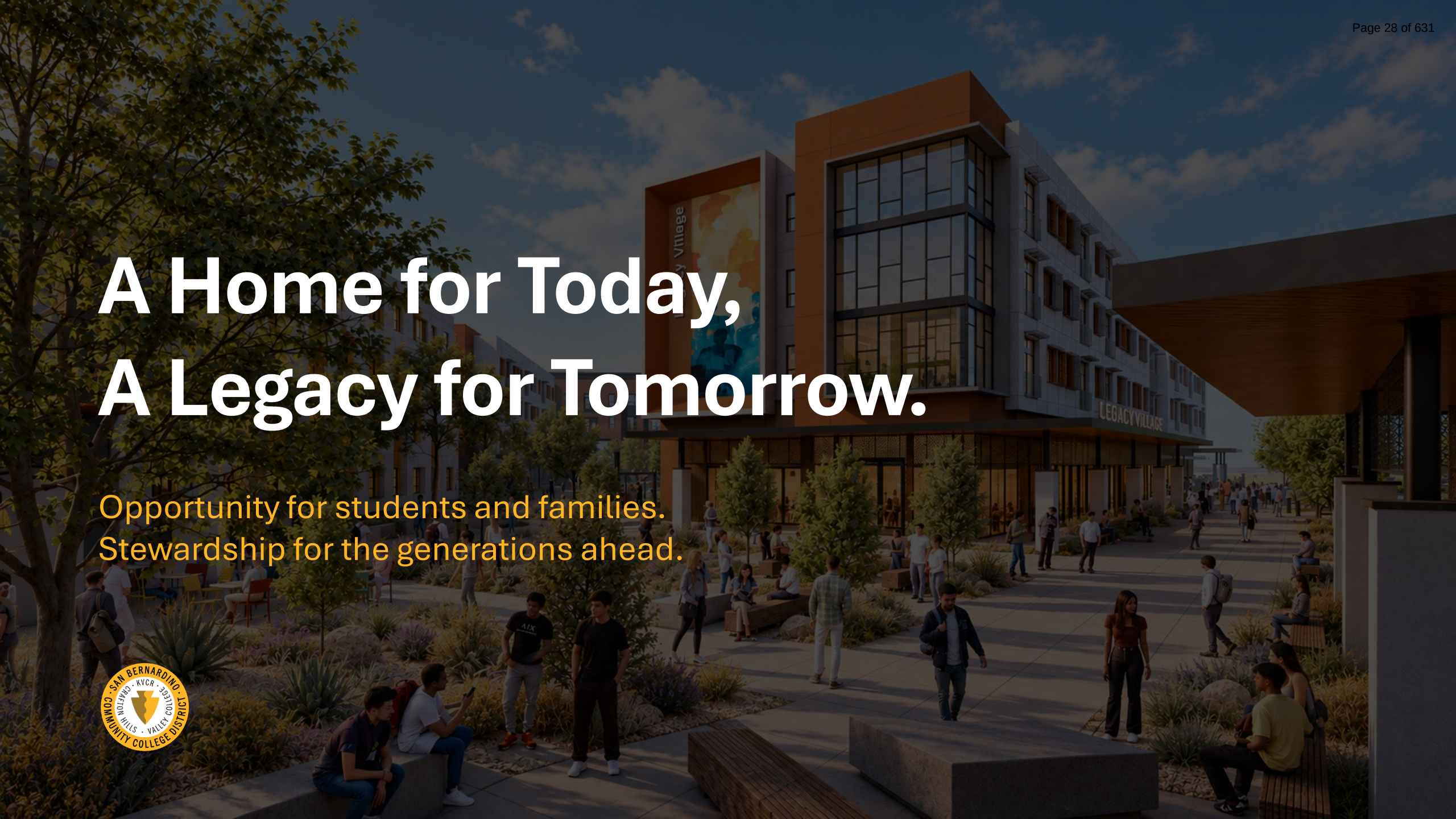
Note: Affordable component only. Costs remain subject to revision.
Amounts in millions, rounded to the nearest $1,000. Totals may differ due to rounding.

LOOKING AHEAD

A Strategic Vision Beyond Legacy Village

Land acquired today creates future options!





A Home for Today,
A Legacy for Tomorrow.

Opportunity for students and families.
Stewardship for the generations ahead.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Jose F. Torres, Executive Vice Chancellor
Kristina Hannon, Vice Chancellor, Human Resources, Police Services, Emergency/Employee Risk Management, & Payroll Services
Dr. Nohemy Ornelas, Vice Chancellor, Educational & Student Support Services
Angel Rodriguez, Associate Vice Chancellor Government Relations, Strategic Communications, & Grants

DATE: November 12, 2026

SUBJECT: Caring Hands Applause Cards

RECOMMENDATION

This item is for information only.

OVERVIEW

The attached individuals have received special recognition for extending 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 members of the SBCCD team who provide outstanding quality and service.

SBCCD GOALS

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

FINANCIAL IMPLICATIONS

There are no financial implications associated with this Board item.

Caring Hands Applause Cards

Presented for Information November 12, 2026

Rebecca Abeyta

Crafton Hills College
University Transfer Center

“Rebecca created beautiful gifts on behalf of CHC to give to UCR faculty & staff as a thank you for partnering with Crafton to help our ACTION Summer Research students succeed.”

Recognized by:
Mariana Macamay

Debbie Bogh

Crafton Hills College
Counseling

“I appreciate your warmth and expertise in helping me draft (and navigate) my Student Education Plan. Your patience in answering questions and providing insight about my academic prospects are truly useful and are critical to my success in school and the future. Thank you so much :-)”

Recognized by:
Nina Sanchez

Lauren Bond

Crafton Hills College
English

“Lauren is organized, proactive, and dependable. I never worry about the English department's needs because of her consistent follow through. Her dedication to her faculty, students, and department shows in everything she does, and I'm grateful for her leadership.”

Recognized by:
Breanna Brighton

Hilary Braxton

Crafton Hills College
Office of the President

“Thank you for all the amazing work you did to prepare and host the 3rd SBCCD Olympics!”

Recognized by:
Kevin Horan

Caring Hands Applause Cards

Presented for Information November 12, 2026

Breanna Brighton

Crafton Hills College
Languages, Arts, and Academic Success

“Always a team player! Thanks for creating a supportive workplace culture.”

Recognized by:
Sabrina Jimenez

Sabrina Burgess-Johnson

Crafton Hills College
University Transfer Center

“Sabrina was able to assist students with thier CSU transfer applications when many technical issues made guiding these students a challenging process. She made sure that each student was able to follow along and complete as much of the application as possible with limited access to student records.”

Recognized by:
Cameron Van Aken

Sabrina Burgess-Johnson

Crafton Hills College
University Transfer Center

“Sabrina demonstrated leadership and initiative during the transfer fair.”

Recognized by:
Mariana Macamay

Fatima Call

Crafton Hills College
Visual and Media Arts

“I appreciate Fatima is direct, open, and honest communication. It's refreshing to work with someone who tells it like it is and makes sure everyone is on the same page.”

Recognized by:
Breanna Brighton

Judy Cannon

Crafton Hills College
Instruction Office

“Has created a warm, welcoming space for Honors students.”

Recognized by:
Olive Welch

Judy Cannon

Crafton Hills College
Honors

“I havenâ€™t met a more dedicated and kind person in my life. Judy brings so much value not just to honors but to the entire campus. We are so lucky to have her. Honors is Judy and iâ€™d like to thank her for every time she takes time to support and uplift students including myself.”

Recognized by:
Jazmyn Garcia

Caring Hands Applause Cards

Presented for Information November 12, 2026

Judy Cannon

Crafton Hills College
Crafton Honors Institute

“Judy has always made me feel welcome in the honors program and genuinely wants people at Crafton to succeed. Iâ€™ve been in the honors program for 3 years and throughout my time here I have taken advantage of so many opportunities that Judy took time to find for us. I appreciate her so much!”

Recognized by:
Brooke Jefferson

Judy Cannon

Crafton Hills College
Honors

“She always offers a warm smile and was the one of very first staff members at Crafton I met and she immediately offered such great advice and was very welcoming.”

Recognized by:
Ethan Espinoza

Judy Cannon

Crafton Hills College
Honors Institute

“I never believed I would do more than a few semesters at Crafton before dropping out and focusing on my writing. With the help of Ryan Bartlett and JUDY CANNON I not only stuck with school, I drove headfirst into it. I'm not doing full semesters with research while thriving in ways I never imagined.”

Recognized by:
Danni Jean Black

Judy Cannon

Crafton Hills College
Honors

“I always appreciate how kind you are when answering my many questions, as well as helping open up new opportunities for us all. Itâ€™s inspiring to see how dedicated you are to studentsâ€™ success. Your commitment truly makes Honors a welcoming place, and thank you for the amazing baked goods!”

Recognized by:
Camilla Garrity

Caring Hands Applause Cards

Presented for Information November 12, 2026

Judy Cannon

Crafton Hills College
Instruction office

"Judy is an amazing faculty on campus. She encourages all students to do their very best in their education, and her Honors program is the perfect opportunity for students wanting to go the extra mile."

Recognized by:
Eduardo Jaime, Student of Environmental Science

Minerva Carrillo

Crafton Hills College
Facilities

"Minerva routinely goes out of her way to help us during large events. It was a very hot day and she took time to help us provide a comfortable day for both students and university guests."

Recognized by:
Mariana Macamay

Minerva Carrillo

Crafton Hills College
CHC Facilities

"Minerva shows the nicest, friendliest and professional manner, She is always helpful and willing to go above and beyond to help Admin, Staff, Faculty and Students. She always steps up to give her all. She is very much appreciated."

Recognized by:
CHC SAS Office

John Cordova

Crafton Hills College
Vocational Nursing

"John, Thank you for all your contributions and assistance with the VN Competencies and Standards for the Apprenticeship Program. Your expertise is greatly appreciated."

Recognized by:
Brittany Sysawang Nair

Joe Corilla Lazo

Crafton Hills College
Tutoring Center

"Joe is CONSTANTLY going above and beyond for every single student he encounters, not just me. He's exactly what I think is important in someone who wants to be a healthcare worker and I feel so thankful that he's a tutor at our tutoring center. One of the best tutors on campus by far."

Recognized by:
Jazmyn Garcia

Geoffrey Escher

Crafton Hills College
Office of Instruction

"Thank you for your willingness to assist during our MIS process. I greatly appreciate it!"

Recognized by:
Corrina Baber, TESS

Caring Hands Applause Cards

Presented for Information November 12, 2026

Duran Gaddy

Crafton Hills College
Fire Technology

“Thank you for the incredible work youâ€™ve done with the Fire Tech Club and outreach! Your dedication creates meaningful opportunities for students, builds connections in our community, and inspires future fire service professionals. I appreciate the time, energy, and care you bring to this work!”

Recognized by:
Amanda Ward

Jimmy Grabow

Crafton Hills College
Counseling

“Jimmy has been doing an outstanding job as our new Articulation Officer. In the brief time that he has been in position, he has really made a positive impact. Additionally, I really appreciate his honesty, answers to questions and how he is always willing to find things out that he is unsure of.”

Recognized by:
Kim Salt

Sergio Guzman

Crafton Hills College
Admissions and Records

“Solved my issue fast, explained the issue and how he was going to fix it. All in all just exemplary service.”

Recognized by:
Jordan Bouie

Sergio Guzman

Crafton Hills College
Admissions and Records

“Absolutely the very best employee here. He was very informative and helpful”

Recognized by:
Mariella Hernandez

Brenden Hamilton

Crafton Hills College
Athletics

“Thank you for all the amazing work you did to prepare and host the 3rd SBCCD Olympics!ou”

Recognized by:
Kevin Horan

Anyssa Henrich

Crafton Hills College
Nursing Services

“Anyssa has gone above and beyond helping to start our CNA program at Pacific High School, without her the project would not have been able to get off the ground. We are helping our community and students sooner because of the amazing work she is doing. THANK YOU!!!”

Recognized by:
Dr. Veronica Arrowood

Caring Hands Applause Cards

Presented for Information November 12, 2026

Nate Hertweck

Crafton Hills College
English

“This professor takes the time to make sure his students know what resources are available to us as well as where they are and makes you feel welcome enough to ask questions if clarification was needed. You can tell that he enjoys his job and would go out of his way to assist his students.ou”

Recognized by:
Anonymous Student

Diego Hinojosa

Crafton Hills College
University Transfer Center

“Diego is a pleasure to work with. He has a great attitude and is a team player. Thank you for being part of our team.”

Recognized by:
Mariana Macamay

Rick Hogrefe

Crafton Hills College
Communication and Language

“Rick effectively leads two departments while always making sure his faculty are informed and have what they need. His selflessness, passion, and genuine care for others are inspiring. I am thankful for his leadership.ou”

Recognized by:
Breanna Brighton

Kayle Hurst

Crafton Hills College
Office of the President

“Thank you for all the amazing work you did to prepare and host the 3rd SBCCD Olympics!ou”

Recognized by:
Kevin Horan

Alek Kunf

Crafton Hills College
Athletics

“Thank you for all the amazing work you did to prepare and host the 3rd SBCCD Olympics!”

Recognized by:
Kevin Horan

Luna Lagrima

Crafton Hills College
Admissions & Records

“Thank you for always responding quickly and processing flagged applications in real time!”

Recognized by:
Jamie & Outreach Team

Caring Hands Applause Cards

Presented for Information November 12, 2026

Kyle Lehman

Crafton Hills College
Facilities

"Kyle has not only been doing an excellent job at his duties, he is friendly and accommodating. I enjoy running into him.ou"

Recognized by:
Nick Reichert

Veronica Lehman

Crafton Hills College
Financial Aid

"Thank you for your invaluable knowledge during the Financial Aid MIS process."

Recognized by:
Corrina Baber, TESS

Amity Lodevico

Crafton Hills College
EOPS

"Your support during the MIS process is always appreciated. Thank you!"

Recognized by:
Corrina Baber, TESS

Elizabeth Lopez

Crafton Hills College
Office of Instruction

"Thank you for always being willing to jump into action during our MIS process. I greatly appreciate it!"

Recognized by:
Corrina Baber, TESS

Jasmine Ojeda

Crafton Hills College
Career Education and Human Development

"Jasmine, Thank you so much for all your help and expertise in IT/Cybersecurity competencies and standards for the apprenticeship program."

Recognized by:
Brittany Sysawang Nair

Isaac Rangal

Crafton Hills College
Tutoring center

"Helped us find a wealth of physics 1 resources!"

Recognized by:
Abby Newhouse

Caring Hands Applause Cards

Presented for Information November 12, 2026

Issac Rangal

Crafton Hills College
Tutoring Center

"Such a kind motivated tutor, he can always explain the process in words I understand. I can always appreciate his enthusiasm and willingness to help foster a students interest in math."

Recognized by:
Natty Treacy

Matthew Riddle

Crafton Hills College
University Transfer Center

"Matthew brings joy and comradery to our office and events. He makes others, especially students feel like they belong."

Recognized by:
Mariana Macamay

David Robles

Crafton Hills College
University Transfer Center

"Thank you for going above and beyond during the transfer fair. Thank you."

Recognized by:
Mariana Macamay

Nati Rodriguez

Crafton Hills College
EOPS

"Thank you for your continued assistance throughout the MIS submission process. Your support is sincerely appreciated."

Recognized by:
Corrina Baber, TESS

Veronica Salceda

Crafton Hills College
Office of the President

"Thank you for all the amazing work you did to prepare and host the 3rd SBCCD Olympics!"

Recognized by:
Kevin Horan

Racquel Schoenfeld

Crafton Hills College
EOPS

"Racquel advocated for me when I needed it. She quickly rose to action and successfully helped me overcome a challenge in another department that was not responding to my request for help. She is kind, joyful and really cares."

Recognized by:
Leah Valpy

Caring Hands Applause Cards

Presented for Information November 12, 2026

Floyd Simpson

Crafton Hills College
Admissions and Records

"Thank you very much for always responding quickly and being happy to help! Especially with processing flagged applications in real time."

Recognized by:
Jamie and Outreach team

Sara Sosa

Crafton Hills College
Counseling

"Sara Sosa is an amazing counselor who has guided me through Crafton Hills College and helped me apply to the Respiratory Care Program. Her kindness, dedication, and support have made a tremendous difference in my educational journey."

Recognized by:
Christopher Sarres

Cyndie St. Jean

Crafton Hills College
Office of the President

"Thank you for all the amazing work you did to prepare and host the 3rd SBCCD Olympics!"

Recognized by:
Kevin Horan

Ginger Sutphin

Crafton Hills College
Language, Arts, and Academic Support division

"As a new manager transitioning from faculty, I'm deeply grateful to Ginger Sutphin for generously sharing her wealth of knowledge and experience. She has patiently guided me through unfamiliar processes and procedures, giving freely of her time to help me grow more confident and capable in my role."

Recognized by:
Cynthia Hamlett

Alyssa Taylor

Crafton Hills College
Social, Information and Natural Sciences

"Thank you for all the support you give our division!"

Recognized by:
Sabrina Jimenez

Isaac Turpin

Crafton Hills College
University Transfer Center

"Isaac is always willing to help and be of service to students and his team. He is a pleasure to work with."

Recognized by:
Mariana Macamay

Caring Hands Applause Cards

Presented for Information November 12, 2026

Shane Veloni

Crafton Hills College
Technology Support Services

"Shane, thank you so much for your help with my updating my applications on my laptop."

Recognized by:
Brittany Sysawang Nair

Sharon Zerbel

Crafton Hills College
Office of the President

"Thank you for all the amazing work you did to prepare and host the 3rd SBCCD Olympics!"

Recognized by:
Kevin Horan

Cherishea Coats

District Support Operations
Computing Services

"Thank you so much, Cherishea, for your help with Canvas! I appreciate your patience, support, and sharing your knowledge and expertise. You are a GEM!"

Recognized by:
Marie Maghuyop

Virginia Diggle

District Support Operations
Purchasing

"Virginia- on behalf of the Athletic Department, we cannot thank you enough for always going above and beyond to support us! Thank you so much!"

Recognized by:
Maureen Ryan & all Head Coaches

Courtnee Laughlin

District Support Operations
Business Services

"I appreciate your exceptional customer service and quick helpfulness. Thank you!"

Recognized by:
Heidi Hoffman

Arlene McGowan

District Support Operations
TESS

"Thank you for your invaluable knowledge during the MIS Assessment process. I appreciate you!"

Recognized by:
Corrina Baber, TESS

Caring Hands Applause Cards

Presented for Information November 12, 2026

Arlene McGowan

District Support Operations
District Computing Service

"For going above and beyond in assist me with updating the A&R transcript scanner on short notice and being kind and patient with me."

Recognized by:
Aldo Sifuentes

Dacia Melendez

District Support Operations
Technology & Educational Support Services

"Dacia, you are amazing and a wonderful team member, your assistance and kindness is always appreciated. Thank you so much for helping me with my login issues."

Recognized by:
Brittany Sysawang Nair

Dacia Melendez

District Support Operations
TESS

"I appreciate your willingness to always help me at the drop of a hat. Thank you!"

Recognized by:
Heidi Hoffman

Dacia Melendez

District Support Operations
DSO- TESS

"Dacia, you are awesome and always so kind and helpful. I really appreciate your help with solving my log in issues with my email, portal and VPN. Thank you."

Recognized by:
Brittany Sysawang Nair

Wyvon Smith

District Support Operations
Fiscal Services

"I appreciate your hard work and quick responses to my inquiries. Thank you!"

Recognized by:
Heidi Hoffman

Jeffrey Weber

District Support Operations
District Police Department

"Thank you, Officer Weber, for responding to a student who needed support at SBVC General Counseling office and de-escalating the situation with such patience and kindness. By keeping things calm and limiting who approached her, you helped her feel safe, and our whole office is grateful."

Recognized by:
The Counseling Department

Caring Hands Applause Cards

Presented for Information November 12, 2026

Cynthia Arevalo

San Bernardino Valley College
Marketing

“It is a pleasure to work with you on events! Thank you for the energy and creativity that you bring! Can't wait to work with you more this year!”

Recognized by:
Marie Maghuyop, Student Life

Eric Babino

San Bernardino Valley College
Maintenance & Operations

“Eric is always going above and beyond to help support! Thank you for all you do!”

Recognized by:
Yolanda Martinez

Eric Babino

San Bernardino Valley College
Maintenance & Operations

“Always being so helpful and kind! Thank you for supporting our faculty, staff, and students!”

Recognized by:
Yolanda Martinez

Amber Barzak

San Bernardino Valley College
Marketing

“It is so great to work with you on events! Thank you for all your help, especially with coordinating the performers for our Rock the Vote event!”

Recognized by:
Marie Maghuyop, Student Life

ana bojorquez

San Bernardino Valley College
SAS high tech center

“they went above and beyond i was in distress about what i was doing and going through and they helped me to navigate some services and showed what i need to do i”

Recognized by:
charlotte mccoy

Lupita Castaneda

San Bernardino Valley College
Office of Instruction

“Thank you for your support during the MIS process. Your assistance is appreciated!”

Recognized by:
Corrina Baber, TESS

Caring Hands Applause Cards

Presented for Information November 12, 2026

Lupita Castaneda

San Bernardino Valley College
Office of Instruction

"Thank you for being so helpful with correcting our Spring 2027 schedule! We appreciate you!"

Recognized by:
Dean Cordero, Kristin & Maureen, Kinesiology Team!

Angel Castillo

San Bernardino Valley College
Marketing

"Thank you for all your hard work with photos and videos for our events. It's so great to capture these moments!"

Recognized by:
Marie Maghuyop, Student Life

Angel Castillo

San Bernardino Valley College
Marketing

"Huge shoutout to you, Angel for your amazing photography, video, and drone skills! Your work captured so much of the energy and exciting of all our special events! Thank you!"

Recognized by:
Marie Maghuyop

Michelle Crocfer

San Bernardino Valley College
SAS

"Thank you for always being willing to assist during the MIS submission process. Your support, and willingness to help are sincerely appreciated."

Recognized by:
Corrina Baber, TESS

Carol Damgen

San Bernardino Valley College
COMMUNICATIONS STUDIES - SBVC

"She helped me become very confident in my public speaking skills, her words of encouragement and advice have proven helpful to this day to me."

Recognized by:
Angel Arellano

Carol Damgen

San Bernardino Valley College
Communications

"Professor Damgen pushed me into joining the honors program and I'm glad that she saw something in me that I didn't see myself I am forever grateful for her empathy and foresight as I've had opportunities open up that wouldn't have been if I didn't follow her guidance."

Recognized by:
Curtis Loop

Caring Hands Applause Cards

Presented for Information November 12, 2026

Arleen Delgado

San Bernardino Valley College
Assessment

“Thank you for your invaluable knowledge during the MIS Assessment process. I appreciate you!”

Recognized by:
Corrina Baber, TESS

Frank Dunn

San Bernardino Valley College
Counseling

“Mr. Dunn was very helpful even though I had poor internet connection he still tried to help me and showed me how to get two degrees instead of 1. I was excited to hear that and it motivates me to finish college faster with two degrees in hand.”

Recognized by:
Kimberly Hernandez Ambario

Matthew Eckenwiler

San Bernardino Valley College
Office of Student Services

“Thank you to Matt for his assistance and effort in coordinating Ice Pops with the President's Executive Cabinet on August 25.”

Recognized by:
Jesse Neimeyer-Romero

Giovanny Elizarraraz

San Bernardino Valley College
Marketing

“Thank you for all your hard work with photography and videography for our events. You do an amazing job of capturing the energy and joy of all our events!”

Recognized by:
Marie Maghuyop, Student Life

Giovanny Elizarraraz

San Bernardino Valley College
Marketing

“Huge shoutout to you, Gio, for your incredible work on the Centennial recap videos! Your creativity, editing, and attention to detail brought every moment, big and small, to life! Amazing work!”

Recognized by:
Marie Maghuyop

Rosario Esparza

San Bernardino Valley College
Financial Aid

“Thank you for your invaluable knowledge during the Financial Aid MIS process.”

Recognized by:
Corrina Baber, TESS

Caring Hands Applause Cards

Presented for Information November 12, 2026

Jonathan Flaa

San Bernardino Valley College
IT

"Mr. Flaa worked extremely hard in getting out computers into compliance during a state audit. Additionally, he is always on had whenever there is an issue with our computers in our police academy program."

Recognized by:
Rosalind Lewis

Jonathan Flaa

San Bernardino Valley College
Technology Services/Computing Services

"Thank you for prioritizing our needs and for immediately assisting us with uploading the TMAS applications during our POST 2026 Basic Course Certification Review. Your immediate support was critical to ensure we stay POST-compliant. We truly appreciate your agility, dedication, and contribution."

Recognized by:
Amelia Gonzales

Armando Garcia

San Bernardino Valley College
General Counseling

"Your patience, kindness, and courtesy exemplify excellence.
Your wisdom and guidance inspire student confidence and trust.
Your dedication to student success is truly invaluable.
Armando, I am blessed to call you both a respected colleague and a cherished friend!"

Recognized by:
Dr. Craig Luke

Armando A. Garcia

San Bernardino Valley College
Counseling Department/ International Student Program

"Helped me plan out my classes to be able to transfer to a 4-year university, answered all my questions and provided me advice on how be a competitive applicant."

Recognized by:
Victoria L. Castillo

Caring Hands Applause Cards

Presented for Information November 12, 2026

Armando Garcia

San Bernardino Valley College
COUNSELING & MATRICULATION

"Helped develop an educational plan to ensure a smooth year as a new student at SBVC. When getting in contact, he is there right away to give advice and resolve the issue."

Recognized by:
Arisleiny Miranda

Edward Gomez

San Bernardino Valley College
History

"I really appreciated the way he taught his class. History has never been one of my favorite subjects, but he made it interesting and helped me learn things about California that I had never known before."

Recognized by:
Leslie Toscanocorona

Kristin Hauge

San Bernardino Valley College
Kinesiology, Health & Athletics Division

"Kristin, your attention to detail and commitment to make our Division better is admirable. Thank you for already making our Division a better place."

Recognized by:
Maureen Ryan & the VKHA Division

Andrea Hecht

San Bernardino Valley College
Counseling

"Helped me move through my new experience as a freshman in highschool taking dual enrollment"

Recognized by:
Arleen Gomez

Andrea Hecht

San Bernardino Valley College
counseling

"Andrea helped me by being someone who cares, she provided a meaningful assignment and actually listened and gave encouraging words back, she is such a positive role model."

Recognized by:
Scarlet Amezcua

Brandy Heller

San Bernardino Valley College
Athletics

"Congratulations on surviving your first Fall eligibility season! Our student-athletes and Head coaches are so lucky to have you serving and working hard for them! :)"

Recognized by:
Maureen Ryan

Caring Hands Applause Cards

Presented for Information November 12, 2026

Dr. Lisa Henkle

San Bernardino Valley College
Instruction

"Dr. Lisa Henkle exemplifies academic excellence, professionalism, and dedication to student success.Her Political Science students consistently praise her teaching and commitment.Our past collaborations reflect her expertise, collegiality, and integrity.I applaud her outstanding contributions."

Recognized by:
Dr. Craig Luke

Patrice Hollis

San Bernardino Valley College
Financial Aid

"Patrice never hesitates to contribute during our Financial Aid MIS process. She is always so helpful and gracious. Thank you!"

Recognized by:
Corrina Baber, TESS

Syntoia Hunt

San Bernardino Valley College
Deep Counselor

"Syntoia was incredibly helpful and made sure all my questions were answered. Being a parent and a returning student can make college feel intimidating, but her professionalism and clear guidance made everything so much easier for me."

Recognized by:
Lupita Moreno (student)

Jeff Huynh

San Bernardino Valley College
IT

"Mr. Huynh, worked extremely hard getting out computers into compliance during a state audit. He took the time away from other duties it assist with required installation of software."

Recognized by:
Rosalind Lewis

Caring Hands Applause Cards

Presented for Information November 12, 2026

Jeff Huynh

San Bernardino Valley College
Technology Services/Computing Services

"Thank you for prioritizing our needs and for immediately assisting us with uploading the TMAS applications during our POST 2026 Basic Course Certification Review. Your immediate support was critical to ensure we stay POST-compliant. We truly appreciate your agility, dedication, and contribution."

Recognized by:
Amelia Gonzales

Matthew Kim

San Bernardino Valley College
Marketing

"Thank you for all your help with promoting events and keeping our SBVC Votes website updated! It's a huge help! You're the best!"

Recognized by:
Marie Maghuyop, Student Life

John King

San Bernardino Valley College
Welding

"I loved the welding class. Professor John King was very professional, helpful and a great teacher. I like that i was able to approach him with questions. I would definitely recommend his class. Thank you for a good semester. I learned alot."

Recognized by:
Pauline M Flores

Naomi Lara

San Bernardino Valley College
Studdent Equity

"Naomi Lara exemplifies exceptional professionalism, dedication, and outstanding service.Her invaluable support with scheduling, supplies, and departmental requests keeps our operations running smoothly.Her beautiful smile, positive attitude, and willingness to assist make her a joy to work with.I"

Recognized by:
Dr. Craig Luke

Breanna Lopez

San Bernardino Valley College
Office of Instruction

"Thank you for your support during the MIS process. Your assistance always ensures we submit accurate data, and for that I am grateful!"

Recognized by:
Corrina Baber, TESS

Breanna Lopez

San Bernardino Valley College
Office of Instruction

"Thank you for being so helpful with correcting our Spring 2027 schedule! We appreciate you!"

Recognized by:
Dean Cordero, Kristin & Maureen, Kinesiology Team!

Caring Hands Applause Cards

Presented for Information November 12, 2026

Craig Luke

San Bernardino Valley College
First Year Experience

"All of the appointments I've made with any given counselor has been complicated, rescheduled, or I've been misunderstood and too uncomfortable to explain what I meant. That said he came to the appointment on time, made the process easy to understand and was patient. He was amazing."

Recognized by:
Shaaliyah Newsome

Christina Ly

San Bernardino Valley College
Career Technical Education

"Christina, Thank you for kindness and your assistance with Apprenticeship."

Recognized by:
Brittany Sysawang Nair

Yolanda Martinez

San Bernardino Valley College
Office of Instruction

"Thank you to Yolanda for her assistance and effort in coordinating Ice Pops with the President's Executive Cabinet on August 25."

Recognized by:
Jesse Neimeyer-Romero

Kellie McGee

San Bernardino Valley College
Kinesiology

"Coach McGee has gone above and beyond to make me feel like I belong in the Kinesiology Major, despite me coming into this field at a near middle age and at a very low fitness level. She has encouraged and grounded me time and time again, giving me advice and keeping me consistent."

Recognized by:
John Dewes

Caring Hands Applause Cards

Presented for Information November 12, 2026

Kevin Moreno

San Bernardino Valley College
IT

"Mr. Moreno provided exceptional service in assisting with the installation of software into our laptop computers during a state audit. He took the time away from his other duties to assist us in this matter."

Recognized by:
Rosalind Lewis

Kevin Moreno

San Bernardino Valley College
Technology Services/Computing Services

"Thank you for prioritizing our needs and for immediately assisting us with uploading the TMAS applications during our POST 2026 Basic Course Certification Review. Your immediate support was critical to ensure we stay POST-compliant. We truly appreciate your agility, dedication, and contribution."

Recognized by:
Amelia Gonzales

Maria Notarangelo

San Bernardino Valley College
Library

"Thank you for being my co-lead and right hand for SBVC Votes! You are the best!"

Recognized by:
Marie Maghuyop, Student Life

Jerry Ohigashi

San Bernardino Valley College
Facilities

"Jerry was such an amazing help on Saturdays Alumni Classic. He was everywhere without complaint, solving last minute issues and positive the whole time. Awesome to work with!"

Recognized by:
Eve Mulhall

Gilberto Ortiz

San Bernardino Valley College
Marketing

"Thank you for all your help with events, especially with the signage and printing for our recent Rock the Vote event! You're the best!"

Recognized by:
Marie Maghuyop, Student Life

Karol Pasillas

San Bernardino Valley College
CBO

"Thank you for your support to the bond team. Your coordination and help is appreciated."

Recognized by:
Erika Menge

Caring Hands Applause Cards

Presented for Information November 12, 2026

Monica Perales

San Bernardino Valley College
EOPS

"I truly appreciate your continued support and assistance during the MIS submission process. Your willingness to help and work through issues with me is greatly appreciated."

Recognized by:
Corrina Baber, TESS

Christine Poffek

San Bernardino Valley College
Kinesiology department

"Has received a major award."

Recognized by:
Anonymous

Christine Poffek

San Bernardino Valley College
Kinesiology and health

"Physical education class her kindness goes along way"

Recognized by:
Taelor Duplissis

Naila Popat

San Bernardino Valley College
ADMISSIONS & RECORDS - SBVC

"Helping with my dual enrollment forms so I could start classes before I finished high school"

Recognized by:
Ashley Garcia

NAILA POPAT

San Bernardino Valley College
ADMISSIONS & RECORDS

"Naila went above and beyond to help me get registered into my classes. As a single mom, it was a really helpful gesture on her part. She is kind and very quick with her help!"

Recognized by:
Tyler Gutierrez, Student

Michael Ramirez

San Bernardino Valley College
Athletics

"He is an amazing coach who always supports us, helps us through challenges, and puts a lot of time and effort into helping us improve and succeed."

Recognized by:
Jaedy Medina Estrada

Caring Hands Applause Cards

Presented for Information November 12, 2026

Treesa Sabato

San Bernardino Valley College
EOPS

"Thank you for your continued assistance throughout the MIS submission process. Your support is sincerely appreciated."

Recognized by:
Corrina Baber, TESS

David Sanchez

San Bernardino Valley College
Modern Languages

"David was instrumental in facilitating many prerequisite challenge exams during the summer session. Facilitating these exams removed barriers by recognizing students' prior learning and experience. David's communication and efficiency during the process are to be commended."

Recognized by:
Davena Burns-Peters, MLD Chair

Uvaldo Sifuentes

San Bernardino Valley College
Technology Services/Computing Services

"Thank you for prioritizing our needs and for immediately assisting us with uploading the TMAS applications during our POST 2026 Basic Course Certification Review. Your immediate support was critical to ensure we stay POST-compliant. We truly appreciate your agility, dedication, and contribution."

Recognized by:
Amelia Gonzales

Aldo Sifuentes

San Bernardino Valley College
IT

"Mr. Sifuentes worked extremely hard assembling his team to get out computers into compliance during a state audit."

Recognized by:
Rosalind Lewis

Caring Hands Applause Cards

Presented for Information November 12, 2026

Kristian Suarez

San Bernardino Valley College
Maintenance & Operations

“Kristian is always going above and beyond to help support! Thank you for all you do!”

Recognized by:
Yolanda Martinez

Michael Torrez

San Bernardino Valley College
Chemistry Dept./Science Division

“Professor Torrez is going through a very difficult time, yet he continues to show up to class for his students. His dedication and passion to his work is inspiring, and I believe he should be recognized for it. "Some people color when they're stressed; I choose to teach." - Mr. Torrez 2026.”

Recognized by:
Vincent S. Mann

Patricia Valenzuela

San Bernardino Valley College
CalWORKs

“Your support during the MIS process is always appreciated. Thank you!”

Recognized by:
Corrina Baber, TESS

Gary Vallado

San Bernardino Valley College
Water Supply Tech

“Professor Vallado is a great professor and has made his class very interesting and informative”

Recognized by:
joel garcia

Erin Williams

San Bernardino Valley College
Financial aid

“Every time I come into the financial aid office she professional and understanding. She's gone out of her way to make sure that my experience here at San Bernardino Valley College has been in pleasant one and without her doing such a phenomenal job I don't think that I could have been as successful.”

Recognized by:
Curtis Loop

Kay Dee Yarbrough

San Bernardino Valley College
Office of Instruction

“Thank you for your support during the MIS process. Your assistance is appreciated!”

Recognized by:
Corrina Baber, TESS

Caring Hands Applause Cards

Presented for Information November 12, 2026

Nathan Yearyean

San Bernardino Valley College
IT

"Mr. Yearyean took the time away from his other duties to assist our police academy program during a state audit to install critical software that was required by the state agency."

Recognized by:
Rosalind Lewis

Nathan Yearyean

San Bernardino Valley College
Technology Services/Computing Services

"Thank you for prioritizing our needs and for immediately assisting us with uploading the TMAS applications during our POST 2026 Basic Course Certification Review. Your immediate support was critical to ensure we stay POST-compliant. We truly appreciate your agility, dedication, and contribution."

Recognized by:
Amelia Gonzales

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources, Police Services, Emergency/Employee Risk Management & Payroll Services

DATE: November 12, 2026

SUBJECT: Retirement Recognition

RECOMMENDATION

This item is for information only.

OVERVIEW

The Board would like to recognize and celebrate the following staff on their retirement from San Bernardino Community College District.

Carmell, Melissa, Admissions and Records Technician, SBVC
After 27 years of dedicated service at Valley College, Melissa will retire effective September 30, 2026. Since joining SBCCD as an Admissions and Records Clerk in 1999 she has made a lasting impact. We thank her for her contributions and wish her all the best in her well-earned retirement.

Torres, Maria, Human Resources Coordinator, DSO
After 17 years of dedicated service to the District, Maria will retire December 30, 2026. Maria started as a Clerical Assistant II in Human Resources in 2009, later in 2019 Maria promoted to Human Resources Coordinator. She has made a lasting impact to the District. We thank her for her contributions and wish her all the best in her well-earned retirement.

The commitment and dedication this individual has shown to student success is unwavering. The District is truly grateful for their years of service and congratulates them on their retirement.

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.



11.12.2026

CHANCELLOR'S REPORT

SBCCD CONNECTS WITH SENIORS AT SILVER SCREENS & SERVICE

SBCCD participated in Senator Eloise Gómez Reyes' inaugural Silver Screens & Service event, bringing seniors from across the Inland Empire together for a day of connection, community resources, and entertainment.

cont. on page 4





SBCCD OLYMPICS BRINGS THE FUN AND FRIENDLY COMPETITION

SBCCD brought teamwork, laughter, and a little friendly rivalry to the 3rd Annual SBCCD Olympics, where employees from SBVC, CHC, and DSO competed for bragging rights and Olympic glory!

The games featured plenty of action

cont. on page 3

"GOLF CART CONVOS" WITH TRUSTEE DR. STEPHANIE HOUSTON

SBCCD's Golf Cart Convos returns with a new ride-along featuring Trustee Dr. Stephanie Houston as she tours some of her favorite spots at Crafton Hills College. The series offers a fun, personal look at the people who help shape the District and their connections to our campuses and the communities we serve.

cont. on page 4







THIS IS SBCCD

CHC BRIGHT NIGHTS RAISES $205K FOR SCHOLARSHIPS



The Crafton Hills College (CHC) Foundation welcomed hundreds of generous donors to its annual "Bright Nights, Brighter Futures" gala on Sept. 23, raising $211,000 to support student scholarships, campus programs, and resources that help students achieve their educational and career goals.

"This is only possible because of people like you," said CHC President Kevin Horan, recognizing the donors and community partners whose generosity helps students overcome barriers and prepare for meaningful careers.

The vibrant celebration featured live entertainment, silent and live auctions, and a Sponsor a Student Wall, all contributing to the evening's fundraising success. Guests also heard inspiring stories from Outstanding Alumnus William "Bill" Soqui and graduate River Casner, highlighting the lasting impact of Crafton's educational and career training programs.

Last year, the Foundation awarded more than $330,000 in scholarships and provided an additional $156,000 in direct student support, including emergency funding, textbook loans, and program assistance.

Through continued community partnerships and donor generosity, the CHC Foundation remains committed to removing financial barriers, expanding opportunities, and empowering students to build brighter futures.

SBVC FOOD PANTRY RECEIVES $4,000 DONATION



San Bernardino Valley College (SBVC) received a generous $4,000 contribution from Arrowhead United Way to support the college's food pantry, helping expand access to groceries and essential basic-needs resources for students experiencing food insecurity.

The contribution will help strengthen SBVC's ongoing efforts to address basic-needs challenges that can create barriers to academic success. By providing students with access to nutritious food and essential resources, the food pantry plays an important role in supporting student well-being, reducing financial stress, and helping students remain focused on achieving their educational goals.

The partnership was recognized during a recent SBCCD Board of Trustees meeting, where a ceremonial check was presented in appreciation of Arrowhead United Way's generosity and continued commitment to the SBVC community.

Through partnerships with community organizations like Arrowhead United Way, SBVC continues to strengthen its network of support services, ensuring students have access to resources that help them thrive both inside and outside the classroom.

SBCCD extends its sincere appreciation to Arrowhead United Way for investing in student success and helping make higher education more accessible by addressing the everyday challenges students face.











SBCCD OLYMPICS







cont. from page 1

and unexpected challenges. At Crafton Hills College, teams kicked off the fun with a kickball tournament, showing off their skills while suited up in inflatable unicorn, dinosaur, and rooster costumes. The excitement continued at the raft race, where campus teams worked together to navigate a relay across CHC's Olympic-sized swimming pool. Between events, participants refueled with lunch from a taco vendor.

San Bernardino Valley College hosted the final round of competition, challenging colleagues with two unforgettable events. In the nine-legged race, teammates had to coordinate their movements while navigating a course featuring basketball, football, soccer, and hockey challenges. The blindfolded giant bowling event tested participants' sense of direction as competitors were spun around three times before attempting to knock down oversized bowling pins from 60 feet away. Teamwork and a good sense of humor were essential!

The competition extended beyond the playing field through the SBCCD Olympic Spirit Challenge, which gave employees additional opportunities to earn points for their home campus through virtual events. Participants showed off their creativity in the "Anything But a Cup" challenge by sharing photos of themselves enjoying their favorite beverages in unconventional containers. Meanwhile, the "So You Think You Can Type" competition put typing speed and accuracy to the test. Every virtual event earned valuable points toward each campus's overall score.

More than just a competition, the SBCCD Olympics brought colleagues together across the District to celebrate campus pride, collaboration, and community. From inflatable costumes and creative beverage containers to athletic challenges and friendly rivalries, employees proved that a little competition can go a long way in building connections.

Until next year, SBCCD, may Olympic spirit continue!





cont. from page 1

The event celebrated seniors who have spent a lifetime building and strengthening our communities, offering an opportunity to connect with friends and neighbors, explore valuable community resources, and enjoy a movie in a welcoming setting.

SBCCD Chancellor Diana Z. Rodriguez attended in support of the event and spoke with seniors before the screening, emphasizing the importance of community connections and access to resources that support their well-being and quality of life.

Before settling in for the movie, attendees visited a health and resource fair featuring local organizations and advocacy groups offering information and services for older adults. SBCCD was honored to participate, connect with community members, share information about its educational opportunities, and provide giveaway items for attendees to take home.

SBCCD appreciates the opportunity to support community events that celebrate local residents, strengthen connections, and help connect individuals with valuable resources.



GOLF CART RIDE ALONG
CRAFTON HILLS COLLEGE EDITION



cont. from page 1

As a Crafton Hills College alumna, Dr. Houston shares a special connection to the campus and the opportunities community colleges provide. Her story highlights the lasting impact of education and the important role community colleges play in transforming lives.

Through Golf Cart Convos, SBCCD introduces the people behind the District, celebrates campus pride, and shares the stories and experiences that make our colleges special.

Take a ride with Dr. Houston and discover some of her favorite spots at Crafton Hills College in the latest episode of Golf Cart Convos!

Watch the video: https://www.facebook.com/SBCCD/videos/come-with-us-for-a-golf-cart-ride-along-with-trustee-dr-stephanie-houston-and-st/1409395571183117/

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Nohemy Ornelas, Vice Chancellor of Edu. & Student Support Services

PREPARED BY: Dr. Christopher M. Crew, Executive Director, Research & Planning

DATE: November 12, 2026

SUBJECT: Strategic Plan Goal-3 Status Updates

RECOMMENDATION

This item is for information only and no action is necessary.

OVERVIEW

SBCCD continues to strengthen its role as a regional leader by developing partnerships that respond to community needs while expanding opportunities for students. These efforts reflect a broader approach to regional engagement, connecting education with healthcare, workforce preparation, technology, and financial support. The District is increasingly leveraging external relationships to bring new resources and opportunities to the communities it serves.

ANALYSIS

The Fall 2026 accomplishments demonstrate SBCCD's ability to expand resources and opportunities for students. These efforts strengthen the District's position as a key regional partner while addressing community needs that extend beyond the classroom.

INSTITUTIONAL VALUES

3. Be a leader and partner in addressing regional issues.

FINANCIAL IMPLICATIONS

There are no financial implications.

2026-2027 SBCCD STRATEGIC PLAN AND OBJECTIVES

MONTHLY STATUS UPDATE

FALL 2026

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

- ☑ SBCCD established a first-of-its-kind partnership in California with IEHP to connect students with health coverage and nutrition resources.
- ☑ SBCCD's Foundations secured $109,597 in scholarship and grants from regional and corporate partners. This includes $30,000 from three community partners, $25,000 from Edison International, and $54,597 through the Inland Empire Community Foundation.
- ☑ SBCCD partnered with MAP I.T. to establish precise GPS reference points and complete indoor scanning of more than 1.5M square feet of building space. The data will support digital building models and indoor mapping through ArcGIS Indoors.
- ☑ Seven SBCCD students joined the Dare to Dream Fellows program that expands experiential-learning opportunities for undocumented students who may be ineligible for traditional student employment. Students have a mentor and will also receive a stipend for their participation.

Outcome Achieved

Twenty students have completed immigration law training and hands-on field experience through SBCCD's Community-Based Immigration Services Fellowship. The California Youth Leadership Corps and the Catholic Legal Immigration Network, Inc. selected SBCCD as one of only three community colleges to participate in the program. Fellows may receive up to $10K in stipends and $5K in scholarships.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Nohemy Ornelas, Vice Chancellor of Edu. & Student Support Services

PREPARED BY: Dr. Christopher M. Crew, Executive Director, Research & Planning

DATE: November 12, 2026

SUBJECT: Strategic Plan Goal-4 Status Updates

RECOMMENDATION

This item is for information only and no action is necessary.

OVERVIEW

This update highlights SBCCD's progress in strengthening fiscal sustainability through diversified funding sources, strategic investments, improved financial stewardship, and expanded partnerships that support long-term institutional stability and student success.

ANALYSIS

SBCCD is advancing a more diversified and resilient financial model that strengthens its capacity to sustain operations and invest in institutional priorities. The growing emphasis on external funding, fiscal accountability, and strategic resource management reduces reliance on traditional funding sources while creating opportunities for long-term growth.

INSTITUTIONAL VALUES

4. Ensure SBCCD's fiscal accountability and sustainability.

FINANCIAL IMPLICATIONS

There are no financial implications.

2026-2027 SBCCD STRATEGIC PLAN AND OBJECTIVES

MONTHLY STATUS UPDATE

FALL 2026

GOAL 4: ENSURE SBCCD'S FISCAL ACCOUNTABILITY AND SUSTAINABILITY.

- ☑ SBCCD strengthened its long-term financial position as foundation assets surpassed $19M.
- ☑ SBCCD exceeded its annual grant award target by 5% and strengthened grant oversight through improved tracking, reporting, and administrative processes to support future funding opportunities.
- ☑ SBCCD doubled its Finish Line Scholars funding to $300,000 for 2026–27.
- ☑ SBCCD raised $205,000 through a September 2026 fundraising event to expand scholarship resources, student assistance, and support for campus programs.
- ☑ SBCCD secured $60,000 for innovative solar technology and completed a $449,400 state-funded heat resilience project, leveraging external resources to advance sustainable campus improvements.

Outcome Achieved

SBCCD secured a $1.1M Gates Foundation grant to develop a three-year Artificial Intelligence (AI) Essential Skills Pathway through dual enrollment. Working with three local high schools and regional partners, the initiative will expand access to emerging technologies, strengthen college and career pathways, and improve students' transitions into higher education.

Crafton Hills College

San Bernardino Valley College

BOARD OF TRUSTEES
Meeting Minutes – September 10, 2026

Location: San Bernardino Community College District, 550 E. Hospitality Ln., Ste 200, San Bernardino, CA 92408
Livestream: https://www.youtube.com/@sanbernardinocommunitycoll42/streams
Meeting materials: www.sbccd.edu/govenda

MEMBERS PRESENT	NON-VOTING ADMINISTRATORS PRESENT
Dr. Nathan Gonzales, Chair Dr. Cherina Betters, Clerk Dr. Stephanie Houston, Trustee (teleconference) John Longville, Trustee Frank Reyes, Trustee Carlos Aguilera, Trustee Jazmyn Garcia, CHC Student Trustee (advisory) Natalie Garcia, SBVC Student Trustee (advisory)	Dr. Diana Z. Rodriguez, Chancellor Jose Torres, Executive Vice Chancellor Dr. Kevin Horan, CHC President Dr. Gilbert Contreras, SBVC President Kristina Hannon, VC Human Resources & Police Services Angel Rodriguez, Associate Vice Chancellor Government Relations & Strategic Communications Heather Madole, Administrative Officer
MEMBERS ABSENT	**NON-VOTING ADMINISTRATORS ABSENT**
Joseph Williams, Vice Chair	Dr. Nohemy Ornelas, VC Educational & Student Support Services

I. CALL TO ORDER – PLEDGE OF ALLEGIANCE

Chair Gonzales called the meeting to order at 4:00 p.m.

Before beginning business, the Board paused and observed a moment of silent to reflect on the significance of September 11th. We honor and remember the victims of the attacks, as well as the heroic first responders, volunteers, and service members who answered the call of duty.

San Bernardino Community College District Board of Trustees' business meeting is conducted pursuant to California Government Code Section 54953. Trustee Houston is participating by Zoom conference. In accordance with the Ralph M. Brown Act, the teleconference location has been identified in the notice and agenda for this meeting.

Roll call:

- Student Trustee Garcia
- Student Trustee Garcia
- Trustee Aguilera
- Trustee Betters
- Trustee Houston - teleconference attendance
- Trustee Longville
- Trustee Reyes
- Trustee Williams
- Chair Gonzales

Trustee Houston on the teleconference respond to the following questions:

1. Can the trustees on the call hear me well? Trustee Houston responded "yes"
2. Were you able to hear our proceedings on this end up until now? Trustee Houston responded "yes"
3. Do you have a copy of the agenda for this meeting? Trustee Houston responded "yes"

All Board members present have indicated that they were able to hear all trustees clearly.

Trustee Student Trustee Garcia led the pledge of allegiance.

II. PUBLIC COMMENTS ON AGENDA AND NON-AGENDA ITEMS

Anita L. Gularte

III. CLARIFICATION

None

IV. PRESENTATIONS

A. Arrowhead United Way Presentation
Tonight, the Board of Trustees had the privilege of receiving a check presentation from Arrowhead United Way in support of San Bernardino Community College District and its continued efforts to serve students and the greater community. The Board extends its sincere appreciation to Arrowhead United Way for its generous support, valued partnership, and continued investment in the success of our students and communities.

V. RECOGNITION/CELEBRATION

A. Applause Cards
The Board recognized applause recipients for extending extra effort to provide quality service and valued assistance.

VI. BOARD OF TRUSTEES AND CHANCELLOR REPORTS

A. Board Committee & Activity Reports
1. Board Finance Committee (BFC) – Trustee Houston provided a brief report.
2. Board Policy & Procedures Ad-Hoc Committee (BPPAC) – No report.

Regional and State Reports
1. Board of Governors (BOG) – No report.

B. Chancellor's Report – Chancellor Rodriguez provided a brief report.

VII. ACTION AGENDA

A. 08-13-2026 Board Meeting Minutes

Motion: to approve the 08-13-2026 Board Meeting Minutes

Moved by: Trustee Aguilera. Seconded by Trustee Betters.

Roll Call Vote: AYES: J. Garcia (advisory), N. Garcia (advisory) Aguilera, Betters, Houston, Longville, Reyes, Gonzales
NOES: none
ABSTAIN: none
ABSENT: Williams

Motion passed

B. Conduct a Public Hearing on the 2026-27 Final Budget

Pursuant to Title 5, Section 58301, The Chair opened a public hearing on the final budget for fiscal year 2025-2026.

Public Comment: none

The Chair closed the Public Hearing.

C. Adopt the 2026-2027 Final Budget

Motion: to approve the 2026-2027 Final Budget

Moved by: Trustee Longville. Seconded by Student Trustee J. Garcia.

Roll Call Vote: AYES: J. Garcia (advisory), N. Garcia (advisory) Aguilera, Betters, Houston, Longville, Reyes, Gonzales
NOES: none
ABSTAIN: none
ABSENT: Williams

Motion passed

VIII. CONSENT AGENDA

A. Instruction/Student Services

1. Curriculum - SBVC

A. Human Resources

1. Adjunct and Substitute Academic Employees
2. Appointment of District Employees
3. Appointment of Temporary Academic Employees
4. Appoint Temporary Academic Employees - Rescind
5. Classification of Approval to Certify SBCCD's Use of the Equal Employment Opportunity Fund for 2024-2025 Fiscal Year
6. Grant Sabbatical Leaves for the 2027-2028 Academic Year
7. Consideration of Approval of Resolution #2026-09-10-BOT01 to Excuse Board Members of Absences
8. Management Tuition Reimbursement
9. Non-Instructional Pay
10. Payment of Stipends
11. Reorganization of the District Support Operations Technology & Educational Support Services (TESS) Department

B. Business & Fiscal Services

1. Conferences/Travel Over $5K or Outside the Contiguous U.S.
2. Contracts at or Above $119,100
3. Individual Membership
4. Surplus Property and Authorization for Private Sale or Disposal

C. Facilities

1. Master Services Agreements Task Orders for Bond Construction

Motion: to approve the Consent Agenda as presented

Moved by: Trustee Longville. Seconded by Trustee Betters.

Roll Call Vote: AYES: J. Garcia (advisory), N. Garcia (advisory) Aguilera, Betters, Houston, Longville, Reyes, Gonzales
NOES: none
ABSTAIN: none
ABSENT: Williams
Motion passed

IX. REPORTS

Brief reports were provided orally. All written reports are uploaded and can be referenced at www.sbccd.edu/Govenda

A. Represented Groups
   1. Crafton Hills College Academic Senate – Natalie Lopez provided a brief report.
   2. Crafton Hills College Classified Senate – No report.
   3. Crafton Hills College Associated Students – Nikki Baugh provided a brief report.
   4. San Bernardino Valley College Academic Senate – Tatiana Vasquez provided a brief report.
   5. San Bernardino Valley College Classified Senate – No report.
   6. San Bernardino Valley College Associated Students – No report.
   7. CSEA – Ernest Guillen provided a brief report.
   8. CTA – Denise Knight provided a brief report.
   9. Police Officers Association – No report. Trustee Betters provided complementary acknowledgement to Chief Bonnet and the entire police department. Student Trustee J. Garcia acknowledged Chief Bonnet and the police department as well.

B. Staff Reports
   1. San Bernardino Valley College President – President Contreras provided a brief report.
   2. Crafton Hills College President – President Horan provided a brief report.
   3. Executive Vice Chancellor – No report.
   4. Vice Chancellor of Human Resources & Police Services – No report.
   5. Vice Chancellor of Educational & Student Support Services – No report.
   6. Associate Vice Chancellor of Governmental Affairs & Strategic Communications – No report.

X. INFORMATION ITEMS

A. Board Master Action Planning Calendar
B. Budget Revenue & Expenditure Summary
C. Contracts Below $119,100
D. General Fund Cash Flow Analysis
E. Bond Measure Construction Change Orders and Amendments
F. MOUs between SBCCD and the CSEA
G. Professional Expert Short-Term and Substitute Employees
H. Purchase Order Report
I. Quarterly Investment & Deposit Report
J. Resignations
K. Volunteers

XI. ANNOUNCEMENT OF CLOSED SESSION ITEMS

A. Conference with Labor Negotiators Government Code 54957.6

Agency Representatives: Diana Rodriguez and Kristina Hannon Non-Represented Groups: CSEA, CTA, POA, Management/Supervisors, and Confidential Employees

B. Public Employee Discipline/Dismissal/Release/Non Re-Employment Government Code 54957 Number of cases: 1

C. Conference with Legal Counsel – Anticipated Litigation
Significant Exposure to Litigation Pursuant to Subdivision (d)(2) and (e) of Government Code Section 54956.9 Number of cases: 1

D. Conference with Legal Counsel – Existing Litigation Government Code 54956.9(e)(3) or (d)(1) Number of cases: 2

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

XII. PUBLIC COMMENTS ON CLOSED SESSION ITEMS

None

XIII. CONVENE CLOSED SESSION

The Board convened to closed session at 4:56 p.m.

XIV. RECONVENE PUBLIC MEETING

Chair Gonzales reconvened the public meeting at 5:51 p.m.

XV. REPORT OF ACTION IN CLOSED SESSION

On September 10, 2026, in closed session, the Board unanimously approved the Resignation Agreement and General Release between the District and Employee #23537, effective August 31, 2026. Under the agreement, Employee #23537 releases the District from any and all legal claims.

XVI. ADJOURNMENT

The next meeting of the Board: Board Strategy Session
September 24, 2026, at 5:00 p.m.
San Bernardino Community College District Boardroom
550 E. Hospitality Lane, Suite 200
San Bernardino, CA 92408

The Board of Trustees adjourned at 5:52 p.m.

The Board of Trustees approved the September 10, 2026, minutes on October 22, 2026.

Dr. Cherina Betters, Clerk
SBCCD Board of Trustees

Heather M. Madole, Administrative Officer
SBCCD Office of the Chancellor

BOARD OF TRUSTEES
Meeting Minutes – September 24, 2026

Location: SBCCD Boardroom, 550 E. Hospitality Lane, Suite 200, San Bernardino, CA 92410
Meeting materials: www.sbccd.edu/govenda

MEMBERS PRESENT	NON-VOTING ADMINISTRATORS PRESENT
Dr. Nathan Gonzales, Chair Dr. Cherina Betters, Clerk Carlos Aguilera, Trustee John Longville, Trustee Natalie Garcia, SBVC Student Trustee (advisory)	Dr. Diana Z. Rodriguez, Chancellor Jose Torres, Executive Vice Chancellor Dr. Kevin Horan, CHC Vice President Dr. Gilbert Contreras, SBVC President Kristina Hannon, VC HR, Police Services, Emergency/Employee Risk Management & Payroll Services Dr. Nohemy Ornelas, VC Educational & Student Support Services Angel Rodriguez, Associate Vice Chancellor Government Relations & Strategic Communications Heather Madole, Administrative Officer
MEMBERS ABSENT	**NON-VOTING ADMINISTRATORS ABSENT**
Joseph Williams, Vice Chair Dr. Stephanie Houston, Trustee Frank Reyes, Trustee Jazmyn Garcia, CHC Student Trustee (advisory)	

I. CALL TO ORDER – PLEDGE OF ALLEGIANCE
Chair Gonzales called the meeting to order at 5:00 p.m.

Trustee Better led the pledge of allegiance.

II. PUBLIC COMMENTS ON AGENDA AND NON-AGENDA ITEMS
None

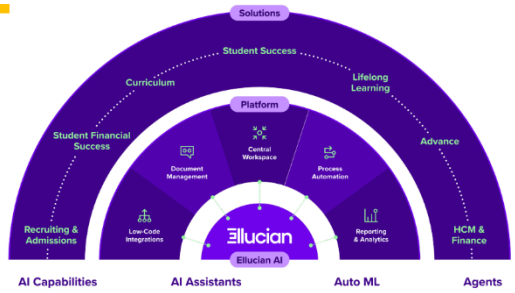
III. CLARIFICATION
None

IV. PRESENTATIONS
A. SBCCD Modernization Project Update
Chancellor Rodriguez introduced Vice Chancellor Nohemy Ornelas who presented.

Network and Infrastructure
- Cloud-Based Phone Solution
- Expansion of Wireless Access Points
- Firewalls
- Security Enhancements
- Server to Cloud Migration
- Redundancy within Systems

Security and Monitoring
- Board Adopted Policies and Procedures
- Security Operation Center
- Log Collection and Monitoring
- Fraud Detection
- Cybersecurity Training
- Annual Risk Assessments
- Cybersecurity Partnerships/Contracts

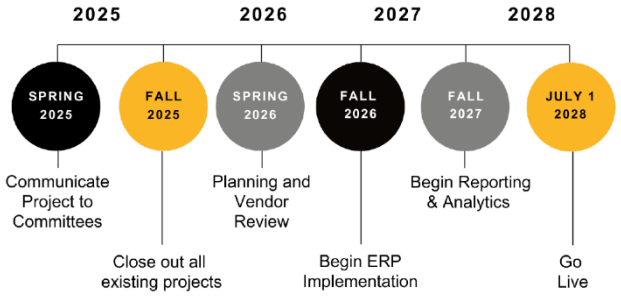
Integrated Enterprise Resource Platform (ERP)



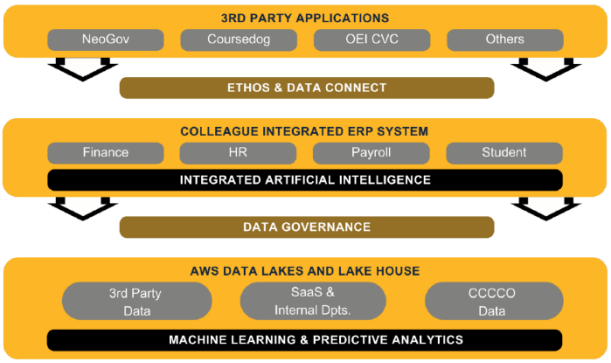
Integrated ERP - Colleague

- Integrated HR, Payroll, Finance, and Student Modules
- Consistent Student Experience
- Streamlined Processes and Workflow Automations
- Data Analytics
- Security and Compliance
- AI Built-In Platform
- Foundation for Innovation

Integrated ERP - Timeline

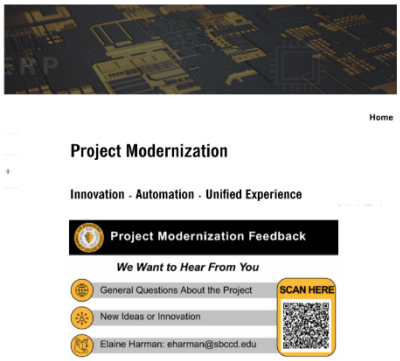


Business Process Alignment



Change Management

- Leadership on Same Page
- Support and Commitment to Change
- Encourage Collaboration
- Reinforce a Culture of Adaptability



Trustee Aguilera inquired about broadband connectivity and backup power sources, including generators. Luke Bixler explained that both campuses have redundant internet connectivity through two separate service providers, as well as backup generators.

Trustee Betters emphasized the importance of staying current with advancements in artificial intelligence (AI) and ensuring appropriate cybersecurity measures are in place to protect against AI-related threats. Vice Chancellor Ornelas noted that the District has implemented various software solutions to safeguard its data. Additionally, the recently approved AI policy will further strengthen security measures, with a workgroup established to oversee implementation. Luke Bixler added that an integrated Enterprise Resource Planning (ERP) system would provide a more effective and secure approach to managing District systems and data.

Chair Gonzales acknowledged the negative perceptions often associated with data centers and emphasized the importance of recognizing the District's own reliance on data center infrastructure.

B. SBCC Dual Enrollment Update

Chancellor Rodriguez introduced Vice Chancellor Nohemy Ornelas, Vice President Hector, and Vice President Wurtz who presented.

Valley College Growth is Driving Stronger Campus Systems

Strong systems include:

- **Faster course-request and staffing processes**
- **Consistent faculty onboarding and support**
- **Better data across institutions**

Valley College is Building the Capacity Needed for Continued Growth

PROCESS

Instruction and Student Services are simplifying course requests, staffing and K–12 coordination.

DATA

The college and District Support Operations are improving dual enrollment coding and exploring shared regional data.

FACULTY

Workshops are, a faculty handbook, a Canvas resource and dedicated faculty support strengthen readiness.

Result: a more consistent experience for students, faculty and K–12 partners

Purposeful Pathways Connects Coursework to College and Careers

Gates Foundation

San Bernardino Community College District · San Bernardino Valley College · Arroyo Valley High School · Pacific High School · San Andreas High School

AI Essential Skills

- Arroyo Valley High School and San Andreas Continuation High School
- Career exploration, Python, AI tools and machine learning
- Spring 2027 launch planned

Heavy and Medium Duty Truck

- Pacific High School
- Maps an existing SBVC sequence through spring 2028
- Clarifies the path from certificate to associate degree

High-Quality Advising

- Embedded counseling
- Education planning
- Campus visits
- Student handoffs
- Family materials
- Data sharing

Valley College is Preparing the Next Phase of Access

Deeper K–12 Partnerships

- Colton Joint Unified
- Rialto Unified
- San Bernardino City Unified

New Strategies Under Exploration

- Expansion of Dual Enrollment opportunities to 7th and 8th graders
- Incorporating student feedback to improve communication and advising

The Purpose

- **Give more students a clear, supported route from high school into college and career training.**

Crafton is Strengthening the Foundation for Growth

Faculty Readiness

- Dual Enrollment Faculty Lead
- Associate Dean of Instructional Support
- Fall 2026 Faculty Summit

Schedules that Work

- Course pathways aligned with graduation and college goals
- Flexible scheduling options
- Closer coordination with high school counselors

Faculty Capacity

- Different bell schedules and instructor availability make staffing difficult. Crafton is developing clearer schedules and support for participating faculty.

Focus: make dual enrollment easier to teach, schedule and sustain

A New Support Model Helps Students Stay Enrolled and Complete Courses

Dual Enrollment Counselor

- Builds an education plan tied to high school and college goals
- Helps students choose the right courses
- Connects students with counseling and campus resources

Dual Enrollment Completion Coach

- Maintains regular contact during the semester
- Identifies attendance, academic or technology concerns early
- Provides focused help and follows up on next steps

Success measure: more students remain enrolled and successfully complete their courses

Crafton is Expanding Access

5

New dual enrollment sections at Bear Valley High School in fall 2026

Rim of the World Partnership

Crafton is working with Rim of the World to develop and offer its EMT program in Lake Arrowhead.

CHC TEACH COLLEGE SCHOLARSHIP K-12 EDUCATORS UP TO $9,000

Teacher Pipeline

The Teach College Scholarship supports K–12 educators and helps address faculty capacity over t

The Next Phase Focuses on Sustainable Growth

One districtwide direction. Two colleges meeting different community needs.

Clear Pathways	Courses connect to graduation, college credentials, and careers.
Consistent Support	Students and faculty know where to turn for help.
Reliable Systems	Scheduling, agreements, and data keep pace with enrollment needs.
Regional Reach	Both colleges expand access through partnerships that fit their communities.

Chancellor Rodriguez shared that the Gates Foundation proactively approached San Bernardino Community College District (SBCCD) with a grant opportunity. She also highlighted the TEACH Scholarship as an innovative approach to recruiting qualified educators and strengthening educational partnerships.

Trustee Aguilera inquired whether instructors travel to Rim of the World or students attend classes on campus. Vice President Wurtz clarified that both options are available and noted that a website outlines the dual enrollment process. Additionally, a full-time dual enrollment counselor will be assigned to the high schools to assist students with enrollment.

Trustee Betters emphasized the importance of strengthening communication and engagement with the appropriate stakeholders. She inquired about the District's efforts to track student participation, assess the effectiveness of dual enrollment opportunities, and gather feedback from instructors, local educational agencies (LEAs), and families. She stressed the need for ongoing evaluation to ensure students are fully benefiting from these programs.

Vice Chancellor Ornelas explained that the District has established a Dual Enrollment Workgroup to examine opportunities for nontraditional and underserved student populations. She also highlighted the District's partnership with San Bernardino County Probation to strengthen educational pathways for justice-involved youth and students facing additional barriers to educational access.

President Horan noted that dual enrollment policies and procedures vary among school districts. To promote consistency and collaboration, the colleges host annual dual enrollment training sessions for high school counselors. He also acknowledged the need to strengthen data collection and tracking of participating student populations.

Associate Vice Chancellor Rodriguez added that the District is also working with a continuation high school to expand access to educational opportunities.

Trustee Betters emphasized the significance of these opportunities and encouraged the District to maximize their potential. She acknowledged that legislation does not always keep pace with innovative educational initiatives and expressed her strong support for pursuing legislative solutions where needed. Trustee Betters offered to actively advocate for SBCCD and make herself available to support the District's efforts.

X. ADJOURNMENT

The next meeting of the Board: Business Meeting/Strategy Session
October 22, 2026, at 4:00 p.m.
SBCCD Boardroom
550 E. Hospitality Ln., Suite 200
San Bernardino, CA 92408

The Board of Trustees adjourned at 6:04 p.m.

The Board of Trustees approved the September 24, 2026, Strategy Session minutes on November 12, 2026.

_____
Dr. Cherina Betters, Clerk
SBCCD Board of Trustees

_____
Heather M. Madole, Administrative Officer
SBCCD Office of the Chancellor

BOARD OF TRUSTEES
Meeting Minutes – October 22, 2026

Location: SBCCD Boardroom, 550 E. Hospitality Lane, Suite 200, San Bernardino, CA 92410
Meeting materials: www.sbccd.edu/govenda

MEMBERS PRESENT	NON-VOTING ADMINISTRATORS PRESENT
Dr. Cherina Betters, Clerk Dr. Stephanie Houston, Trustee Carlos Aguilera, Trustee John Longville, Trustee Jazmyn Garcia, CHC Student Trustee (advisory) Natalie Garcia, SBVC Student Trustee (advisory)	Dr. Diana Z. Rodriguez, Chancellor Jose Torres, Executive Vice Chancellor Dr. Kevin Horan, CHC Vice President Dr. Gilbert Contreras, SBVC President Kristina Hannon, VC HR, Police Services, Emergency/Employee Risk Management & Payroll Services Dr. Nohemy Ornelas, VC Educational & Student Support Services Heather Madole, Administrative Officer
MEMBERS ABSENT	**NON-VOTING ADMINISTRATORS ABSENT**
Dr. Nathan Gonzales, Chair Joseph Williams, Vice Chair Frank Reyes, Trustee	Angel Rodriguez, Associate Vice Chancellor Government Relations & Strategic Communications

I. CALL TO ORDER – PLEDGE OF ALLEGIANCE

Clerk Betters called the meeting to order at 4:02 p.m.

It is noted that there was no attendance by any trustee via teleconference. The teleconference (Zoom link) was still live and accessible throughout the duration of the meeting to allow public access.

Student Trustee Jazmyn Garcia led the pledge of allegiance.

II. PUBLIC COMMENTS ON AGENDA AND NON-AGENDA ITEMS

Diamond Martinez – student safety

III. CLARIFICATION

None

IV. PRESENTATIONS

A. Accreditation Update

Chancellor Rodriguez introduced President Horan

Discussion – Trustee Aguilera inquired about the potential impact on dual enrollment. President Horan clarified that dual enrollment was not specifically identified.

Trustee Betters inquired whether recent data breaches had affected District students. President Horan confirmed that SBCCD students were not impacted.

V. ACTION

A. Crafton Hills College Accrediting Commission for Community and Junior Colleges Institutional Self-Evaluation Report (ISER) – First Read

Motion: to approve the Crafton Hills College Accrediting Commission for Community and Junior Colleges Institutional Self-Evaluation Report (ISER) – First Read

Moved by: Trustee Longville. Seconded by Trustee Aguilera.

Electronic Call Vote:	AYES:	J. Garcia (advisory), N. Garcia (advisory) Aguilera, Betters, Houston, Longville
	NOES:	none
	ABSTAIN:	none
	ABSENT:	Williams, Reyes, Gonzales

Motion passed

B. San Bernardino Valley College Accrediting Commission for Community and Junior Colleges Institutional Self-Evaluation Report (ISER) – First Read

C. Motion: to approve the San Bernardino Valley College Accrediting Commission for Community and Junior Colleges Institutional Self-Evaluation Report (ISER) – First Read

Moved by: Trustee Houston. Seconded by Trustee Longville.

Electronic Call Vote:	AYES:	J. Garcia (advisory), N. Garcia (advisory) Aguilera, Betters, Houston, Longville
	NOES:	none
	ABSTAIN:	none
	ABSENT:	Williams, Reyes, Gonzales

Motion passed

D. Consideration of Approval to Adopt Resolution #2026-10-22-BOT01 Supporting Proposition 3 to Preserve Community College Funding

Motion: to approve the adoption of Resolution #2026-10-22-BOT01 Supporting Proposition 3 to Preserve Community College Funding

Moved by: Trustee Aguilera. Seconded by Trustee J. Garcia.

Electronic Call Vote:	AYES:	J. Garcia (advisory), N. Garcia (advisory) Aguilera, Betters, Houston, Longville
	NOES:	none
	ABSTAIN:	none
	ABSENT:	Williams, Reyes, Gonzales

Motion passed

VI. CONSENT AGENDA

Chancellor Rodriguez to pull item A.2. Contracts at or Above $119,100 and tabled for a future meeting.

A. Business & Fiscal Services
    1. Conference Requests
    2. Contracts at or Above $119,100
    3. Consideration of Approval of the Revised Authorized Signature List for Fiscal Year 2026-27
B. Facilities
    1. Ratification of Agreement for Acquisition of Real Property

Motion: the Consent agenda was approved except for item A.2 Contracts at or Above $119,100 to be tabled for a future meeting.

Moved by: Trustee Longville. Seconded by Houston.

Electronic Call Vote:	AYES:	J. Garcia (advisory), N. Garcia (advisory) Aguilera, Betters, Houston, Longville
	NOES:	none
	ABSTAIN:	none
	ABSENT:	Williams, Reyes, Gonzales

Motion passed

X. ADJOURNMENT

The next meeting of the Board: Business Meeting
November 12, 2026, at 4:00 p.m.
SBCCD Boardroom
550 E. Hospitality Ln., Suite 200
San Bernardino, CA 92408

The Board of Trustees adjourned at 4:36 p.m.

The Board of Trustees approved the October 22, 2026, Strategy Session minutes on November 12, 2026.

_____
Dr. Cherina Betters, Clerk
SBCCD Board of Trustees

_____
Heather M. Madole, Administrative Officer
SBCCD Office of the Chancellor

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Nohemy Ornelas, VC of Education and Student Support Services

PREPARED BY: Dr. Christopher M. Crew, Executive Director, Research & Planning

DATE: November 12, 2026

SUBJECT: 2027-2028, 2028-2029, 2029-2030 SBCCD Academic Calendars

RECOMMENDATION

It is recommended that the Board of Trustees approve the 2027-2028, 2028-2029, and 2029-2030 academic calendars.

OVERVIEW

It is a requirement that the Board adopt the attached academic calendar subject to the guidelines established by the State Chancellor's Office.

ANALYSIS

The Academic Calendar Subcommittee, composed of representatives from across the District and guided by the State Chancellor's Office guidelines, has completed the proposed academic calendar for the 2027–2028, 2028-2029, and 2029-2030 academic years.

INSTITUTIONAL VALUES

1. Eliminate Barriers to Students Access and Success
2. Be A Diverse, Equitable, Inclusive and Antiracist Institution

FINANCIAL IMPLICATIONS

There are no financial implications.

ACADEMIC YEAR
27/28

SEMESTER AT A GLANCE
FALL 2027
August 23 → December 17, 2027

Academic Calendar

JULY 2027

WK	S	M	T	W	T	F	S
					1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31

AUGUST 2027

WK	S	M	T	W	T	F	S
	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
1	22	23	24	25	26	27	28
2	29	30	31				

SEPTEMBER 2027

WK	S	M	T	W	T	F	S
				1	2	3	4
3	5	6	7	8	9	10	11
4	12	13	14	15	16	17	18
5	19	20	21	22	23	24	25
6	26	27	28	29	30		

OCTOBER 2027

WK	S	M	T	W	T	F	S
						1	2
7	3	4	5	6	7	8	9
8	10	11	12	13	14	15	16
9	17	18	19	20	21	22	23
10	24	25	26	27	28	29	30
11	31						

NOVEMBER 2027

WK	S	M	T	W	T	F	S
		1	2	3	4	5	6
12	7	8	9	10	11	12	13
13	14	15	16	17	18	19	20
fbk	21	22	23	24	25	26	27
14	28	29	30				

DECEMBER 2027

WK	S	M	T	W	T	F	S
				1	2	3	4
15	5	6	7	8	9	10	11
16	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	

KEY DATES — FALL 2027

HOLIDAYS & BREAKS

Independence Day • Campus Closed	July 4, 2027 • observed July 5
Labor Day • Campus Closed	September 6, 2027
Veterans Day • Campus Closed	November 11, 2027
Fall Break • No Classes	November 22–24, 2027
Thanksgiving • Campus Closed	November 25–27, 2027
Winter Break • Campus Closed	December 24, 2027–January 3, 2028

OTHER IMPORTANT DATES • 16-WEEK CLASSES

Flex Day • No Classes	August 17, 2027
Faculty In-Service • No Classes	August 18–20, 2027
Instruction Begins	August 23, 2027
Fall Census Date (full term)	September 13, 2027
Graduation Applications Due	September 30, 2027
Instruction Ends	December 17, 2027

OTHER IMPORTANT DATES • 8-WEEK CLASSES

8-Week Session 1 Begins	August 23, 2027
8-Week Session 1 Ends	October 16, 2027
8-Week Session 2 Begins	October 18, 2027
8-Week Session 2 Ends	December 17, 2027

CAMPUS DRILLS

Great California ShakeOut	October 21, 2027

16-WEEK SESSION
08/23/27 → 12/17/27

8-WEEK SESSION 1
08/23/27 → 10/16/27

8-WEEK SESSION 2
10/18/27 → 12/17/27

GRADES DUE
Five days after the last class

COLOR KEY

- Instruction begins
- Breaks
- Term ends
- Holiday
- Flex Day
- In-Service

Weekend classes meet after Friday holidays and before Monday holidays unless designated as a holiday on this calendar.
Final exams take place on the last day of each class.

ACADEMIC YEAR
27/28

SEMESTER AT A GLANCE
SPRING 2028
January 18 → May 11, 2028

Academic Calendar

JANUARY 2028

WK	S	M	T	W	T	F	S
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	2	3	4	5	6	7	8
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FEBRUARY 2028

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MARCH 2028

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sbk	12	13	14	15	16	17	18
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APRIL 2028

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MAY 2028

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JUNE 2028

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KEY DATES — SPRING 2028

HOLIDAYS & BREAKS

Martin Luther King, Jr. Day	January 17, 2028
Lincoln's Birthday	February 11, 2028
Washington's Birthday	February 21, 2028
Spring Break • No Classes	March 13–18, 2028
Memorial Day	May 29, 2028
Juneteenth	June 19, 2028

OTHER IMPORTANT DATES • 16-WEEK CLASSES

Flex Day • No Classes	January 11, 2028
Faculty In-Service • No Classes	January 12–14, 2028
Instruction Begins	January 18, 2028
Spring Census Date (full term)	February 7, 2028
Graduation Applications Due	February 25, 2028
Spring Break	March 13-18, 2028
Instruction Ends	May 11, 2028
Commencement • CHC & SBVC	May 12, 2028

OTHER IMPORTANT DATES • 8-WEEK CLASSES

8-Week Session 1 Begins	January 18, 2028
8-Week Session 1 Ends	March 11, 2028
8-Week Session 2 Begins	March 20, 2028
8-Week Session 2 Ends	May 11, 2028

16-WEEK SESSION
01/18/28 → 05/11/28

8-WEEK SESSION 1
01/18/28 → 03/11/28

8-WEEK SESSION 2
03/20/28 → 05/11/28

GRADES DUE
Five days after the last class

COLOR KEY

- Instruction begins
- Breaks
- Term ends
- Holiday
- Flex Day
- In-Service
- Commencement

Weekend classes meet after Friday holidays and before Monday holidays unless designated as a holiday on this calendar.
Final exams take place on the last day of each class.

ACADEMIC YEAR

28/29

SEMESTER AT A GLANCE

FALL 2028

August 21 → December 15, 2028

Academic Calendar

JULY 2028

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AUGUST 2028

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SEPTEMBER 2028

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OCTOBER 2028

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NOVEMBER 2028

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DECEMBER 2028

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16-WEEK SESSION
08/21/28 → 12/15/28

8-WEEK SESSION 1
08/21/28 → 10/14/28

8-WEEK SESSION 2
10/16/28 → 12/15/28

GRADES DUE
Five days after the last class

KEY DATES — FALL 2028

HOLIDAYS & BREAKS

Independence Day • Campus Closed	July 4, 2028
Labor Day • Campus Closed	September 4, 2028
Veterans Day • Campus Closed	November 13, 2028
Fall Break • No Classes	November 20–22, 2028
Thanksgiving • Campus Closed	November 23–25, 2028
Winter Break • Campus Closed	December 24, 2028–January 3, 2029

OTHER IMPORTANT DATES • 16-WEEK CLASSES

Flex Day • No Classes	August 15, 2028
Faculty In-Service • No Classes	August 16–18, 2028
Instruction Begins	August 21, 2028
Fall Census Date	September 11, 2028
Graduation Applications Due	September 30, 2028
8-Week Session 2 Begins	October 16, 2028
Instruction Ends	December 15, 2028

CAMPUS DRILLS

Great California ShakeOut	October 19, 2028

COLOR KEY

- Instruction begins
- Fall term ends
- Flex Day
- In-Service
- Holiday
- Break
- Winter Break
- 8-week Session 2
- Registration

Weekend classes meet after Friday holidays and before Monday holidays unless designated as a holiday on this calendar.

ACADEMIC YEAR

28/29

SEMESTER AT A GLANCE

SPRING 2029

January 16 → May 10, 2029

Academic Calendar

JANUARY 2029

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FEBRUARY 2029

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MARCH 2029

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APRIL 2029

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MAY 2029

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JUNE 2029

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KEY DATES — SPRING 2029

HOLIDAYS & BREAKS

Martin Luther King, Jr. Day	January 15, 2029
Lincoln's Birthday	February 16, 2029
Washington's Birthday	February 19, 2029
Spring Break • No Classes	March 12–17, 2029
Memorial Day	May 28, 2029
Juneteenth	June 19, 2029

OTHER IMPORTANT DATES • 16-WEEK CLASSES

Flex Day • No Classes	January 9, 2029
Faculty In-Service • No Classes	January 10–12, 2029
Instruction Begins	January 16, 2029
Spring Census Date	February 5, 2029
Graduation Applications Due	February 23, 2029
8-Week Session 2 Begins	March 19, 2029
Instruction Ends	May 10, 2029
2029 Commencement	May 11, 2029
Summer 2029 Session	May 21, 2029 → August 16, 2029

16-WEEK SESSION
01/16/29 → 05/10/29

8-WEEK SESSION 1
01/16/29 → 03/10/29

8-WEEK SESSION 2
03/19/29 → 05/10/29

GRADES DUE
Five days after the last class

COLOR KEY

- Instruction begins
- Term ends
- Flex Day
- In-Service
- Break
- Holiday
- 8-week Session 2
- Commencement

Weekend classes meet after Friday holidays and before Monday holidays unless designated as a holiday on this calendar.

ACADEMIC YEAR
29/30

SEMESTER AT A GLANCE
FALL 2029
August 20 → December 14, 2029

Academic Calendar

JULY 2029

S	M	T	W	T	F	S
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AUGUST 2029

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SEPTEMBER 2029

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OCTOBER 2029

WK	S	M	T	W	T	F	S
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9	14	15	16	17	18	19	20
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NOVEMBER 2029

WK	S	M	T	W	T	F	S
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13	11	12	13	14	15	16	17
fbk	18	19	20	21	22	23	24
14	25	26	27	28	29	30	

DECEMBER 2029

WK	S	M	T	W	T	F	S
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	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31					

KEY DATES — FALL 2029

HOLIDAYS & BREAKS

Independence Day • Campus Closed	July 4, 2029
Labor Day • Campus Closed	September 3, 2029
Veterans Day • Campus Closed	Observed November 12, 2029
Fall Break • No Classes	November 19–21, 2029
Thanksgiving • Campus Closed	November 22–24, 2029
Winter Break • Campus Closed	TBD

OTHER IMPORTANT DATES • 16-WEEK CLASSES

Flex Day • No Classes	August 14, 2029
Faculty In-Service • No Classes	August 15–17, 2029
Instruction Begins	August 20, 2029
Fall Census Date (full term)	September 10, 2029
Graduation Applications Due	TBD
Instruction Ends	December 14, 2029

OTHER IMPORTANT DATES • 8-WEEK CLASSES

8-Week Session 1 Begins	August 20, 2029
8-Week Session 1 Ends	October 13, 2029
8-Week Session 2 Begins	October 15, 2029
8-Week Session 2 Ends	December 14, 2029

CAMPUS DRILLS

Great California ShakeOut	October 18, 2029

16-WEEK SESSION
08/20/29 → 12/14/29

8-WEEK SESSION 1
08/20/29 → 10/13/29

8-WEEK SESSION 2
10/15/29 → 12/14/29

GRADES DUE
Five days after the last class

COLOR KEY

- Instruction begins
- Breaks
- Term ends
- Holiday
- Flex Day
- In-Service

Weekend classes meet after Friday holidays and before Monday holidays unless designated as a holiday on this calendar.
Final exams take place on the last day of each class.

ACADEMIC YEAR
29/30

SEMESTER AT A GLANCE
SPRING 2030
January 22 → May 16, 2030

Academic Calendar

JANUARY 2030

WK	S	M	T	W	T	F	S
			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
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FEBRUARY 2030

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MARCH 2030

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sbk	17	18	19	20	21	22	23
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APRIL 2030

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MAY 2030

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JUNE 2030

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KEY DATES — SPRING 2030

HOLIDAYS & BREAKS

Martin Luther King, Jr. Day	January 21, 2030
Lincoln's Birthday	February 8, 2030
Washington's Birthday	February 18, 2030
Spring Break • No Classes	March 18–23, 2030
Memorial Day	May 27, 2030
Juneteenth	June 19, 2030

OTHER IMPORTANT DATES • 16-WEEK CLASSES

Flex Day • No Classes	January 15, 2030
Faculty In-Service • No Classes	January 16–18, 2030
Instruction Begins	January 22, 2030
Spring Census Date (full term)	February 11, 2030
Graduation Applications Due	TBD
Spring Break	March 18–23, 2030
Instruction Ends	May 16, 2030
Commencement • CHC & SBVC	May 17, 2030

OTHER IMPORTANT DATES • 8-WEEK CLASSES

8-Week Session 1 Begins	January 22, 2030
8-Week Session 1 Ends	March 16, 2030
8-Week Session 2 Begins	March 25, 2030
8-Week Session 2 Ends	May 16, 2030

16-WEEK SESSION
01/22/30 → 05/16/30

8-WEEK SESSION 1
01/22/30 → 03/16/30

8-WEEK SESSION 2
03/25/30 → 05/16/30

GRADES DUE
Five days after the last class

COLOR KEY

- Instruction begins
- Breaks
- Term ends
- Holiday
- Flex Day
- In-Service
- Commencement

Weekend classes meet after Friday holidays and before Monday holidays unless designated as a holiday on this calendar.
Final exams take place on the last day of each class.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Heather M. Madole, Administrative Officer

DATE: November 12, 2026

SUBJECT: Approval of Board Annual Organizational Meeting Date

RECOMMENDATION

It is recommended that the Board of Trustees approve the date for the Board Annual Organizational Meeting to Friday, December 11, 2026, at 4:00 p.m.

OVERVIEW

The SBCCD Board of Trustees holds their Annual Organizational Meeting in December pursuant to Education Code. The purpose of the meeting is to elect, from its members, the Board Chair, Vice Chair, Clerk, and voting representative and alternate to the County Committee on School District Organization.

ANALYSIS

The governing board of each school district shall hold an annual organizational meeting. In a year in which a regular election for governing board members is conducted, the meeting shall be held on a day within a 15-day period that commences with the date upon which a governing board member elected at that election takes office. Organizational meetings in years in which no such regular election for governing board members is conducted shall be held during the same 15-day period on the calendar. Unless otherwise provided by rule of the governing board, the day and time of the annual meeting shall be selected by the board at its regular meeting held immediately prior to the first day of such 15-day period, and the board shall notify the county superintendent of schools of the day and time selected.

The governing board of each community college district shall select one of its members to serve as its voting representative/elector at the annual meeting of school and community college district representatives (E.C. 4005). Each representative shall have one vote for each vacant position to be filled at the election of members to the County Committee on School District Organization (E.C. 3523 and 72403).

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

None.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources, Police Services, Emergency/Employee Risk Management & Payroll Services

DATE: November 12, 2026

SUBJECT: Consideration of Approval to Conduct a Public Hearing and Acknowledge the Proposal to Negotiate the 2026-2029 Successor Contract between SBCCD and the SBCCDPOA

RECOMMENDATION

1) It is recommended that the Chair of the Board of Trustees open a hearing for public comment on the proposal to negotiate the 2026-2029 Successor Contract between SBCCD and the SBCCDPOA as attached, and following any comments from the public, the Chair of the Board of Trustees close the hearing.

2) It is further recommended that, having conducted a public hearing pursuant to Government Code 3547, the Board of Trustees acknowledge the proposal and the parties commence negotiations.

OVERVIEW

Government Code 3547 requires that all proposals for collective bargaining be presented at a public meeting. This is commonly known as *sunshining*.

ANALYSIS

This board item makes public the proposal to negotiate the successor agreement as proposed by the District.

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.

The San Bernardino Community College District's (SBCCD)
2026-2029 Successor Negotiations Sunshine Proposal

The San Bernardino Community College District (SBCCD) presents our proposal to negotiate the 2026-2029 SBCCDPOA Successor Contract. The District desires to alter or amend the following articles as indicated and presents our proposal for public discussion in accordance with Government Code 3547 as follows:

ARTICLE 18: GRIEVANCE PROCEDURE:

- The District will propose language to update and clarify the definition of a grievance, as well as language to update and clarify the procedures outlined in the article for handling grievances
- The District will also propose language to update and clarify the other provisions outlined in the article

The District reserves the right to amend or modify its proposal during negotiations.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Kevin Horan, President of Crafton Hills College

PREPARED BY: Dr. Keith Wurtz, Vice President of Crafton Hills College

DATE: November 12, 2026

SUBJECT: Second Read of Crafton Hills College Accrediting Commission for Community and Junior Colleges Institutional Self-Evaluation Report (ISER)

RECOMMENDATION

It is recommended that the Board of Trustees approve the second reading of Crafton Hills College's Institutional Self-Evaluation Report in support of its application for reaffirmation of accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC).

OVERVIEW

Crafton Hills College is completing its comprehensive accreditation review and must submit its Institutional Self-Evaluation Report (ISER) to ACCJC by December 15, 2026. The ISER documents the College's alignment with ACCJC Accreditation Standards and applicable federal requirements. ACCJC requires institutional certification, including the Board President's signature. Board Policy 3200, Accreditation, directs the Chancellor to ensure compliance with accreditation requirements and keep the Board informed. This second read allows Board review before final approval, certification, and submission.

ANALYSIS

The ISER reflects a structured campus wide process led by the Institutional Effectiveness, Accreditation, and Outcomes Committee. Beginning in fall 2024, standard-review teams gathered evidence from campus committees, used common ACCJC rubrics and drafting guidance, and refined sections through working sessions. The complete draft was reviewed by the Academic, Classified, and Student Senates; Crafton Council; other constituent groups; open forums; and a collegewide survey. This broad participation produced an evidence-based report that documents compliance, institutional strengths, and improvement needs. Approval will advance reaffirmation and support public confidence, transfer of credit, and access to federal financial aid.

SBCCD GOALS

The item supports the following District 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.

CRAFTON HILLS COLLEGE

Institutional Self-Evaluation Report

2027



CRAFTON HILLS COLLEGE



Institutional Self-Evaluation Report

in Support of an Application for

Reaffirmation of Accreditation

Submitted by

Crafton Hills College
11711 Sand Canyon Road
Yucaipa, CA 92399

to

Accrediting Commission for Community and Junior Colleges

December 2026

Certification

To: Accrediting Commission for Community and Junior Colleges

From: Dr. Kevin Horan
Crafton Hills College
11711 Sand Canyon Road
Yucaipa, CA 92399

This Institutional Self-Evaluation Report is submitted to ACCJC in support of an Application for Reaffirmation of Accreditation. The Institutional Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:

Dr. Diana Rodriguez, Chancellor, SBCCD	Date
Dr. Kevin Horan, President, Crafton Hills College	Date
Dr. Nathan D. Gonzales, Chair, SBCCD Board of Trustees	Date
Dr. Keith Wurtz, Vice President of Instruction / ALO	Date
Dr. Delmy Spencer, Vice President of Student Services	Date
Mike Strong, Vice President of Administrative Services	Date
Natalie Lopez, Academic Senate President	Date
Karen Peterson, Classified Senate President	Date
Jared Shaw, Student Senate President	Date

Contents

Forward to the Institutional Self-Evaluation Report 1
A. Introduction: Institutional Context 1
B. Institutional Self-Evaluation of Alignment with Accreditation Standards 6
Standard 1: Institutional Mission and Effectiveness 6
Standard 2: Student Success 17
Standard 3: Infrastructure and Resources 42
Standard 4: Governance and Decision-Making 57
C. Required Documentation 66
Standard 1: Mission and Institutional Effectiveness 66
Standard 2: Student Success 68
Standard 3: Infrastructure and Resources 71
Standard 4: Governance and Decision-Making 72
Other Federal Regulations and Related Commission Policies 73
D. Appendix 1: Verification of Catalog Requirements (ER 20) 74
E. Appendix 2: Organizational Structure 76
San Bernardino Community College District Organizational Chart 76
San Bernardino Community College District Organizational Text Outline 77
Crafton Hills College Organizational Text Outline 79

Forward to the Institutional Self-Evaluation Report

Through its self-evaluation, Crafton Hills College (CHC) learned that its mission, planning processes, resource allocation, and participatory governance structures are closely aligned and regularly used to guide institutional improvement. Across the report, the college demonstrates a consistent practice of using quantitative and qualitative evidence, program review, outcomes assessment, committee review, and institutional data to evaluate progress, communicate priorities, and support continuous improvement. The self-reflection also confirms that equity, transparency, and shared responsibility are embedded across instruction, student services, professional development, technology, facilities, and governance.

The self-evaluation also shows that CHC's most effective work occurs when student learning, student support, and planning are intentionally connected. The college uses disaggregated data and student feedback to improve curriculum, scheduling, distance education, learning support, counseling, and opportunities for belonging and engagement. This work has contributed to measurable progress in equitable student outcomes, expanded Zero Textbook Cost access, strengthened multimodal student support services, and the development of spaces and programming that foster student connection and inclusion.

At the same time, the self-reflection identified important opportunities for continued institutional growth. Through this process, the college learned the importance of defining specific measurable equity targets, strengthening the consistency of outcomes review cycles, integrating equity outcomes more fully into institutional assessment, expanding student voice in planning, deepening analysis of persistent gaps, continuing to improve communication and content governance practices, and to improve the implementation of regular and substantive interaction in online classes. Moving forward, CHC will build on these lessons by strengthening coordination across planning, assessment, and improvement efforts so that the college continues to advance student learning, belonging, and success.

A. Introduction: Institutional Context

Crafton Hills College (CHC) is a public community college located in Yucaipa, California, and one of two colleges in the San Bernardino Community College District. Located on rolling hills above the Yucaipa Valley and near the border of Riverside County, CHC serves students from both San Bernardino and Riverside counties through a broad portfolio of transfer, career education, workforce preparation, noncredit, and student support programs. The college's mission is "to change lives." Specifically, CHC seeks to inspire its students, support its colleagues, and embrace its community through a learning environment that is transformational. This mission—together with the college's vision of empowering the people who study here, work here, and live in the surrounding community through education, engagement, and innovation—provides an important frame for understanding the institution's current context.

Crafton Hills College was established in 1972. Its history, however, began several years earlier. In 1966, philanthropists Lester and Ruben Finkelstein donated land in Yucaipa to the district for a new college. In 1967, district voters approved construction funding, and in 1968 the Board selected the name Crafton Hills College. Site preparation began in 1969, construction moved forward in 1971, and the college opened its doors on September 11, 1972, as the ninety-sixth community college in

California's public system. By the time the campus opened, the original 163-acre gift had grown to 523 acres. From its earliest planning stages, CHC was envisioned as a college that would combine strong academic programs with a close-knit learning environment. Although the original cluster-college concept evolved over time, the college's commitment to meaningful student-faculty relationships, community connection, and a campus culture centered on learning has remained a defining institutional characteristic.

Over the last five decades, CHC has evolved from a small new campus into a comprehensive college with programs in liberal arts and sciences, public safety, health care, career education, and transfer preparation. At the same time, it has retained a strong sense of place. The physical setting of the college, its relatively intimate scale, and its emphasis on a supportive environment are frequently reflected in college planning documents, public materials, and institutional priorities. In this way, CHC's history is not simply background; it continues to shape how the college understands its role as a regional educational resource and community partner.

Crafton Hills College serves a 17-zip-code region that extends across east San Bernardino County and into neighboring areas of Riverside County. According to college demographic materials, the service area includes approximately 264,884 residents and 94,094 households, with a median age of 38.6. More than one-third of the service area population (36.4%) is Hispanic. Area employers are concentrated in retail, health care and social assistance, and accommodations and food services. The college's location in the Inland Empire also means that CHC serves many residents who commute for work or school and who seek access to postsecondary education closer to home. As a result, the college's role is both local and regional: it prepares students for transfer and employment while also serving as an accessible entry point to higher education for recent high school graduates, adult learners, and residents seeking career advancement or retraining.

Equally important, college planning data show that the service area presents both opportunity and challenge. Population and household growth are modest at approximately 0.5% per year. The younger age bands most directly associated with traditional community college enrollment—ages 15 to 19, 20 to 24, and 25 to 34—are projected to decline as a percentage of the overall population. This means that CHC cannot rely solely on demographic growth among recent high school graduates to expand access and enrollment. The college must continue to improve participation rates among younger residents while also serving older and returning students. In addition, one-third of the service area population age 25 and older (33.6%) has no college education at all, and regional adult education planning data indicate that 23% of adults in the broader region—more than 122,000 people—have less than a high school diploma. These conditions help explain CHC's emphasis on dual enrollment, enhanced non-credit occupational programs, language support, flexible scheduling, and clear academic pathways.

The service area also includes barriers that directly affect educational access. College planning data show that 11.4% of households in the service area do not have internet access at home. In addition, the college identifies the region as one in which poverty and unemployment exceed the state average. For CHC, these contextual factors are not abstract environmental conditions; they shape daily institutional decisions about course scheduling, online access, student services, financial aid outreach, and basic needs support. In this way, CHC's mission is implemented in a community where educational opportunity is closely tied to transportation, technology access, work schedules, housing stability, and family responsibilities.

These community characteristics are reflected in the student population CHC serves. In the 2024-2025 academic year, annual collegewide enrollment data showed 9,774 students. Of these students, 56% identified as Hispanic/Latine, 26% as White, 6% as Asian, 5% as Black/African American, 6% as two or more races, and smaller percentages identified as Filipino, Native American/Alaskan Native, Pacific Islander/Hawaiian Native, or unknown/unreported. The same data show that 55% of students identified as female, 43% as male, and 1% as non-binary. CHC also serves students across a wide age range, though a majority are traditional college age: 40% were age 19 or younger and 29% were age 20 to 24, while nearly one-third were age 25 or older. Taken together, these data show a college serving both recent high school graduates and a substantial population of adult learners, returning students, and students balancing college with employment and family responsibilities.

The college's student population also reflects the equity-centered focus visible throughout this report. College materials note that more than 70% of CHC students are first-generation college students. In 2024-2025, approximately 4,000 students received some form of financial aid, reflecting the college's ongoing service to low-income students. In addition, a college survey found that approximately seven out of ten CHC student respondents experienced at least one basic needs insecurity, with nearly half reporting food insecurity, three out of five reporting housing insecurity, and one out of five reporting homelessness during the prior year. These data help explain why CHC has prioritized wraparound student support, including counseling, financial aid, mental health services, basic needs assistance, tutoring, technology loans, student equity work, and efforts to strengthen students' sense of belonging.

In this context, CHC's mission is implemented through a combination of access, support, and innovation. The college's current portfolio includes transfer and associate degree pathways, career education, public safety and health-related programs, noncredit offerings, dual enrollment opportunities, online and hybrid learning, and a growing number of services intentionally designed to reduce barriers to student success. The college's emphasis on inclusivity, anti-racism, sustainability, and innovation is also visible in the way it has structured recent planning documents and student equity efforts. Rather than treating demographic change and student need as separate from mission fulfillment, CHC has increasingly made those realities central to planning, evaluation, and resource allocation.

Since the last comprehensive review in fall 2020, the college has experienced several important developments that help define its current institutional context. First, following ACCJC reaffirmation of accreditation in 2021, CHC engaged in a period of intentional institutional planning and recalibration. The college developed its 2023-2028 Educational Master Plan, which frames institutional work around increasing enrollment, prioritizing inclusivity, equity and anti-racism, increasing student success, strengthening engagement with employees and the broader community, and supporting inquiry, accountability, and sustainability. This period also reflected the college's continued work to align its mission, vision, and values with a stronger emphasis on transformation, community, and innovation.

Second, CHC expanded both its academic portfolio and its student success infrastructure. In January 2024, the college launched its Bachelor of Science in Respiratory Care, developed in response to workforce demand in health care. In May 2025, CHC awarded bachelor's degrees for the first time in college history, conferring seven baccalaureate degrees in respiratory care as part of the Class of 2025. The college also established and expanded the MESA program to provide academic and transfer support for students in calculus-based STEM fields, especially first-generation and economically

disadvantaged students. In addition, CHC has continued to expand distance education and online student services. By fall 2024, more than 50% of students were enrolled in at least one distance education course, reflecting the institution's ongoing response to student demand for flexible learning options.

Third, CHC has invested in initiatives designed to strengthen belonging, transfer, and campus culture while also deepening its equity and inclusion work with instructional faculty. In April 2025, the college entered into a formal transfer pathway partnership with California State University, San Bernardino through the "Coyotes on the Horizon" initiative, creating a smoother and more supportive transfer experience for CHC students. Equally important, CHC expanded its work with the University of Southern California (USC) Race and Equity Center to train instructional faculty to foster and sustain more inclusive classrooms for students of color and to become more equity-minded in their teaching. This work has centered on using disaggregated data to identify classroom equity gaps, implement inclusive pedagogical strategies, and respond more intentionally to the needs of disproportionately impacted students. Three cohorts of instructional faculty have participated in this effort, with 88 faculty involved and 76% of full-time instructional faculty completing the training, and the college has connected this work to a reduction in disproportionately impacted groups and improved course success rates for Black/African American and Hispanic/Latine students. In September 2025, the college also opened its Multicultural Center, a repurposed campus space designed to affirm students' cultural identities, amplify student voice, and strengthen community on campus. Together, these developments align with broader equity planning efforts, including the 2025–2028 Student Equity Plan, greater use of disaggregated data, and a stronger emphasis on targeted outreach, belonging, inclusion, and student-centered design.

Finally, CHC's recent accomplishments suggest an institution that is responding to change with both continuity and purpose. In 2025, the college celebrated the largest graduating class in its history, with 1,135 graduates earning 878 associate degrees and more than 980 certificates. Equally important, the College achieved it's highest overall course success rate, and the highest course success rates for African American and Latine students. These milestones occurred alongside continued work on facilities planning, online learning, basic needs support, and community partnerships. As the institution prepares for its next comprehensive review cycle, the college's context is defined by a combination of long-standing strengths and emerging responsibilities: a distinctive campus, a student-centered identity, a service area with significant educational need, and an increasingly diverse student body whose success depends on equitable access, flexible pathways, and sustained institutional support.

Taken together, Crafton Hills College's history, service area, student demographics, and recent developments help explain the environment in which the college implements its mission. CHC remains a community-rooted institution shaped by the Inland Empire, responsive to changing student and workforce needs, and increasingly intentional in how it links planning, equity, and student support. The self-evaluation that follows was written through a structured and collaborative campuswide process led by the Institutional Effectiveness, Accreditation, and Outcomes Committee (IEAOC). That process began in fall 2024 with an ISER kickoff, standard-review team assignments, committee-to-standard mapping, and the assignment of members to gather responses and evidence from existing campus committees. By December 2024 and January 2025, the committee had moved from planning into a common drafting method: it reviewed a "Gathering Narrative and Evidence" example, used ACCJC rubrics and review criteria, worked from a shared document organized by standard and suggested evidence, and IEAOC members to collect information and evidence to inform

the writing of the narrative for each standard. In spring 2025, members tested draft responses in working sessions, identified gaps or overly thin answers, and sent sections back to additional groups such as Curriculum, Academic Senate, Chairs, Distance Education, and program review-related bodies for broader input and stronger evidence. In fall 2025, the same process continued for Standards I and II while Standards III and IV were prioritized for information and evidence collection, and the committee built a review calendar that included Senate and Crafton Council presentation and Board of Trustees reads ahead of the December 15, 2026, submission date. The first complete draft was completed in March 2026. The draft was shared with the entire campus for feedback and input. In addition, a feedback survey was developed and distributed, and multiple open forums were held for the entire campus. This context is essential for understanding the self-evaluation that follows in the remaining sections of this report.

B. Institutional Self-Evaluation of Alignment with Accreditation Standards

Standard 1: Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

1.1. The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring equitable educational opportunities and outcomes for all students. (ER 6)

As one of 116 public community colleges supported by the State of California and overseen by the California Community Colleges Chancellor's Office, Crafton Hills College (CHC) adheres to the system's mission: "to provide students with the knowledge and background necessary to compete in today's economy" (1.1.1). CHC also adheres to the system's Vision 2030, which "focuses on the students and future learners impacted by increasing income inequality and poverty (1.1.2). These include veterans, people with low incomes, K-12 dual-enrollment students, foster youth, and students who are justice involved or justice impacted."

CHC identifies its student population as all California residents in its service area who are able to benefit from instruction, whether they have completed high school or not, and non-residents who have attended a high school in California (1.1.3.1, 1.1.3.2). In addition, the college admits students under the age of eighteen who do not have a high school diploma or the equivalent as *special-admit* students and current high school students who qualify under the college's partnership agreements with local high school programs under the district's dual-enrollment designation (1.1.4).

The college's mission statement -- viewed along with the State Chancellor's Office Vision 2030 and the system's inclusive state mandated admissions policies -- defines the college's broad educational purposes and its commitment to student learning and student achievement. CHC's current mission statement is as follows: "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."

This mission is amplified by a 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" (1.1.2).

Equally important, Crafton Hills College has adopted the following institutional values to support its vision and mission:

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

Crafton Council and Educational Master Plan Committees review the mission statement, vision, and values annually and propose changes when appropriate (1.1.5).

The degrees and certificates of completion the college awards appear prominently in the College Catalog and promotional materials (1.1.6). CHC's mission, together with its vision statement and values, stresses its broad educational purpose to deliver a variety of lower division programs and opportunities to all students in its service area who wish to earn a degree or certificate in an academic or career field as well as offer classes in developmental education for those not yet prepared to succeed in college-level course work. The State Chancellor's Office and Accrediting Commission for Community and Junior Colleges (ACCJC) approved a Bachelor of Science in Respiratory Care (BSRC) degree at Crafton Hills College, which started in summer 2024 (1.1.7). The first nine students in this program graduated in spring 2025 (1.1.8).

Several years ago, CHC added non-credit programs to meet the needs of students entering the workforce: Acute Care Nursing Assistant, Certified Nursing Assistant, Home Health Aide, Mathematics for Medical Professionals, Personal Trainer, Phlebotomy Technician, and Essential ASL and Deaf Culture for Customer Service Professionals (1.1.6).

The State's community college open-access policy and the college's recruitment efforts are aimed at attracting a student body whose diversity mirrors that of the community it serves (1.1.9).

Crafton Hills College's mission statement is implemented through committees like the Student Equity and Achievement Committee (1.1.10) and the Planning and Program Review Committee (1.1.10.7), using the following collaboratively developed strategic directions (1.1.10.6):

1. Increase Student Enrollment (1.1.10.1)
2. Engage in Practices that Prioritize and Promote Inclusivity, Equity, Anti-Racism, and Human Sustainability (1.1.10.2)
3. Increase Student Success and Equity (1.1.10.3)
4. Develop a Campus Culture that Engages Students, Employees, and the Broader Community (1.1.10.4)
5. Foster and Support Inquiry, Accountability, and Campus Sustainability (1.1.10.5)

CHC will continue to review its mission, vision, and values through shared governance committees and make changes where appropriate (1.1.11, 1.1.12).

CHC has developed a mission statement through collaborative means that aligns with the mission of the California Community College system. This combined mission makes clear the college's commitment to providing a supportive and equitable educational environment that will promote each student's success toward reaching their goals.

Lessons learned include the need for stronger data-sharing partnerships with ACUE and broader

integration of equity outcomes into institutional assessment. Moving forward, CHC will institutionalize equity training and increase student voice in planning.

1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.

The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes (1.2.1.1, pp. 89-95, 1.2.1.2, p. 20, 1.2.1.3). Crafton Hills College (CHC) demonstrates a sustained commitment to set measurable goals to advance institutional improvement, foster innovation, and promote equitable student outcomes. As an illustration, the Educational Master Plan Committee (EMPC) reviews progress on Crafton's Strategic Directions at every EMPC meeting (1.2.1.4). For example, at its October 14, 2025, meeting, committee members reviewed Strategic Direction 4, updated key results, and identified completed objectives. Also, the committee's review of key results sometimes leads to additional objectives that are added to the plan.

This commitment is embedded in CHC's mission, vision, and strategic priorities, and operationalized through an integrated planning process that links program review, resource allocation, and data-informed decision-making (1.2.1.5, p. 7). Objectives in program review are based on the results of the data provided to each program. The program identifies which strategic direction aligns with the objective. Moreover, programs identify resource requests required to achieve each of their objectives.

CHC's mission emphasizes providing accessible, high-quality education and fostering student success in a supportive and inclusive environment (1.2.2). The mission's explicit focus on access, excellence, and equity guides the establishment of goals that are both ambitious and attainable. Goals are framed to address systemic barriers, improve student achievement, and increase institutional capacity for innovation (1.2.1.1, pp. 89-95, 1.2.1.2, p. 20, 1.2.1.3).

Institutional goals emerge through a participatory governance process that actively engages administrators, faculty, classified professionals, and students. For example, the EMPC includes representatives such as Student Senate members, faculty, administration, and classified staff, (1.2.3). The committee meets twice a month to review and refine the college's strategic directions and supporting actions (1.2.4). This collaborative approach ensures that goals reflect a broad consensus and align with institutional priorities.

Meeting records from 2024 and 2025 reflect robust discussions among committee members where detailed updates on the strategic directions and supporting key results for Chancellor's reports are captured (1.2.5). Decisions to approve minutes and refine action plans demonstrate a sense of shared ownership and accountability. The inclusion of progress notes, clarifications, and the retention of completed results for historical context exemplify CHC's commitment to transparency and continuous improvement. Notably, operational innovations such as the solar farm—expected to generate $500,000 in savings annually—are tracked through governance channels, showing how sustainability initiatives support institutional goals (1.2.6).

CHC's goals are designed to lead the institution toward higher levels of student achievement, institutional effectiveness, and innovation. For example, CHC has set clear targets to close equity gaps in access, retention, and completion for disproportionately impacted student groups, including Hispanic/Latinx, African American, foster youth, and first-generation students (1.2.1.2, p. 20). Disaggregated student success data identify these targets, and interventions are developed and

assessed through the Student Equity Plan (1.2.1.2, pp. 12-18) and Guided Pathways framework (1.2.7, 1.2.1.1, p. 16).

Faculty participation in professional development programs--such as the University of Southern California's Race and Equity training (completed by 76% of full-time faculty) and the Association of College and University Educators' (ACUE's) evidence-based teaching courses--reflects institutional investment in pedagogy designed to improve equity outcomes (1.2.8, 1.2.9). Another means for advancing student success and equity includes a coordinated strategy that reimagines 12th grade via an expanded dual-enrollment pilot enabling early completion of transfer-level math and English courses (1.2.10).

All institutional goals are data-driven, supported by disaggregated analysis of course success rates of retention, completion, transfer, and equity gaps. The Office of Institutional Effectiveness (OIE) regularly provides dashboards and comprehensive reports that planning committees and institutional leadership use to meet goals and objectives (1.2.11). These data reveal positive trends such as increased course completion rates among African American and Latinx students, reduced disproportionate impacts, and consistent success rates across age and gender groups.

Institution-Set Standards (ISS) and stretch goals provide clear benchmarks. For example, CHC's institutional set standard for course completion is 63.6%, while the stretch goal is 76.7%. The college has consistently exceeded its ISS, with a 76.7% course success rate in 2023-24 (1.2.1.3). Similarly, governance committees annually review targets for certificates, degrees, and transfers, ensuring ongoing institutional accountability and the ability to respond dynamically to emerging trends, including those affected by the pandemic (1.2.12).

CHC's goal setting is aligned with statewide mandates such as AB 1705, Common Course Numbering, the Vision for Success framework, and the Student-Centered Funding Formula, ensuring relevance and compliance while promoting equitable student outcomes (1.2.13). Strategic Directions developed and updated through governance committees incorporate these mandates, creating an integrated framework for institutional advancement (1.2.1.1, pp. 89-95).

Crafton Hills College emphasizes continuous improvement through regular evaluation and adaptation. Strategic Directions 4 and 5, including supporting actions and key results, are reviewed bi-monthly in governance committees (1.2.14). This iterative process ensures that goals remain relevant and that institutional resources are optimally leveraged. Key results are tracked and retained for historical documentation, supporting transparency and learning (1.2.15). Governance committees' commitment to efficient, focused meetings reflects an institutional culture that values collaboration and evidence-based decision-making.

Through this work, the college has learned that we are more effective when we clearly define the specific outcomes we want to achieve and identify measurable targets for disproportionately impacted student groups. Refining processes such as the Equity Champion Awards has strengthened how equity efforts are documented and elevated across campus. We also learned that equity work is happening in many areas of the college, and greater visibility and coordination of these efforts amplify that impact.

Moving forward, the college will continue to clarify specific action steps tied to key results and establish numeric targets wherever possible. We will deepen our analysis of equity data, particularly in math and

English, to better understand the root causes of gaps and respond with targeted strategies. The institution will also broaden participation in equity efforts by engaging affinity groups, encouraging cross-department collaboration, increasing cultural programming, pursuing equity funding, and centralizing resources to ensure sustained and coordinated progress.

1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)

Crafton Hills College (CHC) demonstrates its accountability to its mission— "to change lives… through a learning environment that is transformational"—by systematically reviewing progress on institutional goals and using disaggregated data to inform continuous improvement. This work occurs through an integrated set of processes led by the Educational Master Plan Committee (EMPC), the Professional Development (PD) Committee, and other shared-governance bodies.

The EMPC reviews each of the college's five strategic directions once each semester, a cycle aligned with the Board of Trustees' review of districtwide strategic goals. Across the strategic directions, there are 89 Key Results (KRs), with each direction containing between 10 and 26 measurable outcomes (1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6). One strategic direction—Increase Student Success and Equity—includes 17 KRs, such as improving course success and transfer rates for Black/African American and Hispanic/Latinx students (two disproportionately impacted groups identified in disaggregated student outcome data) and increasing the number of academic programs that can be completed with free textbooks.

Updates to KRs are prepared by reporting parties designated by the President's Cabinet and the EMPC and include administrators, faculty, and classified professionals. These reports analyze both aggregated and disaggregated data, highlighting gaps in outcomes among student groups. The EMPC reviews and discusses the findings in a shared-governance setting that includes representatives from all constituency groups, including students. Final updates are published in Cascade, the district's digital reporting platform, ensuring transparency and accessibility for internal and external stakeholders (1.3.6).

The EMP review process has driven significant progress in developing Zero Textbook Cost (ZTC) pathways. Specifically, in Spring 2026, 51% of all sections were identified as ZTC prior to the start of registration. Using enrollment and equity data, CHC launched a bilingual digital ZTC marketing campaign in Fall 2024 (1.3.6.2), expanded in Fall 2025, and held an on-campus ZTC Week to increase awareness of the program. The college continues to address challenges in converting more general education courses to ZTC and is exploring a ZTC "course modality" designation to ensure consistency across semesters and instructors (1.3.6.3).

CHC's commitment to equity extends to high-achieving students through the College Honors Institute (CHI), which requires completion of 15 honors course credits with a cumulative GPA of 3.25 or higher, at least 15 hours of community service (1.3.6.1), and 100 participation points per semester. These standards are communicated publicly on the CHI website and in promotional materials.

The CHI program coordinator records student GPA, course completion, service hours, and participation data at the end of each semester (1.3.7). The Office of Institutional Effectiveness, Research, and Planning (OIERP) reports annually demographics on CHI membership disaggregated by gender and ethnicity and compares it to the general CHC student population (1.3.8). This comparison allows the

college to identify and address inequities in program participation through targeted recruitment and outreach.

The Professional Development (PD) Committee plays a central role in ensuring CHC's faculty, staff, and administrators are equipped to advance the college's mission. The PD Committee conducts regular evaluations of PD activities (1.3.9, 1.3.10), collects disaggregated feedback by employee groups, and administers a campuswide Needs Assessment every two years (1.3.11). The most recent Needs Assessment examined workshop preferences, delivery formats, and scheduling to ensure PD offerings meet the diverse needs of all employee groups.

PD planning is also informed by disaggregated course outcome data, particularly in relation to equity-focused training. For example:

- Association of College and University Educators (ACUE) Effective Teaching Practices: Implementation data show improvements in syllabi and pedagogy across multiple disciplines. For example, one microbiology instructor and one ASL instructor presented the impact that completing the ACUE training had on their classroom instruction (1.3.12).
- Black Student Success Week**:** PD funded faculty and staff attendance at sessions such as *African American Transfer Tipping Point,* by Dr. Darla Cooper, which provided data-based strategies for improving transfer outcomes among African American students (1.3.13, 1.3.14).
- University of Southern California's (USC's) Race and Equity Training**:** Disaggregated data at the course section level have been used to identify instructional areas where equity gaps persist and to inform targeted PD interventions.

All PD activities undergo post-event evaluations, and results are reviewed for patterns across employee groups (1.3.9, 1.3.11). These evaluations, along with needs assessments, help ensure that PD programming aligns with CHC's values, supports the mission, and addresses the professional growth that encourages equitable student achievement.

As an illustration, the idea for the USC Race and Equity Center training for instructional faculty started as an idea when President Horan facilitated Crafton's participating in the Equity Alliance monthly training in 2020-2021 (1.3.15). One of those training topics specifically focused on fostering and sustaining inclusive classrooms for students of color. As a result of those trainings, the vice president of instruction worked with academic senate leadership and a professional development faculty lead to implement a training for instructional faculty (1.3.16).

Three cohorts of instructional faculty have completed the USC Race and Equity training for instructional faculty to apply equity-minded strategies in the classroom. To date, 88 instructional faculty have participated in the USC program training. In addition, 76% of the college's full-time instructional faculty have completed the training. The training for 88 full-time and part-time instructional faculty led to a decrease in the number of disproportionately impacted groups at Crafton as well as a statistically, significantly, and substantial increase in course success rates for Black and Hispanic/Latinx students.

Specifically, in 2020-2021 four groups experienced disproportionate impact in course success rates at the college: Black/African American, Hispanic/Latine, Native American, and Pacific Islander students. In three years, the college reduced the number of disproportionately impacted groups in course success rates from four to two: Black/African American and Hispanic/Latinx students. For the two groups still

experiencing disproportionate impact, Black/African American and Latinx/Hispanic students, the course success rate has consistently increased over the last three years (1.3.17). Specifically, for Black/African American students the course success rate has increased from 65.4% in 2021-2022 to 70.6% in 2024-2025, a 5.2% increase, which was statistically significant ($p = .007$) and substantial (ES = .11). For Hispanic/Latinx students, the course success rate has increased from 69.6% in 2021-2022 to 77.1% in 2024-2025, a 7.5% increase, which was statistically significant ($p < .001$) and substantial (ES = .17). In addition, when instructors who have participated in the USC Race and Equity training have been surveyed, one hundred percent agreed that the tools provided were helpful in addressing racial inequities (1.3.18).

Through these reflective and data-informed processes, Crafton Hills College has uncovered several important lessons that continue to shape its approach to institutional improvement. The college has recognized that disaggregated data are indispensable—not only for identifying achievement gaps but also for designing targeted interventions that respond to the specific needs of disproportionately impacted student groups. This insight has led the college to encourage faculty to incorporate disaggregated data into their self-evaluations and to develop a dedicated dashboard that allows instructors to view their own course success rates by student subgroup.

The college has also learned that establishing regular review cycles helps cultivate a culture of accountability and transparency. When progress is consistently monitored and shared, it becomes easier for all stakeholders to engage with the data, understand emerging trends, and take action where needed.

Additionally, Crafton has found that professional development yields the greatest impact when it is closely aligned with institutional priorities outlined in the Educational Master Plan (EMP) and grounded in student outcome data. By connecting professional learning directly to institutional goals and evidence of student need, faculty and staff are better equipped to implement meaningful change.

Finally, the college has seen the value of strong collaboration across instructional areas, student services, and professional development planning. When members of these areas work together, planned improvements more effectively address the student experience, ensuring that initiatives are both cohesive and student-centered.

Looking ahead, Crafton Hills College is committed to building on its progress by deepening its data-informed, equity-centered practices. The college will continue its established Educational Master Plan (EMP) review cycle, keeping disaggregated data analysis at the forefront of how Key Results are assessed and how institutional improvements are guided.

CHC also plans to expand student awareness of Zero Textbook Cost (ZTC) sections and ZTC pathways (1.3.19), particularly within high-enrollment general education courses. By increasing visibility and access to these cost-saving options, the college aims to promote greater equity and reduce financial barriers for students.

Additionally, efforts to strengthen outreach for the Crafton Hills Institute (CHI) will ensure that participation more fully reflects the diversity of the college's student population. In parallel, professional development planning will be refined by drawing more heavily on real-time equity data and by

continuing to provide high-impact trainings such as the USC Race and Equity series, Safe Space training, and ACUE certification opportunities.

Finally, CHC will increase its documentation and sharing of success stories emerging from EMP initiatives, professional development efforts, ZTC expansion, and CHI activities. By amplifying these examples, the college hopes to enhance stakeholder understanding of its ongoing progress and institutional priorities.

The integration of EMP data review, targeted equity initiatives like ZTC and CHI, and the PD Committee's data-informed planning demonstrates CHC's strong commitment to using disaggregated data to guide institutional improvement. This cycle of review, reflection, and action ensures that the college remains accountable to its mission, advances equitable student success, and sustains a culture of evidence-based decision-making.

1.4. The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)

Crafton Hills College (CHC) ensures that its mission—advancing the educational, career, and personal success of a diverse student population—serves as the foundation for all institutional planning, resource allocation, and innovation. This principle is achieved through a comprehensive, integrated planning system that is inclusive, data-informed, and designed to support continuous quality improvement.

CHC's planning framework is anchored by three primary components: the Educational Master Plan (EMP) (1.4.1, 1.4.2), the Facilities Master Plan (FMP) (1.4.3), and the Planning and Program Review (PPR) process (1.4.4). PPR serves as the core driver, requiring departments and service areas to complete a full four-year review, with annual or biennial updates. This process requires alignment of goals and resource requests with the college mission and strategic priorities, supported by quantitative and qualitative data. The PPR Handbook, Timeline, Coaching Program, and Rubrics (including mission and vision alignment) ensure consistency and transparency across all planning units (1.4.5, 1.4.6).

Institutional plans are developed with links to each other through a shared governance structure that ensures integration. Specifically, the Planning and Program Review Committee is a shared governance committee consisting of faculty, classified professionals, and administrators (1.4.4). The process for submissions, rubric developing, assigning scores, and recommended changes is all done with collaboration among these groups (1.4.7).

Recommendations from PPR originate from the discipline (in the Instruction Division) or department level and move to the division level for approval before reaching institutional prioritization. The prioritization process—illustrated in the PPR Prioritization Diagram—aligns resource requests with mission-driven goals, equity priorities, and operational capacity (1.4.8).

Information from PPR informs annual budget development, multi-year fiscal forecasting, and facilities planning (1.4.4). CHC collaborates with the district to produce a multi-year forecast of revenues and expenses, enabling leadership to anticipate funding needs and plan strategically (1.4.9). Resource allocation decisions are informed by PPR prioritization lists, program performance data, and equity metrics (1.4.5, pp. 10-11 & 36-38). Evidence of this integration is reflected in funded initiatives such as

the funding for a trauma mannequin, document projectors, athletic training table, conferences, instructional supplies, anatomical models, lab cart, part-time faculty training, and the Child Development Center play structure. (1.4.10, 1.4.10.1, slides 66-69).

The Facilities Master Plan, updated in Fall 2024 and approved by the Board in Spring 2025, reflects priorities identified in program review and aligns infrastructure development with academic and student service needs (1.4.3, pp. 59, 81-104). EMP Key Results are monitored in weekly EMP meetings using the Cascade platform, ensuring real-time tracking of progress and timely adjustments (1.4.11, 1.4.12, 1.4.13).

Planning at CHC is cyclical and occurs on a regular schedule. PPR deadlines (1.4.6,1.4.12, 1.4.13), budget cycles (1.4.14), and FMP reviews (1.4.15, 1.4.16) appear on the college calendar. Participation is broad, involving faculty, staff, administrators, and students through committees such as the Crafton Council, the Budget Committee, the Facilities Master Plan Committee, and the Student Equity and Achievement Committee (SEAC).

The Office of Institutional Effectiveness, Research & Planning (OIERP) provides dashboards, disaggregated student success data, and enrollment trends to facilitate data informed decision-making for both instructional and non-instructional planning. Climate surveys measure students' sense of belonging and campus culture, providing qualitative insights to complement quantitative indicators (1.4.17, pp. 2-3 & p. 24, 1.4.18, pp. 2-3 & p. 5). For example, disaggregated data for students who speak languages other than English led to the creation of targeted multilingual support services (1.4.22, p. 13).

The integration of mission-driven planning with resource allocation has produced tangible improvements in student outcomes. Examples include:

- **ESL and Multilingual Program Development**: Development of a multilingual program focused on advancing equitable access and success for non-English speakers while promoting cultural and linguistic diversity (1.4.22, p. 13 & 1.4.22.1).
- **Equity-Focused Professional Development**: USC Race and Equity training for faculty, staff, and administrators, fostering a shared equity framework across the college. For example, the number of disproportionately impacted groups in course success rate was reduced from four to two. Equally important, the course success rates for African American and Hispanic students have significantly and substantially increased because of these efforts (1.4.22,p. 15).
    - The African American students course success rate significantly ($p < .001$) and substantially (ES = .15) increased from 64% in 2020-2021 to 71% in 2024-2025, an increase of seven percentage points (1.4.23).
    - The Hispanic course success rate significantly ($p < .001$) and substantially (ES = .09) increased from 73% in 2023-2024 to 77% in 2024-2025, an increase of four percentage points (1.4.24).
- **STEM Access Expansion**: Implementation of the MESA program to support historically underrepresented students in STEM fields (1.4.25).
- **Facilities Enhancements**: Infrastructure projects identified in PPR and integrated into the updated FMP, improving learning environments (1.4.3, p. 4 & pp. 76-103).
- **Hiring Processes**: Refinement of full-time faculty hiring to prioritize instructional faculty representation aligning with student representation. For example, the percent of African

American tenure track faculty has increased from 0% to 3.3%; the percent of Latine faculty has increased from 23 to 25%; and the percent of Asian faculty has increased from 5% to 10%.

CHC's actions are explicitly tied to closing equity gaps. Budget development incorporates input from managers, faculty, and staff, ensuring that diverse perspectives shape funding priorities. Data shows increased retention and success rates, particularly among disproportionately impacted student groups (see above). Campus climate surveys reveal a growing sense of belonging, attributed to cultural events, the creation of a multicultural center, and increased visibility of equity initiatives (1.4.19).

Equity is embedded in planning through rubric criteria, targeted resource allocation, and continuous review of student achievement data (1.4.20, 1.4.21). Committees such as SEAC analyze disaggregated data to identify gaps, determine interventions, and set equity-focused goals (1.4.22, pp. 8-10 & p. 20). Funding programs like multilingual support and MESA are directly tied to this integrated planning and resource prioritization process.

CHC's mission is an operational guide that shapes planning, decision-making, and resource allocation. Through a comprehensive, integrated, and data-informed planning system, the college fosters institutional innovation, continuous quality improvement, and equitable student success. The alignment of PPR, EMP, and FMP processes ensures that short- and long-term planning supports the college's vision while remaining responsive to emerging needs. This culture of planning and evidence-based action positions CHC to sustain progress and further advance its mission in service to its students and community.

1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)

Crafton Hills College (CHC) maintains a transparent process for regularly communicating progress toward its mission and goals with both internal (1.5.01, 1.5.02, 1.5.03, 1.5.04, 1.5.05) and external (1.5.06, 1.5.07, 1.5.08, 1.5.09) stakeholders. Specifically, on the Crafton Hills College home page, under *About*, there appears a direct link to CHC's Institutional Data (1.5.1). The Institutional Data website was collaboratively developed by the Institutional Effectiveness, Accreditation, and Outcomes Committee (IEAOC) for an external audience (1.5.2). This process is deeply integrated into the college's governance, planning, and evaluation structures, ensuring that institutional strengths, priorities, and areas for improvement that anchor decision-making are shared with the college community.

The college's Educational Master Plan (EMP) is the central framework guiding strategic directions and Key Results (KRs) to support Crafton's mission (1.5.3). Each year, the EMP Committee (EMPC) systematically reviews the strategic directions, examining progress toward its measurable KRs (1.5.4, 1.5.5, 1.5.6, 1.5.7, 1.5.8). For example, in November 2024, EMPC reviewed Strategic Direction 5, documenting updates, retaining completed KRs for historical transparency, and finalizing changes in the Cascade reporting platform used districtwide to track progress (1.5.9, 1.5.10).

CHC ensures that program review data is accessible to the campus and public via its Institutional Research dashboards (1.5.11). These include disaggregated course completion and success rates allowing for identification of equity gaps (1.5.12), FT/PT Faculty Ratio, WSCH/FTEF Ratio, Fill Rate, Demographics, Degree and Certificate Completion, and SLO Competency by Demographics.

In addition, the PPR website (1.5.13), handbook (1.5.14), and rubrics (1.5.15, 1.5.16, 1.5.17) support the college mission by documenting program level outcomes, improvement plans, and resource requests. These tools are updated annually and promoted to faculty, staff, and community partners, ensuring transparency in both strengths and areas needing improvement.

Institutional data are not only shared but actively used to establish priorities by the Educational Master Plan Committee (1.5.18, 1.5.19), Institutional Effectiveness, Research, and Planning Committee, Enrollment Strategies Committee (1.5.20, 1.5.21), Student Senate (1.5.22, 1.5.23), Classified Senate (1.5.24), and Academic Senate (1.5.25), to name a few. The Student Equity and Achievement Committee (SEAC) uses disaggregated data from the Vision Aligned Reporting (VAR) system to identify equity gaps, monitor categorically funded programs, and guide interventions. In March 2025, SEAC reviewed dashboard data, discussed the new state reporting requirements, and began planning for 2025–2028 Equity Plan activities to address persistent gaps (1.5.26).

Similarly, the IEAOC conducts data coaching initiatives to build campuswide data literacy, ensuring that faculty, staff, and administrators can interpret and apply findings to improve equitable outcome rates. Specifically, CHC and SBVC have partnered to create a data and equity coaching program for all college faculty and staff. The purpose of its ten-week program is to increase the knowledge, skills, and abilities of participants to help lead evidence-based conversations centered on how to achieve equity in the classroom, in non-instructional programs, and in decision-making bodies across the district. This training will be available to all faculty and staff beginning in Spring 2026 (1.5.27). Student focus groups were launched in Spring 2025 to gather qualitative insights that complement quantitative dashboard information (1.5.28).

CHC uses multiple channels to ensure that progress is communicated clearly and consistently across the campus and to the broader community. The college offers professional development workshops to help employees interpret and use data effectively (1.5.29). Progress is further communicated through Board of Trustees reports (1.5.30).

The college provides public dashboards (1.5.1), issues press releases to highlight major achievements (1.5.31), and shares community reports and presentations with the Board of Trustees. Outreach also includes marketing campaigns and public recognition of awards, transfer outcomes, and announcements of other institutional accomplishments. The college also uses special events—such as community engagement gatherings and naming ceremonies like the Paul and Joann Barich Terrace dedication—to showcase important milestones and strengthen partnerships with the community.

This communication framework supports equitable student success by making equity gaps visible through disaggregated dashboards and focus group narratives, guiding the development of targeted programs such as MESA, multilingual support, and zero-cost textbook pathways. In this way, CHC encourages community input in planning in ways that foster shared responsibility for outcomes. Survey results, retention data, and program evaluations confirm that these initiatives have increased students' sense of belonging, improved success rates for disproportionately impacted groups, and strengthened public trust in the college's commitment to its mission.

From these practices, Crafton Hills College has learned the importance of pairing quantitative dashboards with qualitative narratives, ensuring that data are both contextualized and actionable. Moving forward, the college aims to expand external storytelling to better convey its progress and

impact, increase participation in data literacy training, and enhance public summaries of EMP and PPR outcomes to reach broader audiences.

The college's commitment to transparent, regular communication of its progress—supported by robust public data tools, inclusive governance processes, and equity planning—ensures that internal and external stakeholders remain informed, engaged, and empowered to support the mission and continuous improvement of Crafton Hills College.

Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)

Consistent with the Crafton Hills College's mission (2.1.1), every program of study offered at CHC is structured to lead to one of the following outcomes: 1) associate degree, 2) baccalaureate degree, 3) certificate, 4) workplace skills, or 5) transfer opportunity (2.1.2, 2.1.3, 2.1.4) and all reflect the values of respect, integrity, diversity and inclusion, innovation, leadership, and sustainability (2.1.1). The Curriculum Committee (CRC) manages the curriculum review process to verify consistency with the college mission and requirements appropriate to higher education (2.1.5). The college's annual program review process evaluates how well its students are attaining their educational goals and how well they are poised for success in whatever follows program completion – employment or transfer -- by analyzing the instructional program and assessing expected learning outcomes (2.1.6).

Descriptions of all the college's educational programs are available in the online catalog (2.1.3, 2.1.4). Programs of study are organized into six Career and Academic Pathways (2.1.7):

1. Business and Industry
2. Creative and Fine Arts
3. Public Safety and Health Services
4. Science, Technology, Engineering, and Mathematics
5. Society, Behavior, and Culture
6. Online Program and Certificate Pathways.

These allow students to explore specific programs of study that require similar skills while minimizing excessive unit accumulation. For example, within the Public Safety and Health Services Pathway there are 18 programs (2.1.8). Students can assess a specific program from the list, such as Emergency Medical Technician – Paramedic Certificate (2.1.9), and get additional information, including award type (degree or certificate), program learning outcomes (PLOs), and program requirements. Additionally, the program map (2.1.10) provides a visual representation of a possible pathway (i.e., sequence of courses) through the program.

CHC's processes for curriculum design and development ensure that all academic programs align with the institution's mission (2.1.11). The curriculum review and approval process requires completion of

program templates in CurriQnet to ensure that all relevant standards, policies, and procedures are enforced (2.1.12). The course outline of record (COR) also promotes diversity, equity, inclusion, accessibility, and antiracism by identifying which COR components incorporate diversity, equity, inclusion, and access (DEIA) strategies (2.1.13). The program template requires faculty to discuss how a proposed program supports the mission of the college, using references such as labor market data that supports workforce demands for occupational programs (2.1.14, 2.1.15).

All new programs must be approved in accordance with AP 4020 – Program, Curriculum, and Course Development (2.1.16). The program viability (2.1.17) process is meant to assure that the college's instructional resources are used to support the college mission, its Comprehensive Master Plan, and the needs of students and the community. Program viability discussion may be initiated by any group. Regardless of where the discussion is initiated, the CHC Academic Senate makes preliminary recommendations. As an illustration, CHC completed a program viability process for the Bachelor of Science in Respiratory Care degree program (2.1.18, 2.1.19, Board minutes, 2.1.20, pp. 61-67).

Additionally, all CHC's courses have a course outline of record (COR) in CurriQnet. The COR requires discipline faculty to state why the course is needed. For example, the COR for ASL-101 – American Sign Language I (2.1.21), states that the course provides the initial training for those who wish to communicate effectively with members of the deaf community; satisfies an associate degree or certificate in ASL requirement; fulfills the associate degree GE requirement for humanities, diversity, and multiculturalism; and transfers to UC and CSU.

CHC's processes for curriculum design and development reflect generally accepted practices in higher education for ensuring breadth, depth, and rigor appropriate to the level of instruction and across all modalities. The college follows all legal mandates for curriculum review and approval in the California Education Code, Title V, and federal regulations. For instance, curriculum review occurs in a six-year cycle (2.1.22, see p. 43) to ensure that course material is current and that programs remain relevant to larger state and national trends in education and careers. Each year the curriculum committee regularly reviews submissions of six-year curriculum revisions (2.1.23). In addition, program review requires each instructional program to describe how its curriculum is up to date, addresses equity and inclusion, and satisfies a need (2.1.24, see pp.15).

The curriculum committee co-chairs also provide numerous training opportunities and consistently support faculty in the curriculum development process (2.1.25). For example, the curriculum committee co-chairs and instructional faculty have completed implementing the Common Course Numbering Phase IIA and IIB in 2025 and 2026, one and two years ahead of schedule (2.1.26, 2.1.27, 2.1.28).

Distance Education (DE) courses undergo a thorough review using the same curriculum review process of course outcomes as those for corresponding face-to-face courses (2.1.29, 2.1.30). Board Policy (BP) 4105 (2.1.31), Distance Education, also states that all DE courses must adhere to the same programmatic requirements as traditional classroom programs. Moreover, Administrative Procedure (AP) 4105 (2.1.32) states that the standards of course quality for DE courses remain the same as for corresponding face-to-face courses. Instructors assigned DE classes must be certified to teach those classes (2.1.33) by completing distance education training (2.1.34).

2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals.
(ER 3, ER 9, ER 11, ER 14)

At Crafton Hills College (CHC), faculty design, deliver, and ensure the continuous improvement of academic programs (2.2.1). The Academic Senate, through its Curriculum Committee, holds primary responsibility for curriculum development in alignment with Title 5 regulations, California Community Colleges Chancellor's Office (CCCCO) guidelines, and Accrediting Commission for Community and Junior Colleges (ACCJC) standards (2.2.2). The Curriculum Committee includes faculty representatives from each instructional area, an articulation officer, administrators, classified professionals, and a student representative, ensuring broad and diverse perspectives (2.2.3).

Curriculum proposals—whether for new programs, modifications, or deactivations—originate with discipline faculty, who incorporate current research, labor market data, transfer institution requirements, advisory board feedback, and student learning and achievement data (2.2.4). These proposals undergo a multi-stage review that includes departmental dialogue, dean oversight, technical compliance checks, and Curriculum Committee deliberation (2.2.5). This collaborative and multi-tiered approach ensures that all programs meet discipline and industry standards and support equitable student success.

All credit programs and courses are reviewed once every six years (once every two years for Career Education programs) as outlined in CHC's Curriculum Six-Year Review Criteria (2.2.6, p. 43, 2.2.7, 2.2.8). This process requires faculty to:

- Evaluate course content, objectives, and student learning outcomes (SLOs) for relevance and currency.
- Review alignment with industry standards, transfer requirements, and licensure/certification updates.
- Integrate diversity, equity, inclusion, and accessibility (DEIA) principles into the course outline of record (COR) consistent with Academic Senate for California Community Colleges (ASCCC) DEI toolkit recommendations.
- Update textbooks, instructional materials, and assignments to reflect current disciplinary knowledge and culturally responsive practices (2.2.9).

Career Education programs also conduct biennial advisory committee meetings, documented according to the California Community College Chancelor's Office Career Technical Education Program Advisory Committee Handbook, to validate that programs align with current workforce needs, emerging technologies, and industry certifications (2.2.10, 2.2.11*).*

In addition to curriculum review, all instructional programs participate in an annual comprehensive program review as described in the Planning and Program Review Handbook (2.2.12, p. 7). Faculty teams analyze multi-year data on enrollment, course success rates, SLO achievement, degrees/certificates awarded, and transfers—each of which is disaggregated by race/ethnicity/gender, age, and other demographics (2.2.13, 2.2.14, 2.2.15). This process identifies equity gaps, progress toward institutional and departmental goals, and development of action plans.

Faculty respond to program review prompts specifically designed for them to address any curriculum

or equity gaps (2.2.16):

- How effectively courses and programs prepare students for transfer or employment.
- Whether learning outcomes are equitably attained by all student groups.
- What resources, professional development, or curriculum changes are needed to close identified gaps.

Resource requests emerging from program review are prioritized through governance committees to ensure alignment with CHC's Strategic Directions, such as *Increasing Student Success and Equity* and *Engaging in Practices that Prioritize Inclusivity, Equity, Anti-Racism, and Human Sustainability* (2.2.12, pp. 10, 2.2.17).

CHC requires clearly defined SLOs for all courses and PLOs (Program Learning Outcomes) for all degrees and certificates (2.2.18, 2.2.19). SLOs and PLOs are assessed on a regular cycle, with results entered into the college's assessment management system (2.2.20, 2.2.21). Faculty review aggregated and disaggregated assessment results to identify strengths, areas for improvement, and equity gaps (2.2.21.1, 2.2.21.2). Assessment data are then used to inform course and program modifications, pedagogical approaches, and student support services.

For example, analysis of SLO data in transfer-level English and math revealed higher success rates for dual-enrollment students compared to non-dual-enrollment peers (ENGL-101 success rates: 95% vs. 60%). Faculty leveraged this information to expand embedded tutoring and reinforce early exposure to these courses in high school partnerships (2.2.22, 2.2.23)

CHC's curriculum processes include equity considerations at every stage (2.2.9). Faculty have engaged in significant professional development to integrate equitable teaching practices into course design and delivery:

- University of Southern California (USC) Race and Equity Center Training – 76% of fulltime instructional faculty have completed this program, equipping them to analyze disaggregated data, identify classroom equity gaps, and implement inclusive pedagogical strategies.
- Association of College and University Educators (ACUE) Certification in Effective Teaching Practices – Faculty participate in a 25-week, research-based course focusing on equitable classroom practices, student engagement, and active learning (2.2.25).

The Curriculum Committee has also initiated training sessions on embedding DEIA in the COR, following the Academic Senate for California Community Colleges DEI toolkit model (2.2.26). These sessions emphasize integrating culturally relevant examples, diverse perspectives, and accessible course materials (2.2.27 see pp. 13).

For career education programs, faculty work closely with local employers, workforce boards, and professional associations to ensure that curricula meet evolving labor market needs (2.2.28). Advisory committees review program learning outcomes; recommend curriculum updates; and validate the currency of equipment, facilities, and instructional methods (2.2.29, 2.2.30, 2.2.31).

The Dual Enrollment Committee—comprised of faculty, deans, other administrators, and high school partners—also exemplifies collaboration with community stakeholders (2.2.32). This committee reviews course success data, identifies barriers to access, and develops scheduling principles and pathways that align with both high school and college requirements (2.2.33). By encouraging early exposure to college-level coursework, particularly in math and English, CHC supports equitable

attainment of educational goals for disproportionately impacted students.

Faculty regularly review student achievement data to drive curriculum decisions. Examples include:

- Dual Enrollment Success Analysis – Data from 2021-22 to 2023-24 show that dual enrollment students achieved an 88% course success rate, significantly higher than the 74% rate for non-dual enrollment students ($p < .001$, ES = .32) (2.2.22). Disaggregated results show substantial gains for Black/African American and Latinx students in dual enrollment compared to non-dual enrollment peers (2.2.22).
- Equity Gap Reduction – From 2020-21 to 2023-24, the number of student groups experiencing disproportionate impact in course success decreased from four to two (Black/African American and Latinx) (2.2.22). Success rates for these groups improved by 2.1 and 3.1 percentage points, respectively (2.2.22).
- Program-Specific Adjustments – In response to lower success rates in MATH-110 for certain student groups, faculty developed co-requisite support models and embedded tutoring (2.2.34).

CHC fosters innovation in program design to address emerging educational and workforce 2.2.35):

- Noncredit and Short-Term Vocational Programs – Faculty collaborate with community partners to develop noncredit certificates in areas such as workplace readiness, ESL, and basic skills, providing on-ramps for adult learners and incumbent workers (2.2.36).
- Pathway Mapping – Through Guided Pathways, faculty teams have mapped degree and certificate programs to ensure students can complete programs in a timely manner with clear course sequences and embedded milestones (2.2.37*)*.
- Dual Enrollment Pathways – The Dual Enrollment Committee has created draft scheduling principles and pathway maps to streamline access and maximize applicability of high school coursework toward attainment of college credentials (2.2.33).

The integration of curriculum, assessment, program review, and governance oversight ensures that CHC programs remain current, rigorous, and equitable (2.2.12, p. 7). Committees such as the Curriculum Committee, Program Review Committee, Educational Master Planning Committee, and Dual Enrollment Committee meet regularly, maintain transparent records, and report to the Academic Senate and Crafton Council (2.2.38, 2.2.39, 2.2.40. 2.2.41).

Minutes from the Dual Enrollment Committee meetings of March 6 and May 1, 2025, illustrate this ongoing work:

- Review and analysis of course success data for program improvement (2.2.22).
- Collaborative development of scheduling principles and program pathways (2.2.33).
- Planning for faculty presentations at statewide conferences to share best practices (2.2.22).

Crafton Hills College ensures that academic programs are designed and delivered in accordance with relevant discipline and industry standards through robust faculty leadership, governance processes, and community partnerships. Curriculum is regularly reviewed and updated to reflect current knowledge, labor market needs, and transfer requirements, while integrating equity and accessibility principles. Program Review and assessment cycles provide a continuous feedback loop, enabling faculty to use disaggregated data to identify and address equity gaps. Through these integrated processes, CHC fulfills its mission to change lives by providing a transformational learning environment that supports equitable attainment of learning outcomes and achievement of

educational goals. Crafton will continue to focus on not only incorporating Universal Design for Learning (UDL) into curriculum but also on the training needed by faculty to incorporate UDL strategies in the classroom.

2.3. All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives. (ER 12)

CHC requires completion of a general education (GE) component for every degree it awards. The 2025–26 Catalog's *Graduation Requirements* states that students earning an associate degree must complete either the CalGETC (for transfer) or the Crafton Hills College Local GE pattern (for local degrees). This policy-level statement ensures that all degree pathways include a GE component that develops broad knowledge and skills across disciplines (2.3.1).

CHC has implemented the statewide Cal-GETC pattern, with requires completion of courses in areas in Oral Communication; English Composition & Critical Thinking; Mathematics/Quantitative Reasoning; Arts & Humanities; Social and Behavioral Sciences; and Physical & Biological Sciences. The Catalog also references the American Institutions and LOTE (Language Other Than English) requirements, aligning with CSU/UC breadth requirements. Together, these areas build communication, critical thinking, and quantitative reasoning while grounding students in scientific inquiry and humanities (2.3.2).

The local GE pattern emphasizes the same competencies and adds CHC-specific emphasis on citizenship and global awareness. The Catalog explains that GE "develops student awareness of societal concerns and responsibilities of citizenship" and fosters a "global perspective," directly addressing civic responsibility and engagement with diverse perspectives. Category A (Language and Rationality) requires English composition and oral communication/critical thinking. Category B requires mathematics. Additional categories include natural sciences, social and behavioral sciences, humanities & arts, and American heritage. Notably, LIBR 100 (Introduction to Library Research) appears among Area A options, embedding information literacy in the local GE options (2.3.3).

The Catalog's *General Education* overview describes GE as providing a fundamental learning foundation for all the college's instructional programs. These courses are "designed to stimulate the student's intellectual curiosity, to introduce the student to the major broad domains of higher education, and to develop the student's awareness of societal concerns and the responsibilities of citizenship." Courses in this category identify problem-solving, communication, and quantitative/qualitative data analysis as expected competencies (2.3.3).

Both the Institutional Learning Outcomes (ILOs) and the General Education Outcomes (GEO) further codify college-level GE competencies. CHC's ILOs include critical thinking; written and oral communication; interpersonal and group skills; society and culture; information and literacy; and ethics and values, creating a shared-outcomes language across programs and the GE curriculum (2.3.4, 2.3.4.1). Equally important, the CHC GEOs include general education outcomes in natural science, social and behavioral science, humanities, fine arts, written traditions, oral traditions, quantitative reasoning, critical thinking and information literacy, health and wellness, diversity and multiculturalism, and American heritage (2.3.4.2, 2.3.4.1).

Chapter Four of District Board Policies establishes the governance framework that safeguards academic quality for GE:

- BP 4025 (Philosophy and Criteria for associate degree and General Education) articulates the purpose and scope of GE within degrees (2.3.5).
- BP 4020 (Program, Curriculum, and Course Development) defines rigorous curriculum approval processes (2.3.6).
- BP 4100 (Graduation Requirements for Degrees and Certificates) operationalizes degree requirements (including GE) (2.3.7).
- BP 4105 (Distance Education) ensures DE course quality and equivalence of outcomes (2.3.8).
- BP 4040 (Library Services) affirms the information resources and services that underpin information literacy (2.3.9).
- BP 4220 (Standards of Scholarship) and BP 4250 (Probation, Dismissal, & Readmission) ensure academic rigor and integrity (2.3.10).

These policies are published by the district on the Board Policies & Administrative Procedures site, where each policy number and title is listed for public reference (2.3.11).

Course Outline of Record (COR) requirements operationalize these policies. CHC's Guide to Course Outlines requires that "all courses applicable to a college degree are required to demonstrate critical thinking," and requires that critical thinking be evident in *Objectives*, *Methods of Instruction*, and *Methods of Evaluation*. It further requires measurable objectives and alignment between assignments and stated outcomes—key design features that sustain GE rigor across modalities (2.3.12). The review criteria used by the Curriculum Committee require that the six-year review is a faculty-driven academic quality assurance process that confirms that each course under review reflects current disciplinary standards, maintains appropriate rigor, and continues to meet degree, certificate, and transfer requirements (2.3.13, p. 43).

For distance education, the CHC Faculty Handbook requires separate review/approval and adherence to Title 5 and Academic Senate for California Community Colleges guidance on effective instructor-student contact, ensuring parity of learning outcomes for GE courses offered online (2.3.14, p. 32).

Curriculum Committee minutes show GE alignment and transfer articulation in action. For example, the committee approved MATH 250E (Single Variable Calculus I Enhanced) to comply with AB 1705 and to strengthen success in quantitative reasoning. The minutes explicitly note that Calculus satisfies the associate degree GE requirement for computation and analytical thinking, the IGETC math/quantitative reasoning area, and the CSU GE mathematics area—clear evidence that GE learning outcomes and intersegmental transfer standards are enforced during Curriculum Committee actions (2.3.15).

Beyond including LIBR 100 in GE, BP 4040 (Library Services) reflects institutional commitment to the collections, instruction, and research support that enable information literacy across the curriculum (2.3.9). CHC's ILOs also make "information and literacy" an institutional outcome so programs and GE courses can map, assess, and improve results over time (2.3.16, 2.3.16.1, 2.3.4.1).

For civic responsibility and diverse perspectives, the local GE's American Heritage and diversity-oriented categories (e.g., the catalog's "global perspective" and lists that include Ethnic Studies, World Languages, -Geography, and Humanities) ensure that students become familiar with historical and

contemporary civic issues and practice intercultural analysis (2.3.3). Curriculum Committee minutes further display this emphasis. For instance, the committee approved HEALTH 116: Women's Health with a rationale centered on analyzing health disparities across class, gender, religion, ethnicity, and race, providing opportunity for students to engage with diverse perspectives (2.3.15).

CHC's Office of Institutional Effectiveness, Research & Planning (OIERP) maintains public dashboards—including Demographics, Course Success Rate, and Degrees & Certificates Awarded—with filters by race/ethnicity, gender, age, and other indicators. These dashboards are tools for decision-making (2.3.17).

To evaluate learning, CHC supplements those achievement dashboards with a public SLO dashboard; the *Competency by Demographic* view disaggregates learning outcomes by student characteristics, enabling faculty to see where disproportionate impact (DI) emerges within GE-relevant competencies and to plan interventions to address DI (2.3.4, 2.3.4.1, 2.3.4.2).

OIERP data engender actions. CHC's Planning & Program Review (PPR) system *requires* programs to summarize PLO/SLO results, identify DI by gender, age, and ethnicity where available, and develop objectives to reduce or eliminate DI (2.3.19, 2.3.20). The PPR evaluation rubric (2.3.21, 2.3.22) awards the highest rating when PLOs are "assessed with an emphasis on disproportionate impact," evaluated against targets, and used to inform instruction, with the program PLOs posted in the catalog (2.3.23, p. 16; 2.3.24, 2.3.25).

The rubric also compels units to set course success/completion targets and to craft strategies to reduce DI (2.3.21, 2.3.22), which must appear in the action plan (Question #10, 2.3.22.1). This is the mechanism by which disaggregated data drive continuous improvement in GE courses (2.3.23, p. 7).

Institutionally, CHC documents that ILOs and GE outcomes are assessed and used for planning. The IEAOC evidence identifies six ILOs (including Information & Literacy and Society & Culture) and notes that outcomes data are collected in the SLO Cloud and incorporated into integrated planning cycles (2.3.4, 2.3.23 , p. 7; 2.3.26). The *B.O.R.G. (Best Organizational Research Gauge) Data Cubes* page frames the dashboards as resources for program equity evaluation and for tracking awards and course success over time (2.3.26.1).

The following are examples of data-informed- refinement: In mathematics, equity gaps in gateway quantitative reasoning statewide prompted policy changes (AB 1705). CHC responded by adding MATH 250E, pairing Calculus I with *just-in--time*- support. The curriculum record ties this change to GE math requirements (local, CSU GE, IGETC) so that equitable attainment of the quantitative reasoning GE outcome is supported without compromising degree or transfer applicability (2.3.27).

The college has also aligned local (non-transfer) degrees with transfer-oriented pathways to simplify student choices and prevent excess unit accumulation. This work is influenced by Education Code §66749.8, which requires colleges to default transfer-intending students to associate degree for transfer (ADT) pathways on their mandatory education plans, thereby guiding the appropriate general education pattern (the Cal-GETC). As shown in Slide 5 of an all-departments meeting presentation, the legislative update reinforced how Cal-GETC and ADT

placement requirements will streamline transfer preparation and reduce excess units for students pursuing baccalaureate goals. These trainings ensure consistent campuswide understanding and reinforce how general education requirements remain central to degree integrity and student learning outcomes (2.3.28).

In addition, as explained above, the Guide to Course Outlines requires that distance education offerings undergo separate approval and include effective instructor-student contact, preserving outcome equivalence for GE courses delivered online. This requirement aligns with BP 4105 (Distance Education) in the district policy framework (2.3.12, 2.3.8).

The guide also details unit/assignment hour calculations and content alignment requirements, ensuring that GE courses maintain appropriate rigor and workload—whether lecture, lab, or hybrid—another quality safeguard that supports consistent attainment of GE competencies (2.3.12, 2.3.29). Finally, the Six-Year Review checklist in the CHC Integrated Planning & Program Review Handbook (2.3.23, p. 33) supports regular evidence based updates to keep GE courses current in content, methods, and assessment.

Across CalGETC and CHC Local GE, CHC's framework systematically cultivates communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and engagement with diverse perspectives, as codified in the catalog and mirrored in institutional ILOs (e.g. BP 4025, 4020, 4040, 4100, 4105, 4220, 4250) and curriculum standards (COR design, six-year- review) ensure GE integrity across courses and modalities. CHC publishes disaggregated dashboards (demographics, course success, awards) and a Competency by Demographic SLO dashboard. Its Program Review rubric requires DI analysis, targets, and action plans—and the college's recent math curriculum changes exemplify how equity data trigger GE-relevant refinements.

2.4. The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys. (ER 20)

Crafton Hills College (CHC) provides students with accurate, current, and easily accessible information about academic programs, support services, and learning resources through multiple communication modalities. Student Learning Outcomes (SLOs) for degree programs are published in the college catalog (2.4.1), accessible online to all students, faculty, and the public. SLOs also appear in course syllabi per Crafton Faculty Handbook (2.4.2, p. 23, 2.4.3, 2.4.4, 2.4.5), ensuring that students understand expected learning competencies in their courses and programs.

CHC uses its website, catalog (2.4.6), counseling resources, and a comprehensive set of tools to communicate clear and accessible information. The *2 Steps to Successful Enrollment* webpage (2.4.7) provides step-by-step pathways with integrated milestone indicators to support student onboarding. Counseling webpages (2.4.8), FAQs (2.4.9), Career and Academic Pathways (2.4.10), and the Early Alert Starfish (2.4.11) tools provide additional clarity on requirements, ed-planning, and progress toward completion.

Counselors assist students by developing individualized educational plans (2.4.12) that outline program requirements and milestones. These plans include references to the college catalog, general education requirements (2.4.13), transfer pathways (2.4.6), and articulation agreements with four-year universities(2.4.14). Strategic outreach campaigns (2.4.15) led by Completion Coaches, such as campaigns related to student educational plan completion, transfer deadlines, graduation checks (2.4.16), and registration, reinforce the importance of taking a proactive approach to ensure students are meeting key milestones. Extended service hours in Student Services (2.4.17) increase access and support diverse student schedules.

CHC uses multiple modalities to ensure students receive communication in formats aligned with their needs and preferences. These include the website (2.4.18), catalog (2.4.19), email, YouTube tutorial channels (2.4.20), support program Canvas shells (2.4.21), and targeted communication from counseling and outreach services.

In addition, CHC's Dual Enrollment program communicates with high school students and families. The college also hosts workshops and has a webpage (2.4.22) with informational materials in English and Spanish. These communications have been redesigned based on student and high school partner feedback, demonstrating responsiveness and commitment to clarity and accessibility. Feedback resulted in the following improvements:

- **Dual Enrollment Outreach Materials**: Based on feedback from high school counselors that earlier materials were too text-heavy and unclear for first-generation students, outreach flyers and emails were redesigned to use simpler language, clearer step-by-step enrollment instructions, and additional visuals. Spanish-language versions were also expanded to better provide information to families.
- **Workshops and Presentations**: High school partners indicated that students needed more guidance navigating the enrollment process. In response, workshop content was restructured to include live walkthroughs (e.g., applying, registering, logging into Canvas) and more time for Q&As. Sessions were also offered in in-person and virtual formats to increase accessibility.
- **Website Updates (Dual Enrollment Page)**: Feedback from partners noted difficulty finding key deadlines and requirements. The webpage was reorganized to highlight with improved navigation and clearer headings critical dates, eligibility steps, and contact information.
- **Email Communication from Counseling/Outreach**: Emails were revised to be more concise and action-oriented after feedback that students were overwhelmed by long messages. Messaging now emphasizes key next steps, deadlines, and links to resources, often using bullet points for clarity.
- **Canvas Support Shells**: Based on student feedback, support shells were updated to include short tutorial videos and simplified modules instead of dense text instructions, making it easier for students to follow processes independently.

The college regularly reviews its communication practices for clarity, accuracy, and relevance (2.4.23, 2.4.24, 2.4.25, 2.4.26, 2.4.27, 2.4.28). Faculty from student services and Instruction

regularly collaborate with the Institutional Advancement Office to evaluate and update departmental webpages to ensure accuracy. CHC learned through this review process that greater consistency in updating websites was needed, prompting changes in workflow and review expectations.

CHC also evaluates the accessibility and usability of its public website through automated scanning, targeted accessibility testing, content-management reports, and website-use analytics. An August 2026 domain accessibility scan evaluated approximately 7,937 webpages against Level A and Level AA accessibility criteria and identified errors, warnings, and items requiring human review (2.4.28.1). A subsequent axe Auditor assessment documented 251 findings across selected webpages and interface components; by August 31, 2026, 193 findings were closed and five were fixed, while 53 remained open for continued remediation (2.4.28.2). The college also uses website content-management reports to identify webpages, publishing activity, responsible users, and content groups, supporting accountability for maintaining accurate and accessible information (2.4.28.3, 2.4.28.4). In addition, Microsoft Clarity analytics provide information about how visitors use and navigate the website—including frequently visited pages, mobile and desktop access, dead clicks, rapid returns, and other navigation behaviors—which helps the college identify opportunities to improve the clarity and usability of online information (2.4.28.5). Together, these tools demonstrate an ongoing process of identifying accessibility and usability barriers, assigning responsibility, tracking remediation, and improving students' access to essential information.

CHC's Student Equity Committee regularly reviews (2.4.29, 2.4.30, 2.4.31) identified equity gaps in participation among Black/African American and Latinx students and suggests means to address these gaps. Results demonstrate how CHC uses data and stakeholder feedback to improve communication and support equitable student success outcomes.

Crafton Hills College meets Standard 2.4 by ensuring that information about programs, services, and resources is clear, accurate, accessible, and consistently reviewed, and by using this information to improve communication practices to meet student needs and achieve institutional goals.

CHC demonstrates a comprehensive student-centered approach to communicating information about programs, student support services, and other resources. Admissions steps are brief and navigable, with built-in progress indicators (e.g., placement emails; Self-Service to-dos). Student learning outcomes (SLOs) are posted in the catalog in easy-to-understand language and appear in class syllabi. Students receive regular guidance about completion through SEPs, Degree Planner tutorials, graduation checklists, and transfer timelines. Evidence based planning and program review keep content current, while extended hours and outreach practices enhance equitable access. The college is committed to further closing the loop by enabling "register from plan," tightening content governance, and amplifying communications for DI groups and dual-enrolled students—ensuring that every student's educational journey is supported by clear, accurate, and accessible information.

2.5. The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time. (ER 9)

Crafton Hills College (CHC) holds itself accountable for student success by aligning its schedule to clearly mapped programs and by running an inclusive, data-informed governance process that continuously adjusts when, where, and how courses are offered to optimize accessibility for students. The college organizes all majors into Career and Academic Pathways (CAPs) 2.5.1 and then builds a schedule -- across day, evening, weekend, online, hybrid, and short-term formats -- that allows students to earn degrees and certificates in an expected timeframe.

Scheduling decisions are made collaboratively by faculty, deans, classified professionals, students, and researchers, and they are explicitly tied to disaggregated student achievement data reviewed through Program Review and college dashboards.

CHC organizes all programs into five Career & Academic Pathways (CAPs) and an Exploratory Pathway 2.5.2). Those groupings are published on the college website so students and planners can see how programs fit together and sequence the appropriate *first-year*, *gateway*, and *terminal* courses. An additional Online Program and Certificate Pathways 2.5.3 tile signals where 100% online completion is possible, a planning cue that is mirrored later in the schedule.

The CHC Counseling department currently leads the California Community Colleges system in developing a new approach to advising students in navigating the Career and Academic Pathways model that the college has instituted. This model includes assigning counseling team members to work proactively and strategically with students who have completed progressive unit counts (0-15, 16- 29, 30-44, 45-60+). This approach aligns with Guided Pathways and is designed to reach an increasing number of 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 (2.5.4).

At the program level, CHC uses CurriQnet to publish program maps (2.5.5) that identify course sequences and typical term loads. As an illustration, the Respiratory Care B.S. map (2.5.6) shows term-by-term planning and flags distance education availability with course markers and a note directing students to the live class schedule for up-to-date online options. Faculty and scheduling staff can use these maps to verify that the public schedule offers the required courses, modalities, and time bands for on-time completion.

CHC's scheduling processes ensure that students can complete programs in the expected period of time. An important component of the scheduling processes is Program Review. The Planning and Program Review Handbook (2.5.7, pp. 13 and 15) requires every instructional unit to provide a scheduling matrix (2.5.8) that shows when and how courses are offered over a multiyear period (2.5.9). Units also discuss student performance by mode (online/hybrid vs. In-person) and trends in evening and weekend offerings, linking modality and time choices to equity results and degree momentum (2.5.10). In short, the college's own rubric obligates programs to connect disaggregated outcomes to concrete, forward-looking scheduling choices.

In addition to program review, faculty department chairs, deans, and the vice president of instruction also have access to the Program Course Matrix tool (2.5.11). This tool is regularly reviewed at the faculty department chairs meetings (2.5.12, 2.5.13, 2.5.14) for content that needs revision. The tool

allows the user to examine whether courses are required for any program, the total awards students achieved in the last three years, enrollments, number of sections, the average number enrolled per section, and the three-year course success rate. This information is used to help determine whether additional sections are needed to help students complete their programs.

Scheduling at CHC is a whole-college enterprise. The Faculty Chairs Council 2.5.15, authorized by the CHC Academic Senate, is charged with scheduling classes, facilities use, and practices that expand equity where necessary. Regular agenda planning shows the Chairs Council coordinating "Start Scheduling/Add pending classes (Feb/Sept)" and revisiting the course offerings matrix at the first meeting of fall, ensuring routine, transparent timing for building multiterm schedules (2.5.16, pp. 16-44). The Faculty Chairs Council annually reviews data that illustrates where the largest need for full-time faculty based on waitlist information, FTES, and efficiency (2.5.16.1, 2.5.16.2). In 2024-2025 the data showed a strong need for additional full-time faculty as well as feedback from counselors that students could not enroll in needed chemistry classes. As a result, in Fall 2025 a full-time chemistry faculty was hired and Crafton was able to increase the number of CHEM-101 sections from 15 to 20, a 25% increase to address a bottleneck area for students.

Broader adjustments to the academic calendar, which shape section blocks and thereby students' ability to complete programs on time and improve completion momentum, were developed with the move to the compressed calendar, implemented in Fall 2025. CHC has documented broad campus discussions about the compressed calendar with the Academic Senate (2.5.17), Classified Senate (2.5.18, 2.5.18.1, 2.5.18.2), Student Senate (2.5.19, 2.5.20), and the Department Chairs Council (2.5.21). Academic Senate minutes reference discussion about the proposed calendar's impact on part-time faculty, dual enrollment alignment, financial aid, and success rates (2.5.17). To address the concern raised by the Academic Senate about the impact of the new calendar on adjunct faculty, the district conducted a survey of all employees. Results revealed a majority, including adjunct faculty, preferred the sixteen-week compressed calendar (2.5.22, Q7-12).

At a Student Senate meeting on February 9, 2024, some of the senators expressed concerns about moving to a compressed calendar. The CHC Student Senate president provided a list of over twenty questions (2.5.23), which were addressed at the Student Senate's March 29, 2024, meeting. Minutes of that meeting reference the vice president of Instruction briefing student leaders and inviting their input. Student leaders then discussed schedule flexibility and equity implications (2.5.24).

Equally important, moving to a compressed calendar necessitated new scheduling blocks to ensure that degree and certificate programs could be completed in a timely manner (2.5.25). The scheduling blocks were adopted in October 2024 for the Fall 2025 and Spring 2026 semesters by the Faculty Chairs Council (2.5.26).

CHC's Class Schedule provides the full-term schedule with section modalities: online sections, evening sections, weekend sections, short-term sections, and late start sections (beginning after the term starts). These curated lists help students filter according to their circumstances without falling off path, and they guide chairs in balancing inventory across pathways and times of day. The same page links to a Course Format Guide (2.5.27) that defines codes such as ONLINE (fully online, asynchronous), ZOOMRMTE (synchronous remote), and hybrid options so students can understand expectations before they enroll. In addition, daily open section reports are generated for students by short-term, online, evening, weekend, and late start sections (2.5.28, 2.5.29).

Schedules are developed with input from counseling, scheduling surveys (2.5.30), and the use of multiple data sources including the district's Executive Information System (EIS) (2.5.31), the Program Course Matrix (2.5.11), Course Demand statistics provided by *CourseDog* (2.5.32), and daily Informer emailed reports that include low enrolled sections (2.5.33) and wait-list information (2.5.34). For example, the Program Course Matrix is utilized to identify classes that are not required for programs or classes that are not offered often enough to complete high demand programs. Moreover, the scheduling of classes is guided by the scheduling principles adopted by the faculty department chairs and reviewed regularly (2.5.35). The scheduling principles consider students' needs first and offer classes based on student needs, among other principles.

Current scheduling reflects equity-driven governance and data use by expanding access points for working and part-time students. For example, Biology lecture/lab blocks extend into the evening (6:35–9:40 p.m.), keeping pre–allied health and STEM students on track when enrolling in daytime sections isn't feasible. Also, language access is strengthened through an evening ASL 101 offering, alongside broad online (DE) availability across disciplines. Weekend and compressed options—such as Fire Technology's Inspector series on Saturdays and *Friday-only* formats in English and Psychology—help students complete sequenced requirements without adding extra terms.

CHC's schedule is built through an inclusive, transparent process—led by the CHC Academic Senate-authorized Faculty Chairs Council and informed by college and district committees—where students, faculty, classified professionals, administrators, and researchers engage as decisions scale from course timing to academic calendar design. Scheduling choices are explicitly driven by disaggregated evidence: Program Review requires a multiyear scheduling matrix, analysis of student performance by modality, and equity-focused targets supported by the Office of Institutional Effectiveness, Research & Planning dashboards, which together compel evidence-based adjustments and continuous improvement.

The published schedule is then designed for equity and timely completion by maintaining clear inventories of online, evening, weekend, short-term, and late-start sections and by using the Course Format Guide to remove ambiguity about modality, helping students persist despite work, family, or transportation constraints. Finally, CAP-aligned program maps keep offerings synchronized to what students need and when they need it, while online pathway options and DE approvals expand viable routes to completion without compromising standards.

CHC can make improvements by continuing to identify places in the schedule where classes can be spread out to afternoon and evening classes.

2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

Crafton Hills College (CHC) structures distance education (DE) as a collegewide, inclusive effort that brings together faculty leaders, instructional deans, and representatives from library, tutoring, student services, and students (2.6.1). The Distance Education Program Committee (DEPC) distributes its charge, minutes, and agendas on its website (2.6.2).

This committee adjusts policy and practice in response to evidence and regulatory change. For example, at its December 11, 2024, meeting (2.6.3), committee members reviewed revisions to the California Virtual Campus (CVC) Course Design Rubric that incorporate federally mandated *regular*

and substantive Interaction (RSI), privacy/security, and equity criteria—demonstrating alignment between pedagogy, compliance, and equity-minded design.

The minutes of its February 2025 meeting document other workstreams on the DE website and "Pathways" information, a DE faculty survey, and training opportunities—again showing that planning is informed by data and end-user feedback (2.6.4).

CHC offers fully online (asynchronous), remote synchronous (Zoom), hybrid, and in-person modalities, each with clear definitions and expectations. The college's class schedule and course format guide distinguish ONLI (asynchronous online), ZOOMRMTE (online with live meeting times), and hybrid formats, so students can choose the mode that fits their schedules and learning preferences (2.6.5). Departments use these options strategically (e.g., late-start and accelerated sections). DEPC minutes and the DE Program Review describe how modality options expanded during and after the pandemic to meet demand while maintaining quality (2.6.6).

In addition, the most recent scheduling survey indicates that 43% of the students surveyed prefer online classes, 47% prefer in-person, and 16% prefer hybrid classes, confirming the importance of maintaining sufficient DE options (2.6.6.1). Moreover, online classes often fill the fastest and generate the most use of waitlists. For example, in Fall 2025, 54% of the students on wait lists were on a wait list for an online section. Equally important, 35% of the Fall 2025 sections were online. The percentage is lower to account for the prospective students who did not enroll as well as a response to student demand. In addition, 89% of the students completing the Distance Education Survey felt that there were sufficient asynchronous course offerings to meet their needs (2.6.6.2).

The college evaluates whether these modes work for students. In its most recent DE Program Review, CHC set a Service Area Outcome target that at least 90% of students surveyed would find online course components *adequate* or *very useful (2.6.6)*. The Spring 2024 survey found that 93% of student respondents felt that the online learning components in their online classes were *somewhat* or *very easy* to complete (2.6.6.3).

The results of both the *Student Distance Education Survey* (2.6.6.3) and the *Faculty Distance Education Needs Survey* (2.6.6.4) are regularly used to improve the DE program. Improvements are illustrated in the DEPC minutes and lead to professional development and revisions to distance education processes (2.6.6.5). Equally important, the planning and program review process is also used to improve the DE Program (2.6.6.6). Specifically, based on the planning process, CHC has developed a DE Budget (2.6.6.7), provided disaggregated survey results to inform the improvement of the DE Service Area Outcomes (2.6.6.8), provides DE disaggregated course success rate data to address disproportionate impact (2.6.6.9), and developed a DE recertification process with the support of the Academic Senate (2.6.6.10, 2.6.6.11).

CHC's RSI guidance defines instructor initiated, frequent, and substantive interactions and clarifies instructor responsibilities in DE—positioning RSI as a baseline for student engagement and success rather than a mere compliance requirement (2.6.7). Administrative Policy (AP) 4105 codifies RSI, accessibility, separate DE approval, and student authentication across the district, ensuring that every online section integrates active, instructor-led learning (2.6.8).

To facilitate RSI, CHC has taken a multifaceted approach. The director of distance education provides multiple professional development opportunities. A regular RSI newsletter is distributed to all faculty

that includes the ACCJC RSI Chart (2.6.8.1) that instructors can use to facilitate RSI (2.6.8.2), the development of a Fundamentals of RSI micro-course in Canvas (2.6.8.3), and regular In-service professional development opportunities (2.6.8.4, 2.6.8.5, 2.6.8.6, 2.6.8.7). In addition, Instructional deans work with the director of distance education to provide professional development support during the faculty evaluation process. Equally important, CHC worked with a consultant to review a random sample of online classes from Fall 2025. The consultant provided an aggregated summary of what the college is doing well and where it needs to improve to help inform professional development activities in Spring 2026 (2.6.8.8). The feedback from the consultant informed the development of training emails (2.6.8.9, 2.6.8.10) and the framework for the DE newsletter (2.6.8.11). More importantly, the recommendations from the consultant informed the approach to develop an RSI module page where faculty could include examples of RSI in their 100% online sections during the fall 2026 semester and subsequent semesters (2.6.8.12).

The Online Course Reviewer Checklist operationalizes effective practice--explicitly calling for student–teacher, student–student, and student–content interaction—so online courses foster community dialogue and meaningful practice rather than passive consumption (2.6.9). DEPC also tracks statewide rubric changes (CVCOEI) to keep local expectations current with equity, security, and RSI best practices (2.6.10).

The DE instructor verification process and the Introduction to Online Teaching, Learning, and Accessibility course (plus a micro course capstone) certify faculty in CHC's evidence-based online pedagogy (2.6.10.1), with reciprocity standards across the district (2.6.11, 2.6.12, 2.6.13, 2.6.14). Faculty also regularly receive *Tech Tuesdays, Bytesized Canvas*, *DE Teaching Tips*, and in-service offerings to improve course design, RSI, and accessibility--explicitly derived from survey findings about what students value and where they need more support (2.6.6, pp. 2 & 5-8).

Another example of targeted faculty development includes the use of *GoReact,* a program the Communication and Language Department uses to support skill-based learning through frequent video submissions and individualized, time-stamped feedback. This approach allows faculty to closely monitor student progress; provide targeted visual, auditory, and text-based guidance; and maintain a strong instructional presence in the online learning environment. In Spring 2026, a *GoReac*t workshop was offered to support faculty in increasing RSI (2.6.15).

Online faculty also have access to *Harmonize*, a program that supports online instructors in Canvas by making meaningful, structured discussion easy to design, facilitate, and sustain without adding extra workload. Its built-in prompts, feedback tools, and analytics help faculty create more engaging, equitable interactions while gaining clear insight into student participation and learning. By pairing targeted faculty development through district DE training with this teaching tool, instructors are equipped with resources that strengthen online pedagogy and student success (2.6.16).

CHC consistently provides equity training guided by its Student Equity Plan (2.6.19). Professional development programs such as the University of Southern California (USC) Race and Equity training (2.6.16.1) and Association of College and University Educators' (ACUE's) evidence-based teaching courses reflect institutional investment in pedagogy designed to improve equity outcomes (1.2.8, 1.2.9). Eighty-four full- and part-time instructors participated in three cohorts of the USC Race and Equity training. That number includes 76% of the college's full-time faculty.

CHC has many recent PD presentations that emphasize equity (2.6.16.2, 2.6.17, 2.6.17.1, 2.6.18, slides

90-100). Ohe of the most important outcomes of this emphasis on equity is the dramatic increase CHC has seen in its course success rates. Specifically, the course success rates have increased from 73% in 2021-2022 to 79% in 2024-2025, the highest course success rate ever for the college. In addition, the African American student course success rate has statistically significantly ($p < .001$), and substantially (ES = .15) increased from 64% in 2020-2021 to 71% in 2024-2025, an increase of seven percentage points. Equally important, the Latinx course success rate statistically significantly ($p < .001$) and substantially (ES = .09) increased from 73% in 2020-2021 to 77% in 2024-2025, an increase of four percentage points.

The Student Equity Plan further commits to expanding equity driven pedagogy, classroom equity dashboards, and curriculum work (e.g., AA/Black Studies and DE-Infused COR and syllabi), thereby institutionalizing changes beyond isolated workshops (2.6.19, p. 13). Equally important, the college participated in the *Leading from the Middle* conference and developed the following documents to support and facilitate incorporating DEIA strategies into the curriculum, including the following documents: Course Outline of Record Help Sheet (2.6.20), Course Outline of Record Checklist (2.6.21), Classroom Equity Checklist (2.6.22), Inclusive Language and Syllabus Statements (2.6.23), DEI in Curriculum Model Principles and Practices (2.6.24), and Textbooks and Inclusive Education (2.6.25).

In addition, CHC's peer online course review process allows faculty teaching online to have their courses reviewed by their peers. This local review process helps improve course content, design, and accessibility, and helps to align course content with the CVC-OEI Course Design Rubric (2.6.25.1). Courses receiving a Peer Online Course Review (POCR) aligned badge are noted in the CVC-OEI Course Exchange and are prioritized among other like courses because they received a POCR aligned badge (2.6.26, 2.6.27).

CHC maintains ongoing alignment with federal regulations and ACCJC requirements through a policy-to-practice framework. AP 4105 Distance Education (revised 6/2024) establishes clear standards for separate course approval, Regular and Substantive Interaction (RSI), ADA/Section 508 accessibility, and student authentication, providing a comprehensive structure that governs all DE sections and ensures that regulatory compliance is embedded in course design and delivery (2.6.8). The RSI website further operationalizes these expectations by translating regulatory language into day-to-day instructional practice, clarifying faculty obligations for proactive, frequent, and content-substantive engagement with students (2.6.7). Together, these resources demonstrate that CHC's approach is not merely procedural but grounded in practical implementation and accountability.

CHC's expansion of online learning is deliberately built on compliance, quality assurance, and continuous improvement (2.6.29, pp. 4, 5 & 6 & 2.6.30). At the district level, the DE Coordination Council and Technology and Educational Support Services (TESS) provide the technical, training, and fiscal infrastructure necessary to sustain compliance, including support for Canvas, captioning, and proctoring solutions (2.6.31).

Faculty of DE instruction are trained to deter and report online fraud by incorporating early low-stakes assignments (2.6.31.1, 2.6.8.7, see slides 14-20), monitoring Canvas activity, and routing concerns to Admissions & Records and TESS, thereby integrating academic integrity and identity verification practices into everyday instruction (2.6.18, slides 6-12). Collectively, these structures reflect an institution-wide commitment to sustaining compliance while advancing high-quality distance education.

CHC has scaled student and instructional support services in ways that promote online student success by pairing instructional innovation with equitable access to essential resources. The library plays a central role in this support structure by offering 24/7 *Ask-a-Librarian* chat, research appointments, online instruction, and extensive database access--all of which are especially important for distance education and remote learners (2.6.32). Tutoring services have likewise been expanded to meet students where they are, with support available both in-person and online, supplemented by monthly workshops and study groups that strengthen academic engagement beyond the classroom (2.6.33). CHC also addresses student wellbeing through 24/7 access to Timely Care, ensuring that remote students can receive mental health support regardless of location or schedule (2.6.34).

This commitment to comprehensive online support extends beyond direct student services and into course design and instruction. The Online Teaching Resources hub connects faculty to RSI best practices, online academic integrity guidance, and Disabled Student Programs & Services accessibility resources so that courses can more consistently reflect universal design principles and support diverse learners (2.6.14). CHC demonstrates its commitment to online counseling by ensuring that all departments provide advising services online and allow students to schedule appointments electronically, reinforcing the institution's broader commitment to accessibility, responsiveness, and student-centered service in the online environment (2.6.35).

Regular evaluation, grounded in disaggregated data, is embedded across CHC's planning and improvement processes: the Institutional Assessment Plan and Educational Master Plan establish annual cycles for outcomes assessment and plan monitoring, with EMPC reviewing Strategic Directions, Supporting Actions, and Key Results and documenting progress in Cascade (2.6.36, see p. 12,; 2.6.37, see p. 20; 2.6.38, 2.6.39).

CHC has a multi-layered process to ensure quality in its modalities of instruction. The DE program review tracks student satisfaction, multiyear trends, and training needs tied to survey findings. Faculty are guided to the Completion & Success dashboard and Borg Data Cubes to identify disproportionate impact and document instructional changes. The Student Equity Plan expands classroom equity reports, dashboard development, and data coaching. And Program Review, DEPC, and Chairs Council use operational data such as waitlists to adjust section offerings and modalities in response to student demand (2.6.6, see p. 6), 2.6.18, see p. 100, 2.6.40, see p. 17, 2.6.41).

Crafton Hills College demonstrates a sustained, collegewide commitment to innovative and effective delivery modes and teaching methodologies through clearly defined online, hybrid, and remote modalities; late-start and accelerated offerings; ongoing alignment with CVC and RSI standards; and faculty verification and training that normalize high-engagement practices in distance education (2.6.5, 2.6.11). This work is reinforced through RSI-anchored instruction; peer-reviewed course design expectations centered on student-to-student, student-to-content, and student-to-instructor interaction; equity-focused classroom redesign strategies such as low-stakes assessments, flexible deadlines, resubmission opportunities, and culturally responsive materials, as well as targeted support for discussion design, Canvas Studio, and collaborative online pedagogies documented through ILO reporting (2.6.7, 2.6.9).

CHC further demonstrates effectiveness and equity by using disaggregated dashboards, classroom equity reports, and data coaching to guide instructional change, alongside evidence of improved course success for disproportionately impacted student groups and a strong network of wraparound

online services. These include 24/7 library chat, online tutoring and counseling, and TimelyCare, which reduce barriers to access and support student achievement (2.6.17, 2.6.32, 2.6.33, 2.6.34, 2.6.35). Taken together, DEPC and EMPC processes, district policy, faculty certification and professional development, and data-informed course redesign show that CHC's approach is both innovative and intentional, with governance structures that regularly review data, policy, and student feedback to strengthen course design, training, and student support in transparent and continuous ways (2.6.42, 2.6.43 2.6.44).

2.7. The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)

Crafton Hills College (CHC) is committed to the success of every student by providing equitable, high-impact services tailored to their educational and personal journeys. The college integrates academic guidance with holistic support to ensure that both academic and non-academic needs are met through various frameworks.

Services are delivered through a flexible, multi-modality approach called the New Counseling & Tri-Centers Approach. Comprehensive support services are available both on campus and online through virtual platforms, ensuring equitable access for all learners (2.7.1). In addition, programs and services are scheduled to accommodate diverse lifestyles by offering daytime and evening options that support working people, parents, and full-time students (2.7.2).

CHC delivers effective services to maximize student preparation, success, and retention, including orientation (2.7.3), registration assistance workshops (2.7.4), counseling, educational planning, financial aid workshops, and basic needs support (2.7.5, 2.7.6). The college also encourages every new student to complete a Student Educational Plan (SEP) that includes a completion goal with a counselor (2.7.7). In addition, students undecided about a major or career path are invited to participate in Pathways and Undecided Planning, which provides direct support for major selection and development (2.7.8).

The re-engineered New Counseling & Tr-Centers Approach that CHC counselors use sequences proactive advising by units-completed milestones. This model groups students into coherent bands of units completed (0–14, 15–29, 30–44, 45–59, 60+ units) so that outreach (e.g., major exploration, full SEP, transfer planning, and graduation checks) is extended to students at the right point (2.7.8.1, 2.7.8.2, 2.7.8.3). Planning materials reference these milestones and pair counselors with completion coaches to run targeted campaigns to encourage student participation in critical actions such as grad checks, SEP completion, and undecided/undeclared outreach (2.7.9).

The college proactively bridges the gap between community college and four-year universities by providing specialized transfer guidance that supports seamless transitions to the California State University (CSU) and University of California (UC) systems, as well as many private institutions (2.7.10). In addition, the college facilitates Transfer Admission Guarantee (TAG) contracts, giving students a clear and secure pathway to earning their bachelor's degree (2.7.11).

Building upon this commitment to student equity and holistic support, CHC has established a

comprehensive network of integrated services. These include basic needs (2.7.11.1), financial aid (2.7.11.2), mental health counseling (2.7.11.3, 2.7.11.4), accessibility services (2.7.11.5), and transfer/career support (2.7.11.6, 27.11.7), all available both in-person and online.

CHC's Student Equity Plan (2.7.12**)** details strategies to boost FAFSA/Pell participation and expand basic needs services—especially for African American/Black, Latinx, LGBTQ+, and low-income students.

CHC's Extended Opportunity Programs and Services (EOPS) contribute to student success through enrollment and retention of students disadvantaged by social, economic, educational, or language barriers by offering several programs that provide additional assistance for students to succeed. Services include priority registration, counseling, book vouchers, grants, and a free cap and gown upon graduation. These services are communicated to students through the website (2.7.13), fliers (2.7.14), and the catalog (2.7.15, 2.7.15.1, 2.7.15.2).

Starfish serves as the college's primary platform for delivering equitable and effective support services tailored to each student's unique educational journey (2.7.15.13). By integrating academic planning with a holistic referral system, the platform ensures that both academic and non-academic needs are addressed proactively. Faculty use Starfish to identify barriers to success—ranging from mental health wellness to basic needs like food security and money to cover financial emergencies—and provide seamless transitions to specialized resources such as the Food Pantry or counseling. This integrated approach connects students with a dedicated completion team, maximizing their potential for success through a coordinated network of coaches, counselors, and financial aid staff.

Crafton Hills College designs and delivers effective learning support services through three centers: the Library (2.7.16), the Tutoring Center (2.7.17), and the STEM/MESA Center (2.7.18). This design is reinforced by aligning hours, standardizing tutor training, expanding embedded and discipline-specific support, and formalizing cross-referral so students can move seamlessly among centers. The Library publishes hours, phone and email contacts, and research help, while also providing students with access to databases and librarian assistance online. The Chromebook and hotspot checkout process further reduces technology barriers for online and evening or weekend learners, and the Library Policy Manual (2.7.18.1) codifies service standards, including access, instruction, and privacy, to sustain quality regardless of staffing.

The Tutoring Center offers drop-in and by-appointment support in most subjects, with clearly posted in-person hours and Sunday online tutoring. Students can schedule sessions directly from the Center's website. Faculty pages also emphasize collaboration and remote options, so instructors can confidently refer students.

The STEM Center centralizes tutoring, study groups, workshops, counseling, and MESA programming, with clear references to both in-person and online support.

CHC ensures the effectiveness of its support services through a standardized, digitized infrastructure of Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) (2.7.19). By utilizing a central Qualtrics SAO/SLO submission form (2.7.19.1), non-classroom-instructional programs—including the Library (2.7.19.2, 2.7.19.3), Counseling (2.7.19.4), and Tutoring Centers (2.7.19.5)—systematically collect and reflect on findings to drive performance improvements. This "living" assessment cycle is evidenced in the Library (2.7.19.6), Financial Aid (2.7.19.7), and STEM (2.7.19.8)

Planning and Program Reviews (PPRs), where disaggregated usage data and satisfaction trends directly inform service changes, such as enhanced mentorship pipelines and staffing stability.

At the institutional level, the Educational Master Plan Committee (EMPC) reviews these results in committee meetings to ensure that resource allocation and institutional priorities remain aligned with student needs in real time (2.7.19.9).

To sharpen the impact of these services, CHC utilizes Equity Dashboards (2.7.20) to show disproportionate impact and usage patterns, allowing for targeted campaigns around critical milestones like educational plan (SEP) completion and graduation checks. This data-informed approach is paired with high-touch advocacy, such as the implementation of the Vision Alignment Report (VAR) (2.7.21) training for all learning and student support staff. This training strengthens the ability of staff to provide referral-based support for disproportionately impacted students (2.7.21.1). Furthermore, the Tri-Centers Transformation Plan standardizes tutor training and referrals across the Library, Tutoring, and STEM centers, creating an integrated support network that addresses both academic and non-academic barriers to success.

The college ensures that students are persistently informed through a "saturated" communication strategy. This includes departmental newsletters from Financial Aid (2.7.22) and MESA/STEM (2.7.23), campus-wide marketing schedules, and faculty referrals (2.7.23.1). The Professional Development Padlet (2.7.23.2) and New Faculty Orientation (2.7.23.3) further institutionalize this culture of support by coaching instructors on how to refer students to virtual and in-person resources. By aligning these multiple touchpoints, CHC creates a seamless environment where library and tutoring resources, academic counseling, and help with basic needs are accessible and integrated into every student's unique educational journey.

To ensure the college is effective, Crafton Hills College utilizes outcomes assessment as a collegewide expectation. CHC's Planning and Program Review (PPR) schedule requires all learning and service areas to define SAOs, assess outcomes using disaggregation, discuss results, and document the "use of results" for improvement (2.7.19, 2.7.21, 2.7.24). The PPR Committee (2.7.25, p.16); Institutional Effectives, Accreditation, and Outcomes Committee (IEAOC I) (2.7.26); and the Student Services Council (2.7.27) monitor submissions and maintain dashboards and reports of submissions to promote information sharing and transparency. In addition, the college proactively engages in effective review of equity gaps to ensure equitable and effective services and programs that support students, address academic and non-academic needs, and maximize students' potential for success.

CHC's Student Support Services and learning support practices are designed at both the program and institution levels and are accessible in multiple modalities. Learning outcomes for support services are identified, measured with disaggregation, and used to drive improvements, while students are consistently informed about and actively referred to services by faculty and advisors. The evidence base includes planning artifacts and public websites, such as the tri-centers transformation, counseling and completion model, center-level PPRs, SAO/SLO infrastructure, library policy and progress reports, POS surveys, PD resources, equity dashboards, and systematic marketing and newsletters.

CHC's student support services and learning support have had positive measurable results and have led to the college's repeated regional leadership in UC transfer admission rates.

2.8. The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys. (ER 15)

Crafton Hills College (CHC) strives to create a sense of belonging for students and campus employees by providing opportunities for institutional engagement. The Educational Master Plan (EMP) has many strategic directions that support the planning and implementation of outreach/marketing for students, parents, and the community to have access to multilingual materials to communicate the value and affordability of college while also reflecting the college's commitment to linguistic diversity (2.8.1, pp. 90, 92-93). The EMP reflects the college's efforts to increase student success and equity by promoting Diversity Equity and Inclusion (DEI) social media, podcasts and videos to promote programs that increase student retention and success (2.8.1.1, 2.8.1.2).

In addition, CHC demonstrates adherence to Standard II.8 by using quantitative and qualitative evidence to understand student needs, develop programs with student input to meet those needs, and engage in an ongoing cycle of self-reflection that reshapes activities, services, spaces, and events to strengthen students' sense of belonging and engagement.

For example, in 2023-24, a collegewide student satisfaction survey probed students' sense of belonging, safety, inclusion, and their campus experience, pairing ratings with open-ended responses that the college used to identify communication gaps to implement improvements. Results were distributed in a May 2025 report (2.8.2). The college marketing team reflected on the student data and was able to address identified communication gaps by institutionalizing the practice of sending weekly campuswide emails to students and employees to promote campus engagement activities for the week (2.8.3). The CHC website also has a calendar of events (2.8.4) for community members to see the college's many engagement opportunities. The college has also updated its website to include a Google translator feature to promote a welcoming environment for those whose primary language is not English.

The student satisfaction report also documented the instrument, participation, and major themes the campus analyzed (e.g., fairness, welcome, access), establishing a baseline for on-going assessment of students' sense of belonging (2.8.2). The data was then used to guide strategic planning for engagement opportunities for students, facilitated by student services, academic departments, and student organizations. For instance, in Spring 2024, research findings showed seven in ten CHC students experienced at least one basic needs insecurity (2.8.4.1): nearly half faced food insecurity, three in five faced housing insecurity, and one in five reported homelessness—trends mirrored in local and national studies. CHC leadership reflected on the student voices and identified an opportunity to better serve students by expanding the Basic Needs Center in Fall 2025 and advertising its services on the college website (2.8.5).

CHC's EMP (Strategic Direction 4) (2.8.1, pp. 93-94) commits the college to "develop a campus culture that engages students, employees, and the broader community." In 2023, EMP Key Results include exploring development of a Multicultural Center (with programs like Puente, Umoja, and A2MEND), adding *linger-and-learn* spaces, and incorporating public art and the region's full Indigenous history into facilities to increase students' sense of belonging.

Strategic Direction 4 updates show the college advancing that plan in 2024–25 by securing Division of the State Architect approvals for renovation designs for welcoming spaces. The campus recognized an opportunity to create a safe space for all students to feel a sense of belonging and celebrated. In Fall 2025, CHC had its grand opening of the Multicultural Center (2.8.6), a building repurposed to serve as a centralized hub offering cross-cultural learning, celebrations of cultural events, and related professional development. In general, it is intended as a space to amplify student voices and build community.

The students' voices and data also helped inform activities that foster a sense of belonging and campus engagement with CHC's equity efforts. The college used the Student Equity Plan metrics to conduct focus groups along with student surveys —e.g., among African American/Black students, 65% reported feeling *completely* or *moderately welcome and included.* These results signaled the need for more identity affirming spaces and programming. The plan then translated those data into action items, such as centralized cultural events and networking opportunities for American/Black, API and Hispanic/Latinx students with an email, call, or flyers to students (2.8.6.1, 2.8.7, 2.8.8). This action created multiple opportunities for peers to connect.

CHC has worked to design ways to increase its engagement activities, offer professional development programs to reduce microaggressions, and encourage college leaders to become better aware of racial matters. Efforts to increase students' sense of belonging include creating *safe* spaces and expanding wraparound services. (2.8.9), (2.8.10) (2.8.11) .

The Student Life department facilitates student engagement by providing multiple onramps designed to foster a sense of belonging and community. Through established student organizations and a responsive *Club Interest* mechanism for launching new affinity groups, the college empowers students to build small communities centered on academic majors, shared identities, and more special interests. This structural support is validated by the 2024–2025 Student Life Planning and Program Review (PPR, 2.8.12), which highlights core institutional events—such as Club Rush (2.8.13) and multicultural programming (2.8.14, pp. 28-30) as essential mechanisms for recurring, visible engagement. By creating these spaces, the college ensures that students can cultivate peer networks that support persistence and social integration.

CHC further demonstrates its commitment to equity and inclusion through a comprehensive calendar of cultural celebrations, including Black History Month (2.8.15), Hispanic Heritage Month (2.8.16), API Heritage (2.8.17), and Pride "Gaypril" (2.8.18). Documents, such as promotional materials from the 2024–2025 academic cycles and the "Roadrunner Scrapbook," confirm the depth and frequency of these offerings, which validate diverse student identities and enrich the campus climate. Beyond social connection, these initiatives connect learning and civic responsibility.

An important campus center that builds a sense of belonging for students is the STEM Center, where students have access to peer study groups, tutoring/SI, mentorship, and research pipelines. Its PPR lists internal and external outreach (2.8.19): Transfer Fair collaborations, classroom visits, Women's History Month events, K–12 partnerships, and the hosting of a district STEM Summit—with eight CHC students placed in summer research labs at CSUSB and UCR (astronomy/physics, bio, geology, human ecology, environmental science). Communication with the STEM Center is proactive and provided through various means (e.g., Discord, Canvas, Starfish, Instagram, newsletters). In addition, CHC uses a publicly accessible STEM Center Success dashboard to monitor engagement and achievement (2.8.19.1).

Another key campus center that provides students with a sense of belonging is its University Transfer Center and Career Services. This department strategically extends student engagement beyond the classroom by facilitating high-impact co-curricular experiences, including university representative visits (2.8.20), etiquette luncheons, and comprehensive job fairs (2.8.21). These initiatives provide invite students to transition from theoretical learning to practical application, fostering professional identity and social capital. By engaging directly with industry recruiters, students gain the essential networking skills, navigational capital, and career readiness necessary to ensure seamless academic articulation of completed coursework and successful workforce entry.

Recognizing that belonging requires consistent access, the college's 2024 Substantive Change Application (2.8.22) outlines a robust digital and physical infrastructure. CHC uses digital platforms like Zoom, eSARS, Cranium Café, and Starfish to provide students with a means to access traditional face-to-face student support services from off campus. The college also provides technological resources, including Chromebook/hotspot loans, and 70 library desktops, to ensure that every student has the tools necessary to engage fully with the campus community.

Based on the evidence provided above, Crafton Hills College (CHC) fully meets the requirements for ACCJC Standard II.8 by maintaining infrastructure for student engagement and belonging. Through the strategic execution of the Educational Master Plan and Student Equity Plan, the college utilizes a cycle of quantitative and qualitative data—such as the Student Satisfaction Survey and basic needs research—to broaden services, including the expansion of the Basic Needs Center and the grand opening of the Multicultural Center in Fall 2025. By providing diverse co-curricular programs through Student Life, the STEM Center, and Career Services, CHC fosters small student communities and professional identity for its diverse student body. This integrated approach, supported by robust digital access and identity-affirming programming for African American, Hispanic/Latinx, and API students, ensures that CHC sustains an inclusive campus climate that supports the unique educational journeys and holistic success of all students.

2.9. The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement. (ER 11, ER 14)

Crafton Hills College (CHC) conducts ongoing and systematic review of academic programs, learning support services, and student services to ensure quality and promote equitable student achievement. The college's Institutional Assessment Plan (2.9.1) establishes a structured outcomes assessment cycle that includes identifying outcomes, determining methods of assessment, establishing criteria for success, collecting and analyzing evidence, and using results to implement improvements. This model is applied across Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), Institutional Learning Outcomes (ILOs), and Service Area Outcomes (SAOs). Faculty and staff document results and identify equity gaps with the planning and program review dashboards (2.9.2), the Instructional SLO Dashboard (2.9.2.1) and the SAO / SLO Non-Instructional Outcomes Reports (2.9.3), which require analysis of disaggregated data and identification of improvement strategies (2.9.4, 2.9.5, 2.9.6). Dashboards showing completion and success rates (2.9.7) demonstrate means departments (units) use to analyze results and implement program improvements.

Instructional programs regularly assess SLOs and PLOs through established assessment cycles coordinated by the Office of Institutional Effectiveness, Research & Planning (OIERP) and faculty

governance committees (2.9.4, 2.9.6), instructional rubrics from above reference). Outcomes are reviewed and updated through the curriculum review process, ensuring alignment with disciplinary standards and institutional priorities. SLOs are mapped to program-level outcomes, general education outcomes, and institutional learning outcomes. The process of mapping outcomes supports alignment between course-level learning and institutional competencies through the SLO Dashboard (2.9.2.1).

ILOs are assessed on a regular cycle using both direct and indirect measures. Results are summarized in institutional assessment reports (2.9.8, 2.9.9, ILO and GEO assessment reports) that inform program review and strategic planning (2.9.10, 2.9.11) and are reviewed by the Faculty Department Chairs (2.9.11.1). Curriculum Committee minutes demonstrate that outcomes assessment results are regularly discussed and used to inform curricular updates and plans for instructional improvements (2.9.12, 2.9.13).

Student support services and learning support programs also engage in systematic outcomes assessment through the development and evaluation of SAOs (2.9.14, 2.9.15). These outcomes are assessed using multiple measures, including service utilization data (2.9.16), student feedback surveys (2.9.17), and program performance indicators (2.9.18). Student support service areas analyze participation and outcomes data disaggregated by student demographics to identify disproportionately impacted groups and implement targeted improvements using the streamlining data dashboards (2.9.19) and other previously illustrated data (2.9.20, 2.9.21). For example, tutoring program analysis identified low participation among African American/Black students, leading to targeted outreach efforts and expanded embedded tutoring models (2.9.22). Student Support Services Program Review results for programs such as Student Accessibility Services (SAS) (2.9.23) provide additional feedback used by departments to improve service delivery and increase equitable access to support programs.

The Planning and Program Review (PPR) process centralizes assessment results that inform institutional planning and resource allocation. CHC's Planning and Program Review Handbook (2.9.24) establishes a comprehensive four-year program review cycle with annual updates for both instructional and non-instructional programs. Program review prompts require departments to analyze disaggregated SLO and SAO results, evaluate program effectiveness, identify equity gaps, and propose improvements linked to institutional goals. Resource requests must be supported by assessment findings and documented program needs (2.9.25). Sample program review reports under the Exemplary Program Review section (2.9.26) demonstrate how departments use assessment data to justify proposed improvements in scheduling, tutoring support, and student services.

To support evidence-based decision-making, CHC provides a set of institutional dashboards and data tools maintained by the OIERP that provide disaggregated data to support analysis of student learning and achievement outcomes. Available tools include the following dashboards:

- BORG Data Cubes dashboard for enrollment, FTES, and productivity metrics (2.9.27)
- Completion and Success Rates dashboard (2.9.7)
- Degrees and Certificates Awarded dashboard (2.9.28)
- SLO Dashboard displaying competency results by demographic group (2.9.2.1)
- Graduate Income dashboard using Equifax data (2.9.29)
- Career Technical Education Employment Outcomes (2.9.30).

These dashboards are used in program review, governance discussions, and professional

development activities to evaluate program performance and guide improvements that support equitable student achievement.

In addition to quantitative data analysis, CHC incorporates structured equity-focused reflection through Vision Aligned Reporting (VAR), which guides departments in analyzing service delivery patterns, identifying barriers to student success, and developing improvement strategies aligned with institutional priorities (2.9.31). Through participation in the California Community Colleges Chancellor's Office Streamlining Project Pilot (2.9.32), CHC conducted detailed analyses of service utilization by African American/Black and Hispanic/Latinx students across tutoring, counseling, transfer services, food assistance, and assistive technology programs (2.9.19). Findings from these analyses also informed the development of CHC's 2025–2028 Student Equity Plan (2.9.33), which outlines targeted strategies to address disproportionate impact and improve student success outcomes.

Through the integration of outcomes assessment, program review, institutional research, and equity-focused planning, CHC systematically evaluates program effectiveness and implements evidence-based improvements that support equitable student achievement. These processes demonstrate that the college meets Standard 2.9 by using systematic review and assessment to improve the quality of its academic programs, learning support services, and student support services.

CHC's ecosystem for review and assessment is systematic, participatory, and equity centered. The IAP establishes a common outcomes method (with required disaggregation and "use of results"); PPR turns evidence into funded, timebound actions; dashboards and VAR make equity patterns impossible to ignore; and the Educational Master Plan Committee governance closes the loop through monitoring and iteration (2.9.34, 2.9.35, 2.9.36, 2.9.37, 2.9.38, 2.9.39, 2.9.40). These processes have produced measurable gains, including statistically significant and substantial increases in course success rates for Latinx and Black/African American students and the highest UC Admission Rate in region 9 (2.9.41). CHC's efforts have led to innovations in modality mix and schedule design, embedded SI/tutoring where needed, online service parity, and increased understanding by faculty of equity. In short, CHC not only reviews and assesses but also learns and innovates in ways that lead to more equitable student achievement.

An area where the college can improve is the consistency with which outcomes are reviewed. As an illustration, ILOs and GEOs are reviewed annually, but they are not done consistently at the same time each year and in the same way.

Standard 3: Infrastructure and Resources

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

3.1. The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment. (ER 8, ER 14)

The San Bernardino Community College District's (SBCCD's) Equal Opportunity Plan (3.1.1) reflects its commitment to equal consideration for all qualified candidates in hiring staff and aligns with its equal employment opportunity (EEO) and diversity, equity, and inclusion (DEI) goals. Crafton Hills College (CHC) leadership understands that these efforts are critical for cultivating an inclusive climate at SBCCD and its colleges. The Plan prioritizes equal employment opportunity in recruitment and hiring practices, adhering to Title 5 regulations (Section 53000 et seq., 3.1.1.1), and outlines the steps the district takes to establish sound EEO strategies throughout the hiring process.

Key Components of the SBCCD Equal Opportunity Plan (3.1.1) include the following:

1. Compliance with Title IV Regulations: Adhering to EEO standards.
2. Methods for Supporting Equal Employment Opportunities: Ensuring fair access to job opportunities.
3. Strategic Selection Processes: Implementing specific EEO strategies during pre-hiring, hiring, and post-hiring phases.

The SBCCD employs a program to reach its DEI hiring goals. Its hiring policies ensure that all qualified applicants and employees benefit from equal access to employment opportunities, free from discrimination across all programs and activities (3.1.1.2, 3.1.1.3). The district has taken numerous steps to enhance workplace diversity, student equity, and inclusive practices, including the development of the Equal Employment Opportunity Plan, campus-specific student equity plans, a commitment to diversity (BP 7100, 3.1.2), and strategic goals outlined in the District Support Services Strategic Plan (3.1.3). As an illustration, this work is supported on the CHC campus through the college's Educational Master Plan (3.1.3.1, SD2, SA2, p. 91), its Equity Plan (3.1.3.2, p. 15), and efforts like the Multicultural Center and the Tenure Track Academy.

The district is actively working to become a model for equal employment opportunity best practices, addressing adverse impact through the integration of DEI principles across recruitment, hiring, professional development, and evaluation processes. This goal encompasses a focused approach to rectify recruitment deficiencies and fully embed DEI values into the selection processes for new hires. The district utilizes the following hiring and selection strategies in accordance with Administrative Policy (AP) 7120 (3.1.1.3) and its EEO Initiatives:

- Equity Questions and Rubric Development: Creating equity-based questions and a rubric to be reviewed in applications for all faculty, classified professionals, and managerial positions.
- Interview Process Enhancements: Implementing an Equity Rubric for interviews across various job classifications.
- EEO Training: Including training on equity questions and rubrics in EEO training for all members of hiring committees.
- Adverse Impact Analysis: Establishing a formal process for analyzing adverse impact within the hiring framework.

The district has instituted a verifiable EEO recruitment program that focuses on qualified members of historically underrepresented groups across all job categories, including classified professionals (3.1.4), faculty (3.1.4.1), and all administrative and managerial positions (3.1.4.2).
Job announcements clearly outline job specifications, including:

- A description of duties and responsibilities.
- Minimum qualifications.
- Additional desirable qualifications that relate to job responsibilities.

- Provisions for demonstrating qualifications equivalent to the minimum requirements.
- Information regarding testing requirements, if applicable.
- Legal qualifiers established by the Office of Human Resources in compliance with Federal, State, and District regulations (e.g., Title 5, Title VII, EEO, and ADA).

The district Office of Human Resources (HR) pre-screens applications to determine whether applicants meet the minimum qualifications in the job announcements. When necessary, the office consults with relevant experts (e.g., faculty of relevant discipline) to certify applicant qualifications. Additionally, HR conducts applicant pool reviews and initiates any necessary actions in accordance with Section 53023 of Title 5 of the California Code of Regulations (3.1.5).

The district has established specific hiring qualifications for all faculty positions in accordance with AP 7210 (3.1.6), which addresses equity, minimum qualifications, and the opportunity to have qualifications for discipline expertise reviewed. Applicants for faculty positions must demonstrate cultural responsiveness, showing sensitivity to the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, along with a clear commitment to addressing inequities in student outcomes through self-assessment and race-conscious awareness of exclusionary practices in U.S. higher education. Applicants must also meet the California Community Colleges Board of Governors' minimum discipline qualifications (or hold an appropriate California Community College Credential) and may have equivalent qualifications considered through an alternate means process that meets or exceeds those minimum standards.

All community college faculty should exemplify the qualities of a college-educated person. Pursuant to Education Code Section 87359 (3.1.6.1), the governing board must establish reasonable procedures that ensure it relies primarily on the Academic Senate's advice and judgment when determining whether individuals employed under these regulations meet qualifications to the required minimum or their equivalent. The district equivalency process, illustrated in AP 7211 (3.1.6.2), relies primarily on faculty appointed by the relevant college's academic senate to determine equivalency when an applicant for a faculty position lacks the specific degree or experience specified in the "Minimum Qualifications for Faculty and Administrators in California Community Colleges" Handbook (3.1.7).

The San Bernardino Community College District is committed to ensuring that its supervisors and managers are effective administrators: individuals who can lead, organize, plan, and oversee operations; who understand the needs of students, classified professionals, faculty, and the learning environment; and who value shared governance through genuine collaboration with faculty colleagues. The district's minimum qualifications for supervisory and administrative positions are designed to ensure the selection of individuals capable of performing essential administrative responsibilities, including supervision, organizational planning, and budget development and management (3.1.1.3).

The management equivalency process (3.1.8) allows the district to consider exceptionally strong candidates who have achieved, through various means, the equivalent of a master's degree. Equivalency determinations are made jointly by the college president or designee of the college seeking to fill the management position and the Vice Chancellor of Human Resources or designee. The criteria used in these decisions must be reflected in the governing board's official hiring actions.

3.2. The institution supports its employees with professional learning opportunities aligned with mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.

Crafton Hills College (CHC) prioritizes professional development (PD) opportunities aligned with its mission and values. It identifies employees' professional learning needs related to their duties, including learning opportunities designed to support institutional efforts to close student achievement gaps.

The Professional Development Committee (PDC), a participatory governance committee co-chaired by faculty, administrative, and classified staff, identifies professional learning needs (3.2.1). The PDC relies on research and evidence-based decision making to select professional development activities that encourage collaboration and promote equity-driven practices. Specifically, in Spring 2025 the results from the annual professional development survey showed that respondents wanted sessions on AI and Canvas (3.2.1.1, 3.2.1.2). As a result, in Fall 2025 Flex Week and In-Service included multiple sessions on AI and Canvas (3.2.1.3, 3.2.1.4). The committee also provides input on professional development opportunities and recommends funding for employees to attend conferences in their respective fields of expertise (3.2.1.5).

To support a culture of learning, CHC creates opportunities for all employees to learn together through inclusive professional development events, such as In-Service (3.2.2) for faculty and staff from all areas to participate in PD that addresses students' needs. Similarly, PD provides opportunities for district employees to realize their individual and collective aspirations, raise the quality of their reflection and conversation, and enhance their understanding of the system on which their participation relies. Preceding each semester, Flex Week offers an opportunity for all employees to both offer and attend workshops, fostering peer-to-peer learning.

Diversity and inclusion are core values at CHC (3.2.2.1). Accordingly, professional development opportunities for faculty help instructors develop as equity-minded educators to improve success for all students (3.2.3, 3.2.4). These opportunities are designed to enhance inclusive teaching practices and promote cultural responsiveness within the classroom. In addition to In-Service, CHC also regularly provides Association of College and University Educators (ACUE) training described in Standard 1.2 (above) and had three cohorts of 30 full-time and part-time faculty participate in the University of Southern California (USC) Race and Equity Training, described in detail in Standard 1.3 (above).

Newly hired faculty participate in the Tenure Track Academy (3.2.5), which provides structured, yearlong professional development that introduces faculty to essential campus processes, teaching practices, and governance roles. Beginning with an August orientation covering contracts, Distance Education (DE) certification, student services, and instructional resources, faculty participate in twice-monthly sessions that address other core topics such as assessment methods, campus planning, Open Educational Resources (OER], curriculum development, end-of-semester documentation, equity-minded syllabus design, and the use of data to support equitable outcomes.

Spring sessions expand into equity praxis, *Open for Anti-Racism* (OFAR) discussions, academic freedom, committee engagement, and best-practice roundtables. The program blends all-cohort

learning with year-specific mentoring, culminating in a spring tenure celebration and a developmental progression in later years focused on equity praxis, personal mission, and leadership projects.

Adjunct faculty are also supported with an Adjunct Faculty Orientation offered twice a year during the evenings of Flex Week to accommodate their often-multiple assignment obligations. The orientation is like the Tenure Track Academy training described above, covering both instructional and noninstructional aspects of being a faculty member (3.2.6). As an illustration, Adjunct Faculty Orientation provides newly hired part-time instructors with an overview of key instructional expectations, campus policies, and support resources. The session covers Academic Senate and California Teachers' Association (CTA) announcements, an introduction to *Regular and Substantive Interaction (*RSI) and distance education (DE) requirement compliance, accessibility requirements, and equity-minded teaching practices.

Adjunct faculty also receive guidance on identifying and reporting fraudulent students, understanding common course numbering, meeting finals-week obligations, and using Self-Service for roster management, adding authorizations, and grading (3.2.6). The training highlights mental-health awareness, student support services, Book Saver, SLO reporting requirements, professional development and office hour compensation, procedures for student conduct matters, Title IX, and Behavior Intervention Team referrals. Overall, the orientation equips adjunct faculty with the foundational tools needed to teach effectively and navigate campus systems.

PD opportunities for all employees include diversity and inclusion strategies to address relevant problems (3.2.7). Specifically, in Spring 2025, CHC managers and classified professionals participated in USC Race and Equity training (3.2.7.1, slide 2). In addition, the college has initiated the Student Affairs Institute, a multi-session training series that builds staff and faculty capacity to recognize and actively address racism in college spaces using a race-conscious, equity-minded lens. Participants are introduced to core concepts such as racial equity, racism, and *whiteness*; examine student and practitioner narratives of racism; and practice *brave space* discussion norms to support honest dialogue (3.2.7.1, slide 3). They also learn to conduct equity-minded reviews of institutional guiding documents (e.g., mission, job descriptions), identify and collect *close-to-practice* data disaggregated by race/ethnicity, and interpret that data in ways that focus on institutional structures and practitioner practices rather than student "deficits" (3.2.7.1, slide 5).

These training sessions also develop skills for facilitating conversations about power and privilege, conducting race-conscious observations of campus spaces and interactions, and responding to common ideological discourses that undermine racial equity, such as *colorblindness* (3.2.7.1, slide 7). The series concludes by outlining concrete strategies to sustain racial equity work overtime, emphasizing practitioner accountability, culturally responsive practice, and ongoing race-conscious inquiry. In addition to the above, each summer CHC has a classified professionals week focused on professional development for classified professionals (3.2.8).

To ensure that PD opportunities are supporting employees in improving equitable student success, these activities are regularly evaluated. For example, each year the PDC facilitates a Professional Development Needs Survey (3.2.9, 3.2.10), which is reviewed by the PDC (3.2.11).

The San Bernardino Community College District is committed to fostering a safe, inclusive, and wellness-centered learning environment where all members feel a sense of belonging. Aligned with its EEO Plan (3.2.12) and equity goals, the district, through Human Resources, leads participation in

the Region 9 Rising Faculty Fellowship Program to strengthen diversity in the faculty and administrative pipeline by piloting a four-fellow cohort in Year 1, expanding to support six fellows in Year 2, and ultimately building a formal hiring pipeline in Year 3. The Region 9 Rising Faculty Fellowship Program leverages partnerships between colleges and universities throughout the region to increase the number of diverse candidates within the applicant pool for faculty members, counselors, and administrators. Fellows selected for the program are prepared for careers within the California Community Colleges for a full academic year via real-world experiences, training, and professional development opportunities.

The district also compensates faculty for professional development (four or eight hours depending on load) and supports continuous growth through the Learning Hub (3.2.13), the Professional and Organizational Development Department, campus-wide PD activities, and the required completion and submitting of a PD form (3.2.14). In addition, district activities also provide targeted in-service learning for classified professionals and leadership development for managers (3.2.15). Across all classifications, objectives and goals emphasize collaboration, skill development, shared problem-solving, career pathway strengthening, and equitable hiring and leadership practices.

3.3. The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution's mission and goals.

Crafton Hills College (CHC) conducts regular and systematic evaluations of all employees using clear, role-appropriate criteria that reflect professional responsibilities and support the mission and goals of the district (3.3.0, 3.3.6). The district chancellor is responsible for ensuring that faculty, managers, confidential employees, and classified personnel are evaluated according to established timelines and procedures, reinforcing a culture of continuous improvement and institutional effectiveness.

The evaluation process begins when managers are notified of employees under their supervision who are scheduled for regular evaluation (3.3.1, 3.3.2). Notifications include an evaluation timeline and a link to management evaluation resources that include the appropriate job description, AP 7150 – Evaluation (3.3.6), the NeoEd Quick Guide Memo (3.3.2.1), and the NeoEd Training Guide for Managers (3.3.2.2).

Evaluations for contract and adjunct faculty are managed in Colleague by both the Instruction Office and Human Resources (3.3.3). Each semester an excel spreadsheet is generated from the information in Colleague that identifies the dean performing the evaluation and the faculty that are to be evaluated for that semester (3.3.4). A timeline is also developed for the faculty evaluations in collaboration between the division dean and faculty member being evaluated that includes the dates when the student evaluations must be distributed, administered, and returned for tabulation (3.3.5). In 2025–2026, 135 of the College's 299 adjunct faculty members were scheduled for evaluation, and 90% of those evaluations were completed (3.3.5.1). The remaining adjunct faculty members were not evaluated because they taught only during the summer and/or at off-campus locations. All outstanding adjunct faculty evaluations are scheduled for completion in Fall 2026. During the same year, 37 of the College's 73 full-time contract faculty members were scheduled for evaluation, and 86% of those evaluations were completed (3.3.5.2). The remaining faculty members were on leave or sabbatical and are scheduled to be evaluated in Fall 2026.

Evaluation criteria for managers and confidential employees are delineated in board policy (3.3.6), job descriptions (3.3.7), and performance goals developed collaboratively between the employee and

their supervisor (3.3.8). In 2025–2026, 12 of the College's 26 managers and confidential employees were scheduled for evaluation, and all 12 evaluations were completed (3.3.8.1).

For employees represented by collective bargaining units, evaluation procedures follow the protocols outlined in the respective agreements to ensure clarity, consistency, and fairness (3.3.9). For California School Employees Association (CSEA) members, the evaluation process is designed to provide constructive and meaningful feedback that promotes ongoing professional growth and supports district performance standards. Permanent unit members are evaluated annually during their anniversary month unless circumstances such as emergencies or approved leave require adjustment. In 2025–2026, 74 of the College's 105 classified professionals were scheduled for evaluation, and 92% of those evaluations were completed (3.3.9.1). The evaluations that were not completed involved employees who were on leave or in the process of transferring.

The evaluation consists of two primary components: a self-assessment, which unit members may complete using the Employee Performance Evaluation Form during the month prior to their evaluation period, and an evaluator assessment using the same form. If performance is rated as "Performance Needs Improvement" or "Unsatisfactory Performance," the evaluator, in consultation with Human Resources, will develop a written Performance Improvement Plan outlining needed steps for progress.

The timeline for evaluations is defined in the collective bargaining agreement and ensures that faculty receive regular, structured feedback consistent with institutional goals for instructional quality and student success (3.3.10, Appendix G).

Manager evaluations are similarly structured to promote open communication, role clarity, and professional development (3.3.11, see VI). The process provides feedback that recognizes strong performance, identifies opportunities for growth, establishes clear performance expectations, and ensures that any problem areas are addressed through targeted support. Managers participate in self-evaluation and receive a supervisor assessment using behavioral ratings that provide a comprehensive picture of performance and effectiveness.

Across all employee groups, the evaluation framework advances the district's mission by reinforcing high standards of professional practice, strengthening accountability, and supporting continuous improvement. Through consistent application of evaluation procedures and alignment with role expectations, the institution ensures that its personnel remain effective in advancing student learning, institutional quality, and the broader goals of the district.

3.4. The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success. (ER 18)

Crafton Hills College (CHC) relies on fiscal resources from state general fund allocation, grant and categorical allocations, capital improvement bond funds, and local revenues. The college uses these funds to develop, maintain, and enhance education services and operational functions in ways that directly support equitable student access, engagement, and success.

The general fund is budgeted each year to provide for the foundational educational and operational programs as shown in the disbursement of the funds for salaries, benefits, and the operational

budgets (3.4.1, 3.4.2). The general fund allocation is disseminated throughout the college by program (3.4.3). Adequate state-required reserves are maintained to fund a minimum of two months of expenses, ensuring continuity of operations in support of the college's mission even during periods of fiscal uncertainty (3.4.4). Grant and categorical allocations are aligned with appropriate expenditures and reported as required by the source of the funding (3.4.5, 3.4.6, 3.4.7).

CHC continues to improve campus operations with the renovation and construction of several facilities that are planned for within the Facility Master Plan (FMP) and funded through both the Measure CC and Measure M capital improvement bond funds. The FMP plan was approved by the Board of Trustees on March 13, 2025 (3.4.7.1, pp. 214), and updates are regularly provided to the Board of Trustees (3.4.8, 3.4.9). Additionally, State deferred maintenance funding in former years provided funding for several maintenance projects included in CHC's submitted five-year scheduled maintenance plans (3.4.10, 3.4.11).

In addition, several programs have been enhanced with the re-alignment of resources and college commitment. For example, mental health support has been expanded with a reorganization within Student Services to better integrate mental health support across learning environments, reducing barriers to persistence, and improving student well-being outcomes. The reorganization includes the establishment of an associate dean position (formerly a coordinator position) to better provide mental health support to the students in the classroom (3.4.12). Also, the college has renovated available space to establish a Multi-Cultural Center to increase students' sense of belonging and provide additional spaces for student gathering (3.4.13).

Collectively, these resource investments demonstrate alignment among institutional planning, the Educational Master Plan (3.4.14), and the mission by directing funds to the area's most critical for equitable student achievement.

3.5. The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.

Crafton Hills College (CHC) has established five strategic directions with supporting actions as part of its 2023-2028 Educational Master Plan (EMP, 3.5.1) to accomplish its mission: to "change lives" and "embrace our [diverse] community through a learning environment that is transformational." The fifth strategic direction is to "Foster and Support Inquiry, Accountability, and Campus Sustainability." This strategic direction includes several supporting actions related to financial planning:

- Supporting Action 2: Define and enhance budgetary guidelines and processes,
- Supporting Action 3: Evaluate and modify the Resource Allocation Model,
- Supporting Action 4: Expand implementation of efficient and sustainable services and practices,
- Supporting Action 5: Develop alternate revenue streams.

Each of these actions has defined measurable outcomes to assess its progress (3.5.2, pp. 89-95). These actions ensure that financial planning is directly grounded in the institution's mission and goals, prioritizing resource allocation that advances equitable student outcomes.

For example, *Key Result* 1 to *Supporting Action* 2 is to "Develop budget reduction priority guidelines

to make hard decisions during difficult budget times." The CHC Budget Committee developed these guidelines for use in financial planning, which were reviewed and approved by the Crafton Council in May 2024 (3.5.3).

CHC is committed to transparency and broad participation in fiscal planning, ensuring that all members of the college community can understand how financial decisions support the college mission and student success. Consistent with Administrative Procedure (AP 6200-Budget Preparation), the Board of Trustees provides staff with initial direction concerning the distribution of resources for the next fiscal year's budget prior to March 1 (3.5.4).

SBCCD's budget is prepared in accordance with Title 5 Regulations, the California Community Colleges Budget and Accounting Manual, and all other relevant state and federal requirements. To meet these mandates, the college works closely with district fiscal services while establishing the annual budget, which incorporates institutional plans and campuswide input (3.5.5, 3.5.5.1, 3.5.5.2).

The district uses budget development software (i.e., *Questica*) as a tool to plan, detail, and develop the entire college budget. Historical budget information is readily accessible for managers and staff to analyze through the *Financial 2000* software and through the *Oracle* budget management software. Department chairs, managers, and staff have access to these tools. At the beginning of each developmental budget period, the vice president of administrative services distributes instructions about the procedure, timeline, and budget assumptions for each division and department to complete its budget or budgets (3.5.6).

During the developmental budget process, managers create budget projections based upon historical spending data and future anticipated needs, then input a proposed departmental budget into *Questica*. Once all budgets have been submitted, administrative services reviews developmental budgets and develops comparison reports to review with the college president (3.5.7) before submitting the developmental budget to fiscal services for incorporation into the districtwide budget. Departmental managers manage their budgets throughout the year with oversight by their area vice president.

The college Budget Committee meets monthly to review recommendations on budget development and management (3.5.5). In addition, the district Budget Advisory Committee--made up of representatives from management, classified, faculty, and unions--meets regularly to review district office budgets and the developmental budget calendar, and share other relevant information (3.5.8, 3.5.9).

In addition to the budgeting process, CHC has a comprehensive annual planning and program review (PPR) process that allows programs to identify financial resources needed to achieve their prioritized goals and objectives, including goals explicitly tied to access, equitable student learning, and program completion. These goals and objectives are each aligned with the Educational Master Plan as part of the PPR submission process, overseen by the Planning and Program Review Committee (3.5.10). Once all plans are submitted, objectives are prioritized and submitted as funding recommendations to the college president (3.5.11). As part of the budgeting process, the college uses budgetary savings and/or designated PPR funding for approved high-priority resource requests and reports on funded items to the campus (3.5.12).

Through planning and the resources prioritization process, CHC supports its mission and promotes

student success. The planning and program review process -- coupled with the developmental budget process and the budget committees' contributions -- provides all campus constituencies opportunities to have input into their budgets and plans. Together, these processes ensure that the college's financial planning is inclusive, mission-centered, and aligned with institutional priorities for equitable student success.

3.6. The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.

CHC upholds budgetary accuracy and financial integrity through the implementation of its comprehensive financial management systems, including *Financial 2000*, *Questica*, and *Oracle* software programs, ensuring fiscal accountability and accuracy in all transactions and supporting transparent stewardship of resources that advance the institution's mission. These platforms support the systematic execution of fiscal processes such as purchase requisitions, budget transfers, and budget adjustments, each of which follows established procedures and approvals.

These systems have built-in limits that ensure integrity and responsible use of financial resources by automating the approval process through an established chain of command. Managers approve budget requests based upon the level of permissions, which are based upon expense thresholds. Additionally, *Oracle* requires that all invoices be reviewed and approved by the originating department prior to processing, then advances each expenditure request through district fiscal services, ensuring fiscal accountability and accuracy in all transactions (3.6.1).

The district engages independent auditors annually to evaluate financial transactions, identify irregularities, and recommend corrective actions when necessary (3.6.2, 3.6.2.1). These processes apply to all financial resources including bonds and district or college grants. The annual audit results consistently demonstrate that financial resources are appropriately allocated and utilized in accordance with governmental regulations, district policies, and generally accepted accounting principles. Audit findings are communicated to the appropriate oversight board/committee as well as district fiscal services. Any recommended corrective measures are implemented in a timely manner, and the audit report is formally presented during a public meeting to the Board of Trustees, reinforcing transparency and accountability in fiscal operations (3.6.3).

Through the regular process of this work, those involved discover how to improve fiscal operations. To establish procedural norms and provide training, fiscal services and business services have created several *How-to* Guides. Many of these guides have been created following questions or trainings that brought to light opportunities for improvement (3.6.4, 3.6.5).

CHC's integrated financial systems and approval processes ensure that resources are allocated accurately, transparently, and in alignment with institutional priorities. Annual independent audits and continuous process improvements further strengthen accountability, compliance, and responsible stewardship of all district funds. Together, these practices safeguard fiscal integrity and support the college's ability to fulfill its mission by ensuring that financial practices remain compliant, transparent, and student-centered.

3.7. The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability. (ER 18)

Crafton Hills College (CHC) leverages financial planning tools, multi-year projections, and district reserves to support fiscal stability and sustainability. The district's annual budget includes a five-year, long-range financial plan that incorporates enrollment management projections, salary and benefits costs, and revenue projections based on the Governor's Enacted Budget. The Unrestricted General Fund Multi-Year Forecast includes a budget over the next five years that maintains a minimum unrestricted general fund balance of approximately two months of expenditures, ensuring long-term fiscal stability necessary for uninterrupted delivery of educational services (3.7.1 pp. 10-15, 3.7.1.1 pp. 10-16, 3.7.1.2).

Each year, the district Fiscal Services Office oversees the budget for the payment of liabilities and future obligations for Other Post-Employment Benefits (OPEB). The amount of these obligations is determined by the Governmental Accounting Standards Board (GASB) Statements 74 and 75 for public sector employers to identify and report their OPEB liabilities. To help meet these obligations, Fiscal Services, in collaboration with the District Budget Committee, established an irrevocable Futurist Trust to fund future OPEB benefits (3.7.2).

The district has also created a Retirement Board of Authority, consisting of district personnel to oversee and run the district Futurist Trust. The district has a contract with the Benefit Trust Company as a fiduciary to manage its assets and investment policy development. Keenan & Associates is the program coordinator for the Futurist Trust, providing oversight of the Futurist program and guidance to the district. In 2024-25, this trust fund covered 100 percent of the district's anticipated total OPEB liability (3.7.3, 3.7.3.1, pp. 39).

Additionally, the college completed a comprehensive Facility Condition Assessment (FCA) in 2024 to evaluate the condition of existing facilities and identify current and projected repair and replacement needs. The findings of the FCA directly informed the development of the 2025–2037 Facilities Master Plan, allowing the college to prioritize capital needs, estimate lifecycle costs, and plan funding requirements over time (3.7.4, pp. 280-295).

Through these practices, the college demonstrates a proactive, mission-aligned approach to fiscal solvency that supports both current operations and long-term institutional sustainability.

3.8. The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers instruction, student services, and/or learning supports.

As part of the strategic planning process, the college uses the educational directions identified in the Educational Master Plan (EMP) to inform the needs of the Facility Master Plan (FMP). In 2023, the college updated the Educational Master Plan. Subsequently, the college collaboratively developed a Financial Master Plan (FMP) to support the EMP. The FMP requires inventories of all spaces on campus, utilization analyses, and identification of projects to enhance the campus infrastructure and facilities through upgrades and renovations. Physical improvement projects are designed to ensure ongoing access, safety, security, and a healthy learning and working environment. Each identified project in the

FMP has a section describing its alignment with the EMP (3.8.1).

Once projects are identified and funded, the college contracts with design professionals to create the project plans and submits them to the Division of State Architects (DSA) to assure compliance with codes for building structures, fire-life safety, and the Americans with Disabilities Act (ADA). At the completion of each project requiring DSA approval, the project is certified by DSA (3.8.2, 3.8.2.1) to ensure the project is completed to all required standards and design.

Once projects are constructed, along with the existing facilities, they are maintained by the college Maintenance and Operations department. The college uses a work-order management system, Maintenance Connection, to identify, record repairs, and provide work order summaries (3.8.3).

Facilities for dual-enrollment classes that CHC offers at various area high schools are maintained by their respective school districts and meet federal and state safety standards (3.8.4, 3.8.4.1).

Another means of ensuring safety is the regular inspections and permitting requirements of equipment and facilities. Permitted equipment includes gasoline pumps, conveyances, fire suppression systems, boilers, generators, backflow devices, and hazardous materials removal. Permits are obtained from agencies that include Southern California Air Quality Management District (SCAQMD), California Unified Protection Agency, San Bernardino County Department of Public Health, and the California Department of Industrial Regulations (3.8.5, 3.8.5.1).

CHC performs annual self-inspections for work and instructional spaces in accordance with its Injury and Illness Prevention Program (IIPP) and tracks whether a follow-up and work order is needed and when the work is completed (3.8.6, 3.8.6.1). In addition, the college uses the bi-annual Statewide Association of Community Colleges Joint Powers Authority (SWACC) campus-wide risk-assessment inspections to validate annual departmental inspections (3.8.7).

The CHC Safety committee meets each month to discuss health and safety issues and recommend solutions to any identified problems. Committee agendas include various safety projects, training reports, status of safety plans and records, condition of facilities, emergency preparedness drills, reports on safety related issues from Maintenance and Operations, Police activity, and the student Health and Wellness Center program (3.8.8, 3.8.8.1).

The college also provides regular safety training and emergency preparedness activities (3.8.9, 3.9.9.1). It maintains building captain supplies, first aid supplies, and trauma kits. It also maintains a chemical inventory (3.8.10).

CHC also complies with environmental regulations for hazardous material removal. Licensed contractors regularly remove industrial, chemical, and biochemical wastes from the campus in accordance with applicable laws, regulations, and the college and district safety plans. These operations are managed by the CHC's Facilities department (3.8.11). When required, hazardous materials -- such as asbestos, lead, and PCBs -- are removed by certified and licensed abatement contractors in accordance with applicable laws and regulations (3.8.12).

To help facilitate adherence to procedures of the Campus Readiness Plan (3.8.13), the college posts emergency procedures through a mobile phone application called *SafeSBCCD*. This app also provides quick access to security options for both students and employees, such as information about

emergency contact and transmissible disease, campus maps, and a “friend walk” if desired. In addition, each year the college participates in *The Great Shakeout* evacuation drills (3.8.9). Building captains receive training and lead building evacuations (3.8.14). Emergency notifications are sent through the RAVE emergency notification system (3.8.15).

Finally, a security officer and a police officer are on patrol duty during all hours of operation. The district police department operates 24 hours a day, seven days a week.

3.9. The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.

The San Bernardino Community College District (SBCCD) implements and enhances its technology resources through a districtwide planning and program review process. Technology and Educational Support Services (TESS), along with San Bernardino Valley College Campus Technology Services (SBVC-CTS) and Crafton Hills College Campus Technology Services (CHC-CTS), develop and regularly update technology plans aligned with institutional goals and educational priorities. Annual planning and program review ensure that technology resources are continuously reassessed and adjusted to sustain instructional delivery and core operational functions (3.9.1, 3.9.2, 3.9.2.1).

To ensure technology services remain responsive to instructional, operational, and student needs, the district employs inclusive collegial consultation and clear communication channels. The CHC Technology Planning Committee (3.9.4) meets quarterly to review technology performance, gather feedback from all constituent groups, and recommend improvements (3.9.4.1). Input from this committee (and a similar committee at San Bernardino Valley College) directly informs district technology implementation and is communicated through quarterly technology newsletters (3.9.4.2).

Districtwide coordination is further strengthened through TESS participation and integration of feedback into the District Technology Master Plan (3.9.5) and Crafton Hills Master Plan (3.9.5.1), along with collaboration with districtwide committees such as the Institutional Effectiveness Advisory Committee, Distance Education Coordination Council, and District Applications Workgroup. Technology leadership meets monthly to ensure priorities remain aligned with evolving institutional needs.

SBCCD monitors and evaluates the effectiveness and reliability of its technology resources using multiple data sources. TESS uses Helpdesk metrics (3.9.5.2) and Canvas analytics (3.9.6) to assess service quality and system performance. In addition, TESS maintains a publicly available project dashboard (3.9.7) that allows users to submit requests, view prioritization, and track progress. Upon completion, major projects include documented knowledge transfer and training materials, ensuring continuity, sustainability, and effective long-term use of technology systems.

The district clearly communicates requirements for the safe, appropriate, and secure use of technology by abiding to its Board Policies and Administrative Procedures in BP/AP 3700 series (3.9.8). All students and employees are required to acknowledge and comply with the *Acceptable Use* Policy (3.9.9). SBCCD further protects institutional data and network infrastructure through comprehensive security protocols, including annual penetration testing, Gramm-Leach-Bliley Act

(GLBA) technology audits, Payment Card Industry (PCI) compliance audits, continuous network and log monitoring, routine system backups, and mandatory annual cybersecurity training for all employees (3.9.10).

SBCCD employs a comprehensive, multi-layered approach to safeguard its technology infrastructure, data, and user accounts. The district maintains enterprise-level security, logging and monitoring systems as well as a Security Operation Center that provides 24/7/365 monitoring of network, servers and computers (3.9.11). SBCCD enforces strong password standards and secure access protocols, including multi-factor authentication (MFA), to verify user identity and reduce the risk of compromised credentials (3.9.12). In addition, the district implements data encryption (3.9.13), role-based access controls, and ongoing security awareness training for employees to use technology responsibly (3.9.10).

To sustain reliable and current technology infrastructure, SBCCD maintains scheduled replacement cycles for instructional and non-instructional hardware, with flexibility to adjust based on emerging needs (3.9.14, 3.9.15, 3.9.16, 3.9.18). End users receive timely technical assistance through the TESS Helpdesk (3.9.5.2, 3.9.17), while SBVC-CTS and CHC-CTS provide ongoing maintenance, updates, and repairs across both campuses. Together, these practices ensure that technology resources remain secure, effective, and capable of supporting educational services and operational functions.

3.10. The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.

San Bernardino Community College District (SBCCD) has policies and procedures that will mitigate emergencies and unforeseen occurrences that would significantly impact availability of its resources. SBCCD board policies and administrative procedures that govern risk and emergency response are the following:

- BP / AP 3505 Emergency Response Plan (3.10.1 / 3.10.2)
- BP / AP 6540 Insurance (3.10.3 / 3.10.4)

SBCCD mitigates these risks through structured insurance coverage, participation in statewide joint powers authorities (JPAs), and requiring contractors to provide insurance certifications and indemnifications commensurate with the risks associated with their contracted service. As noted in the 2023-24 audit report, SBCCD has sufficient insurance to cover its needs in financial emergencies and is regularly reviewed (3.10.5, p. 57-58).

To manage property and liability risks, SBCCD contracts with the Statewide Association for Excess Risks (SAFER), which provides excess property and liability insurance tailored to California K–12 and community college districts. The district has not experienced claims exceeding coverage limits during the past three fiscal years. Additionally, there has been no significant reduction in insurance coverage year over year, demonstrating SBCCD's commitment to maintaining adequate protection for district assets and operations (3.10.5, Independent Auditor's Report, pp.57, "Note 12 – Participation in Public Entity Risk Pools and Joint Powers Authorities").

SBCCD further strengthens its risk management framework through participation in the Statewide

Association of Community Colleges (SWACC), which arranges and administers comprehensive property and liability protection for its member districts and participates in collective decision-making that enhances fiscal resilience and supports coordinated responses to potential emergencies (3.10.5, pp. 57-58).

Employee-related risks are addressed through SBCCD's membership in the Schools Alliance for Workers' Compensation Excess II (SAWCX II) Joint Powers Authority. This self-insurance pool provides workers' compensation coverage and related services, allowing the district to effectively manage employee injury claims while maintaining financial predictability. Governance through a representative board ensures transparency, accountability, and adherence to best practices in risk mitigation and claims management (3.10.5, pp. 57-58).

To further mitigate financial risk, SBCCD participates in the California Community College Financing Authority (CCCFA), which provides access to short-term financing when needed. This resource enhances the district's readiness to respond to financial emergencies or cash-flow disruptions (3.10.5, pp. 57-58).

Beyond maintaining access to short-term financing, SBCCD addresses longer-term financial risks through multi-year forecasting, prudent reserves, expenditure management, and diversified revenue and investment strategies. The District prepares five-year financial projections that consider enrollment, state funding, compensation, employee benefits, pension obligations, and other factors affecting its fiscal condition. These projections, together with the reserve practices described in Standard 3.4, enable the District to identify emerging risks and consider corrective action before those risks significantly affect educational programs or services (3.10.5.1).

The District further mitigates long-term liabilities through its Other Post-Employment Benefits (OPEB) trust, which is funded above its actuarially determined liability. Although these assets are restricted to eligible retiree health-benefit obligations and are not available as general operating reserves, the trust's funded status reduces the likelihood that future obligations will place additional pressure on the unrestricted general fund. SBCCD has also diversified its financial resources by authorizing the Federal Communications Commission to sell the rights to SBCCD-owned digital radio frequencies in their 2017 broadcast incentive auction. SBCCD received approximately $157.1 million from this sale and in 2019, the Board allocated $41 million to establish a Pension Rate Stabilization Trust administered through PARS and $46 million for the acquisition of commercial properties. These assets are managed to generate long-term earnings or revenue and strengthen the District's capacity to respond to changes in state funding and pension costs (3.10.5.1).

The District generally limits distributions from these long-term assets to preserve their value. During a significant or sustained fiscal downturn, however, the Board may authorize distributions consistent with the funds' approved purposes, guiding principles, and applicable restrictions. Depending on the severity and duration of the disruption, the District may also phase expenditure reductions, limit hiring, defer nonessential expenditures, adjust operating budgets, pursue additional revenue, or strategically use available reserves. These measures would be considered through established budget-development and participatory-governance processes, with priority given to maintaining fiscal solvency, protecting essential educational services, and minimizing disruption to students. Regular reports to the Board on reserves, financial projections, retirement trust funding (3.10.5.2), investment performance (3.10.5.3, pp. 7-31), and commercial property (3.10.5.4, pp. 3-5) activity provide the information necessary to identify financial risks and determine when corrective or

recovery measures are warranted.

Finally, SBCCD ensures readiness for unexpected events by adhering to the guidelines laid out in its policy for Security Incident Response AP 3732 (3.10.6), which outlines the district's approach to responding to a cybersecurity incident. To prevent such incidents, District Technology Support Services conducted a cybersecurity audit to identify internal and external vulnerabilities and developed a corresponding corrective action plan. The implementation of this plan drives annual cybersecurity training for staff (3.10.7) and the implementation of additional measures such as multi-factor authentication for all employees (3.10.8). Contracts with vendors that provide the district's student information system (SIS) and enterprise resource planning (ERP) specify backup frequency, retention schedules, and recovery periods. All components of these policies are formally approved and published as Administrative Procedures.

Collectively, SBCCD's layered insurance coverage, participation in multiple JPAs, short-term financing capacity, multi-year fiscal planning, long-term liability management, diversified assets, and formally established information technology protocols demonstrate that the District has appropriate strategies, policies, and procedures to manage risk and implement contingency and recovery plans consistent with the Standard.

Standard 4: Governance and Decision-Making

The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.

4.1. The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)

The San Bernardino Community College District and Crafton Hills College (CHC) are committed to academic freedom. Board Policy (BP) 4030 (4.1.1) supports academic freedom, making clear CHC's commitment to the free pursuit and dissemination of knowledge. Its *Freedom of Expression Statement*, recently approved by the CHC Academic Senate (4.1.2 p.5), demonstrates CHC's commitment to the principles of academic freedom, integrity, and inquiry (4.1.3).

CHC's academic freedom and freedom of inquiry policies, based on board policies, are published in its catalog (4.1.4) and Article 6 of the district-faculty association bargaining agreement (4.1.5). Item A of the Academic Freedom section of the bargaining agreement reinforces the college's commitment to the free pursuit and dissemination of knowledge. It states, "The District and the Association recognize that bargaining unit members have a legal right to academic freedom in terms of the exercise of their professional responsibilities in the classroom."

CHC also publishes clearly established policies and procedures that promote honesty, responsibility, and academic integrity in its catalog (4.1.6) and the CHC Academic Integrity Online webpage (4.1.7), which includes recommendations on academic freedom and inquiry policy for professors to include in their syllabi.

BP and AP 5500 (4.1.8 & 4.1.9) cover student conduct, including a list of offenses that could lead to disciplinary action. Academic honesty is addressed in the first item, *Academic Misconduct*. In addition,

AP 5520 (4.1.10) describes the Student Conduct Hearing Procedures in step-by-step detail. The forms to report student conduct and academic integrity are posted on the *Student Conduct and Discipline Due Process* website (4.1.11).

The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry by clearly communicating expectations to students and employees and consistently enforcing published Board Policies and Administrative Procedures. During the 2023–2024 academic year, the Student Conduct Office processed 42 cases of academic dishonesty, all of which were adjudicated using AP 5500 (*Standards of Conduct,* 4.1.12) and AP 5520 (*Student Discipline Procedures*, 4.1.13), demonstrating consistent application of institutional policies. All those cases were resolved through established Board Policies & Administrative Procedures (BP/AP 5500 and AP 5520). The 2025–2026 Crafton Hills College Catalog (4.1.14) and Faculty Handbook (4.1.15, pp. 27-28) contain formal statements on *academic integrity* (p. 28) and a*cademic freedom* (p. 27), ensuring widespread access to expectations.

CHC's commitment to academic integrity is further strengthened by its commitment to professional development in addressing plagiarism. As an illustration, in Fall 2025 one of the In-Service trainings included a session on AI and plagiarism (4.1.16). The institution upholds an explicit commitment to academic freedom, academic integrity, and freedom of inquiry by clearly communicating *learner success* policies and by establishing transparent expectations for ethical scholarship in online learning environments (4.1.17). As noted in the introduction email to teaching online classes, "Course policies that support student success, such as academic honesty, withdrawal, late work, communication, and participation, are clearly stated and easy to find," aligning with the California Virtual Campus-Online Education Initiative (CVC-OEI) Course Design Rubric expectation that these policies be visible and accessible. This commitment is operationalized in the DE certification course through an *Academic Integrity* section that models ethical inquiry--emphasizing exemplary citation/attribution, open sharing when possible, and treating mistakes as learning opportunities--while reinforcing that all sources (including images) must be cited (4.1.18).

Together, these practices protect freedom of inquiry by encouraging students to engage broadly with ideas and resources, while safeguarding academic freedom by maintaining faculty control over course content and pedagogy within an institutionally supported, secure, and compliant learning environment.

4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.

Crafton Hills College (CHC) has many mechanisms for evaluating the institution's governance and decision-making structures and processes. Most important is the Employee Campus Climate Survey, administered biennially and used to measure employee satisfaction with CHC's governance and decision-making structures, among other matters. The survey evaluates employee satisfaction with the following governance and decision-making structures and processes: planning and program review, shared governance bodies, and the resource allocation processes. It also measures employee confidence in outcomes consistent with CHC's stated values.

The results of the survey are reported campuswide (4.2.1) and as part of various presentations (4.2.2). As an illustration, at the Spring 2026 In-Service, the results of the campus climate survey were reviewed, and the campus engaged in a small group activity to collect suggestions for improvement in

areas where responses revealed such need (4.2.3). That information is reviewed by the Educational Master Plan Committee and incorporated into the Educational Master Plan.

In Fall 2024 a training session on CHC's shared governance processes as delineated in the Organizational Handbook (4.2.3.1) was facilitated by the dean of institutional effectiveness, research, and planning; the Classified Senate president; and the CSEA president and second vice president. Session hosts recorded feedback. This training was offered to both educate and provide an opportunity to sign up to participate in shared governance committees at the college. It also results in feedback on how the college can better support students (4.2.4).

Every spring the Crafton Council also administers the Committee Self-Evaluation Survey to evaluate CHC's participatory governance and decision-making committees (4.2.5, 4.2.6). The Crafton Council uses the results of this survey to improve and update training of the committee chairs and to improve the college's participatory governance processes (4.2.8). The disaggregated results for each committee are distributed to the committee chairs, who discuss them with the rest of their committee at one of the first meetings of the school year to determine what changes that committee should consider regarding its charge, processes, and means of communication (4.2.9, 4.2.10).

The development and implementation of the college's Student Equity Plan (SEP, 4.2.11, pp. 5-6) illustrates the structured and collaborative decision-making process at CHC. This process is both data informed and inclusive, with multiple opportunities for cross-campus engagement and accountability. The college's Student Equity and Achievement (SEA) committee, in partnership with the Office of Institutional Effectiveness, Research & Planning, leads the ongoing review of SEP progress. This team includes faculty, classified professionals, administrators, and student representatives to ensure that diverse perspectives guide evaluation and refinement efforts (4.2.12).

The SEA committee conducts formal evaluations of the SEP activities and outcomes at the end of each semester. These reviews include updates on progress toward metric-specific goals, identification of new or persistent equity gaps, and recommendations for course corrections or new strategies (4.2.13, 4.2.14, 4.2.15, 4.2.16). Equally important, the SEP was reviewed by the SEA committee (4.2.17), the Academic Senate (4.2.18), the Classified Senate (4.2.19), the Student Senate (4.2.20), Crafton Council (4.2.21), and the San Bernardino Community College Board of Trustees (4.2.22).

The SEP is aligned with Crafton's Educational Master Plan (4.2.23) and the college's planning and program review process (4.2.24, 4.2.25). Specifically, departments reflect on equity goals and integrate those goals into their unit-level improvement plans (4.2.26), ensuring that equity remains embedded throughout the institutional planning.

Moreover, in Spring 2026, the college rolled out equity dashboards that allow faculty and staff to view disaggregated course-level (4.2.27) and service-area data (4.2.28, screenshot of dashboard). This empowers instructional and student services personnel to make informed decisions and track equity progress at the classroom and program level.

This structured cyclical process ensures that the SEP remains a dynamic, evolving document, reflective of student needs and institutional goals. A diagram of how the process works across campus efforts appears below.



Decision-making at Crafton Hills College occurs through a collegial system of participatory (or *shared*) governance by which decision-making committees composed of members from administration, faculty, classified staff, and students provide input on matters pertaining to student success and advancing the college mission. Crafton Council committees are organized by and report their actions to the Crafton Council. The Academic Senate delegates work on a*cademic and professional matters*, such as curriculum, to committees of faculty, which may also include administrators and students as non-voting participants.

Board policy defines governance roles, structures, processes, and practices for administrators and faculty. The district has policies and practices that delineate functions of the district and the colleges.

CHC committees publish their actions in minutes that are available to all from the college website. To improve performance, they use self-evaluation to assess committee effectiveness. Also, employees participate in surveys to express their satisfaction with college governance. CHC continuously works to improve its governance system.

4.3. The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes.

Crafton Hills College (CHC) ensures that its decision-making structures are used consistently and effectively via clear, transparent, and timely posting of agendas and minutes of all bodies with a role in governance in accordance with the Brown Act (4.3.1). Taskforces, councils, and committees that do not fall under the purview of the Brown Act also publicly post agendas and minutes so that any interested party can view them (4.3.2). Committee chairs use standardized templates for agendas and minutes. Minutes for governance bodies include a *Further Action* column so that tasks are clearly assigned to a person or group for follow-up action.

The templates also include the college's mission, vision, and values, which serve as a reminder of our shared purpose that directs action (4.3.3). Annual committee membership is publicly posted so that all constituencies (students, faculty, staff, and managers) can have access to their representatives for

various committees (4.3.4).

CHC employs clearly defined and well-documented shared and participatory governance decision-making structures that are consistently used across the institution. These structures are outlined in the college's Organizational Handbook and include the Crafton Council as the primary integrative body for participatory governance, along with standing shared governance committees focused on planning, budget development, institutional effectiveness, technology, and student equity and achievement (4.3.5, pp. 22-24).

Shared governance committees are composed of representatives from all campus constituencies, and meetings are open to the campus community. This structure fosters meaningful dialogue, shared responsibility, and trust, ensuring diverse perspectives that establish institutional priorities. Through these collaborative processes, the college builds broad engagement in decision-making and reinforces a culture of shared ownership for institutional outcomes. For example, the Planning and Program Review Committee's broad membership across campus ensures that resource prioritization lists are thoughtfully and critically reviewed before they are given to the college president for final decision-making (4.3.6).

Institutional decision-making is grounded in evidence and continuous improvement (4.3.5, p. 11). Committees and college management rely on institutional research, program review findings, student learning outcomes assessment, and equity data to guide planning and resource allocation as articulated in program reviews of units (4.3.7). The Planning and Program Review process identifies needs, evaluates effectiveness, and aligns initiatives with strategic priorities (4.3.8, p. 5). This evidence-based approach supports innovation by encouraging units to propose and refine strategies that respond to data-identified challenges and opportunities (4.3.9).

Decision-making practices at CHC are aligned with the college's mission, values, and strategic directions (4.3.5, p. 9). Governance bodies prioritize initiatives that support student success, completion, and transfer, with particular attention to disproportionately impacted student populations. Examples of these initiatives include encouraging and advertising Open-Educational-Resources and Zero- Textbook-Cost sections in the class schedule and incorporation of fully online degrees and certificates into the college's career and academic pathways (4.3.10, 4.3.11).

Crafton Hills College prioritizes student outcomes through governance structures that explicitly address equity. The Student Equity and Achievement Committee plays a vital role in analyzing disaggregated student data, identifying equity gaps, and recommending targeted strategies and resource allocation (4.3.12). Equity planning is developed collaboratively and embedded within institutional decision-making processes, ensuring that equity considerations are not isolated initiatives but core drivers of planning and innovation. As an example, on p. 15 of the current Educational Master Plan, student equity is to be threaded through all six of the college's goals, as Goal 5 articulates that the institution will seek to "Reduce equity gaps across *all measures (goals)* among traditionally underrepresented student groups... [and strive to] fully close the achievement gap" (4.3.13, p. 15). Additionally, the Dual Enrollment Task Force monitors success for our disproportionately impacted groups (Latinx and African American students) to demonstrate how dual enrollment closes equity gaps (4.3.14) and thus encourages departments to increase dual-enrollment offerings.

One concrete example of how Crafton's participatory governance structures translate equity data and

student voice into institutional action is the development and implementation of the Multicultural Center. The College's Fall 2019 student focus groups (4.3.14.1), which intentionally included students from populations that had historically experienced lower course-success rates, identified a need for greater campus diversity and stronger opportunities for students to develop a sense of community and belonging. The 2022–2025 Student Equity Plan incorporated these findings and results from the Spring 2021 National Assessment of Collegiate Campus Climates survey, completed by 504 students, which identified continued opportunities to improve feelings of belonging, inclusion, welcome, and safety among African American/Black students (4.3.14.2; pp. 5 and 9). Additional student voice was collected through the Spring 2022 campuswide planning survey documented in the 2023–2028 Educational Master Plan (4.3.14.3, pp. 62). Of the survey's 208 respondents, including 157 students, diversity-related spaces and programs—including a diversity, equity, or multicultural center—were the most frequently requested additions to College services and facilities. In response, the Educational Master Plan established a measurable key result under Strategic Direction 4 to explore the feasibility of creating a multicultural center that could encompass programs such as Puente, Umoja, and A2MEND (p. 94). The Student Equity Plan (4.3.14.2) and its Executive Summary (4.3.14.4) further reinforced this institutional direction by identifying the need for safe physical spaces that support community and belonging and by including the creation of a Multicultural Center among the College's equity initiatives. The September 23, 2024 Student Equity and Achievement Committee minutes document the transition from planning to implementation through the formation of a campus workgroup, consideration of the former Student Services Building as the center's location, identification of available facilities funding, and establishment of a Fall 2025 opening goal (4.3.14.5). The September 9, 2025 Educational Master Plan Committee minutes subsequently announced the center's September 18 grand opening (4.3.14.6), and the Multicultural Center ribbon-cutting record (4.3.14.7) confirms that Crafton met this goal by opening a renovated, dedicated space designed to value cultural identities, amplify student voices, and strengthen connections across the campus community. This process demonstrates that Crafton's decision-making structures are not only inclusive and data informed, but are used effectively to move an identified equity need through institutional planning, participatory governance, resource allocation, implementation, and evaluation.

CHC regularly evaluates the effectiveness of its decision-making structures through committee self-evaluations, feedback mechanisms, and review of governance documentation (4.3.5, p. 11). Findings from these evaluations inform revisions to governance processes and roles, supporting continuous improvement and responsiveness to institutional needs (4.3.15, 4.3.16, 4.3.17).

4.4. Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health. (ER 7)

The San Bernardino Community College District (SBCCD) is governed by a seven-member Board of Trustees (BOT), whose primary responsibility is established by Board Policy, 2200, Board Duties and Responsibilities (4.4.1). This policy outlines board member duties to ensure accountability for academic quality and successful outcomes for all students. In 2022, the BOT adopted a Strategic Plan that includes four goals to ensure the overall effectiveness of the district (4.4.4):

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, and
4. Ensure Fiscal Accountability and Sustainability.

The BOT regularly reviews key indicators of student learning and achievement and evaluates institutional plans to improve academic quality and student outcomes (4.4.2). As outlined in the Student Equity Plan, the college monitors five equity measures on an annual basis to address equity gaps: successful enrollment, completion of both transfer level math and English, persistence, program completion, and transfer (4.4.3).

The BOT monitors progress toward these goals by reviewing disaggregated success metrics that include enrollment and achievement data and districtwide strategies for improving academic success on an annual basis (4.4.5, 4.4.6). The district chancellor also updates the BOT at monthly meetings on ways the district is meeting its goals (4.4.7, pp. 2 & 24-25). In addition, a weekly *RoundUp* is distributed to the BOT that includes information regarding how the campuses and overall district are working to support students and serve their community (4.4.8).

The Board also regularly receives Strategic Plan Goal updates. For example, updates for Goal 1 provides actions taken to eliminate barriers to student access and success, including improving enrollment processes, expanding academic programs, strengthening outreach, and supporting underrepresented student groups (4.4.9, pp. 3 & 239-240).

In addition, the BOT reviews reports and presentations that highlight direct evidence of student learning and achievement, such as Honors Program outcomes, accreditation mid-term reports, AB705 throughput data, sabbatical research impacting curriculum and instruction, and presidents' reports containing student completion milestones (4.4.10). Presentations such as the districtwide DEIA initiatives and the National Conference on Race and Equity (NCORE) further provide the BOT with institutional plans designed to enhance academic quality, reduce equity gaps, and support student success (4.4.11).

The BOT adopts an annual budget that aligns with its four goals. On January 09, 2025, BOT members received a presentation on the prioritized board directives and the Strategic Plan Summary (4.4.12). In addition, the BOT receives monthly budget reports as part of its regular board meetings (4.4.13, pp. 4 & 332-334). In addition, the Board conducts at least two strategy sessions per year to review proposed tentative budgets, final budgets, and related fiscal items (4.4.14, 4.4.15). Moreover, the Board Finance Committee (BFC) provides monthly verbal reports to the full board regarding the work conducted at its monthly meetings (4.4.16, p. 2).

The BOT receives multiple annual presentations of the apportionment attendance reports (CCFS-320), which provide disaggregated full-time enrollment data, year-over-year trends, and analyses of enrollment management, budgeting, and strategic goal setting (4.4.17, pp. 4 & 242-245, 267). These reports allow the BOT to monitor the overall financial health of SBCCD and make recommendations to ensure its ongoing fiscal health. Additionally, the Board Legislative Committee regularly updates trustees on legislative priorities, budget advocacy, and external policy developments that affect fiscal stability, facilities, and student access. The BOT oversees and adopts districtwide legislative and budget priorities aligned with the district Strategic Plan and provides direction for communicating institutional priorities and impact to policymakers and the public (4.4.18).

The BOT regularly assesses its policies for effectiveness in fulfilling the district's mission as outlined in Board Policy, 2410, Board Policies and Administrative Procedures (4.4.19). Board policies are reviewed on an ongoing basis through the District's Policy and Procedures Advisory Committee, a body that includes faculty, staff, and student representation and follows the vetting procedures

outlined in Administrative Procedure, 2410, Board Policies and Administrative Procedures (4.4.20). During the 2024-2025 academic year, the BOT approved over 90 board policies and procedures that directly support the goals and fiscal health of SBCCD (4.4.21 pp. 2 & 28-93, 4.4.22, pp. 2 & 35-58).

4.5. The governing board selects and evaluates the institution's chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.

At the district/system level, the Chancellor serves as SBCCD's chief executive officer (4.5.1.1). The Board of Trustees (BOT) has established board policies (BPs) that outline a process to hire and evaluate the district's chief executive officer, BP 2431, Chancellor Selection (4.5.1), and BP 2435, Evaluation of the Chancellor (4.5.2). Administrative Procedure (AP) 2435, Evaluation of the Chancellor (4.5.3), states that the chancellor will be evaluated at least annually (4.5.4, 4.5.5, 4.5.6). The Chancellor also has an informal mid-year evaluation to receive feedback. The most recent informal evaluation was conducted on December 12, 2025 (4.5.7).

The chancellor provides the BOT reports on progress on the Strategic Plan goals (4.5.8). The chancellor has a timeline that ensures the BOT receive updates on all goals throughout the year (4.5.9, pp. 248-251, 4.5.10). For example, during 2024-25, the district expanded its dual enrollment offerings from 260 in Spring of 2023 to 687 in Spring of 2025. These efforts support the BOT's Goal 1: to ensure access and give more high school students free access to college courses, helping them build confidence, save money, and succeed (4.5.11).

As described in Standard 4.4 (above), the BOT regularly assesses its policies for effectiveness in fulfilling the district's mission as outlined in BP/AP 2410, Board Policies and Administrative Procedures. Moreover, the BOT establishes policies that set standards for the quality, ethics, and prudence of overall operations of the colleges. In addition, the BOT delegates to the chancellor the executive responsibility for administering Board-adopted policies and implementing all Board decisions that require administrative action as outlined in BP 2430, Delegation of Authority to the Chancellor (4.5.12).

The chancellor is expected to perform the duties in the chancellor's job description and fulfill other responsibilities that relate to educational programs and services, personnel and human resources, and fiscal health and stability (4.5.13). Consistent with this delegated authority, the chancellor is also authorized to represent the district in state and regional policy forums, legislative advocacy, and intergovernmental partnerships that advance workforce development, facilities planning, and student support services in alignment with BOT priorities.

SBCCD's governance structure includes two related executive levels. At the district/system level, the Chancellor receives authority directly from the Board. BP 2430 delegates to the Chancellor executive responsibility for administering Board policy and gives the Chancellor full authority to ensure effective operations and fulfillment of the institutional mission (4.5.12). At the college level, AP 2430 delegates full responsibility and authority to the College Presidents to implement and administer delegated policies and holds them accountable for college operations (4.5.12.1). Consistent with this delegation, the Board-approved College President job description identifies the President as the College's Chief Administrative Officer, reporting directly to the Chancellor, with responsibility for the College's programs, personnel, budgets, planning, and accreditation (4.5.13.1). The Board's authority to employ and approve the College President is implemented through BP and AP 7250, which establish a

broadly representative presidential screening committee, standardized interviews, finalist consideration, and Governing Board approval (4.5.13.2, 4.5.13.3). The appointment of the current President also demonstrates implementation of this process through a search committee recommendation and Board approval at a public meeting (4.5.13.4). The President is evaluated under BP 7150 and the Management Personnel Plan through a supervisor-led process. Because the President's job description establishes a direct reporting relationship to the Chancellor, the Chancellor serves as the supervising manager for the evaluation; a constituency-based committee contributes feedback, and the Board may review the results when appropriate (4.5.13.5, 4.5.13.6, pp. 23-25). BP 2210 provides that the Board Chair is elected from among the trustees and that the Chancellor serves separately as Secretary to the Board. The district and college organizational charts further distinguish the Board Chair, Chancellor, and CHC President as separate positions, and a signed certification confirms that neither the Chancellor nor the College President serves as Board Chair (4.5.12.2, 4.5.12.3, 4.5.13.7, 4.5.13.8).

In addition, specific assignments for the chancellor may be identified during the evaluation or goal-setting process. For example, the BOT adopted Board Policy 6100, Delegation of Authority, Business and Fiscal Affairs (4.5.14), that delegates the authority to the chancellor to supervise the general business procedures of the district. The chancellor ensures that all relevant laws and regulations are complied with, and that required reports are submitted in a timely fashion. SBCCD submits annual fiscal reports to the California Community Colleges Chancellor's Office within the required timeline (4.5.15, 4.5.16, 4.5.17). The BOT approves an annual budget calendar (4.5.18, p. 3) as required by AP 6200, Budget Preparation (4.5.19), which states the Board will adopt a budget calendar prior to February 1 each year.

4.6. The governing board functions effectively as a collective entity to promote the institution's values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance. (ER 7)

The San Bernardino Community College District Board of Trustees (BOT) governs on behalf of the citizens in accordance with the authority granted and duties defined in Education Code Section 70902. Members of the BOT work as a collective unit to support the mission (4.6.1) to "positively impact the lives of and careers of our students, the well-being of their families, and the prosperity of our community through excellence in educational and training opportunities."

The Board of Trustees adheres to its duties and responsibilities as outlined in Board Policy (BP) 2200, Board Duties and Responsibilities (4.6.2). Members are responsible for balancing and integrating the wide variety of interests and needs into policies that benefit the common good and the future of the region. This responsibility is demonstrated through various actions taken during board meetings that support the greater good of the institution. For example, during the December 2025 BOT meeting, the BOT voted unanimously to support SBCCD's 2026 Legislative and Budget Priorities that support workforce development and community prosperity (4.6.3). As illustrated above (Standard 4.4 & 4.5), the BOT's legislative and budget priorities are informed by districtwide data, community input, and regional workforce trends. They are advanced through coordinated government relations and communications efforts that support district Strategic Plan goals. Trustee engagement in state and regional conferences, legislative briefings, and budget-related discussions further demonstrate the Board's collective role in advancing institutional priorities.

The BOT adheres to high ethical standards of conduct expressed in BP 2715, Code of Ethics/Standards of Practice (4.6.4). Annual BOT member training is provided to ensure that members understand their responsibilities (4.6.5).

In addition to this training, the BOT is committed to its ongoing development as a board and engages in strategy sessions, conferences, and other activities that foster trustee education. During the 2025-26 academic year, Board members participated and represented the district at conferences or conventions of the following organizations: Hispanic Association of Colleges and Universities, Association of Community College Trustees, and Community College League of California. During these trainings and conferences, Board members get information related to current topics that impact local and state decisions (4.6.6), legal updates (4.6.5), and innovation and high impact practices that support student success (4.6.7, 4.6.8).

Another example of BOT participation in impactful processes includes the presentation on Equal Economic Opportunity (EEO) Hiring Practices and Student Impact Analysis that took place at the BOT Strategy Session on February 27, 2025 (4.6.9). Board members also have access to online educational resources such as the Board Orientation Handbook (4.6.10), Trustee Handbook (4.6.11), Trusteeship (4.6.12), Board Chair Handbook (4.6.13), and Student Trustee Handbook (4.6.14).

The BOT is committed to assessing its performance as a Board to improve its effectiveness. Ongoing evaluation of the Board is outlined in BP 2745, Board Self-Evaluation (4.6.15). The BOT conducts a self-evaluation and discusses the results during its annual Board retreat (4.6.16, 4.6.17), where members identify strengths and potential opportunities to enhance district performance. The results of these reflective activities are used to identify goals for the upcoming year.

C. Required Documentation

Within the Institutional Self-Evaluation Report, the institution should provide narratives and a variety of evidence sources to describe and demonstrate alignment with each Standard and related Commission policies. Institutions must also include the required items below. This documentation can be included as supporting evidence for the Standard narratives if appropriate, or they may be provided as stand-alone files. Peer Review Teams will confirm these items during the comprehensive review process.

Standard 1: Mission and Institutional Effectiveness

Required Item	Documentation
i Documentation of institution's authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	• ACCJC Reaffirmation Letter 02/01/2021 • ACCJC Action on Midterm Report 01/25/2025

ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	• BP 1200 (District Mission Statement) • BP/AP 3250 (Institutional Planning) • Academic Senate November 3, 2021, Minutes • Crafton Council January 25, 2022, Minutes • Crafton Hills College Process for Adopting New Mission, Vision, and Values • Educational Master Plan Review of Mission, Vision, and Values December 9, 2025, Minutes
iii. Documentation of the governing board's approval of the institutional mission (ER 6)	• SBCCD BOT Minutes February 10, 2022
iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	• Educational Master Plan 2023-2028, p. 8
v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for course success, degree and certificate attainment, transfer, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)	• Institutional Set Standards • Educational Master Plan 2023-2028, pp. 89-95

Standard 2: Student Success

Required Item	Documentation
i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including: • Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees • Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities • Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10) (See Commission *Policy on Credit Hour, Clock Hour, and Academic Year*)	• CHC College Catalog – Academic Program Award Types • CHC B.S. Respiratory Care Degree Catalog Program Requirements • BP4020 – Program, Curriculum, and Course Development • AP4020 – Program, Curriculum, and Course Development
ii. Documentation that the institution's transfer of credit policies include the following: • Any established criteria the institution uses regarding the transfer of credit earned at another institution • Any types of institutions or sources from which the institution will not accept credits • A list of institutions with which the institution has established an articulation agreement • Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning See *Policy on Transfer of Credit*	• CHC Catalog - Completing a Transfer Path • CHC University Transfer Center • CHC Articulation Agreements • CHC Catalog - Credit for Prior Learning • CHC Course Substitution Form • BP4050 - Articulation • AP4050 - Articulation • BP4235 - Credit for Prior Learning • AP4235 - Credit for Prior Learning • CHC Catalog - Transfer of Credit from Other Institutions
iii. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the *Policy on Institutional Advertising and Student Recruitment* (ER 16)	• BP5010 - Admissions Concurrent Enrollment • AP5010 - Admissions Concurrent Enrollment • AP5011 - Admission and Concurrent Enrollment of High School and Other Young Students • BP5052 - Open Enrollment • BP5055 - Enrollment Priorities • AP5055 - Enrollment Priorities • CHC Outreach and Educational Partnerships Website • CHC News and Public Relations Website

Required Item	Documentation
iv. Documentation of clear policies and procedures for handling student complaints, including: • Evidence that these policies/procedures are accessible to students in the catalog and online; • Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs	• BP5500 - Standards of Student Conduct • AP5500 - Standards of Student Conduct • AP5520 - Student Discipline Procedures • BP5530 - Student Rights and Procedures • AP5530 - Student Rights and Procedures • CHC Catalog - Standards of Student Conduct and Disciplinary Procedures • CHC Catalog - Student Grievance Procedure • CHC Student Complaint Website • CHC Student Complaint Form
v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating: • Accurate and consistent implementation of complaint policies and procedures • No issues indicative of noncompliance with Standards	• **No link required; to be verified by the team during in-person site visit**
vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	• **No link required; to be verified by the team during in-person site visit**
vii. Documentation of the institution's policies and/or practices for the release of student records	• BP5040 - Student Records, Directory Information, and Privacy • AP5040 - Student Records, Directory Information, and Privacy • CHC Access to Student Records Website • CHC FERPA Authorization - Student Release of Records Form
viii. Documentation that the institution's policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	• AP4021 Program Discontinuance (Program Viability) • Crafton's Program Viability Process • Crafton's Program Discontinuance Process
FOR TITLE IV PARTICIPANTS:	
ix. Documentation of institution's implementation of the required components of the Title IV Program, including: • Findings from any audits and program/other review activities by the U.S. Department of Education (ED) • Evidence of timely corrective action taken in response to any Title IV audits or program reviews See *Policy on Institutional Compliance with Title IV*	• 2024-2025 Audit Report • Cross-Check Verification in Colleague • National Association of Student Financial Aid Administrators Training

Checklist Item	Documentation
FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:	
x. Documentation of institution's : • Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit • Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable) • Policies regarding protection of student privacy See *Policy on Distance Education and on Correspondence Education*	• BP5040 - Student Records, Directory Information, and Privacy • AP5040 - Student Records, Directory Information, and Privacy • BP4105 - Distance Education • AP4105 - Distance Education • Fraudulent Email to Instructors • Catalog - Notification of Rights Under FERPA • Catalog - Directory Information • CHC Privacy Policy Website
REQUIRED ONLY IF APPLICABLE	
xi. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum	• AP 4222 Remedial Coursework • Catalog – Numbering of Credit Courses • Catalog – Numbering of Non-Credit Courses
xii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit	• BP4235 – Credit for Prior Learning • AP4235 – Credit for Prior Learning • Catalog – Credit for Prior Learning • CHC CPL Website
xiii. Documentation of agreements with other external parties regarding the provision of student and/or learning support services	• Community College League of California • CourseDog Board of Trustees Minutes (p. 153) • CourseDog Contract • Library Database EBSCO Board Minutes (p.315) • Kanopy Digital Video Content Contract • Library Databases Website • NetTutor Website • Starfish Contract • Starfish Website • Timely Care BOT Minutes (pp. 164-165) • Timely Care Contract • Timely Care Website
xiv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	• BP3050 – Institutional Code of Ethics • AP3050 – Institutional Code of Ethics • BP5500 – Standards of Student Conduct • AP5500 – Standards of Student Conduct • BP7100 – Commitment to Diversity • AP7100 – Commitment to Diversity • CHC Organizational Handbook (pp. 13 and 15) • SBCCD CTA Bargaining Agreement Article 6.B (p. 7) • SBCCD CSEA Bargaining Agreement 17.4.3 (pp. 71-72)

Standard 3: Infrastructure and Resources

Checklist Item	Documentation
i. Written policies and procedures for human resources, including hiring procedures	• BP3420 – Equal Employment Opportunity • AP3420 – Equal Employment Opportunity • BP7100 – Commitment to Diversity • AP7100 – Commitment to Diversity • BP7120 – Recruitment and Hiring • AP7120 – Recruitment and Hiring • BP7210 – Academic Employees • AP7210 – Academic Employees • AP7211 – Faculty Service Areas, Minimum Qualifications, and Equivalences • BP7230 – Classified Employees • BP7236 – Substitute and Short-Term Employees • AP7236 – Substitute and Short-Term Employees • BP7240 – Confidential Employees • BP7250 – Educational Administrators • AP7250 – Educational Administrators • BP7260 – Classified Supervisors, Managers and Administrators • BP7270 – Student Employees • AP7270 – Student Employees • Equal Employment Opportunity Plan
ii. Employee handbooks or similar documents that communicate expectations to employees	• Management Personnel Plan • Confidential Employee Handbook • Faculty Handbook • Faculty Chair Handbook • CSEA 2023-2026 Bargaining Agreement • CTA 2025-2028 Bargaining Agreement • POA 2023-2026 Bargaining Agreement
iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)	• SBCCD Audit 2024-25 • SBCCD Audit 2023-24 • SBCCD Audit 2022-23
iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)	• BP6200 – Budget Preparation • AP6200 – Budget Preparation • Budget Allocation/Multi-Year Forecast (pp. 14-19) • PPR Handbook (see p. 37)
v. Policies guiding fiscal management (e.g., related to reserves, budget development)	• BP6200 – Budget Preparation • AP6200 – Budget Preparation • BP6250 – Budget Management • AP6250 – Budget Management • BP6300 – Fiscal Management • AP6300 – Fiscal Management • AP6305 - Reserves
vi. Policies, procedures, or agreements (e.g., AUAs) related to appropriate use of technology systems	• BP3720 – Computer and Network Use • AP3720 – Computer and Network Use

FOR TITLE IV PARTICIPANTS:	
Checklist Item	**Documentation**
vii. Documentation that the institution's student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue	• Cohort Default Rate is 0
REQUIRED ONLY IF APPLICABLE	
viii. Documentation of any agreements that fall under ACCJC's *Policy on Contractual Relationships with Non-accredited Organizations*	• Not Applicable
ix. Written code of professional ethics for all personnel including consequences for violations	• BP2710 – Conflict of Interest • AP2710 – Conflict of Interest • AP2712 – Conflict of Interest Code • BP2715 – Code of Ethics / Standards of Practice • BP3050 – Institutional Code of Ethics • AP3050 – Institutional Code of Ethics • Management Statement of Values • Academic Senate Ethics Statement • Classified Senate Code of Ethics

Standard 4: Governance and Decision-Making

Checklist Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	• BP2200 – Board Duties and Responsibilities • BP2431 – CEO Selection • AP2431 – CEO Selection • BP2432 – CEO Succession • BP2435 – Evaluation of the Chancellor • AP2435 – Evaluation of the Chancellor
ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	• BP2210 – Officers • BP2430 – Delegation of Authority to the CEO • AP2430 – Delegation of Authority to the CEO
iii. Governing board policies/procedures/bylaws related to Board Ethics	• BP2715 – Code of Ethics / Standards of Practice
iv. Governing board policies/procedures/bylaws related to conflict of interest	• BP2710 – Conflict of Interest • AP2710 – Conflict of Interest • AP2712 – Conflict of Interest Code • Conflict of Interest List of Designated Positions per AP2712

Other Federal Regulations and Related Commission Policies

Checklist Item	Documentation:
i. Documentation of the institution's appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up See *Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions*, Section D	• Crafton Hills College Accreditation Website (bottom of page)
ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page See *Policy on Representation of Accredited Status*	• Crafton Hills College Homepage

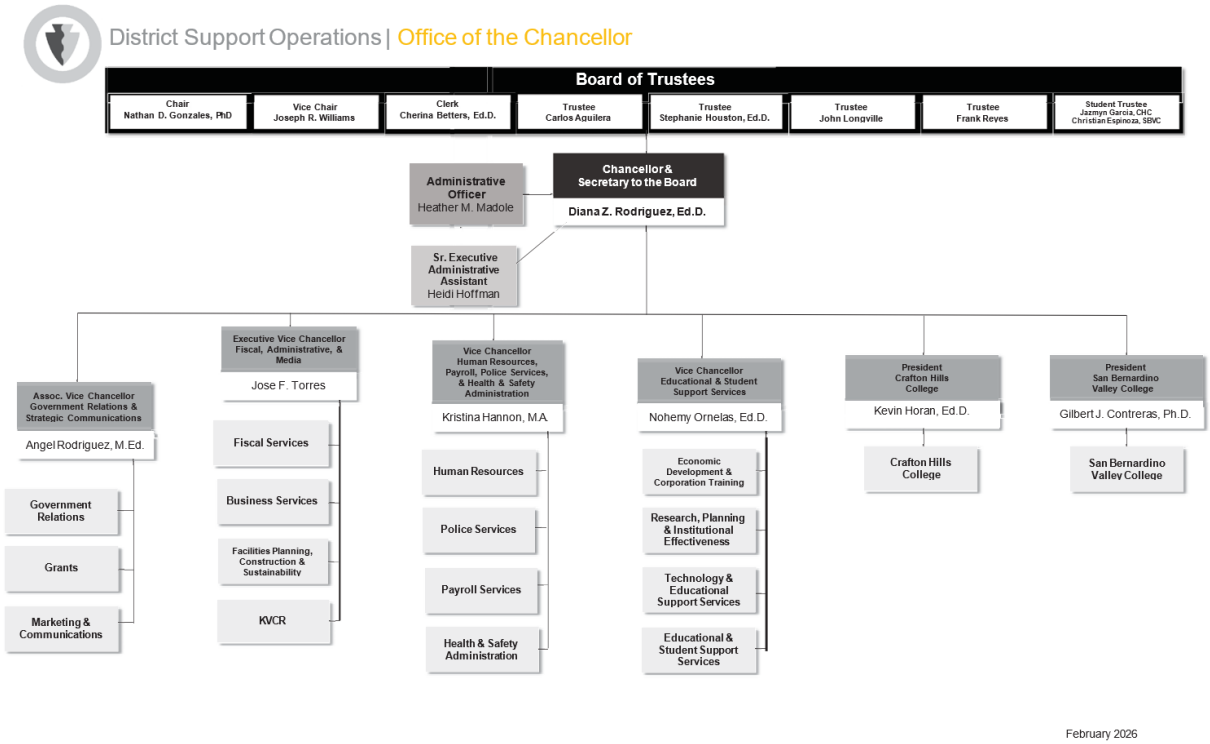
D. Appendix 1: Verification of Catalog Requirements (ER 20)

REQUIRED ELEMENT	CATALOG LOCATION
General Information	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	Catalog Homepage
Educational Mission	Mission, Vision, and Values
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	Accreditors
Course, Program, and Degree Offerings	Credit Courses Non-Credit Courses Credit Programs Non-Credit Programs Degree Offerings
Student Learning Outcomes of Programs and Degrees	Accounting Psychology
Academic Calendar and Program Length	Academic Calendar Program Length
Academic Freedom Statement	Academic Freedom
Available Student Financial Aid	Financial Aid
Available Learning Resources	Instructional Support Services
Names and Degrees of Administrators and Faculty	Administrators Faculty
Names of Governing Board Members	SBCCD Board of Trustees
Requirements	
Admissions	Admission Requirements
Student Tuition, Fees, and Other Financial Obligations	Student Fees
Degrees, Certificates, Graduation and Transfer	Graduation Requirements Transfer Requirements
Major Policies and Procedures Affecting Students	
Academic Regulations, including Academic Honesty	Academic Honesty Dual Enrollment Regulations Student Right to Know Standards of Student Conduct
Nondiscrimination	Nondiscrimination
Acceptance and Transfer of Credits	Credit for Prior Learning Transfer of Credit from Other Institutions
Transcripts	Other Institution Transcripts

REQUIRED ELEMENT	CATALOG LOCATION
Grievance and Complaint Procedures	Student Grievance Filing a Grievance Informal Grade Appeal Process Formal Grade Appeal Process
Sexual Harassment	Title IX: Sex Discrimination & Harassment Reporting Sexual Harassment
Refund of Fees	Refund of Fees
Locations or Publications Where Other Policies May be Found	
San Bernardino Community College District Board Policies and Procedures	SBCCD Policies and Procedures

E. Appendix 2: Organizational Structure

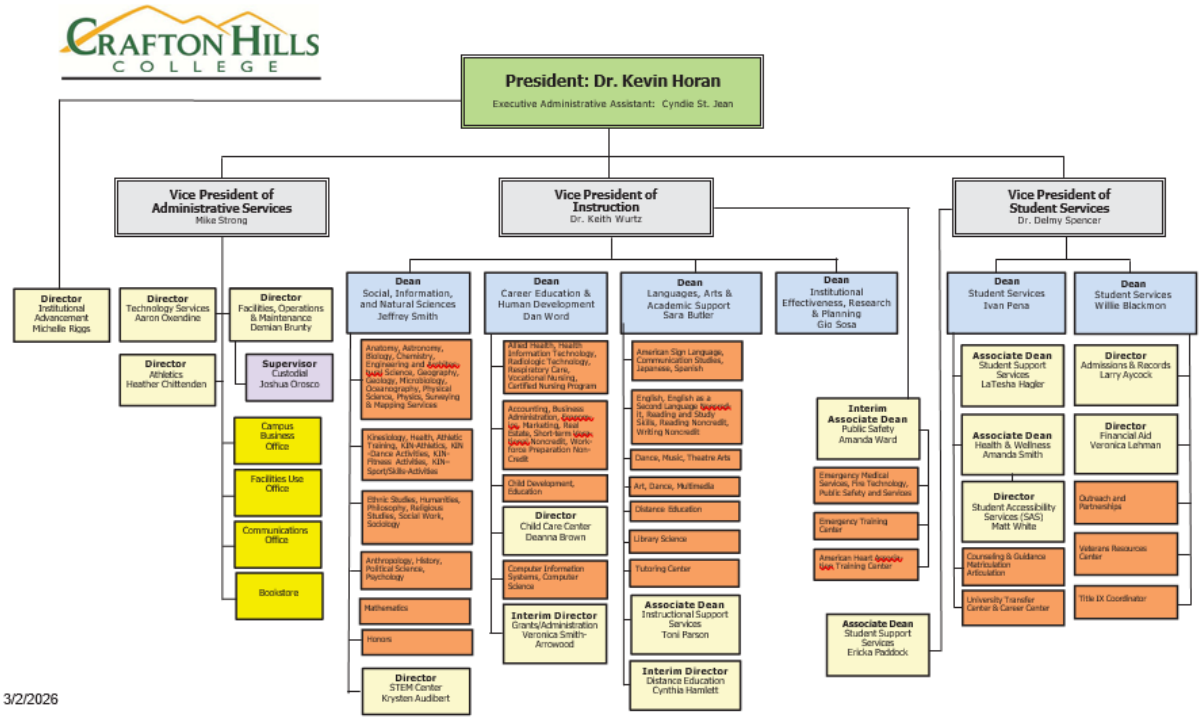
San Bernardino Community College District Organizational Chart



San Bernardino Community College District Organizational Text Outline

1. Board of Trustees
   A. Nathan A. Gonzales, Chair
   B. Joseph R. William, Vice Chair
   C. Cherina Betters, Clerk
   D. Carlor Aguilera, Trustees
   E. Stephanie Houston, Trustee
   F. John Longville, Trustee
   G. Frank Reyes, Trustee
   H. Jazmyn Garcia, Student Trustee, CHC
   I. Christian Espinoza, Student Trustee, SBVC
2. Diana Z. Rodriguez, Chancellor & Secretary to the Board
   A. Healer Madole, Administrator Officer
   B. Heidi Hoffman, Senior Executive Administrative Assistant
   C. Angel Rodriguez, Associate Vice Chancellor Governed Relations & Strategic Communications.
      1. Government Relations
      2. Grants
      3. Marketing & Communications
   D. Jose F. Torres, Executive Vice Chancellor Fiscal, Administrative & Media.
      1. Fiscal Services
      2. Business Services
      3. Facilities Planning Construction & Sustainability
      4. KVCR
   E. Kristina Hannon, Vice Chancellor Human Resources, Payroll, Police Services, & Health & Safety Administration.
      1. Human Resources
      2. Police Services
      3. Payroll Services
      4. Health & Safety Administration
   F. Nohemy Ornelas, Vice Chancellor Educational & Student Support Services.
      1. Economic Development & Corporation Training
      2. Research, Planning & Institutional Effectiveness
      3. Technology & Educational Support Services
      4. Educational & Student Support Services
   G. Kevin Horan, President, Crafton Hills College
   H. Gilbert Contreras, President San Bernardino Valley College

Crafton Hills College Organizational Chart



Crafton Hills College Organizational Text Outline

1. Dr. Kevin Horan, President
    A. Cyndie St. Jean, Executive Administrative Assistant
    B. Michelle Riggs, Director, Institutional Advancement
    C. Mike Strong, Vice President, Administrative Services
        i. Aaron Oxendine, Technology Services
        ii. Heather Chittenden, Athletics
        iii. Demian Brunty, Facilities, Operations & Maintenance
        iv. Joshua Orosco, Custodial
    D. Dr. Keith Wurtz, Vice President, Instruction
        i. Jeffrey Smith, Dean, Social, Information and Natural Sciences
            1. Krysten Audibert, Director, STEM Center
        ii. Dan Word, Dean, Career Education & Human Development
            1. Deanna Brown, Director, Childcare Center
            2. Veronica Smith-Arrowood, Interim Director, Grants and Administration
        iii. Sara Butler, Dean, Languages, Arts, & Academic Support
            1. Toni Parsons, Associate Dean, Instructional Support
                a. Cynthia Hamlett, Interim Director, Distance Education
        iv. Gio Sosa, Dean, Institutional Effectiveness, Research & Planning
        v. Amanda Ward, Interim Associate Dean, Public Safety & Services
    E. Dr. Delmy Spencer, Vice President, Student Services
        i. Ivan Pena, Dean, Student Services
            1. Latesha Hagler, Associate Dean, Student Services Report
            2. Amanda Smith, Associate Dean, Health & Wellness
            3. Matt White, Director, Student Accessibility Services
        ii. Willie Blackmon, Dean, Student Services
            1. Larry Aycock, Director, Admissions & Records
            2. Veronica Lehman, Director, Financial Aid

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Gilbert J. Contreras, President, SBVC

PREPARED BY: Dr. Gilbert J. Contreras, President, SBVC

DATE: November 12, 2026

SUBJECT: Second Read of San Bernardino Valley College Accrediting Commission for Community and Junior Colleges Institutional Self-Evaluation Report (ISER)

RECOMMENDATION

It is recommended that the Board of Trustees approve the second reading of San Bernardino Valley College's Institutional Self-Evaluation Report in support of its application for reaffirmation of accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC).

OVERVIEW

San Bernardino Valley College is completing its comprehensive accreditation review and must submit its Institutional Self-Evaluation Report (ISER) to ACCJC by December 15, 2026. The ISER documents the College's alignment with ACCJC Accreditation Standards and applicable federal requirements. ACCJC requires institutional certification, including the Board President's signature. Board Policy 3200, Accreditation, directs the Chancellor to ensure compliance with accreditation requirements and keep the Board informed. This second read allows Board review before final approval, certification, and submission.

ANALYSIS

The ISER reflects a structured campuswide process led by the Institutional Effectiveness, Accreditation, and Outcomes Committee. Beginning in fall 2024, standard-review teams gathered evidence from campus committees, used common ACCJC rubrics and drafting guidance, and refined sections through working sessions. The complete draft was reviewed by the Academic, Classified, and Student Senates; College Council; other constituent groups; open forums; and a collegewide survey. This broad participation produced an evidence-based report that documents compliance, institutional strengths, and improvement needs. Approval will advance reaffirmation and support public confidence, transfer of credit, and access to federal financial aid.

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.

SAN BERNARDINO VALLEY COLLEGE

INSTITUTIONAL SELF-EVALUATION REPORT



San Bernardino Valley College

2027



Institutional Self-Evaluation Report

in Support of an Application for

Reaffirmation of Accreditation

Submitted by

San Bernardino Valley College
701 South Mount Vernon Avenue
San Bernardino, CA 92410

to

Accrediting Commission for Community and Junior Colleges

December 2026

Certification

To: Accrediting Commission for Community and Junior Colleges

From: Gilbert J. Contreras, Ph.D.
San Bernardino Valley College
701 South Mount Vernon Avenue
San Bernardino, CA 92410

This Institutional Self-Evaluation Report is submitted to ACCJC in support of an Application for Reaffirmation of Accreditation. The Institutional Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:

Diana Z. Rodriguez, Ed.D., District Chancellor	Date
Gilbert J. Contreras, Ph.D., College President	Date
Nathan D. Gonzales, Ph.D., Board Chair	Date
Leticia Hector, Accreditation Liaison Officer	Date
Tatiana Vasquez, Academic Senate President	Date
Kevin Moreno, Classified Senate President	Date
Jolene Ruiz, Student Senate President	Date

Contents

Forward to the Institutional Self-Evaluation Report 1
Introduction: Institutional Context 2
Institutional Self-Evaluation of Alignment with Accreditation Standards 9
Standard 1: Institutional Mission and Effectiveness 9
Standard 2: Student Success 16
Standard 3: Infrastructure and Resources 32
Standard 4: Governance and Decision-Making 46
Required Documentation 54
Standard 1: Mission and Institutional Effectiveness 54
Standard 2: Student Success 55
Standard 3: Infrastructure and Resources 57
Standard 4: Governance and Decision-Making 58
Other Federal Regulations and Related Commission Policies 58
Appendix 1: Verification of Catalog Requirements (ER 20) 59
Appendix 2: Organizational Structure 60

Forward to the Institutional Self-Evaluation Report

The development of the Institutional Self-Evaluation Report (ISER) allowed the College to review and reflect on policies, procedures, and practices related to the accreditation standards. The development of the ISER occurred through college-wide contribution and feedback that was facilitated by the Accreditation Liaison Office, Accreditation Lead Faculty, and the Accreditation and Student Learning Outcomes Committee. Support was also provided by the Academic Senate, Associated Student Government, Classified Senate, and College Council.

Continual learning, development, and improvement are foundational practices of the College, and participation in the ISER has supported the review, codifying, and validation of the College structures and processes. The review of the ISER by the Accreditation Liaison Officer, Accreditation Lead Faculty, and the Accreditation and Student Learning Outcomes Committee led to the identification of several key themes within the report. Below is a summary of the common themes that emerged from the ISER:

- The College's Mission, Vision, and Values are foundational and influence the procedures, practices, and decisions made at the College.
- The College updated the committee structure and decision-making processes to advance participatory governance.
- The College celebrates the diversity of the community as a Hispanic Serving Institution, Black Serving Institution, and a military-friendly college, and strives to advance a sense of belonging for all communities served by the College.
- The College has reorganized the organizational structure to align with guided pathways, equity outcomes, and from the perspective of the student experience.
- The College is working to intentionally integrate the accreditation standards and promising practices into the College's processes, including Program Review and Planning processes.
- The College goals have been blended throughout the College planning processes with a concerted effort to review disaggregated data across common metrics at the institutional level to the discipline and service level.
- The College has made significant efforts to embed diversity, equity, inclusion, social justice, accessibility, and anti-racism throughout professional development, instruction, services, and operations of the College.
- The College has numerous learning communities, including Puente, Taytayan, and Umoja-Tumani, that provide dedicated counseling, events, workshops, and a sense of safety and belonging to numerous student populations.
- The College continues to innovate and try new ways to support student learning through flexible scheduling and modalities for instruction and services.

The following area was identified as a focus for continual improvement:

- Continue work to strengthen participatory governance and collegial consultation. This work has begun with the Participatory Governance Task Force's numerous recommendations and development of a Participatory Governance Handbook.

Through its Institutional Self-Evaluation Report, San Bernardino Valley College (SBVC) seeks to tell the story of how and why students' time spent at SBVC is one of purpose and growth. Our dedicated administration, faculty, and staff work together to promote an environment of innovation and integrity to ensure that SBVC is the college of choice for students to begin or continue their academic journey in higher education.

Introduction: Institutional Context

College History

An election to establish the San Bernardino Valley Union Junior College District was held on March 26, 1926. On June 23, 1926, the Board of Trustees met at a site on the east side of Mt. Vernon Avenue equidistant between the downtown areas of San Bernardino and Colton. It was suggested that approximately 30 acres in the northwestern section of the parcel being inspected would provide the ideal location for the new college.

The 1927-1928 SBVC faculty comprised 11 men and six women. Nearly 300 students enrolled for the fall semester of 1927, with freshmen outnumbering sophomores by nearly six to one. Fifty-four courses were offered, nearly all with a strong academic orientation.

The effects of the Great Depression were felt on campus in the early 1930s, but beginning in 1936, SBVC's financial situation seemed to recover. Additional buildings were added, providing employment for over 500 individuals in the area. The auditorium was accepted by the Board of Trustees in October 1938, and during that same month, the Drama Department presented Shakespeare's As You Like It as its first production. In other construction projects, State Emergency Relief Administration funds were obtained to construct a Greek Theatre, and Works Progress Administration (WPA) funds were used to build concrete bleachers for the stadium and a new vocational building.

The fall of France in 1940 and the passage and implementation of the Selective Service Act had a sobering effect on the SBVC campus. After the United States' entry into World War II, the number of male students on the campus decreased drastically. The war impacted the College in other direct ways, both in its curriculum and in campus activities. The vocational building, completed in the fall of 1941, was used to house several Off Reservation Training (ORT) courses. Courses in radio equipment repair and battery maintenance were also offered. Some of the first veterans returned to campus in 1944, and a Veterans' Club was organized. By the fall of 1945, the faculty men who had been on military leave began to return, and veterans enrolled in SBVC in ever-increasing numbers. A major expansion in enrollment came a year later, in 1946, with the addition of many new faculty members and a rapidly growing student body.

Throughout the 1960s, 1970s, and 1980s, changes in curriculum mirrored shifting social and economic conditions. The Civil Rights Movement resulted in a substantial increase in minority students. Occupational courses were in great demand, and courses in psychology and philosophy also became popular. Faced with increasing enrollment and a cap on state funding, SBVC faculty and administration held a forum in 1991 to discuss "Whom Shall We Serve?" Initiatives to bring new populations to the campus, while state-mandated tuition was increased, resulting in a sharp decline in enrollment. An earthquake in 1992 severely damaged the book stacks on the Library's main floor, causing the facility to close for the summer while repairs were made.

During the winter break of the 1995-1996 academic year, trenching began to determine the vulnerability of the campus to future seismic activity. The results of the study revealed that seven of the 15 buildings on campus straddled or were near the San Jacinto earthquake fault and would eventually have to be taken down.

In 1997, SBVC President Sharon Caballero was presented with an immediate challenge. There was a pressing need to identify a funding source to build new facilities to replace seven buildings that straddled the San Jacinto fault line, which traversed the campus. A combination of District and College efforts as well as contacts with the Federal Emergency Management Agency (FEMA) resulted in the positive outcome of a state commitment of over $40 million to erect replacement structures.

In 2002, voters passed Measure P, a local bond measure totaling $190 million benefiting San Bernardino Community College District (SBCCD) and its two sister colleges, SBVC and Crafton Hills College (CHC). Steven Ehrlich, a noted architect, was hired to design the new buildings for the Library, Administration/Student Services, Campus Center, Health and Life Sciences, and the Art Building and Gallery at SBVC. These buildings were completed between 2005 and 2006. At the same time, several outdated buildings were demolished, and three buildings were retrofitted.

In 2008, SBCCD again asked voters to approve funds to complete work laid out in SBCCD's Master Plan. Voters approved a $500 million general obligation bond, Measure M, to complete construction projects at SBVC and CHC. In fall 2008, SBVC began another phase of construction with the phasing in of three new buildings on campus and a fourth across Grant Street and the demolition of the old North Hall, the Physical Sciences Building, the Chemistry Building, and the Maintenance and Operations (M&O) Building. Four new buildings opened in 2010: North Hall, Media and Communications, Custodial, and M&O. The new M&O Building was soon converted to the Diesel instructional program, with M&O and Custodial sharing the same building. In fall 2011, another new three-story building opened, the 56,000-square-foot Physical Sciences Building, the campus's first Leadership in Energy and Environmental Design (LEED) certified building.

The SBVC campus now features new access points, sweeping walkways, vistas, and an expansive greenbelt area. As visitors, staff, and students traverse the College grounds—from the Administration Building to the Campus Center—the area now equals the size of the Pasadena Rose Bowl. The revamped Business Building is Silver LEED-certified by the U.S. Green Building Council. A new state-of-the-art Athletic building opened in fall 2016.

In November 2018, voters approved bond measure CC to support new construction and retrofitting of buildings laid out in the 2016 Facilities Master Plan. In addition, SBVC will receive $34 million from Prop 51 funding to support construction of a new Career Technology Education (CTE) building.

The COVID-19 pandemic of 2020 had a significant impact on SBVC and SBCCD. Just prior to spring break, SBCCD announced that in order to reduce the spread of the virus and for the safety of students and District employees, most classes and many student and learning support services would be moved online. The campus complied with the CCCCOs Office and ACCJC requirements for waiving DE requirements. The District entered MOUs with SBCDTA and CSEA on March 16, 2020. The campus moved forward in good faith to provide DE training for faculty, work-at-home training for all employees, and to have department chairs and deans identify classes that could be feasibly taught online.

After more than a year of virtual learning, San Bernardino Valley College students returned to campus in August 2021. At the start of the fall semester, 18,000 students engaged in 60% online learning, 21% in-person instruction, and 17% hybrid learning. On May 25, 2022, SBVC held a commencement ceremony for more than 4,500 students from the Classes of 2020, 2021, and 2022 – the College's first in-person graduation ceremony since 2019.

In the last few years, the College has added several new programs, transfer degrees, and certificates ranging from glassblowing to piloting aircraft. On March 6, 2025, SBVC celebrated the grand opening of the Applied Technology Building, the final facility completed within the College's first century. The state-of-the-art facility will serve as a hub for career education programs in fields such as welding, automotive technology, and electrical technology.

Fall 2025 was a historic semester for the College, starting with the launch of its centennial year. A festive procession and opening ceremony was held on Aug. 22, 2025, with members of SBVC's athletic teams lining the walkway through campus while a drill team, drumline, and mascot Blue led students, faculty, administrators, and staff to the historic auditorium. Additionally, SBVC launched its Valley Up! Initiative 2025-2030 to advance the College's Mission through intentional strategic planning that leverages existing planning

documents and sets a vision as the College enters its second century.

Between August and December of 2025, the first 70 of 100 centennial events were held. One event was the groundbreaking for the new Student Services Building, slated for completion in April 2027. Another Fall 2025 milestone was the enrollment of more than 15,750 students. The SBVC student body reflected the demographic backgrounds of the communities served by the College, with 73% Hispanic; 10% Black; 9% white; 5% Asian, Filipino, Native American, and Pacific Islander; and 3% two or more races.

Student Trends and Metrics

From academic years 2020–2021 through 2024–2025, the enrollment trends show a clear recovery followed by sustained growth across nearly all categories. After a low point in 2021–2022, overall enrollment rose steadily to 91,384 in 2024–2025 (see Table 1), while student headcount increased by 24.7%, reaching 21,876 students. Total FTES grew by 18.3% over the period, from 9,416.0 to 11,143.3, with resident FTES following a similar upward trajectory, indicating both increased participation and stronger instructional activity. To support this growth, the number of sections offered expanded by 19.3%, rising from 3,272 to 3,902, while instructional capacity (FTEF) increased from 761.8 to 911.3. Despite expanded offerings, fill rates remained relatively stable, hovering in the low-to-mid 70 percent range, suggesting balanced growth rather than overextension. The FTES/FTEF ratio remained consistent overall, improving from 12.36 in 2020–2021 to 12.23 in 2024–2025, reflecting maintained instructional efficiency alongside increased access and student demand.

Table 1. SBVC Enrollment Trends

Enrollment	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Enrollment (Seats Filled)	74,051	65,239	72,211	85,502	91,384
Headcount (Unduplicated)	17,540	15,689	16,840	19,895	21,876
Total FTES	9416.0	8337.1	8760.9	10,416.2	11,143.3
Resident FTES	8977.8	7951.8	8401.3	9953.1	10,655.2
Sections	3272	3214	3228	3642	3902
Fill Rates	73.7%	69.3%	71.4%	74.3%	73.7%
FTEF	761.8	735.6	743.5	831.8	911.3
FTES/FTEF	12.36	11.33	11.78	12.52	12.23

Table 2 highlights a significant shift in instructional modality that aligns with the well-documented impacts of the COVID-19 pandemic, particularly during 2020–2021, which occurred immediately after the March 2020 campus shutdowns and emergency remote instruction implemented across California community colleges. During this period, online asynchronous courses dominated instruction, accounting for 97.5% of enrollment, while in-person instruction was nearly eliminated (1.2%), reflecting public health restrictions and systemwide guidance to limit on-campus activity. As pandemic conditions eased and colleges gradually reopened, instructional delivery began to rebalance, in-person enrollment rose sharply to 29.2% in 2021–2022 and continued to increase to 46.7% by 2024–2025, signaling a strong return to face-to-face learning. At the same time, online asynchronous instruction steadily declined from its pandemic peak to 71.3%, indicating reduced, but still substantial, student demand for flexible online options. Hybrid instruction expanded consistently, growing from 6.6% to 33.4%, suggesting increased institutional investment in blended learning models that combine flexibility with in-person engagement. Conversely, fully synchronous and hybrid online modalities declined over time, reflecting fewer offerings and a strategic consolidation of online formats. Overall, these trends demonstrate a post-COVID transition toward instructional balance, with sustained innovation in hybrid delivery and a clear recovery of in-person instruction alongside a recalibrated online presence.

Table 2. Enrollment Trends by Instructional Modality

Instructional Modality*	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Hybrid	6.6%	26.6%	26.4%	28.6%	33.4%
In Person	1.2%	29.2%	45.1%	46.3%	46.7%
Online Asynchronous	97.5%	84.6%	74.5%	73.4%	71.3%
Online Hybrid (Asynch/Synch)	2.8%	5.9%	4.9%	4.5%	3.1%
Online Synchronous	4.1%	11.2%	6.1%	2.8%	3.0%

** Sum of modality percentages will not equal 100% because individual students may be enrolled in more than one section modality when the total of unique students enrolled is considered.*

Table 3 shows notable shifts in the composition of the unduplicated student population across gender, race/ethnicity, and age groups from 2020–2021 through 2024–2025. Gender distribution remains relatively stable, with female students continuing to represent the majority of enrollment, though declining from 62.7% to 59.6%, while male students increased from 36.6% to 39.6%; students identifying as non-binary also increased steadily, from 0.2% to 0.7%, indicating growing gender diversity and reporting. Racial and ethnic trends reveal more pronounced changes: Hispanic students increased by 2.2 percentage points, from 67.9% to 70.1%, reinforcing their role as the largest student population served, while Filipino student representation declined sharply from 1.1% to 0.2%, a nearly 0.9 percentage-point decrease over the period. Other racial groups remained comparatively stable, with modest fluctuations among Asian, Black/African American, White, and multiracial students. Age distribution trends indicate a younger student population over time, with students aged 19 or less rising from 27.5% to 32.8%, while older age groups—particularly those aged 25–29—declined steadily. Collectively, these patterns suggest demographic shifts toward a younger and increasingly Hispanic student population, with important equity implications for outreach, retention, and targeted student support strategies.

Table 3. Trends in Unduplicated Student Headcount by Demographic Characteristics

Demographic	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
GENDER					
Decline to State	0.5%	0.6%	0.6%	0.9%	1.0%
Female	62.7%	61.3%	58.8%	59.1%	59.6%
Male	36.6%	37.8%	40.3%	39.4%	39.6%
Non-binary	0.2%	0.2%	0.3%	0.6%	0.7%
RACE					
Asian	4.0%	4.3%	3.9%	4.1%	4.5%
Black/African American	10.7%	11.0%	10.7%	10.3%	10.1%
Filipino	1.1%	1.0%	0.9%	0.5%	0.2%
Hispanic	67.9%	67.1%	68.9%	69.9%	70.1%
Native American/Alaska Native	0.2%	0.2%	0.2%	0.2%	0.2%
Pacific Islander/Hawaiian	0.2%	0.2%	0.3%	0.4%	0.3%
Two or More Races	3.9%	4.0%	3.6%	3.8%	3.5%
Unknown/Unreported	0.8%	0.6%	0.5%	0.6%	0.6%
White	11.3%	11.6%	10.9%	10.3%	10.5%
AGE GROUP					
19 or less	27.5%	25.0%	26.9%	30.2%	32.8%
20–24	28.1%	29.6%	27.8%	26.2%	26.2%
25–29	17.7%	17.4%	15.9%	14.7%	13.5%
30–34	10.8%	10.8%	11.3%	10.6%	10.2%
35–39	6.5%	6.8%	6.8%	6.7%	6.4%
40–49	6.3%	6.7%	7.1%	7.5%	7.0%
50 or more	3.2%	3.8%	4.2%	4.1%	3.9%

Table 4 reveals meaningful improvements in course success rates across several student demographics over time, with notable gains that align with the post-pandemic rebalancing of instructional modalities. By 2024–2025, success rates increased across nearly all gender groups, with male students rising from 66.0% to 72.2% and female students increasing from 68.0% to 71.5%, while students who declined to state gender showed a sharp increase to 77.2%. Racial and ethnic trends show particularly strong gains for Hispanic students, whose success rates increased by 5.5 percentage points (66.0% to 71.5%), mirroring their growing enrollment share and suggesting improved alignment of instructional delivery and support services. Black/African American students also experienced gains, increasing from 60.4% to 65.8%, though equity gaps remain relative to other groups. Age-based patterns indicate substantial improvement among younger students, with those aged 19 or less increasing from 63.2% to 70.8%, consistent with the expansion of in-person and hybrid modalities that often-better support first-time and traditional-aged students. Modality trends reinforce this connection: in-person courses consistently demonstrated the highest success rates, remaining above 72% after the pandemic rebound, while hybrid courses showed a strong recovery, rising to 75.2% in 2024–2025 after earlier declines. Online courses, while historically lower in success rates, showed a meaningful increase from 66.9% to 70.3%, narrowing the gap as course design and student support improved.

Table 4. Trends in Course Success Rates Across Student Demographics and Instructional Modalities

Demographic	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
GENDER					
Decline to state	69.2%	71.5%	68.7%	69.0%	77.2%
Female	68.0%	65.1%	66.8%	68.0%	71.5%
Male	66.0%	67.0%	68.8%	70.4%	72.2%
Non-binary	78.5%	58.2%	55.6%	57.7%	69.8%
RACE					
Asian	82.5%	79.8%	81.2%	82.5%	84.6%
Filipino	82.0%	76.9%	79.6%	80.0%	76.9%
Hispanic	66.0%	65.3%	67.0%	68.2%	71.5%
Native American/Alaskan Native	67.2%	69.9%	72.4%	71.5%	61.5%
Pacific Islander/Hawaiian Native	58.1%	64.1%	67.4%	62.7%	62.5%
Two or More Races	66.6%	64.2%	66.3%	68.5%	71.9%
Unknown/Unreported	75.6%	73.2%	72.4%	67.3%	83.2%
White	75.8%	70.8%	76.0%	76.8%	76.2%
Black/African American	60.4%	58.7%	58.2%	62.7%	65.8%
AGE GROUP					
19 or less	63.2%	61.9%	63.7%	66.1%	70.8%
20-24	66.2%	64.1%	68.5%	69.9%	71.9%
25-29	68.8%	67.5%	70.6%	70.0%	71.7%
30-34	71.6%	70.5%	70.3%	70.9%	72.6%
35-39	74.2%	72.6%	69.2%	71.3%	75.7%
40-49	74.7%	74.0%	70.5%	72.2%	73.3%
50 or more	74.6%	73.2%	69.6%	69.3%	72.6%
COURSE MODALITY					
Hybrid	80.0%	70.5%	69.8%	70.0%	75.2%
In-Person	90.6%	72.1%	73.4%	72.1%	72.8%
Online	66.9%	63.9%	64.3%	66.9%	70.3%

Degree and certificate outcomes show notable shifts over the five-year period, reflecting changes in student pathways and completion patterns as shown in Table 5. Associate degrees (AA, AA-T, AS, AS-T) peaked around

2021–2022 and generally declined by 2024–2025, which may be influenced by enrollment timing effects and students extending coursework following pandemic-era disruptions, see Table 5. In contrast, Certificates of Achievement grew substantially from 2020–2021 to 2022–2023 and remained relatively strong through 2023–2024 before a modest decline, suggesting increased student engagement in shorter-term, workforce-aligned credentials. General Education Certificates followed a similar pattern, rising sharply after 2020–2021 and remaining elevated until a decline in 2024–2025. Overall, the data indicate a shift toward certificate-based completions during the recovery period, aligning with increased demand for flexible, career-focused credentials.

Table 5. Trends in Degrees and Certificates Conferred by Award Type

Award Type	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
AA Degree	723	839	702	671	440
AA-T Degree	239	220	235	228	111
AS Degree	190	256	202	214	191
AS-T Degree	258	243	198	194	139
Certificate of Achievement	481	558	694	686	610
Certificate of Career Preparation	11	21	20	14	11
Certificate of Competency	0	0	0	1	0
Certificate of Completion	0	1	0	1	0
General Education Certificate	511	684	576	580	333
Total Awards	**2,413**	**2,822**	**2,627**	**2,589**	**1,835**

Four-year transfer trends reveal a gradual recovery following declines after 2020–2021 as shown in Table 6. Total transfers decreased from 796 in 2020–2021 to a low of 672 in 2022–2023, then rebounded to 776 by 2024–2025. Transfers to CSU institutions remain the largest share and show a strong recovery in 2024–2025, nearing early-period levels – see Table 6. UC transfers increased steadily over the last two years, reaching their highest level in 2024–2025, indicating stronger transfer momentum to selective institutions. Out-of-state and other California institution transfers remained relatively stable with minor fluctuations. Collectively, these trends suggest strengthening transfer pathways and renewed student progress toward four-year degree attainment as enrollment and in-person engagement stabilized.

Table 6. Trends in Student Transfers to Four-Year Institutions

Transfer Institution	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Out-of-State	163	170	137	146	134
Other CA Institution	140	128	128	105	131
CSU	419	397	346	358	412
UC	74	73	61	87	99
Total Transfers	**796**	**768**	**672**	**696**	**776**

The latest student equity results highlight both progress and persistent disproportionate impacts across key student success metrics, as shown in Table 7. Several racial and ethnic groups show strong outcomes in specific areas, such as Asian students' relatively high transfer rates to four-year institutions (13.3%) and very high Dual Enrollment participation, while Hispanic students demonstrate comparatively strong Persistence (61.9%) and Vision Goal Completion (12.2%). However, disproportionate impact is evident in multiple metrics, particularly Persistence and Vision Goal Completion for Black/African American students, and across several outcomes for White students, including Successful Enrollment, Transfer-Level Math and English, and Persistence. Transfer to a four-year institution remains an equity concern for Hispanic students and several special populations, including Students with Disabilities, First Generation students, and Veterans, all flagged for disproportionate impact. Gender-based patterns show females experiencing disproportionate impact in Vision Goal Completion

and Dual Enrollment, while males show disproportionate impact in Persistence. Among special populations, Students with Disabilities exhibit strong Successful Enrollment and Persistence but significant equity gaps in Transfer-Level Math and English and Transfer to a Four-Year Institution, indicating barriers at key academic and transition points. Foster Youth and Veterans demonstrate strong outcomes in select areas, such as Dual Enrollment and Vision Goal Completion, yet Veterans face a disproportionate impact in four-year transfer.

Table 7. Student Equity and Achievement Outcomes by Demographic Group

Demographics	Successful Enrollment	Transfer Lvl Math& English	Persistence	Vision Goal Completion	Transfer to 4YR	Dual Enrollment
RACE						
Asian	39.6%	9.5%	54.4%	10.1%	13.30%	94.5%
Black/African American	38.2%	6.1%	54.0%*	6.5%*	11.70%	78.8%
Filipino	NA	NA	NA	13.8%	20.00%	100.0%
Hispanic	41.5%	8.5%	61.9%	12.2%	**8.0%***	**82.1%***
Native American/ Alaskan Native	44.8%	NA	42.9%	NA	NA	100.0%
Pacific Islander/ Hawaiian Native	36.7%	NA	59.1%	17.6%	NA	83.3%
Two or More Races	38.7%	5.1%	53.3%	9.1%	6.7%	92.0%
White	**27.9%***	**2.6%***	**41.3%***	12.8%	10.7%	90.8%
GENDER						
Female	39.00%	6.7%	59.0%	8.4%*	9.8%	**82.0%***
Male	38.00%	8.5%	**56.9%***	16.1%	8.1%	85.6%
Nonbinary	33.70%	10.5%	64.6%	NA	NA	82.8%
SPECIAL POPULATIONS						
Students with Disabilities	82.5%	**3.5%***	75.2%	11.5%	**2.7%***	92.9%
First Generation	38.1%	8.1%	58.4%	11.5%	**7.6%***	83.3%
Foster Youth	70.4%	5.9%	68.2%	13.2%	21.4%	100.0%
LGBTQ+	38.5%	6.6%	54.7%	7.9%	6.7%	78.4%
Veteran	90.1%	16.7%	54.4%	46.3%	**2.0%***	100.0%

% D.I. Observed*

Overall, the results suggest that while access-oriented metrics such as Dual Enrollment are relatively strong for many groups, equity gaps persist in momentum and completion milestones, particularly transfer-level coursework, persistence, and four-year transfer, underscoring the need for targeted, disaggregated strategies aligned with student equity planning guidelines.

Institutional Self-Evaluation of Alignment with Accreditation Standards

Standard 1: Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

1.1. The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring equitable educational opportunities and outcomes for all students. (ER 6)

In alignment with District board policies and administrative procedures BP 1200 (District Mission Statement) (1.1.1) and BP/AP 3250 (Institutional Planning) (1.1.2, 1.1.3), the College has a clearly defined Mission that appropriately reflects its character, values, structure, and unique student demographics, which articulates a commitment to ensuring equitable educational opportunities and outcomes for all students.

The current College Mission statement is:

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.

The Mission aligns with the standard by speaking to the College's character, values, and structure, unique student demographic, and commitment to ensuring equitable educational opportunities and outcomes for all students. The Mission is paired with the College's 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.

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 supports students in improving their lives and the lives of their families, while uplifting the community. Students will enhance their ability to think critically, to communicate clearly, and to 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 has the opportunity to 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, religion, 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.

College planning at San Bernardino Valley College establishes clear directions that align with the College's Mission, Vision, and Values (1.1.4). These plans, including the Educational Master Plan (1.1.5) and Student Equity Plan (1.1.6), are developed collaboratively with input from our faculty, students, classified professionals, management, and community partners. The process involves determining planning priorities, implementing action items, and tracking progress toward the completion of objectives. The process of integrating the plans includes aligning the goals and supporting action items. This alignment can be found in the Plan Alignment Table (1.1.7).

The latest College Mission statement was reviewed and adopted by the San Bernardino Community College District Board of Trustees on October 13, 2022 (1.1.8). Prior to this, it went through a collegial process that included the Academic Senate (1.1.9) and College Council (1.1.10).

1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.

San Bernardino Valley College establishes meaningful and ambitious goals for institutional improvement through an integrated and systematic planning framework that is grounded in evidence, regular evaluation, and broad campus participation. Program Review serves as the foundation for continuous improvement by requiring instructional and non-instructional programs to assess outcomes, analyze data, and identify areas for growth on a recurring cycle (1.2.1). Through the All Services and Programs Institutional Resources and Engagement (ASPIRE) resource request process (1.2.2) and the Program Review Year End Reports (1.2.3, 1.2.3.1), departments link identified needs directly to budget planning and resource allocation, ensuring that institutional priorities are addressed in a transparent and data-driven manner. This work is further strengthened using efficacy resources and student learning outcome assessment (1.2.4), which provide faculty and staff with actionable information to improve teaching, services, and program effectiveness. These processes are aligned with the College’s coordinated planning model, where the Strategic Plan, Educational Master Plan, Student Equity Plan, technology planning, and facilities planning are intentionally connected (1.2.5). Together, these planning structures ensure that institutional improvement efforts are ambitious, measurable, and sustained over time rather than isolated or episodic.

The College also advances innovation through intentional redesign of academic and support structures to better serve students and remove systemic barriers. Guided Pathways represent a central innovation (1.2.6), reshaping how programs are organized, how students are advised, and how progress is monitored from entry through completion. As part of this reform, the College implemented significant changes to Math and English placement and curriculum, including co-requisite support and new pathway-aligned courses, to accelerate student progress into transfer-level coursework (1.2.7). The integration of Zero Textbook Cost pathways within Guided Pathways further demonstrates innovation by addressing affordability while maintaining academic quality and equity (1.2.8 Metric 8). Participatory governance plays a critical role in sustaining innovation, as faculty, staff, students, and administrators contribute to decision-making through data-informed dialogue. The Participatory Governance Task Force (1.2.9) has reviewed and refined committee structures and functions to ensure alignment with institutional goals, creating space for new ideas and continuous adaptation rooted in shared responsibility and institutional values.

Successful outcomes for all students are central to the College's Mission and are reinforced through intentional planning, evaluation, and accountability structures. The Mission explicitly affirms a commitment to equity, inclusion, anti-racism, open access, and student success, providing a clear framework for defining and measuring outcomes (1.1.4). The Student Equity Plan operationalizes this commitment by identifying disproportionately impacted populations and establishing targeted goals and strategies to improve access, persistence, completion, and transfer (1.2.10). These goals are closely aligned with the Guided Pathways Work Plan and Student Equity and Achievement metrics, ensuring that improvements in transfer-level Math and English, persistence, and completion are systematically monitored and addressed. The Office of Research, Planning and Institutional Effectiveness (RPIE) supports this work by providing public dashboards and reports that allow the campus to evaluate progress and adjust strategies as needed (1.2.11). In addition, assessment of library and student support services through Service Area Outcomes ensures that non-instructional programs contribute meaningfully to retention, course success, and student satisfaction (1.2.12, 1.2.12.1). Collectively, these efforts demonstrate that the College sets ambitious goals and uses evidence, innovation, and continuous evaluation to promote successful outcomes for all students.

1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)

San Bernardino Valley College data dashboards (1.3.1) provide public access to success, retention, awards, enrollment, and demographic data. Data can be disaggregated by age, gender, race, and other characteristics such as first-generation college students. Many of the dashboards are used to identify disproportionate impact trends by race. Dashboard data is used throughout campus integrated planning.

Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) are assessed continuously (1.3.2, 1.3.3) based on established rubrics (1.3.2.1, 1.3.3.1). Outcomes data is analyzed at the department level and reported in the Program Review ASPIRE (All Services and Programs Institutional Resources & Engagement) Process. SBVC disaggregates and analyzes SLOs by modality, lower-upper division, and time of day. Institutional Learning Outcomes (ILOs) are assessed through course mapping and by aligning ILOs to SBVC campus climate surveys (1.3.4).

SBVC has established Institution-Set Standards (ISS) in accordance with ACCJC Policy. ISS are reviewed annually by the Accreditation and Outcomes Committee and shared with campus constituents using collegial processes.

From Spring 2020 to Spring 2025 SBVC's ISS were:

- Floor: More than One (1) Standard Deviation Below the Three (3) Year Average
- Goal: Equal to One (1) Standard Deviation Above the Three (3) Year Average
- Stretch Goal: Greater than or Equal to One and One Half (1.5) Standard Deviation Above the Three (3) Year Average

In Fall 2024, conversations began in the Accreditation and Outcomes Committee that while the campus was meeting most of the floor, goals, and stretch goals, it didn't feel "enough" in some categories. Discussion and analysis centered on whether measuring the College against itself was adequate or whether the College's ISS should be based on external factors. In Spring 2025, new ISS standards were adopted using campus collegial processes (1.3.5, 1.3.6 pages 4 and 5, 1.3.7 item 4.4) as shown in Table 8. The new standards use regional CCCs, Vision 2030, and prior standards for ISS measures. The new measures went into effect in Fall 2026.

Table 8. Institutional Set Standards Target-Setting

ACCJC Metric	ISS	ISS Rationale	Stretch	Stretch Rationale
Successful Course Completion	69.7%	Lowest avg 5-year success rates of other regional CCCs	71.7%	Avg 5-year success rates of other regional CCCs
Certificates Awarded (16+ units)	1071	-1 SD; exclude 2019-20 due to GE certificates	1404	Vision 2030: 30% increase
Associate Degrees Awarded	1309	-1 SD	1429	Vision 2030: 30% increase
Transfer	674	-1 SD	729	Vision 2030: 20% increase
Licensure Examination Pass Rates				
Nursing	83.7%	Lowest 5-year pass rates of other regional CCC nursing programs	93.7%	Avg 5-year pass rates of other regional CCC nursing programs
Psychiatric Technology	67.2%	Lowest 5-year pass rates of other CA programs- 2019-2023	78.6%	Avg 5-year pass rates of other CA psych tech programs- 2019-2023

1.4. The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)

San Bernardino Valley College's Mission provides the foundation for how the institution directs resource allocation, advances innovation, and sustains continuous quality improvement through systematic planning and evaluation of programs and services. This mission-driven approach is embedded in an integrated planning framework that ensures institutional priorities are clearly defined, regularly assessed, and directly connected to decision-making at all levels of the College.

Resource allocation at SBVC is guided by long-term institutional planning documents, most notably the Educational Master Plan (1.1.5), which serves as the primary blueprint for institutional direction. The plan identifies strategic priorities such as eliminating barriers to access and success, advancing equity and inclusion, strengthening regional leadership, and ensuring fiscal sustainability. These priorities are explicitly aligned with the College's Mission and guide decisions on funding, staffing, facilities, technology, and program development. The Budget Committee operationalizes this mission-driven planning by aligning fiscal decisions with institutional plans and program review outcomes. Through its charge, the committee evaluates funding requests, recommends allocation of discretionary and reserve funds, and addresses emerging fiscal needs in a manner that ensures financial resources are directed toward mission-aligned goals rather than isolated or ad hoc initiatives. Beginning Fall 2026, the Budget Committee is being placed with the Planning and Resource Allocation Committee (1.4.1 page 2).

The Program Review process further strengthens this alignment by serving as the primary mechanism through which instructional and service units evaluate effectiveness and identify resource needs. All units conduct regular self-assessments and submit structured needs assessments related to budget, personnel, equipment, facilities, and technology. These requests are prioritized through the ASPIRE resource allocation process using a standardized rubric and are reviewed by shared governance bodies, including College Council and the President's Cabinet. This process ensures that resource allocation decisions are grounded in documented need, institutional data, and alignment with the Mission and Educational Master Plan. SBVC's integrated planning model reinforces this connection by aligning Program Review, Student Equity and Achievement planning, technology planning, facilities planning, and fiscal planning into a coordinated structure that promotes coherence and accountability across the institution.

Innovation at SBVC is likewise mission-driven and supported through intentional planning and investment. The Campus Technology Strategic Plan 2023 to 2026 (1.4.2) outlines a forward-looking vision for technology that

enhances access, student support, instructional delivery, and operational effectiveness. The plan prioritizes investments that expand digital infrastructure, support online and hybrid learning environments, and improve institutional efficiency, all in alignment with the College's Mission and educational goals. Innovation is further advanced through coordinated planning for distance education and online learning, led by the Technology Committee and related governance structures. These efforts reflect the College's responsiveness to evolving student needs and learning modalities, ensuring that instructional programs and services remain relevant, accessible, and effective in a changing educational landscape (1.4.3, 1.4.4, 1.4.5).

Continuous quality improvement is institutionalized through SBVC's ongoing evaluation and assessment practices. The Program Review cycle provides a systematic and recurring process for evaluating the effectiveness of all instructional and service areas, assessing outcomes, identifying gaps, and recommending improvements (1.4.6). Findings from Program Review directly inform planning and resource allocation decisions, creating a clear feedback loop between evaluation, planning, and implementation. This cycle is supported by the Division of Research, Planning, and Institutional Effectiveness (1.2.11), which leads data-informed decision-making across the College. By providing research, analysis, and institutional data, RPIE ensures that planning efforts, program evaluations, and improvement initiatives are grounded in evidence and aligned with mission-driven objectives.

The resource request and funding prioritization process closes the loop on continuous improvement by ensuring that identified needs result in actionable support. Requests linked to Program Review findings are evaluated using established criteria, prioritized in relation to institutional goals, and funded based on availability and strategic importance (1.2.2). This process ensures that evaluation leads to meaningful action and that improvements to programs and services are sustained over time. Collectively, these structures demonstrate that SBVC's Mission is not merely aspirational, but actively directs how the institution plans, allocates resources, innovates, and continuously improves to better serve students and the broader community.

Additionally, the SBVC Foundation (1.4.7) is strongly aligned with the College's Mission and its commitment to equitable student achievement. The Foundation's primary purpose is to secure, steward, and invest private support to expand student opportunity, remove financial barriers, and strengthen programs that improve access, persistence, completion, transfer, and workforce preparation. This work is especially responsive to SBVC's student population because Foundation resources are often directed toward scholarships (1.4.8), emergency support, basic needs, and programmatic enhancements that benefit students facing economic and educational barriers (1.4.9). This alignment is consistent with the College's Mission that reflects the institution's character, student demographics, and commitment to equitable outcomes.

Grants also play a key role in helping to provide innovation and continuous quality improvement. The SBVC Grant Development & Administration Office (1.4.10) works with faculty and staff to develop grant proposals for innovative projects. They provide the services to support the development and submission of all grant-funded proposals, including a Proposal Development (Pre-award) Grants Handbook (1.4.11) and a Project Director (Post-award) Handbook (1.4.12). As of Spring 2026, SBVC had 31 active grants totaling $11,882,624.82. These grants include K-16 Learn to Earn, where SBVC has partnered with REAL Journey Academies to create a teacher preparation pathway for dual enrollment students, and the Rebuilding Nursing Infrastructure Grant, which builds nursing education capacity for SBVC's Associate of Science Degree in Nursing (ADN) Program with an emphasis on launching new ADN programs, as well as focusing on strengthening the faculty pipeline (1.4.13).

1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)

San Bernardino Valley College regularly facilitates communication of its progress to achieve its mission and goals to internal and external stakeholders. Internally, one of the primary methods by which faculty, staff, and administrators are made aware of institutional progress is via the delivery of the College President's State of the College address every semester on Opening Day, which takes place on the Friday before the first Monday of the start-of-classes each term (1.5.1). During this address, the College President highlights their vision for the College for the upcoming term and/or academic year, reviews the progress made to achieve the goals for the previous year, and highlights areas for continued improvement.

Other examples of internal communication include but are not limited to:

- President's monthly Board of Trustees reports (1.5.2, 1.5.3).
- Wolverine Weekly: An email is sent weekly to the entire college from the President's office summarizing events on and off campus that align with the College's Mission (1.5.4, 1.5.5).
- Updates on Reimagining of SBVC: Throughout 2025, the College worked on reimagining its structure and maintained a webpage dedicated to this (1.5.6). All employees had access to updates and could provide input as well.
- The Valley Up! Initiative for 2025-30 strives to advance the Mission of Valley College through intentional strategic planning that leverages existing planning documents and sets the vision as Valley College enters its second century. Progress on the Valley Up! Initiative is accessible via the College website (1.5.7).

These examples are part of a broader, coordinated communications ecosystem that supports how the College consistently communicates its mission, values, and institutional progress. These communication systems are not incidental outputs, but institutional mechanisms through which the College demonstrates transparency, reinforces mission alignment, and communicates progress toward strategic goals.

As a means to foster dialogue between the campus and the community, SBVC's Division of Research, Planning, and Institutional Effectiveness hosts an annual campus-and-community meeting. Topics have included the Educational Master Plan (2023) along with the State of the College (2025) (1.5.8). The meeting in Spring 2024 focused on creating relationships with the Black and African American Community in order to enhance support for our Black and African American students (1.5.9).

The Strategic Plan aims to align the District's efforts with the vision and mission of San Bernardino Valley Community College District, ensuring a culture of excellence and innovation that empowers students to achieve their fullest potential and positively impact the community. The Strategic Plan and Objectives can be accessed on the District website (1.5.10).

Key components communicated in the 2024-2025 SBCCD Strategic Plan and Objectives (1.5.11) are:

- **Access and Success**: Eliminate barriers to student access and success.
- **Institutionalize DEI-A**: Be a diverse, equitable, inclusive, and anti-racist institution.
- **Regional Leadership**: Be a leader and partner in addressing regional issues.
- **Fiscal Accountability**: Ensure SBCCD's fiscal accountability/sustainability.

The SBVC Educational Master Plan (1.1.5) is a 5-year strategic blueprint guiding the College's direction for student success, equity, and regional leadership, aligning with the larger San Bernardino Community College District (SBCCD) goals, focusing on innovative programs, diverse learning environments, and continuous improvement for its community. This living document, currently for 2023-2028, serves as a roadmap, integrating planning efforts and responding to student needs, economic realities, and community challenges, ensuring resources support goals like eliminating barriers to access and fostering an anti-racist culture.

San Bernardino Valley College Council is the central participatory governance body representing all constituencies. It serves as the final recommending body to the College President, ensuring inclusive decision-making and alignment with the College's Mission, Vision, and strategic goals. College Council reviews and makes recommendations on college-wide policies, procedures, and initiatives; ensures participatory governance principles (equitable, collegial input); receives and votes on recommendations from constituent groups/committees; approves and updates the Participatory Governance Handbook every three years; and routes approved recommendations to the President, who decides on acceptance, timeline, and implementation. Agendas, minutes, attachments, meeting dates, and member list are accessible on the College Council website (1.5.12).

Near the end of the Spring 2026, through a campus-wide email from the President, College Council provided an update to the campus on many topics, including the next steps to explore the feasibility of a community garden, a proposal presented by Associated Student Government (ASG); rationale to explain why Valley College will not create a Chairs Committee under the Academic Senate but instead will work collaboratively with Academic Senate leadership to reimagine the objectives of the faculty chair meetings; brief descriptions of College Council committees, some that are new for Fall 2026 and some that combine existing committees; and Valley College Summer 2026 objectives (1.5.13).

Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)

San Bernardino Valley College (SBVC) offers instructional programs that are fully aligned with its Mission to serve a diverse community of learners and to meet regional educational, transfer, and workforce needs. The College provides associate degrees, transfer degrees, certificates, and noncredit certificates across a broad range of academic and career technical fields, including basic skills and workforce preparation (2.1.1). Instruction is delivered through multiple modalities—on-campus, hybrid, fully online, and dual/concurrent enrollment—ensuring equitable access while maintaining consistent academic standards and expected learning outcomes. Through the comprehensive Program Review process, departments are required to demonstrate that all programs align with the College Mission and institutional goals (1.4.6).

Institutional planning documents, such as the Education Master Plan (1.1.5), which includes an Internal Environmental Scan (2.1.2), External Environmental Scan (2.1.3), and Strong Workforce regional alignment (2.1.4), provide evidence that academic and Career Technical Education (CTE) programs are developed and sustained in response to documented community and labor market needs. CTE programs maintain active employer advisory boards to ensure curriculum relevance, appropriate program depth, and alignment with current industry standards (2.1.5, 2.1.6, 2.1.7, 2.1.8). These programs undergo regular curricular and program review on a biennial cycle (2.1.9) and are reviewed by the Inland Empire Regional Consortium (2.1.10) and the California Community Colleges Chancellor's Office for labor market demand, program viability, and compliance (2.1.11, 2.1.12).

Academic rigor and consistency of learning outcomes are maintained across all instructional locations and modes of delivery. Course objectives, student learning outcomes, and unit values are equivalent across face-to-face, hybrid, online, and dual enrollment offerings. Distance Education courses undergo regular content review, and the DE addendum process ensures that instructional methods, assessments, and student support are appropriate for the modality while preserving course integrity and academic expectations (2.1.13).

All degrees, certificates, and courses are reviewed and approved through a transparent and faculty-driven curriculum process that ensures alignment with the College's Mission, appropriate breadth and depth of content, clearly defined learning outcomes, adequate resources, and compliance with state and accreditation standards. The Curriculum Committee (2.1.14) follows a clearly articulated review cycle and workflow outlined in the San Bernardino Valley College Curriculum Handbook (2.1.15) and implemented through the META system (2.1.16). In February 2025, the Committee approved revisions to the Curriculum Review Cycle that place Division Dean review at the initial stage and add a final level of review for Distance Education, Honors, Diversity, Equity, Inclusion, and Accessibility (DEIA), and Outcomes, further strengthening academic quality and coherence across all programs and modalities (Curriculum Committee Minutes, Feb. 3, 2025) (2.1.17).

Course content review is conducted in accordance with Title 5 and Chancellor's Office guidelines and is led by discipline faculty to ensure that prerequisites, corequisites, and course sequencing reflect appropriate academic preparation and rigor (2.1.18). All prerequisites and corequisites are reviewed on a six-year cycle, and CTE requirements are reviewed every two years, ensuring that curriculum maintains appropriate lower-

division and upper-division expectations, disciplinary standards, and workforce or transfer alignment (2.1.9). Through these integrated planning, review, and approval processes, SBVC ensures that academic programs at all locations and in all modes of delivery reflect appropriate breadth, depth, and clearly defined learning outcomes consistent with the institution's mission.

2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals.
(ER 3, ER 9, ER 11, ER 14)

SBVC relies on faculty leadership and broad participation of appropriate stakeholders to design, deliver, and continuously improve academic programs that reflect current disciplinary and industry standards while supporting equitable attainment of learning outcomes and student educational goals. Curriculum development and review occur through a comprehensive, multilevel process involving discipline faculty, department chairs, division deans, and the faculty-led Curriculum Committee (2.2.1). This collaborative structure ensures that all courses and programs meet established academic standards, align with professional and workforce expectations, and remain responsive to student and community needs.

The Curriculum Committee (2.1.14), composed of faculty representatives from each instructional division, provides rigorous oversight to ensure compliance with Title 5, Institutional guidelines, and accreditation standards. As outlined in the SBVC Curriculum Handbook (2.1.15), every Course Outline of Record (COR) must clearly define methods of instruction, learning objectives, Student Learning Outcomes ((2.2.11)s), assignments, and instructional materials. Courses offered in distance education modalities undergo additional review to verify that instructional methods, assessments, and student support strategies are pedagogically sound and aligned with the California Virtual Campus–Online Education Initiative (CVC-OEI) standards and local distance education guidelines (2.2.2). Faculty teaching online complete evidence-based professional development that emphasizes equitable course design, accessibility, regular and substantive interaction, and effective online pedagogy, ensuring that learning outcomes are achieved across all instructional modalities (1.4.4).

Program and degree development similarly follow a faculty-driven approval process that evaluates learning outcomes, sequencing, and curricular coherence, and confirms alignment with transfer expectations, industry standards, and regional workforce needs (2.2.3). Career Technical Education (CTE) programs incorporate employer advisory input to ensure currency of skills, relevance of competencies, and alignment with labor market expectations (2.1.5, 2.1.6, 2.1.7, 2.1.8). These processes collectively ensure that academic programs demonstrate appropriate breadth, depth, and rigor and support students in achieving their educational and career goals.

Educational quality and equity are further supported through the College's integrated Outcomes Assessment and Program Review systems. Learning outcomes are established for all courses, certificates, and degrees and are documented on the COR and in SLO Cloud (2.2.4, 2.2.5), the College's official repository for outcomes and assessment data. Faculty assess SLOs, analyze student performance, and engage in reflective dialogue regarding instructional effectiveness, equity gaps, and improvement strategies. Course-level outcomes are mapped to Program Learning Outcomes (PLOs) (2.2.6), enabling the College to evaluate how well students are achieving program-level competencies.

The Curriculum Committee maintains an outcomes approval and review process that ensures learning outcomes meet established rubrics for clarity, measurability, and alignment with disciplinary standards as seen in the Outcomes Handbook (2.2.7). This review process, embedded within the curriculum workflow, reinforces faculty oversight and supports continuous quality improvement. SLO and PLO data are

systematically analyzed during the Program Review cycle (2.2.8), which integrates institutional research, equity indicators, and labor market information to evaluate program effectiveness and relevance.

Through Program Review, departments examine student achievement trends, equity gaps, professional development, curriculum currency, and alignment with the College's Mission and strategic priorities (2.2.9). Faculty-led dialogue and evidence-based analysis result in action plans, resource requests, and instructional improvements that promote equitable student success (2.2.10). Advisory board input, transfer expectations, and industry standards are incorporated as appropriate to ensure that program outcomes remain current and meaningful.

Collectively, these coordinated curriculum, outcomes (2.2.11), and program review processes demonstrate that SBVC, through the leadership of faculty and engagement of key stakeholders, intentionally designs and delivers academic programs grounded in disciplinary and industry standards, guided by equity-minded practices, and focused on supporting students in achieving learning outcomes and educational goals across all locations and modes of delivery.

2.3. All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives. (ER 12)

All associate degree programs at San Bernardino Valley College include a comprehensive General Education (GE) framework designed to ensure the development of broad knowledge, essential skills, and core competencies in communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and engagement with diverse perspectives. The General Education requirements for all degrees are clearly articulated in the SBVC College Catalog (2.3.1), which outlines approved GE patterns and the breadth of coursework required across the arts and humanities, social sciences, natural sciences, and mathematics, ensuring students attain a well-rounded educational foundation.

The College's General Education curriculum is developed and maintained through a faculty-driven curriculum process grounded in disciplinary expertise and aligned with state and transfer standards. Faculty, in collaboration with the Articulation Officer (2.3.2) and the Curriculum Committee, ensure that courses proposed for inclusion in the GE pattern meet established criteria and align with Title 5 regulations (2.3.3), the Program and Course Approval Handbook (PCAH) (2.3.4), and systemwide transfer frameworks such as Cal-GETC (2.3.5). The Articulation Officer serves as a standing member of the Curriculum Committee (2.3.6) and provides guidance on course alignment with General Education and transfer requirements. The SBVC Curriculum Handbook (2.1.9) provides detailed criteria and guidance for aligning courses with GE areas, and annual Curriculum Committee trainings (2.1.18) reinforce compliance with state standards and articulation expectations.

Courses are reviewed and approved through a rigorous and transparent process prior to being designated as GE and published in the College Catalog (2.3.7). This review verifies that course objectives, content, and learning outcomes support the development of written and oral communication, quantitative and analytical reasoning, critical thinking, information literacy, and civic and cultural understanding. The inclusion of courses in the Cal-GETC pattern further ensures that SBVC's GE framework supports transfer readiness and the acquisition of broad, integrative knowledge across disciplines.

SBVC's Institutional Learning Outcomes (ILOs) (1.3.4, 2.3.8) reinforce the purpose and coherence of the General Education program by articulating expectations for student achievement in lifelong learning, application of knowledge, ethical and civic engagement, and understanding of diverse perspectives across the arts, humanities, sciences, mathematics, and social sciences. These outcomes align with BP and AP 4100 (Graduation Requirements for Degrees and Certificates) (2.3.9, 2.3.10), which establishes graduation

requirements for degrees and certificates and affirms the role of General Education in fostering intellectual inquiry, cultural awareness, and responsible participation in a diverse and democratic society.

Through clearly defined GE requirements, faculty-led curriculum review, articulation oversight, and alignment with state and transfer frameworks such as Cal-GETC, SBVC ensures that all degree programs provide a coherent and comprehensive General Education foundation that supports the development of broad knowledge, essential skills, and competencies necessary for academic success, civic engagement, and lifelong learning.

2.4. The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys. (ER 20)

San Bernardino Valley College provides students with accurate, current, and consistent information about Student Learning Outcomes (SLOs), programs, services, and resources in ways that foster success in their unique educational journeys. Institutional communication, including the development and distribution of college-wide messaging, digital content, and public-facing materials, is coordinated through the Marketing, Creative Services & Public Affairs Department (transitioning to Strategic Communications & Marketing effective July 1, 2026) (2.4.1). These functions support the College's efforts to communicate progress, ensure access to information, and engage internal and external stakeholders. Ensuring consistency, clarity, and accessibility across these platforms requires alignment of content, design standards, and messaging practices (2.4.2, 2.4.3).

Program Learning Outcomes (PLOs) are clearly published in the College Catalog (2.4.4) and on program webpages (2.4.5, 2.4.6, 2.4.7) so that students understand the knowledge, skills, and abilities they are expected to achieve in the courses and programs in which they are enrolled. Faculty and departments review and update these outcomes on a regular cycle as part of Curriculum and Program Review processes, ensuring that SLOs remain current, aligned with institutional and transfer expectations, and consistently communicated across modalities.

The institution has mechanisms to ensure effective communication with students in multiple modalities about programs, services, and resources that support their progress from entry to completion. Admissions and Records maintain a comprehensive website (2.4.8) that houses key forms, policies, and procedures (2.4.9) and provides contact information (2.4.10) that is regularly updated and available to students 24/7, while related policies and procedures are also clearly outlined in both the physical and online Catalog (2.4.11, 2.4.12). Students receive structured and timely communications at all stages of the graduation process submission (2.4.13), ineligibility, and eligibility/completion, so they understand degree and certificate requirements, processing timelines, commencement participation guidelines, diploma availability, and honors criteria; ineligibility notices explain outstanding requirements and direct students to evaluators and counseling, while eligibility notices provide next steps and celebrate students' achievements.

Student Accessibility Services (SAS) provides detailed web pages that explain its mission (2.4.14), eligibility (2.4.15), accommodations and assistive technology software and hardware available to students (2.4.16), and outline a programmatic requirement that students meet with an SAS counselor at least once per semester. Appointments are available in person, by email, or by phone, ensuring clear pathways for students with disabilities to access support (2.4.17), while the High Tech Center webpage (2.4.18) highlights specific software and hardware solutions organized in an accessible format so students and staff can identify tools that help them acquire, retain, and demonstrate course content. Health Services further demonstrates the College's commitment to clear, accessible communication by maintaining an office website (2.4.19) that describes available medical and mental-health services, eligibility, hours of operation, and contact information, complemented by an office flyer that summarizes services, locations, and appointment procedures in a concise, student-friendly format.

San Bernardino Valley College also uses the Starfish Early Alert Platform (2.4.20) as a primary mechanism for delivering clear, accurate, and accessible information that supports students' individual educational journeys (2.4.21). Over the past year, Starfish has facilitated 381,934 personalized and custom communications to 45,045 current and prospective students, with messages curated based on biographical details, academic progress, program of study, enrollment status, and identified needs, ensuring relevance and accuracy across diverse student populations. Through Starfish, the College communicates timely information related to academic programs, course expectations and outcomes, registration priorities, advising, financial aid, basic needs, tutoring, and other support services via email and text messaging, with content aligned to catalog, syllabus, and program information and targeted to key points in the student lifecycle to promote clarity and success (2.4.22, 2.4.23).

The Valley Bound Commitment Program (VBC) further illustrates the institution's commitment to clear, accessible, and consistent communication supporting students' educational pathways. The program communicates expectations, eligibility requirements, and available services through multiple modalities, including the College website (2.4.24), orientation sessions (2.4.25), counseling appointments (2.4.26), and direct student communication, with program materials clearly outlining student responsibilities and support services in accessible formats. Communication practices are coordinated through counseling, email, and Canvas to ensure accuracy, clarity, and consistency so that students understand both the benefits of participation and the institutional resources available to them, as documented in program artifacts such as the Valley Bound Commitment website, application materials, and orientation presentations.

SBVC believes that every student deserves a space where they feel supported, valued, and heard. Services Advancing Learning for All (SALA) has been made available as a one-stop hub for finding resources, safe spaces, and communities that match students' unique needs and identities (2.4.27). SALA provides links to numerous resources, including for immigration and undocumented students (2.4.28), LGBTQ+ (2.4.29), mental health (2.4.30), and housing and basic needs (2.4.31).

Extended Opportunity Programs and Services (EOPS) provides comprehensive academic and support counseling, limited financial aid assistance, textbooks, and more to help students overcome financial needs, language barriers, and other academic challenges (2.4.32). Additional support includes laptop and calculator loans, parking assistance, and referrals to community resources. Cooperative Agencies Resources for Education (CARE) is also available to EOPS students who are single parents receiving public assistance, along with NextUp for EOPS students who are current or former foster youth (2.4.33, 2.4.34, 2.4.35).

The institution regularly reviews its communication practices, policies, and procedures to ensure clarity, consistency, accuracy, and relevance across all these channels. Offices collaborate to audit website and Catalog content, update forms, and revise standard email and letter templates on defined cycles or when regulations or institutional processes change, with units such as Admissions and Records, SAS, Health Services, Starfish coordination, and VBC reviewing communications at least annually. Feedback from students, staff, and faculty through surveys (2.4.36), informal feedback, and service usage data is used to identify gaps, confusing language, or duplicated information, leading to improvements such as simplifying instructions, clarifying deadlines, enhancing accessibility, and expanding communication in multiple modalities, thereby ensuring that information about learning outcomes, programs, services, and resources effectively supports students as they navigate their individual educational pathways.

2.5. The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time. (ER 9)

San Bernardino Valley College (SBVC) intentionally designs its course and counseling scheduling processes to ensure that students can progress through their academic programs in a timely and efficient manner.

Scheduling practices are guided by clear program pathways, structured collaboration among divisions, and systematic use of enrollment and utilization data to support on-time completion.

Instructional Scheduling to Support Program Pathways
Instructional scheduling processes are intentionally structured to align course offerings with established program sequences and prerequisite requirements, ensuring that students can progress through their pathways without unnecessary delays (2.5.1). Clear documentation of course sequencing, prerequisites, and term-by-term rotations is maintained and applied during schedule development (2.5.2) to avoid conflicts that impede student progression. Instructional deans and department faculty collaborate with Counseling and Enrollment Services to verify that required courses—particularly high-demand, gateway, and capstone offerings—are available at the appropriate points throughout the academic year. Each term, enrollment trends and student demand are analyzed to determine whether additional sections, alternative modalities, or schedule adjustments are needed (2.5.3, 2.5.4, 2.5.5). These established processes help ensure that students have consistent access to required courses, supporting on-time program completion and improved student success outcomes.

Counseling Scheduling and Access to Guidance
Counseling scheduling processes are designed to provide timely, equitable access to academic, transfer, and personal guidance that supports students' progress toward their educational and career goals. Documentation is maintained for appointment availability, counselor assignment procedures, and follow-up protocols, ensuring predictable and equitable access to services. Counseling collaborates closely with instructional departments to remain informed about program maps (2.5.6, 2.5.7, 2.5.8), course sequencing (2.5.9), new or revised programs, and enrollment trends, enabling counselors to provide accurate and up-to-date educational planning that prevents delays in student pathways. Each term, appointment demand and student needs are assessed to adjust counselor availability (2.5.10), including expanded appointment blocks, additional drop-in hours (2.5.11), and targeted workshops (2.5.12) during peak registration periods.

This commitment is evident in the College's publicly scheduled Successful Enrollment Labs, a recurring counselor-staffed registration assistance series held every Tuesday from 3:00–6:00 p.m. throughout the summer registration season (May 19, May 26, June 2, June 9, June 16, June 30, July 14, and July 28, 2026). These labs—staffed by counselors and classified professionals—provide walk-in assistance with Self-Service navigation, class selection, first-semester education planning, financial aid questions, and matriculation steps, directly connecting the counseling function to the enrollment management cycle. The Counseling Department also extends its office hours on Tuesdays and Wednesdays until 7:00 p.m. during the spring semester to accommodate students who cannot access services during standard daytime hours, further demonstrating responsiveness to data-informed scheduling. These processes ensure that students receive the advising and planning support (2.5.13) needed for timely and successful program completion.

Cranium Café data (AY 2025–2026) confirms the scale and breadth of this access: counseling logged 32,485 total student meetings (2.5.14). It is important to note that these figures reflect only departments tracked through Cranium Café and do not include groups that use SARS for appointment scheduling—specifically EOPS/CARE, CalWORKS, SAS, Athletics, Guardian Scholars, and Adult Education—which means the true volume of counseling activity at SBVC is considerably higher. Meetings spanned all three modalities, with the majority conducted in-office, a substantial portion online, and 2,336 (7%) by telephone, demonstrating the department's commitment to meeting students wherever they are. The average counseling appointment lasted 48 minutes, reflecting substantive, individualized advising rather than cursory check-ins. Among the top reported reasons for appointments were Education Plan, General Counseling Questions, and Course Registration—all directly tied to students' timely progression through their academic pathways. Beyond individual appointments, counseling extends its reach through structured events that directly support timely completion. The Graduation Check Fest, offered during the 2025–2026 academic year, generated 210 student survey responses over 102 days (2.5.15). Of those, 88% rated their overall experience as Excellent, 93% found meeting with a counselor to complete their graduation check Very Helpful, and 96% reported

feeling more prepared to graduate as a result of the event. Among the specific components identified as most helpful, 91% of respondents selected meeting with a counselor for a graduation check—affirming the pivotal role counselors play in helping students reach the finish line of their academic programs. Similarly, the Wolverine Cal-GETC Expo (held March 31) served over 150 students, with 74 receiving direct hands-on pre-registration support from 18 faculty members across disciplines (2.5.16). Of the 74 survey respondents, 92% rated the event as Very Satisfied, and nearly 80% left feeling Confident or Very Confident about their Cal-GETC and general education requirements. These structured counseling events complement individual appointment services and demonstrate SBVC's commitment to meeting students at critical decision points in their academic pathways.

Ongoing Coordination and Data-Informed Adjustments

Counseling collaborates with instructional departments and Enrollment Services to stay up to date on course offerings, program changes, and enrollment demand, enabling the delivery of accurate, current advising. Each term, scheduling data, including peak periods, no-show rates, and appointment utilization, is assessed to adjust counseling availability and ensure adequate access across in-person and online modalities. This continuous feedback loop allows the College to respond to emerging needs, such as increased demand in specific programs or services. Collectively, these documented processes ensure that students receive timely, comprehensive guidance that supports on-time completion and advances the institution's student success goals. Cranium Café utilization data substantiates this ongoing coordination: heatmap analysis of meeting counts by hour reveals consistent peak demand Monday through Thursday between 9:00 a.m. and 1:00 p.m., with Tuesday recording the highest single-hour totals. This data enables counseling leadership to proactively schedule counselor availability during high-traffic windows and expand drop-in capacity accordingly. The system also tracked 2,237 no-shows during AY 2025–2026, representing an area the department actively monitors to recapture appointment slots and improve access for wait-listed students.

Additionally, the majority of meetings were Kiosk Drop-in (7,656) alongside 24,668 Private 1:1 appointments, indicating robust demand for both walk-in and scheduled advising that counseling's expanded drop-in hours and kiosk check-in system are designed to absorb. Five-year trend data further shows that overall meeting volume has grown substantially since 2022, underscoring the increasing demand for counseling services and the need for continued capacity planning. Again, these figures reflect only Cranium Café-tracked departments and exclude EOPS/CARE, CalWORKS, SAS, Athletics, Guardian Scholars, and Adult Education, which operate through SARS.

Counseling's Role in Enrollment Management and Course Availability

Counseling plays an integral role in enrollment management processes that support clear pathways and timely completion (2.5.17, 2.5.18). Counseling faculty collaborate with instructional divisions and Enrollment Services to ensure that scheduling, sequencing, and the availability of high-demand or prerequisite courses are informed by student needs, educational plans, and program pathway requirements (2.5.19). Counselors use program maps, degree audits, and individual education plans to identify enrollment patterns and course-demand trends that may affect timely completion, such as bottlenecks in key courses or limited offerings in certain terms. Academic departments and enrollment management teams receive communication (2.5.20) on how to guide decisions about course offerings, section expansion, intersession availability, and modality options. By aligning student demand with course availability, these processes help preserve pathway integrity, reduce barriers in sequencing or access, and support students in completing their programs within expected time limits.

Analysis and Evaluation

Overall, the College's coordinated instructional scheduling and counseling practices demonstrate that SBVC meets Standard 2.5 by organizing course offerings and student support services to enable timely progression and completion. Documented processes across instruction and counseling ensure that decisions are clear in program maps, accurate prerequisite structures, and real-time enrollment and utilization data. Continuous assessment of course demand, counseling access, and student progression identifies areas for improvement,

prompting the addition of sections, expansion of modalities, or adjustments to counseling availability as needed. Through this ongoing improvement cycle, SBVC uses evidence to refine its scheduling and advising practices, reduce bottlenecks, and promote equitable completion across programs and student groups.

Quantitative data from Cranium Café (2.5.14) provides compelling evidence that these processes are working at scale. In Academic Year 2025–2026, SBVC counseling delivered 32,485 student meetings totaling 999 days, 18 hours, and 53 minutes of counseling time, with an average appointment length of 48 minutes. Notably, these totals reflect only departments tracked through Cranium Café and do not include EOPS/CARE, CalWORKS, SAS, Athletics, Guardian Scholars, and Adult Education, which schedule through SARS—meaning SBVC's overall counseling volume is significantly greater than what Cranium Café alone captures. Counseling served students across multiple specialized groups, including STEM-MESA, Veterans, Dreamers, and Umoja-Tumaini Academy, reflecting equitable, targeted access across diverse student communities. The proportion of reason codes that did not require changes at the point of appointment (50.86%) suggests that counselors are providing accurate, well-matched advising that aligns with students' actual needs—a direct reflection of effective collaboration with instruction and updated knowledge of program pathways. Student satisfaction data from counseling-led events further reinforces this assessment. The Graduation Check Fest produced a 96% preparedness rate among 210 survey respondents, with 93% rating the counselor meeting component as Very Helpful and zero respondents rating it as Not Helpful. The Wolverine Cal-GETC Expo served 150+ students and yielded a 92% Very Satisfied rating, with nearly 80% of attendees reporting increased confidence in their general education and Cal-GETC requirements after engaging with counselors and faculty. Together, these outcomes demonstrate that SBVC's counseling scheduling practices—spanning individual appointments, drop-in services, extended hours, and targeted events—are effectively translating institutional planning into measurable student outcomes.

Through integrated instructional scheduling, data-informed enrollment management, and responsive counseling availability, SBVC ensures that students can move efficiently through their academic pathways and complete their degrees and certificates within the expected timeframe. These coordinated, documented processes demonstrate the College's commitment to student success and institutional effectiveness.

2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

San Bernardino Valley College (SBVC) ensures that its Distance Education (DE) delivery modes and teaching methodologies meet student and curricular needs and promote equitable student learning and achievement through strong institutional oversight, clearly defined DE expectations, comprehensive faculty development, and formal curriculum review processes. The College's approach integrates governance (DE Committee), policy (Regular and Substantive Interaction; RSI expectations), faculty preparation and currency (DE Level 1 and the DE Refresher), advanced training workshops (RSI), and course-level approval mechanisms (Standard DE Addendum and Emergency DE Addendum). Together, these structures align SBVC's online and hybrid offerings with federal and accreditor requirements while supporting continuous improvement in teaching practices.

Institutional Oversight and Policy

The DE Committee (2.6.1) is a standing, biweekly governance body that provides institutional oversight for distance education. Co-chaired by a faculty DE lead and an instructional manager, it includes faculty representation across divisions, classified professionals, and District Technology and Educational Support Services (TESS) staff. The committee's updated charge and mission emphasize advising on all DE modalities and promoting an inclusive, equitable, accessible online learning environment. Acting through collegial consultation, the DE Committee originated SBVC's Regular and Substantive Interaction (RSI) Policy (2.6.2) and coordinated its approval through the governance pathway to final adoption (2.6.3). The policy defines "regular" instructor-to-student interaction for online courses and sets frequency expectations, ensuring

ongoing alignment with federal DE definitions and ACCJC expectations. To support implementation, the College provides an RSI Faculty Reflection checklist (2.6.4) that translates the policy into practical guidance—clarifying interaction types, frequency, examples of effective practices, and accessibility considerations—so faculty can self-assess and strengthen course design and facilitation.

Faculty Preparation and Currency

SBVC requires faculty who teach online or hybrid to complete foundational DE training and to remain current on a three-year cycle (2.6.5, 2.6.6). Introduction to Online Teaching & Learning (IOTL), the College's DE Level 1 course (2.6.7), is faculty-facilitated and offered multiple times throughout the year in 4- or 8-week formats so instructors can access training that fits their assignment timeline. To uphold currency, the DE Refresher provides a shorter, focused pathway for faculty who have already completed Level 1, and emphasizes RSI expectations, accessibility practices, and equity in online teaching methodologies. These trainings are scheduled and managed in Canvas Professional Development (2.6.8, 2.6.9), evidencing recurring opportunities and institutional support rather than ad-hoc offerings. The three-year currency requirement—satisfied by Level 1, the DE Refresher, or approved equivalents—ensures that faculty preparation is ongoing and aligned with current expectations (2.6.10).

RSI Training

To move beyond baseline compliance and strengthen the quality of interaction in online courses, SBVC implemented a required four-hour, interactive RSI training in Spring 2026 for faculty teaching fully online courses beginning in Fall 2026. Facilitated by DE Faculty Leads, the training includes instructional content and applied activities in which participants work directly in their Canvas course shells to develop a communication plan and practice crafting substantive announcements (2.6.11). An Excel-based rubric is also used to support realistic and intentional planning of interactive elements, including synchronous office hours, regular instructional and responsive announcements, proactive outreach, feedback on student work, responses to student questions, and direct instruction in synchronous courses (2.6.12). This training reinforces federal RSI expectations in day-to-day instruction and supports a culture of continuous improvement.

Curriculum Review and Delivery-Mode Approval

At the course level, SBVC's DE Addendum (updated) (2.1.13) and newly developed Emergency DE Addendum (2.6.13) provide the formal mechanisms by which delivery modes are approved, documented, and kept current. Following the temporary, systemwide emergency addendum used during the COVID-19 shutdown, the College later consolidated into a single standard DE Addendum. However, in Fall 2025, SBVC intentionally re-established a dedicated Emergency DE Addendum to ensure proactive planning for future disruptions. The updated DE Addendum clarifies instructions and embeds more specific guidance for RSI and accessibility, while the new Emergency DE Addendum establishes a defined process for non-DE courses to pivot to online delivery during emergencies. Both addenda were developed through the DE Committee (2.6.14) and formally approved by the Curriculum Committee (2.6.15), demonstrating that delivery-mode decisions follow established governance and quality-assurance processes.

Evaluation and Improvement

SBVC regularly evaluates the effectiveness of its Distance Education delivery modes and teaching methodologies through established governance processes and uses the results to guide continuous improvement. Recent actions—including updates to DE Addenda, adoption of an institution-wide RSI policy, reaffirmation of training currency requirements, implementation of an RSI checklist, and the launch of focused RSI workshops—demonstrate the College's responsiveness to evolving expectations and its commitment to equitable student learning and achievement in online and hybrid environments. Collectively, these structures ensure that courses are designed, delivered, reviewed, and supported in alignment with federal requirements, accreditation standards, and the needs of SBVC students.

Lastly, the Distance Education Committee, Distance Education Faculty Lead, and TESS keep the campus updated on Distance Education and RSI-related topics through regular newsletters (2.6.16, 2.6.17), workshops (2.6.18), and email communications (2.6.19, 2.6.20, 2.6.21).

2.7. The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)

San Bernardino Valley College remains deeply committed to designing and delivering student services that support the whole individual—addressing both academic and non-academic needs to maximize student success. Recognizing that barriers such as food insecurity, transportation limitations, housing instability, and childcare challenges can directly impact a student's ability to persist and complete their education, SBVC has developed a comprehensive Basic Needs program that ensures equitable access to essential services aligned with the College's Mission of transforming lives through education.

Basic Needs Program

The Basic Needs program provides a centralized framework for students to request and receive individualized support. The Basic Needs Landing Page (2.7.1) serves as the main hub for information, connecting students with food, housing, childcare, transportation, and wellness resources. Students and employees can complete the Basic Needs Request Form (2.7.2) to refer themselves or others, ensuring no student is overlooked. For students seeking housing, the Den2Den Housing Pathway Program (2.7.3) connects applicants directly with opportunities within the College's housing partnership with California State University, San Bernardino (CSUSB). These coordinated access points enable early intervention to mitigate basic-needs insecurity that might otherwise disrupt academic progress.

Food Insecurity and Pantry Services

Addressing food insecurity has been a cornerstone of SBVC's non-academic support system. Established in 2018, the Valley 360 Resource Center (2.7.4)—the College's on-campus food pantry—has evolved into a focal point for holistic basic-needs assistance. With integrated PantrySoft software (2.7.5), students can discreetly register for food services and schedule pickups. Partnerships with Feeding America (2.7.6), Community Action Partnership (2.7.7), and on-campus donors sustain the pantry's operations. Weekly food distributions are complemented by grocery gift cards, cafeteria meal vouchers, and CalFresh enrollment support (2.7.8). Between June 2024 and August 2025, the pantry recorded 13,246 student visits, reflecting growing recognition and utilization of food support services.

In December 2025, SBVC submitted a proposal to rename the Valley 360 Resource Center as Blue's Pantry to reflect its refined focus on food access and align with the College's mascot (2.7.9). The rebranding will include updated logos, signage, and outreach materials that clarify the pantry's purpose while emphasizing the College's commitment to food equity and campus belonging (2.7.10).

Support for Student Parents

Through its partnership with Community Action Partnership, SBVC supports student parents with a monthly diaper distribution program (2.7.11). Over 102 families were served in 2022–2023, 105 families between October 2024 and June 2025, and 120 families between July and October 2025. These targeted resources enable student parents to balance caregiving and academic responsibilities effectively. EOPS students who are single parents receiving public assistance are also eligible for CARE (2.7.12).

SBVC's CalWORKs & Workforce Development Program promotes educational achievement and motivation with an array of high-quality support services to assist students in completing their educational goals, finding meaningful employment, and successfully transitioning into the workforce (2.7.13). Specifically for student parents, CalWORKs provides childcare assistance.

Transportation Access
Recognizing that transportation can be a barrier to persistence, SBVC partners with Omnitrans (2.7.14) and Metrolink (2.7.15) to provide free rides on local buses and the Arrow train for students presenting their SBVC ID (2.7.16). Students with greater needs may also receive gas or Uber gift cards, distributed after individual consultations with the Basic Needs Coordinator (2.7.17). This layered approach ensures reliable transportation to classes and student support offices across the region.

Housing Stability
Student housing insecurity is addressed through partnerships with Jovenes, Inc. and CSUSB (2.7.18). Jovenes provides temporary motel vouchers, rental assistance, and apartment placement, along with holistic case management, including weekly check-ins. Through the Den2Den partnership, SBVC students may access 32 dormitory units on the CSUSB campus, giving them stable, affordable housing while pursuing their studies.

Staffing and Engagement
The Basic Needs initiative is supported by a dedicated network of CCC Foundation Ambassadors, a DREAMers Fellow, College Corps students, Federal Work-Study assistants, and a delivery driver responsible for logistical operations. This staffing model ensures consistent outreach while fostering student leadership opportunities in peer support and community engagement.

Throughout the academic year, the Basic Needs office organizes high-engagement events that promote awareness and belonging. The Wellness Spooktacular (2.7.19), coordinated with Student Health Services, drew over 430 students for a campus-wide "Trick or Treat for Resources" fair. The Operation Gobble initiative (2.7.20) provided 500 meal kits (150 for pantry users) supported by KVCR, Community Action Partnership, and Stater Bros. These events integrate wellness, outreach, and community building in ways that directly advance SBVC's equity and retention goals.

Academic Support and Counseling Services
SBVC provides a comprehensive network of academic programs and counseling services designed to foster student success from enrollment through completion. Student Accessibility Services (SAS) (2.4.14) ensures equitable academic access by providing accommodations for students with verified temporary or permanent disabilities, consistent with Title 5 Regulations (Sections 56032–56044, 56002). Eligible disabilities include physical, sensory, learning, intellectual, psychological, and other health-related conditions. Students who are uncertain about eligibility may request assessments for possible learning disabilities.

The College utilizes Starfish and Degree Audit platforms to enhance communication, intervention, and course progress tracking. Starfish allows faculty to issue early alerts or kudos and facilitate direct counselor outreach, while Degree Audit helps confirm fulfillment of general education and major requirements, expediting graduation checks.

Student Counseling and Events
Through the Counseling Department, SBVC implements several structured initiatives that encourage proactive engagement and persistence:

- Fast Track Events help students complete orientation, guided self-placement, education planning, and registration in a single session (2.7.21).

- Grad Check Events allow students to review graduation requirements with counselors and submit final petitions, often in celebratory, interactive settings (2.7.22, 2.7.23).
- Know Your GEs Events educate students on general education options, major pathways, and transfer planning in collaboration with discipline faculty (2.7.24, 2.7.25).

To meet demand during high-traffic periods, Student Services Departments extend hours during the first two weeks of each semester—Monday through Thursday (8:00 a.m.–7:00 p.m.), Friday (8:00 a.m.–4:30 p.m.), and Saturday (10:00 a.m.–1:00 p.m.)—ensuring timely access to counselors, registration help, and advising services (2.7.26).

High School Outreach

The High School Counselor Outreach Program provides academic advising, education planning, and registration support at local high schools. Students meet individually with counselors to design education plans and receive college-readiness materials, preparing them to register for priority enrollment. Additionally, SBVC strengthens its relationships with local high schools through its annual High School Counselor Conference, where counselors from local high schools gather to discuss pathways to higher education (2.7.27).

Outreach and Recruitment

The Outreach and Recruitment Team (2.7.28) coordinates large-scale annual events that connect SBVC with students, families, and local K–12 communities. These partnerships with local community organizations and school districts strengthen access, responsiveness, and inclusivity across diverse cultural and socioeconomic populations. Key initiatives include:

- Wolverine Welcome: An annual orientation for first-time SBVC students, introducing academic programs, support services, learning communities, and student organizations (2.7.29).
- Joe Baca Jr. College & Career Fair: A collaboration between Outreach and Assembly member Joe Baca Jr.'s office, featuring logistical coordination and campus tours to showcase academic pathways and services for local high school students (2.7.30).
- Pasifika Reef: Hosted in partnership with the San Bernardino Unified School District and Island Grad, this annual event centers on Asian and Pacific Islander students, supported through outreach coordination and funding (2.7.31).
- Senior Day: A large-scale open house with keynote speakers, workshops, resource fairs, and campus tours. In Spring 2025, more than 600 high school seniors from regional districts participated (2.7.32).
- Island Grad: A collaborative commencement celebration for Pacific Islander graduates, coordinated through logistical and funding support from Outreach (2.7.33).
- Back to School Extravaganza: Conducted with the San Bernardino Unified School District to distribute school supplies and promote college awareness, including backpacks and resource materials managed by Outreach staff (2.7.34).

These initiatives exemplify SBVC's commitment to engaging diverse student populations through culturally responsive outreach and early intervention, ensuring equitable access and informed entry into higher education.

Cultural Engagement and Inclusion

In alignment with institutional goals that emphasize diversity, inclusion, and cultural learning, SBVC hosts campus events that broaden students' understanding and promote cultural pride. On November 18, 2025, the College held its Annual Native American Event (2.7.35), attended by approximately 70 students. The program featured traditional dancers and a keynote speaker who discussed the significance of Native American culture and the preservation of cultural traditions. This event fostered cultural learning, inclusion, and community connection, reinforcing the College's commitment to diversity and equity.

Valley College continues to collaborate with Inspire School Services to advance its vision and implementation of a SBVC Multicultural Center (2.7.36). Inspire School Services continues to engage campus leadership, constituent groups, and affinity groups as SBVC defines the focus of its Multicultural Center. Key themes from stakeholder engagement include the need for a centralized structure to coordinate and communicate affinity group programming, creation of a cultural home that fosters belonging and identity affirmation, dedicated staffing to support logistics, programming, and sustained coordination, greater transparency and equity in resource allocation, and ongoing inclusive engagement with students and campus stakeholders (2.7.37).

Additionally, in April 2026, the Men of Color Action Network (MOCAN) (2.7.38) approved the College's application for the establishment of a Valley College campus chapter (2.7.39). The network advocates for men of color at California community colleges, encouraging academic, political, and social change needed to cultivate a learning environment that optimizes the success of male students of color.

Library Services

The San Bernardino Valley College Library designs and delivers equitable resources, services, and programs in a variety of modalities that support student success and encourage students to become lifelong learners. The library is open Monday through Friday (2.7.40) and offers 24/7 Chat/Zoom research help (2.7.41) as well as remote database access for DE and off-campus students. The library provides essential and reliable resources through 64 database subscriptions (2.7.42), acquisitions that support curriculum and students' interests, and research guides on a wide variety of topics (2.7.43). Library materials span disciplines and formats and are especially focused on supporting the college's Hispanic-Serving Institution (HSI) and Black-Serving Institution (BSI) designations (2.7.44). Furthermore, the library is active in supporting curriculum transitions to Open Educational Resourses (OER) / Zero Textbook Cost (ZTC) resources and is currently working on developing a collection of OER/ZTC textbooks that can be accessed through the library catalog; these efforts are especially important for students' equitable access to curriculum materials (2.7.45).

Through these comprehensive, student-centered programs—ranging from basic needs and accessibility services to outreach, counseling, and cultural engagement—San Bernardino Valley College demonstrates its mission-driven commitment to equity, empowerment, and holistic student success. The integration of academic, wellness, and community-based support ensures all students have the tools and resources necessary to reach their full educational potential.

2.8. The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys. (ER 15)

San Bernardino Valley College fosters a sense of belonging and community by providing multiple formal and informal opportunities for students to engage with the institution, academic programs, and peers. Engagement occurs through cultural, academic, social, and co-curricular activities, including student clubs, political and ethnicity-based organizations, networking events, athletics, internships, and career training opportunities. These initiatives reflect the College's ongoing commitment to inclusiveness and the diverse needs of its student population.

The institution intentionally designs its co-curricular and student engagement activities to meet the needs of the students and community it serves, including historically underserved and first-generation populations. Each program maintains processes for continuous assessment of quality and effectiveness through qualitative and quantitative data, participation feedback, and student learning outcomes to ensure meaningful engagement and long-term impact.

The Outreach and Recruitment Team anchors these efforts with its signature orientation event, Wolverine Welcome, designed to ensure new students feel welcomed, informed, and connected. This event introduces

students to key campus services, such as Admissions, Financial Aid, and Counseling, and connects them with student organizations, including the Associated Student Government (2.8.1), clubs (2.8.2), learning communities (2.8.3, 2.8.4, 2.8.5), and academic programs. Through these experiences, new students begin to form relationships and develop a sense of community from the outset of their college journey.

Outreach further supports engagement through campus tours for K–12 school groups (2.8.6). The tours offer weekly educational and interactive sessions, allowing schools to focus on areas such as Aeronautics, Nursing, or Film. Programs and departments include firsthand demonstrations, helping participants explore potential academic and career pathways while nurturing an early sense of connection to higher education.

The Valley Bound Commitment Program (2.8.7) fosters belonging through a cohort-based model that intentionally connects students with counselors, staff, and peers. Activities such as orientations, workshops, volunteer events, and consistent program communication encourage relationship building and engagement among participants, particularly those from first-generation and historically underserved backgrounds (2.8.8, 2.8.9, 2.8.10). We track participation and collect student feedback to assess effectiveness and ensure that engagement opportunities remain high-quality and relevant.

Valley Bound students also complete 30 hours of community service each academic year, which can be fulfilled through on-campus projects or service within the broader community (2.8.11, 2.8.12, 2.8.13). With approximately 150 participants annually, students collectively contribute over 4,500 hours of community service per year. These experiences help students develop a stronger sense of civic engagement, build valuable networking skills, and apply what they learn in real-world contexts, reinforcing both personal growth and institutional connection.

The DEEP (Dedicated Engagement to Empower Part-Timers) further strengthens campus belonging by offering multiple, inclusive opportunities for student engagement (2.8.14, 2.8.15). All newly accepted students participate in a comprehensive DEEP orientation (2.8.16), which is also open to continuing DEEP participants. This orientation provides an in-depth overview of program requirements, available benefits, and resources that promote academic and personal success. During the event, students connect with the DEEP coordinator, counselors, and departmental staff, establishing supportive relationships early in their journey. To meet diverse student needs, the orientation offers both in-person and virtual modalities, with evening and weekend options available (2.8.17). Throughout the year, DEEP students participate in financial literacy and skill-building workshops that reinforce their sense of engagement and belonging. End-of-year celebrations recognize student achievement and strengthen the sense of community among participants.

The Office of Student Life and Leadership (2.8.18) expands engagement by offering diverse activities, including student leadership conferences, buses to athletic events, Lavender Graduation, and club spotlights that highlight student involvement and identity-based initiatives. These co-curricular experiences promote pride, campus connection, and leadership development across the student body.

In addition to the Lavender Graduation, which honors LGBTQ+ students and their allies (2.8.19), the campus holds several other graduation events celebrating students' cultural identities (2.8.20). These include the Black Grad Celebration, honoring and celebrating Black graduates and their families (2.8.21); Nuestra Graduación, honoring and celebrating Latinx students and their families (2.8.22); and API Grad, a celebratory event dedicated to recognizing the accomplishments and journeys of our Asian and Pacific Islander (API) graduates (2.8.23).

The College also prioritizes student wellness through Student Health Services (2.4.19), which offers the Wellness on Wheels mobile health program (2.8.24), providing free STI testing, prevention education, and resources. Additional offerings such as journaling workshops, self-compassion sessions, and stress management programs encourage holistic student well-being (2.8.25, 2.8.26, 2.8.27). The First-Generation Support Group provides a resolute, supportive space for students who are the first in their families to attend

college, helping them share experiences and form meaningful peer connections (2.8.27.1, 2.8.27.2).

In addition, as part of the College's dedication to the health and well-being of its students, recognizing the crucial role that mental health plays in academic success and overall quality of life, SBVC has partnered with TimelyCare, a leading virtual health and well-being provider in higher education, to offer students free and equitable access to essential mental health support and basic needs assistance (2.8.28). Key services available through TimelyCare include on-demand mental health support, appointment-based counseling (up to 12 sessions of mental health counseling are available each academic year), basic needs assistance, care navigation, and a peer support community (2.8.29).

In 2025, the College launched the Den2Den partnership (2.7.3) with California State University, San Bernardino (CSUSB), allowing SBVC students to live in CSUSB housing while taking one no-cost course at the university. This initiative enhances the sense of community and transfer readiness by integrating students into both institutions' support networks.

The SBVC Foundation also contributes to student success by helping foster belonging, pride, and connection to the institution. Through scholarships, donor-supported recognition, events, alumni engagement, and mission-focused storytelling, the Foundation helps reinforce that students are valued and that the broader community is invested in their success (2.8.30). This is an important complement to the College's direct student engagement efforts. From the Foundation's perspective, philanthropy is at its strongest when it not only funds access and completion, but also helps students feel seen, supported, and connected to the larger SBVC community.

Communications planning, promotional design, media relations, and social media distribution play a key role in ensuring these initiatives reach both students and the broader community and are coordinated through the Marketing, Creative Services & Public Affairs Department (2.4.1). Without coordinated communication systems, the visibility and impact of these programs would be significantly limited.

Collectively, these programs demonstrate SBVC's ongoing commitment to fostering inclusion, connection, and student belonging through intentional, data-informed engagement opportunities that reflect the College's Mission to support every student's success.

2.9. The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement. (ER 11, ER 14)

San Bernardino Valley College's Program Review process provides substantial evidence of systematic review and assessment ensuring quality across academic programs, learning support, and student services.

The ASPIRE framework's evolution, particularly its Year 2 DEIAA (Diversity, Equity, Inclusion, Antiracism, and Accessibility) focus, directly addressed equitable student achievement. Now in Year 3, the focus is Demand and Currency (2.9.1). The committee's transparent identification of challenges and development of innovations demonstrates an authentic culture of continuous improvement. Each program's annual review is posted by department chairs in SBVC's Curriculum Management System (CurrIQunet Meta), enabling cross-departmental collaboration and ensuring broad access to Program Review findings (2.9.2).

The Program Review Committee actively refines the ASPIRE process to strengthen institutional assessment practices. Responding to Year 2 reports that lacked analytical depth, the committee implemented enhanced writer support for Year 3, including targeted launch events, open lab sessions, and structured opportunities for programs to clarify expectations and identify relevant evidence (2.9.3). The Program Review

Committee developed comprehensive guidance on integrating institutional research and data into program self-evaluation, ensuring evidence-based analysis drives improvement planning (2.9.4, 2.9.5).

The Division of Research, Planning, and Institutional Effectiveness provides real-time, disaggregated data through comprehensive dashboards that enable evidence-based program evaluation and equity-focused improvements (1.3.1). The Student Equity & Achievement Dashboard tracks California Community Colleges' five SEA metrics with demographic disaggregation, revealing disproportionate impact and achievement gaps across student populations in access, completion, attainment, and transfer (2.9.6). The Performance Dashboard displays course-level retention and success rates by demographic groups, enabling systematic identification of equity gaps in specific programs and courses (2.9.7).

In response to AB 705 and AB 1705, mandates that eliminate remedial prerequisites in English and Mathematics, the College developed specialized dashboards to track student placement, enrollment patterns, and success rates in transfer-level courses (2.9.8). Faculty in the English, Mathematics, and Science disciplines use these data tools to monitor the impact of curricular reforms, identify students who require additional support, and refine co-requisite models. This data transparency has fostered a robust community of practice among affected faculty, who regularly convene to analyze throughput metrics, share pedagogical innovations for supporting underprepared students, and implement evidence-based instructional adjustments that improve equitable access and success in gateway courses (2.9.9).

Moreover, the Curriculum Committee's comprehensive review checklist demonstrates San Bernardino Valley College's approach to ensuring quality in its academic programs through structured assessment that directly supports equitable student achievement (2.9.10, 2.9.11). This checklist requires all course and program proposals to include explicit evidence of diverse and culturally responsive content, differentiated support for all learners, the reduction of assessment bias, and the incorporation of at least one Student Learning Outcome that addresses Diversity, Equity, Inclusion, Anti-racism, and Access (IDEAA). The review process assesses alignment across all course components, from learning outcomes and objectives through content, assignments, and materials, and specifically requires textbook selections that consider socio-economic equity by prioritizing Open Educational Resources and low-cost options. By embedding equity criteria as mandatory review standards rather than optional considerations, SBVC has institutionalized quality assurance processes that systematically evaluate whether curriculum design promotes accessible, inclusive learning environments and implements improvements based on these assessments, directly fulfilling the standard's requirement for systematic review to ensure quality and support equitable student achievement across all instructional programs.

In alignment with its Student Equity Plan (1.1.6), the College has developed a comprehensive action plan for Spring 2026 that establishes specific student equity objectives with measurable outcomes. This action plan operationalizes the broader equity goals by identifying targeted interventions, responsible parties, and data-informed benchmarks to assess progress in closing achievement gaps among disproportionately impacted student populations (2.9.12). Together, these documents reflect the institution's systematic commitment to translating equity aspirations into accountable, measurable actions.

Standard 3: Infrastructure and Resources

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

3.1. The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment. (ER 8, ER 14)

The District's Equal Opportunity Plan (3.1.1) reflects the our commitment to equal consideration for all qualified candidates in hiring staff and fostering their development, aligning with our Equal Employment Opportunity (EEO) and Diversity, Equity, and Inclusion (DEI) goals. We understand that these efforts are critical for cultivating an inclusive climate at SBCCD. The Plan prioritizes equal employment opportunity in recruitment and hiring practices, adhering to Title 5 regulations (Section 53000 et seq.) and outlining the steps the District will take to establish sound EEO strategies throughout the hiring process.

Key Components of the Plan include:

1. Compliance with Title IV Regulations: Adhering to EEO standards.
2. Methods for Supporting Equal Employment Opportunities: Ensuring fair access to job opportunities.
3. Strategic Selection Processes: Implementing specific EEO strategies during pre-hiring, hiring, and post-hiring phases.

SBCCD is dedicated to upholding the principles of equal employment opportunity and will maintain a comprehensive program to effectively put these principles into practice. Our policy guarantees that all qualified applicants and employees benefit from equal access to employment opportunities, free from discrimination across all programs and activities. The District has taken numerous steps to enhance workplace diversity, student equity, and inclusive practices, including the development of the Equal Employment Opportunity Plan, campus-specific Student Equity Plans (1.1.6), a commitment to diversity as outlined in BP 7100 (3.1.2) and AP 7100 (3.1.3), and strategic goals outlined in the 2022-2027 Strategic Plan (3.1.4).

The District is actively working to become a model for best practices in equal employment opportunity, addressing adverse impact by integrating DEI principles across recruitment, hiring, professional development, and evaluation processes. This initiative encompasses a focused approach to rectify recruitment deficiencies and fully embed DEI values into the selection processes for new hires. The District will utilize the following hiring and selection strategies in accordance with AP 7120 (3.1.5) and our EEO Initiatives:

- Equity Questions and Rubric Development: Creating equity-based questions and a rubric to be reviewed in applications for all faculty, classified professionals, and managerial positions.
- Interview Process Enhancements: Implementing an Equity Rubric for interviews across various job classifications.
- EEO Training: Including training on equity questions and rubrics in EEO training for hiring committees.
- Adverse Impact Analysis: Establishing a formal process for analyzing adverse impact within the hiring framework.

The District will uphold a verifiable Equal Employment Opportunity recruitment program that focuses on qualified members of historically underrepresented groups across all job categories, including faculty and all administrative and managerial positions.

Job announcements clearly outline job specifications, including (3.1.6, 3.1.7, 3.1.8):

- A description of duties and responsibilities.
- Minimum qualifications.
- Additional desirable qualifications that relate to job responsibilities.
- Provisions for demonstrating qualifications equivalent to the minimum requirements.
- Information regarding testing requirements, if applicable.
- Legal qualifiers established by the Office of Human Resources in compliance with Federal, State, and District regulations (e.g., Title 5, Title VII, EEO, and ADA).

The Office of Human Resources pre-screens applications to ensure that all applicants meet the minimum qualifications stated in the job announcements. The office consults with relevant expertise as needed and certifies the pool of qualified applicants. Additionally, the Office of Human Resources conducts applicant pool reviews and handles any necessary actions in accordance with Section 53023 of Title 5 of the California Code of Regulations.

The San Bernardino Community College District has established the following hiring qualifications for all faculty positions in accordance with AP 7211 (3.1.9):

1. For faculty and administrative positions, job requirements shall include (A) a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students as demonstrated by skills and abilities in cultural responsiveness and cultural humility; and (B) a demonstrated commitment to recognizing patterns of inequity in student outcomes, taking personal and institutional responsibility for the success of students, engaging in critical assessment of own practices, and applying a race-conscious awareness of the social and historical context of exclusionary practices in American Higher Education.
2. The Minimum Qualifications for discipline expertise adopted by the Board of Governors for California Community Colleges or possession of a valid and appropriate California Community College Credential as provided in Education Code 87355.
3. All applicants will be provided the opportunity to have qualifications for discipline expertise reviewed and considered for meeting minimum qualifications that meet or exceed those listed adopted by the Board of Governors through alternate means.

All community college faculty should exemplify the qualities of a college-educated person. Pursuant to Education Code Section 87359, the equivalency process “shall include reasonable procedures to ensure that the Governing Board relies primarily upon the advice and judgment of the Academic Senate to determine that each individual employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications.” Equivalency may be recognized in three major ways: coursework, work experience, and eminence in the field or a combination of the three (3.1.10). In order to determine when an applicant for a faculty position who lacks the specific degree or experience specified in the “Minimum Qualifications for Faculty and Administrators in California Community Colleges” Handbook possesses qualifications that are equivalent (3.1.11).

The San Bernardino Community College promotes the effort to ensure that its supervisors and managers are administrators who can lead, organize, plan, and supervise; and who understand the needs of students, classified, faculty, and the learning environment; and who value institutional governance based upon a genuine sharing of responsibility with faculty colleagues. The minimum qualifications for supervisors and administrators should help the District ensure that it selects individuals competent to perform the

administrative responsibilities typically required of administrators, such as supervision, organizational planning, and budget development and administration. The Management Equivalency process (3.1.12) is designed to include exceptionally strong candidates who may have earned, in various ways, the equivalent of a Master's Degree. Equivalency determinations shall be determined jointly by the President of the College or Designee and the Vice Chancellor of Human Resources, or Designee. The criteria used in making the determination shall be reflected in the Governing Board's action when employing the individual.

3.2. The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.

The San Bernardino Community College District is dedicated to fostering an enriching educational environment that promotes belonging and wellness within our community (3.2.1). Our commitment to creating a safe and inclusive space for all members is paramount, and we express our gratitude to everyone who helps advance our mission and values.

In alignment with our diversity goals (3.2.2), the Human Resources Department will spearhead districtwide participation in the Region 9 Rising Faculty Fellowship Program (3.2.3). This initiative aims to provide internship opportunities for diverse candidates aspiring to secure faculty or administrative positions within California Community Colleges in the Inland Empire.

- Year 1: Pilot the program by accepting an initial cohort of four fellows.
- Year 2: Expand the cohort, increasing the number of fellows participating in SBCCD.
- Year 3: Develop a structured hiring pipeline for fellows who successfully complete the comprehensive program cycle.

The District is committed to compensating faculty for professional development activities, offering up to four (4) hours for those with a teaching load of 0.40 or less, and up to eight (8) hours for those with a teaching load exceeding 0.401 (3.2.4, 3.2.5). This supports continuous professional growth and ensures faculty remain at the forefront of educational best practices.

Additionally, the District has actively enhanced the professional development initiatives at both colleges. The Professional and Organizational Development Department plays a crucial role in fostering an environment of ongoing personal and professional growth for all staff. This department has curated and disseminated resources to improve knowledge, instructional methods, performance, and support services tailored to the diverse college community (3.2.6).

The District's efforts also include targeted support for classified professionals through in-service days, classified retreats, and opportunities for participation in the statewide classified leadership conference.

Goals by Classification:

- Faculty Goals
    - Engage in collaborative learning with peers.
    - Share innovative ideas and instructional strategies.
    - Collaboratively address and solve educational challenges.
    - Prepare for interviews by exploring new technologies.
- Classified Staff Goals
    - Enhance and refine professional skills.
    - Participate in peer learning and networking opportunities.
    - Foster relationships to strengthen career development pathways.

    - Engage in interview preparation activities.
- Management Goals
    - Model effective leadership practices.
    - Implement Collective Bargaining Agreement (CBA) strategies.
    - Advocate for equitable hiring practices to promote diversity in leadership roles.

Professional Development is an essential part of advancing both individual careers and the broader mission of San Bernardino Valley College. It includes ongoing education, training, and growth opportunities designed to help employees build new skills, stay current with industry trends, and strengthen their ability to support student success. It can include formal training like courses and conferences, as well as informal learning such as workshops or mentoring. The goal of "professional development" is to enhance both job-specific and career-wide competencies, at any stage/level of an individual's career, regardless of classification and years of experience.

Through Spring 2026, the Professional Development Committee (3.2.7) served as an Institutional Advisory Committee for the San Bernardino Valley College Campus Professional Development programs/activities and as a resource for the needs of the SBVC educational professional community, including all faculty, classified professional staff, and managers (3.2.8). The Professional Development Committee was responsible for planning, programming, and communicating campus professional development opportunities. The faculty on the Professional Development Committee also served as advisors to the District Sabbatical Leave Committee (3.2.9, 3.2.10). Applications for sabbatical leaves are sent out to all full-time faculty by the District in early Fall for the following academic year (3.2.10.1, 3.2.10.2, 3.2.10.3).

Professional Development opportunities are available to all members of the SBVC educational professional community. Funding support, in the form of reimbursement, was available upon submission of requests to the Professional Development Committee (3.2.11, 3.2.12). Professional Development does not fund international conferences, funding is designated for employees only and does not provide funds for students, and requests are processed in the order they are received, subject to available funding.

Beginning in Fall 2026, the Professional Development Committee was replaced by the Faculty Learning and Innovation Committee (3.2.13, 3.2.13.1), a standing committee of the Academic Senate that is responsible for advancing the professional learning and development of SBVC faculty. This change was approved by the Academic Senate on April 29, 2026 (3.2.14). This committee will develop, plan, and evaluate professional development programs, policies, and priorities that strengthen faculty capacity to serve SBVC's diverse student population. This committee is chaired by the Faculty Learning and Innovation Faculty Lead (3.2.15). The committee has also developed a new Conference Funding Allocation Process (3.2.15.1) that went to the Academic Senate as a first read on October 21, 2026 (3.2.15.2).

Each semester, professional development opportunities are kicked off by a Convocation Week. These occur in Fall (3.2.16) and Spring (3.2.17), the week before instruction begins. This week starts with a Flex Day (3.2.18) filled with workshops for faculty, classified professionals, and managers, along with an Adjunct Faculty Orientation (3.2.19), featuring division meetings and breakout sessions. The week concludes with two In Service Days, which all full-time faculty are contractually required to attend. The first In Service Day includes scheduled meetings and faculty-focused workshops (3.2.20), while the second In Service Day serves as the term's Opening Day and includes an all-campus session in the morning followed by an Academic Senate All Faculty Meeting and Classified Senate All Classified Meeting (3.2.21). Following each day, participants are emailed a link to session feedback forms (3.2.22). The resulting feedback is discussed by the Professional Development Committee and used to inform future professional development sessions (3.2.23).

3.3. The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution's mission and goals.

In alignment with accreditation standards, all employees within the institution will undergo systematic performance evaluations at designated intervals, as outlined in BP 7150 (3.3.1) and AP 7150 (3.3.2). The Chancellor is responsible for ensuring that evaluations are conducted periodically for faculty, managerial staff, confidential employees, and classified personnel. This process aims to enhance educational effectiveness and professional development across all roles.

The evaluation criteria for managerial and confidential employees will adhere to established board policies, specific job descriptions, and performance goals mutually developed by the respective employee and their supervisor. Comprehensive guidelines regarding evaluation protocols for collective bargaining groups can be found within the respective collective bargaining agreements.

Evaluation for CSEA Members
For California School Employees Association (CSEA) members, the evaluation process provides constructive feedback that aids continuous improvement aligned with district expectations and performance standards. Evaluation procedures are outlined in Article 13 of the CSEA Bargaining Agreement (3.3.3). The District commits to evaluating permanent unit members annually during their anniversary month, unless exceptions arise due to emergency circumstances, as outlined in Article 2: Management Rights (3.3.4), or when a member is on leave.

Performance evaluations for unit members will encompass two distinct components:

1. Unit Member Self-Assessment: Unit members may complete a self-assessment using the Employee Performance Evaluation Form during the month preceding their anniversary month.

2. Evaluator's Assessment: Evaluators will prepare a performance evaluation using the Employee Performance Evaluation Form. Should the overall performance result in a rating of "Performance Needs Improvement" or "Unsatisfactory Performance," a written Performance Improvement Plan (PIP) will be developed in consultation with the Office of Human Resources.

Evaluation for Confidential Employees
In accordance with the SBCCD Confidential Employee Handbook (3.3.5), employees in the confidential group are evaluated biannually, every two years, in the month of April after completing probation. Probationary confidential employees are evaluated after three months, six months, and nine months of service, and thereafter every two years in the month of April. The evaluation forms the basis for recommendations for development or other activities related to professional development (3.3.6).

The evaluation process includes a self-evaluation by the confidential employee and a performance evaluation by the supervisor (3.3.7). The self-evaluation and performance evaluation are completed and submitted online via the NEOED Perform module (3.3.8, 3.3.9). The confidential employee will evaluate their performance in the following areas: accomplishments, challenges, professional development activities, support opportunities, and future goals.

Faculty Evaluation Process
The institution retains sole responsibility for evaluating the performance of each faculty member. Evaluation procedures are outlined in Article 16 of the CTA Bargaining Agreement (3.3.10). The evaluation serves multiple purposes:

- To recognize exemplary performance in instruction, counseling, and educational services.
- To support and enhance satisfactory performance.

- To identify areas needing improvement.
- To document instances of unsatisfactory performance.
- To recommend targeted improvement measures and monitor subsequent progress.

Faculty Evaluation Forms, including the Initial Conference Form completed by the Evaluating Manager and Peer Evaluation Forms for both instructional and non-instructional faculty, can be found in Appendix G of the CTA Bargaining Agreement (3.3.11). Faculty evaluations follow a timeline provided by the Office of the Vice President of Instruction each term (3.3.12, 3.3.12.1, 3.3.12.2).

Manager Evaluation Process
The evaluation process for managerial staff is outlined in the SBCCD Management Personnel Plan (3.3.13) and is designed to provide constructive feedback on job performance, highlighting both strengths and areas for improvement. The objectives of the performance evaluation process include:

1. Recognizing outstanding performance.
2. Establishing measurable performance standards.
3. Providing assurance for satisfactory performers.
4. Identifying and assisting individuals with performance challenges.
5. Clarifying job expectations and prioritizing responsibilities.
6. Facilitating constructive dialogue between managers and supervisors to enhance job effectiveness, satisfaction, professional growth, and career development.

The primary components of the manager evaluation include self-evaluation, supervisor assessment, and behavioral ratings, ensuring a comprehensive review of performance (3.3.14). This structured performance evaluation framework aligns with accreditation expectations, emphasizing continuous improvement, accountability, and professional development across all employee classifications within the institution.

Additionally, the SBVC Foundation supports this standard by maintaining a staffing structure that advances the College's Mission through fundraising, donor stewardship, scholarship administration support, community engagement, and operational coordination. Qualified personnel are essential because philanthropic success depends on strong relationship-building, ethical stewardship, sound fiscal practices, and close collaboration with campus partners. The Foundation benefits when its staffing, professional development, and evaluation practices remain aligned with SBVC and SBCCD expectations for employee effectiveness, mission support, and student-centered service (3.3.15, 3.3.16). Personnel practices, employee support, and regular evaluation are key institutional responsibilities, and those principles are equally relevant to the Foundation as an affiliated support organization.

3.4. The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success. (ER 18)

Fiscal resources at San Bernardino Valley College, including state general fund allocations, grant and categorical funds, capital improvement bond funding, and local revenues, are used to develop, maintain, and enhance educational services and operational functions in ways that directly support equitable student access, engagement, and success.

Each year, the general fund is budgeted to support the foundational educational and operational programs at SBVC, reflected in the distribution of resources for salaries, benefits, and operating budgets (3.4.1, 3.4.2). The general fund allocation is disseminated across the College by program to ensure that core services are adequately funded and aligned with institutional priorities (3.4.3, 3.4.4). Consistent with state requirements, SBVC maintains adequate reserves equivalent to a minimum of two months of operating

expenses. These reserves ensure continuity of operations and help the College navigate periods of fiscal uncertainty while remaining focused on its mission.

Grant and categorical allocations align with allowable expenditures and are reported in accordance with each funding source's requirements. These funds support key initiatives such as equity, guided pathways, career education, and other student-centered programs.

SBVC continues to invest in improving campus operations and facilities through capital improvements outlined in the Facilities Master Plan (3.4.5, 3.4.6) and funded through Measure M (2007) and Measure CC (2018). The Facilities Master Plan was approved by the Board of Trustees on March 13, 2025 (3.4.7). State deferred maintenance funding has also supported several essential maintenance and infrastructure projects included in the College's five-year scheduled maintenance plans.

In addition to facilities and operational improvements, the College continues to strengthen programs that directly support student well-being and a sense of belonging. Our Veteran's Resource Center (3.4.8) provides a gathering space for our student veterans, where they can share lived experience to enhance their feeling of belonging. Another example is our BROTHERS program (3.4.9) that offers specialized counseling for our Black and Men of Color students. All told, SBVC offers 21 separate specialized counseling programs (3.4.10) to ensure equitable opportunities for our students.

Collectively, these resource investments demonstrate SBVC's intentional alignment among institutional planning, the Educational Master Plan, and the College's Mission by directing funds to areas most critical to advancing equitable student achievement.

3.5. The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.

San Bernardino Valley College has identified the importance of fiscal accountability in our 2023–2028 Educational Master Plan (EMP) (1.1.5) that guides the College in fulfilling its mission to change lives and serve our diverse community through a transformational learning environment.

- **Strategic Direction 8:** Ensure Sustainability Through Fiscal Accountability
- **Supporting Action 1:** Evaluate and improve resource prioritization processes
- **Supporting Action 2:** Maintain appropriate staffing levels to support student success
- **Supporting Action 3:** Ensure consistent upkeep of current and future infrastructure
- **Supporting Action 4:** Demonstrate responsiveness to community needs with regard to certificates, degrees, and programs
- **Supporting Action 5:** Initiate culturally responsive strategic enrollment management

To support the improvement and evaluation of Resource Prioritization processes, SBVC is currently in year three of a six-year Program Review ASPIRE process (2.2.8). The ASPIRE process uses a committee to review resource requests and assess their alignment with the College's Mission, Vision, & Values. As part of these requests, departments are asked to provide background on who is served by their services, a Strengths, Weaknesses, Opportunities, and Threats (SWAT) analysis, and goals. The six-year cycle allows for a different lens each year on the requests, considering how the resource allocations align with the following opportunities and threats:

- **Year 1 (2023):** Program or Area Overview
- **Year 2 (2024):** Diversity, Equity, Inclusion, and Accessibility
- **Year 3 (2025):** Demand and Currency
- **Year 4 (2026):** Productivity and Growth

- **Year 5 (2027):** Outcomes Assessment Analysis
- **Year 6 (2028):** Reflection.

Resource requests (1.2.2) are sent to the Deans for Division Review by the Program Review Committee so that the requests can be prioritized. Division rankings are then submitted back to the Program Review Committee. After that, the Program Review Committee finalizes the prioritization of all requests and submits the results to the President's Executive Cabinet, College Council, Academic Senate, Managers, and Department Chairs. The College Council completes the funding process, and once finished, the funding results are reported to the Academic Senate, Managers, and Department Chairs.

To support appropriate staffing levels for student success, the President's Executive Cabinet works diligently with the District's Human Resources and Fiscal Services Departments to ensure information is accurate, reflects the positions available for recruitment, and that sufficient budget has been allocated. From July 2024 through September 2025, over 83 vacant positions have been filled (3.5.1).

Supporting Action 3 is funded through a combination of state funds from the Scheduled Maintenance and Special Repairs Program (3.5.2) allocation, as well as allocations from Measure M (2007) (3.5.3) and Measure CC (2018) (3.5.4), which call for funds to be used for the improvement of existing facilities and infrastructure. Scheduled Maintenance and Special Repair Program funds are used for scheduled maintenance/special repairs, water conservation, building improvements, energy efficiency, and affordable student housing. A 5-year Maintenance Plan must be submitted to the State, outlining projects to be funded with these funds, along with a Project Funding Proposal. Measure M and CC funds have been used to repair and improve San Bernardino Valley College's infrastructure, ensuring the facilities are in good condition for students, faculty, and staff.

Measures M (2007) and CC (2018) support ensuring that new buildings are designed to meet the region's growing needs. Current and future construction focuses on expanding and modernizing programs. In January of 2025, a new Applied Technology building opened. This building provided new, modern space for programs such as Automotive Technology (11% projected growth) (3.5.5), Electricity/Electronics (13% projected growth) (3.5.6), Heating, Ventilation, Air Conditioning and Refrigeration (12% projected growth) (3.5.7), Heavy/Medium Duty Truck Technology (11% projected growth) (3.5.8), and others. With an expected 10% growth in Water Supply Technology (3.5.9), the College has moved to offering a bachelor's degree (3.5.10).

Three additional buildings will support growth in the areas of Health Sciences, including Nursing (7% projected growth) (3.5.11) and Pharmacy Technology (7% projected growth) (3.5.12), Aeronautics (12% projected growth) (3.5.13), and Welding (4% projected growth) (3.5.14).

3.6. The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.

SBVC maintains a strong commitment to transparency and broad participation in fiscal planning. In accordance with BP and AP 6200 (Budget Preparation) (3.6.1, 3.6.2), the Board of Trustees provides initial direction on resource distribution before March 1 each year. The District's budget is prepared in alignment with Title 5 regulations, the California Community Colleges Budget and Accounting Manual, and all other relevant state and federal requirements. SBVC collaborates closely with District Fiscal Services to develop the annual budget, ensuring that institutional plans, department needs, and campus-wide input are incorporated.

The District uses Questica as the primary tool for budget development, while historical budget data is accessible through Financial 2000 and Oracle Budget Management Systems. Department chairs, managers,

and staff have access to these systems to support informed planning. At the start of each developmental budget cycle, the Vice President of Administrative Services issues instructions outlining the procedures, timelines, and budget assumptions for each division and department.

The District engages independent auditors annually to evaluate financial transactions, identify irregularities, and document corrective actions when necessary (3.6.3, 3.6.4). These processes apply to all financial resources including bonds and district or college grants. Annual audit results consistently demonstrate that financial resources are appropriately allocated and utilized in accordance with governmental regulations, district policies, and generally accepted accounting principles. Audit findings are communicated to the appropriate oversight board/committee as well as district fiscal services. Any recommended corrective measures are implemented in a timely manner, and the audit report is formally presented during a public meeting to the Board of Trustees, reinforcing transparency and accountability in fiscal operations (3.6.5).

Through the regular process of this work, those involved discover how to improve fiscal operations. To establish procedural norms and provide training, fiscal services and business services have created several How-to Guides. Many of these guides have been created following questions or trainings that brought to light opportunities for improvement (3.6.6, 3.6.7).

During the developmental budget period, managers meet with faculty chairs and classified staff to review prior-year budgets, discuss adjustments, and enter budget requests into Questica. These requests are then submitted to the division vice presidents and ultimately reviewed by the Vice President of Administrative Services. Administrative Services prepares comparison reports and meets with the College President before submitting the developmental budget to the District for integration into the District-wide budget. Throughout the fiscal year, managers are responsible for monitoring their budgets under the oversight of division vice presidents and Administrative Services. The College's Budget Committee (3.6.8) meets regularly to review recommendations and provide input on budget development and management, while the District Budget Advisory Committee (DBAC) (3.6.9) meets regularly to review District office budgets, the budget calendar, and District-level financial information.

In Fall 2026, the College will launch a revised committee structure that includes a new Planning and Resource Allocation Committee (PRAC). PRAC will serve as the central coordinating body to ensure that college planning is strategic, forward-looking, and resource informed. It will anticipate institutional needs and establish measurable priorities and outcomes in advance of implementation. The committee will operate under guiding principles that promote equity, transparency, and alignment with the College Mission and goals. The committee will integrate planning across all divisions (instructional, student services, and administrative) to ensure that decisions about resources, staffing, and initiatives are mission-driven, data-informed, and sustainable. (3.6.10 Recommendation #1).

Through its integrated planning processes and resource prioritization efforts, SBVC sustains its mission and strengthens student success. The combination of planning and program review, the developmental budget process, and shared governance through campus and District-wide budget committees ensures that financial planning at SBVC is inclusive, mission-driven, and aligned with institutional priorities for equitable student outcomes.

3.7. The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability. (ER 18)

The College uses a mix of financial planning tools, multi-year projections, and district reserves to maintain fiscal stability and long-term sustainability. Each year, the District builds a five-year financial plan into the annual budget, which includes enrollment management projections, salary and benefit costs, and revenue

estimates based on the Governor's Enacted Budget. The Unrestricted General Fund Multi-Year Forecast outlines a five-year budget that maintains a minimum balance equal to about two months of operating costs, helping to ensure we can continue delivering services without disruption (3.7.1, 3.7.2).

District Fiscal Services also manages the budget for Other Post-Employment Benefits (OPEB) each year (3.7.3). These obligations are defined by GASB Statements 74 and 75, which require public employers to identify and report their OPEB liabilities. To help meet these long-term obligations, District Fiscal Services, working with the District Budget Committee and with Board approval, established a Futurist Trust to pre-fund future OPEB benefits (3.7.4). This irrevocable governmental trust is overseen by a Retirement Board of Authority made up of District personnel (3.7.5). The Benefit Trust Company manages the trust's assets and investment policy, and Keenan & Associates coordinates the overall program. In 2024-25, the trust was fully funded and covered 100 percent of the District's projected OPEB liability (3.7.6).

Support from the local community through bond measures has also allowed San Bernardino Valley College to continue improving its facilities. SBVC is currently working on projects funded by Measure CC, passed in 2018. These projects were identified and prioritized in the 2017–2022 Facilities Master Plan, which was part of the 2017-2022 Comprehensive Master Plan (3.7.7), with a focus on total cost of ownership. This approach helps SBVC avoid overspending its limited operating budget while ensuring long-term financial sustainability and better space utilization across campus. This includes the FMP Approved Bond Construction Project List 2017 (3.7.8), which was reprioritized August 12, 2021 (3.7.9), and the 2025-2037 Facilities Master Plan (3.4.6).

Through all of these efforts, the College continues to demonstrate a thoughtful, mission-aligned approach to fiscal solvency that supports day-to-day operations as well as long-term institutional stability.

3.8. The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers instruction, student services, and/or learning supports.

San Bernardino Valley College (SBVC) demonstrates a comprehensive and systematic approach to constructing, maintaining, and continuously improving its physical resources in order to support student learning, instructional delivery, and operational effectiveness. Through integrated planning, proactive maintenance, collaborative governance, and data-driven decision-making, SBVC ensures that its facilities, infrastructure, and equipment remain safe, functional, and aligned with institutional priorities (3.8.1, 3.8.2).

Facilities planning is embedded within SBVC's institutional planning and budgeting processes. Capital improvement projects and modernization efforts are prioritized based on instructional need, regulatory compliance, safety considerations, and long-term sustainability (3.8.3). These efforts ensure that physical resources evolve in step with academic programs, enrollment trends, and student support services.

To promote safety, operational effectiveness, and continuous improvement, SBVC maintains an active Facilities and Safety Committee (3.8.4), comprising cross-functional representation from facilities, campus safety, administration, faculty, and classified staff. This committee meets regularly to collaborate on facility-related concerns, review campus safety issues, assess emerging risks, and proactively identify solutions that advance campus operations and maintain regulatory compliance. The committee plays a key role in ensuring transparent communication, shared governance, and early intervention to prevent potential operational or safety issues.

Beginning Fall 2026, the Facilities and Safety Committee is being replaced by the new Facilities, Safety, and Technology Committee. This committee will coordinate planning and evaluation of the College's physical environment, campus safety, and technology infrastructure to ensure that facilities and systems effectively

support instruction, student services, and institutional operations. The committee will promote safe, sustainable, and accessible environments that advance student learning, employee well-being, and the College Mission. (3.6.10 Recommendation #5).

SBVC operates a comprehensive Preventive Maintenance Program to sustain the reliability of building systems, infrastructure, and equipment (3.8.5). To support this program, the College uses a Computerized Maintenance Management System (CMMS) to track, document, and manage both preventive and corrective maintenance activities. The CMMS provides real-time data on work order volume, response times, equipment history, and asset lifecycle performance, enabling data-driven planning, accountability, and continuous operational improvement.

Routine safety inspections, regulatory compliance audits, and system testing are conducted in coordination with Environmental Health & Safety (EH&S), Risk Management, and external regulatory agencies (3.8.6, 3.8.7, 3.8.8). These activities include fire and life safety inspections, elevator certifications, hazardous materials compliance, indoor air quality assessments, and emergency preparedness planning (3.8.9, 3.8.10, 3.8.11). Together, these measures ensure that all instructional and service locations meet applicable safety standards and support a healthy learning and working environment.

Custodial and grounds operations (3.8.12) further contribute to campus safety, functionality, and appearance. Structured cleaning schedules, grounds maintenance plans, and on-campus event support protocols (3.8.13) ensure that facilities remain clean, accessible, and welcoming for students, faculty, staff, and community members.

The College and District also provide regular safety training and emergency preparedness activities, such as the Great Shakeout Earthquake Drill, which takes place every third Thursday of October (3.8.14, 3.8.15). The District also maintains an Emergency Operations Plan (3.8.16), which identifies SBCCD's emergency planning, organization, and response policies and procedures. It assists SBCCD in being prepared to respond to and recover from any level of emergency it may face.

Additionally, SBCCD has implemented RAVE Alert (3.8.17), an Emergency Notification System (ENS) to notify students, employees, and visitors of incidents on or around campuses/worksites that could potentially affect the larger college community (i.e., a serious crime, threat, emergency, or natural disaster). These notifications may include emails, text messages, text-to-speech phone calls, pop-up windows on computer screens, Informacast via Cisco phones/clocks, and push notifications to the SBCCD Safe app (3.8.18). All employees and students are asked to be aware of such notifications when they receive them.

Sustainability is integrated into facilities operations through energy-efficient building systems, HVAC optimization, lighting upgrades, and utility monitoring (3.8.19). These efforts reduce operational costs, minimize environmental impact, and support the College’s commitment to long-term environmental stewardship (3.8.20, 3.8.21).

Through strategic planning, collaborative governance, preventive maintenance, technology-driven asset management, and continuous assessment, SBVC ensures that its physical resources effectively support educational excellence, student success, and institutional sustainability.

3.9. The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.

San Bernardino Community College District (SBCCD) uses a consistent, districtwide planning and program review process that guides all technology planning. Through this process, Technology and Educational Support Services (TESS) and San Bernardino Valley College Campus Technology Services (SBVC CTS) develop and update technology plans (3.9.1) that directly support our institutional goals. Annual planning and program review keep these goals current, so they continue to reinforce SBCCD's educational and operational outcomes (3.9.2).

SBCCD depends on broad collegial consultation to ensure technology planning stays responsive to campus and student needs. The SBVC Technology Committee (3.9.3) meets monthly to review progress, collect feedback, and incorporate input from all constituent groups. A TESS representative participates in each committee, and the District Technology Master Plan (3.9.4) incorporates this feedback along with input from districtwide groups such as the Institutional Effectiveness Advisory Committee (3.9.5), Distance Education Coordination Council (3.9.6) and District Applications Workgroup (3.9.7). Technology leadership teams also meet monthly to adjust priorities as needs evolve.

SBCCD evaluates the effectiveness of technology services, which is shared through quarterly newsletters (3.9.8) and through a public project dashboard managed by TESS (3.9.9). This dashboard allows users to submit requests, view prioritization, and track the status of active projects. Major projects conclude with documented knowledge transfer and training resources that support long-term sustainability.

Board Policies and Administrative Procedures in the 3700 series define the appropriate and secure use of SBCCD technology resources:

- BP/AP 3710 Securing of Copyright (3.9.10, 3.9.11)
- BP/AP 3715 Intellectual Property (3.9.12, 3.9.13)
- BP/AP 3720 Computer and Network Use (3.9.14, 3.9.15)
- BP/AP 3725 Information and Communications Technology Accessibility (3.9.16, 3.9.17)
- AP 3726 Information Security Data Classification (3.9.18)
- AP 3727 Information Security Access Control (3.9.19)
- AP 3728 Information Security Physical Security (3.9.20)
- AP 3729 Information Security Logging and Monitoring (3.9.21)
- AP 3730 Information Security Remote Access (3.9.22)
- AP 3731 Information Security Internally Developed Systems Change Control (3.9.23)
- AP 3732 Information Security Incident Response (3.9.24)
- AP 3733 Information Security Secure Operations (3.9.25)
- AP 3734 Information Security-Network Security (3.9.26)
- AP 3735 Information Security Disaster Recovery (3.9.27)
- AP 3736 Information Security Cloud Storage (3.9.28)
- AP 3737 Information Security Payment Card Industry Requirements (3.9.29)
- AP 3750 Use of Copyrighted Material (3.9.30)

All users must agree to the Acceptable Use Policy (3.9.15). SBCCD maintains strong information security practices that include annual penetration testing, GLBA and PCI compliance audits, continuous network and log monitoring, regular system backups, and mandatory annual cybersecurity training for employees (3.9.31 page 3).

SBCCD employs a comprehensive, multi-layered approach to safeguard its technology infrastructure, data, and user accounts. The District maintains enterprise-level security, logging, and monitoring systems, as well as a Security Operation Center that provides 24/7/365 monitoring of our network, servers, and computers (3.9.32). SBCCD enforces strong password standards and secure access protocols, including multi-factor authentication (MFA), to verify user identity and reduce the risk of compromised credentials (3.9.33). In addition, the District implements data encryption (3.9.34), role-based access controls, and ongoing security awareness training for employees to promote responsible technology use (3.9.35).

To ensure technology remains current and reliable, instructional and non-instructional hardware follows a structured replacement cycle with adjustments as needs change. The TESS Helpdesk (3.9.36) provides timely support for end users, while SBVC CTS maintains, updates, and repairs technology across the campus.

3.10. The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.

San Bernardino Community College District (SBCCD) has policies and procedures in place to mitigate emergencies and unforeseen events that could significantly impact the availability of its resources. SBCCD board policies and administrative procedures that govern risk and emergency response are the following:

- BP/AP 3505 Emergency Response Plan (3.10.1, 3.10.2)
- BP/AP 6540 Insurance (3.10.3, 3.10.4)

SBCCD mitigates these risks through structured insurance coverage, participation in statewide Joint Powers Authorities (JPAs), and the requirement that contractors provide insurance certifications and indemnifications commensurate with the risks associated with their services. As noted in the 2023-24 Audit Report, SBCCD has sufficient insurance to cover its needs in financial emergencies (Independent Auditor's Report, pages 57-58, "Note 12 – Participation in Public Entity Risk Pools and Joint Powers Authorities" (3.10.5)).

To manage property and liability risks, SBCCD contracts with the Statewide Association for Excess Risks (SAFER), which provides excess property and liability insurance tailored to California K–12 and community college districts. The District has not experienced claims exceeding coverage limits during the past three fiscal years. Additionally, there has been no significant reduction in insurance coverage year over year, demonstrating SBCCD's commitment to maintaining adequate protection for District assets and operations (Independent Auditor's Report, pages 57-58, "Note 12 – Participation in Public Entity Risk Pools and Joint Powers Authorities" (3.10.5)).

SBCCD further strengthens its risk management framework through participation in the Statewide Association of Community Colleges (SWACC). SWACC arranges and administers comprehensive property and liability protection for its member districts and participates in collective decision-making that enhances fiscal resilience and supports coordinated responses to potential emergencies (Independent Auditor's Report, pages 57-58, "Note 12 – Participation in Public Entity Risk Pools and Joint Powers Authorities" (3.10.5)).

Employee-related risks are addressed through SBCCD's membership in the Schools Alliance for Workers' Compensation Excess II (SAWCX II) Joint Powers Authority. This self-insurance pool provides workers' compensation coverage and related services, allowing the District to effectively manage employee injury claims while maintaining financial predictability. Governance through a representative board ensures transparency, accountability, and adherence to best practices in risk mitigation and claims management (Independent Auditor's Report, pages 57-58, "Note 12 – Participation in Public Entity Risk Pools and Joint Powers Authorities" (3.10.5)).

To mitigate financial risk, SBCCD participates in the California Community College Financing Authority (CCCFA), which provides access to short-term financing when needed. This capability enhances the District's readiness to respond to financial emergencies or cash-flow disruptions (Independent Auditor's Report, pages 57-58, "Note 12 – Participation in Public Entity Risk Pools and Joint Powers Authorities" (3.10.5)).

Finally, SBCCD ensures readiness for unexpected events by adhering to the guidelines laid out in our policies for Security Incident Response (AP 3732) (3.9.24). This policy outlines the District's approach to responding to a cybersecurity incident. District Technology Support Services has conducted a cybersecurity audit to identify internal and external vulnerabilities and developed a corresponding corrective action plan (3.9.1). The implementation of this plan drives annual cybersecurity training for staff (3.9.35) and the implementation of additional measures such as the implementation of multi-factor authentication for all employees in Fall 2023 (3.10.6). Contracts with SIS and ERP hosting vendors specify backup frequency, retention schedules, and recovery timeframes. All components of these policies are formally approved and published as Administrative Procedures.

Collectively, SBCCD's layered insurance coverage, participation in multiple JPAs, access to financing mechanisms, and formally established information technology protocols demonstrate that the District has appropriate strategies, policies, and procedures in place to manage risk and implement contingency plans consistent with the standard.

Standard 4: Governance and Decision-Making

The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.

4.1. The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)

In alignment with the following District Board Policies and Administrative Procedures:

- BP/AP 3900 (Speech: Time Place, Place, and Manner) (4.1.1, 4.1.2)
- BP/AP 4020 (Program Curriculum and Course Development) (4.1.3, 4.1.4)
- BP/AP 4025 (Philosophy and Criteria for Associate Degrees and General Education) (4.1.5, 4.1.6)
- BP 4030 (Academic Freedom) (4.1.7)
- BP/AP 5500 (Student Code of Conduct) (4.1.8, 4.1.9)
- AP 5520 (Student Discipline Procedures) (4.1.10)
- BP/AP 5530 (Student Rights and Grievances) (4.1.11, 4.1.12)

And in support of the College Mission, the College upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry.

Academic freedom is the leeway to pursue knowledge and/or research across a vast range of diverse opinions and perspectives, without censure or undue interference. Through freedom of inquiry, faculty are granted the right to explore and discuss challenging ideas and topics related to their courses and areas of expertise within the classroom and District. While adhering to the course outline of record, faculty members may exercise professional judgment to discuss additional topics that enhance student learning, guided by a commitment to student dignity and knowledge advancement as addressed in Article 6 of the CTA 2025-28 Bargaining Agreement (4.1.13).

Academic integrity is presented in the College Catalog (4.1.14), in course syllabi (4.1.15, 4.1.16), and in the Faculty Ethics Statement (4.1.17). The College follows the student conduct process for addressing integrity inquiries as outlined in the College Catalog (4.1.18), website (4.1.19), and in the Faculty Handbook (4.1.20). To support student success and continual improvement, the College hosts library workshops and provides resources to build knowledge and develop skills to strengthen academic integrity (4.1.21, 4.1.22, 4.1.23). It is intended that students who attended and completed the workshops have higher rates of course success.

To support continual improvement, a cyclical review of Board Policies and Administrative Procedures is conducted to ensure the policies and procedures are current and relevant to support instructional effectiveness and equitable student outcomes (4.1.24). The District Policies and Procedures Advisory Committee (4.1.25), co-chaired by the Executive Vice Chancellor and the Vice Chancellor of Human Resources & Police Services (4.1.26), is a district-wide participatory committee (4.1.27), whose charge is to review and revise, as needed, and develop new Board Policies and Administrative Procedures in accordance with BP/AP 2410 (Board Policies and Administrative Procedures) (4.1.28, 4.1.29). The committee forwards recommendations for changes to APs/BPs to the Chancellor's Council (4.1.30). Then the BPs and APs are advanced to the Board of Trustees for its consideration at regular Board meetings.

In Spring 2026, in response to growing faculty concerns about Artificial Intelligence (AI), an AI Task Force was formed that reported to the Academic Senate (4.1.31). The task force was charged with developing and recommending policies, frameworks, and best practices for the ethical and effective integration of AI technologies at SBVC. A survey was conducted by the AI Task Force from March 13 to April 6, 2026 to understand faculty experiences, concerns, and professional development needs related to artificial

intelligence (4.1.32). Responses were used to directly shape the recommendations that the task force developed in Spring 2026, including an AI framework for teaching and learning, sample syllabus language, a professional development plan for Fall 2026, and input on the district's emerging AI policy (AP 3775) (4.1.33, 4.1.34, 4.1.35).

4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.

In alignment with District Board Policies and Administrative Procedures BP/AP 2430 (Delegation of Authority to the Chancellor) (4.2.1, 4.2.2), BP/AP 2510 (Participation in Local Decision Making) (4.2.3, 4.2.4), BP/AP 3250 (Institutional Planning) (1.1.2, 1.1.3), and BP 5400 (Associated Student Organizations) (4.2.5) and in support of the College Mission, institutional structure for decision-making provides opportunities for stakeholder participation and ensures the inclusion of relevant perspectives.

The Chancellor (4.2.6) delegates power and duties to the College President to effectively manage the operations of the College and its campuses. However, the Chancellor is specifically responsible to the Board of Trustees for the execution of such delegated powers and duties. The President is expected to perform the duties contained in the job description, fulfill responsibilities as may be determined through goal setting or the evaluation process, and perform other duties as required by the daily operation of the colleges.

The President is the Chief Executive Officer of the College (4.2.7). The President reports to, assists, and supports the Chancellor in performing the duties delegated by the Board of Trustees. The President is responsible for implementing the College's plans and District policies. The President works with the Chancellor, the Vice Chancellors, and the other College Presidents to ensure that planning and organizational initiatives are collaborative and coordinated to support both the District's and the College's goals. The President's administrative organization shall be the established authority on campus, and the College President is the final authority at the college level.

The Campus Committees website (4.2.8) outlines the various campus committees and their functions. Each committee comprises diverse stakeholders, ensuring a wide range of perspectives is represented. These members are appointed through the appropriate SBVC governance constituencies (faculty, classified professionals, students) and administrative leadership processes. This maintains accountability back to the constituency or functional area being represented.

College Council (1.5.12) is the overarching participatory governance group of San Bernardino Valley College. The purpose of the College Council is to provide a venue for constituent groups to participate in developing recommendations that have college-wide and district-wide impact. The role of the College Council is to make recommendations to the President regarding the design, implementation, and progress of major college-wide planning and initiatives, on a regular review schedule or as necessary to meet college needs. As committees of the College, the Accreditation and Outcomes Committee, the Arts, Lectures & Diversity Committee, the Budget Committee, the Enrollment Management and Student Equity Committee, the Facilities & Safety Committee, the Professional Development Committee, and the Technology Committee report directly to College Council. Various constituency groups have appointments to College Council (4.2.9) and are expected to report back to their constituencies. When there are vacancies on the council, constituency groups are asked to communicate to their members and fill vacancies.

Those committees that do not report to College Council, such as Curriculum and Program Review, report to the Academic Senate (4.2.10). The Senate and its meetings are conducted in accordance with Title 5 and the Brown Act. The purpose of the San Bernardino Valley College Academic Senate is to represent the College faculty in all academic and professional matters as established under California state law, the California Code

of Regulations, and the board policies and administrative regulations of the San Bernardino Community College District (4.2.11). The power of the Academic Senate is derived from the California Education Code and the California Code of Regulations and is exercised through the body's formal actions after appropriate consideration. As stated in Title 5 § 53200 (b): Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters. In Section 53200 (c), "Academic and professional matters" means the 10+1 policy development and implementation matters (4.2.12).

In Fall 2024, authorized by the Academic Senate and College Council, the Participatory Governance Task Force (4.2.13) was formed and charged with reviewing and refining San Bernardino Valley College's governance processes to improve decision-making processes in support of enhancing student success, improving the student experience, and ensuring equitable access and outcomes through an effective, inclusive governance system. From Fall 2024 through Spring 2026, the task force:

- Reviewed and refined SBVC's committee structure to increase efficiencies and effectiveness in accordance with AB 1725, ACCJC standards, CA Education Code, Title 5 regulations, and relevant district policies.
- Engaged representatives from all campus constituencies to create a transparent recommendation- and decision-making process.
- Developed a Participatory Governance Handbook (4.2.14) outlining governance philosophies, committee structures, and decision-making processes.
- Presented final recommendations (1.2.9) to College Council, Academic Senate, and Classified Senate for support and adoption.

Effective participatory governance depends not only on the existence of structures and committees but also on students, faculty, and staff understanding how to engage with them. Communication of governance processes—including visual frameworks, web-based resources, and institutional updates—supports transparency and strengthens meaningful participation (4.2.15).

In addition to campus committees, special forums are convened to address emerging issues, ensuring that stakeholders remain informed and involved. Most recently, the College undertook a Reimagining SBVC initiative focused on a campus-wide reorganization to provide a simplified and streamlined student experience, an organizational structure that minimizes duplication of services, and an inclusive approach that advances emerging areas, complex educational and support needs of students, and maximizes the priorities in the Valley Up! Initiative (1.5.7). This entailed a comprehensive timeline (4.2.16) that included public forums and multiple ways to contribute feedback (4.2.17).

4.3. The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes.

The center of decision-making at San Bernardino Valley College is its Mission, Vision, and Values (1.1.4), which are found in many planning documents, including page 9 of the 2023-2028 Educational Master Plan (4.3.1) and pages 3 and 4 of the 2022-25 Student Equity Plan (4.3.2). These are stated explicitly, along with the Educational Master Plan's goals that detail commitments to (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, and (4) ensure fiscal accountability and sustainability. These goals are accompanied by eight strategic directions that each include multiple supporting actions (4.3.3):

- **Strategic Direction 1:** Create a College-Going Culture Through Intentional Community Outreach and Clear Communication of Pathways

- **Strategic Direction 2:** Innovate Curriculum and Course Offerings to Support Student Equity and Completion
- **Strategic Direction 3:** Expand and Align Support Services and Resources in Conjunction with Student Pathways
- **Strategic Direction 4:** Create Relationships with the Black and African American Community
- **Strategic Direction 5:** Utilize Quantitative and Qualitative Data to Understand Our Students' Lived Experiences and Better Support Them Towards Their Goals
- **Strategic Direction 6:** Create and Sustain a Sense of Belonging for all College and Community Stakeholders
- **Strategic Direction 7:** Connect Students to Regional and Community Opportunities
- **Strategic Direction 8:** Ensure Sustainability Through Fiscal Accountability

One of the most recent examples of the College's commitment to advancing the mission and prioritizing equitable student outcomes is the development of the Student Equity Plan. While developing the 2022-25 plan, SBVC was intentional in creating a culture of equity, inclusion, and anti-racism. The campus expanded equity-mindedness within instructional support. It also identified and institutionalized equitable hiring practices and processes. This included the creation of the District Human Resources, Diversity, Equity, and Inclusion (DEI) Advisory Committee (4.3.4), which is charged with aligning Districtwide DEI efforts and ensuring adequate support is available.

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 insight into the shift that is occurring throughout the State of California. Region 9 colleges participated in workshops and received tools to create a Student Equity Plan that incorporated race-consciousness efforts to close 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 focused on five metrics of student success: 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 were identified in the plan represented the Disproportionately Impacted (DI) student groups for each of the five student support metrics. SBVC is focused on closing the gaps within our highly disproportionate 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.

For the 2025-28 Student Equity Plan (1.1.6), an update was provided on these metrics. This data is also available on the Student Equity & Achievement Dashboard (2.9.6):

- **Metric 1: Successful Enrollment** – Analysis of data from 2020-21 through 2024-25 showed that the enrollment gap was closed for Black/African American students. (1.1.6 pages 20-22)
- **Metric 2: Transfer Level English and Mathematics** – Analysis of data from 2020-21 through 2024-25 showed that the enrollment gap was closed for Black/African American students. (1.1.6 pages 23-25)
- **Metric 3: Term-to-Term Persistence** – In 2024-2025, 54.0% of the 524 first-time Black/African American students persisted from their first primary term (either Fall or Spring) to the next immediate primary term, resulting in an observable disproportionate impact. (1.1.6 pages 26-29)
- **Metric 4: Vision Goal Completion** – In 2021-2022, 6.5% of the 536 first-time Black/African American students graduated within three academic years of starting at SBVC, resulting in an observable disproportionate impact. (1.1.6 pages 30-31)
- **Metric 5: Transfer to a 4-year University** – In 2021-2022, 8.0% of the 1,604 first-time Hispanic students transferred to a 4-year university within four academic years of starting at SBVC, resulting in an observable disproportionate impact. (1.1.6 pages 32-24)

SBVC supports Disproportionately Impacted students by embedding equity into curriculum, instruction, and student services. This includes culturally responsive pedagogy, expanded financial aid outreach, and intentional community-building efforts. By aligning these supports with Vision 2030, SBVC ensures that persistence and completion outcomes reflect the true potential of all students (1.1.6 pages 35-37).

In developing the 2025-28 Student Equity Plan, SBVC recognizes that authentic equity work begins with listening to students and the community. The College will continue to expand opportunities for students to influence institutional equity goals through student voice forums and listening sessions (4.3.5), student focus groups, student participation in governance (2.8.1), campus climate and equity surveys (4.3.6), and transparency and engagement. By embedding student voice and cross-constituent collaboration in every stage of the Student Equity Plan from development to implementation, SBVC transforms equity work into a collective responsibility and a shared commitment to student success.

Additionally, SBVC will continue to implement an equity-centered evaluation cycle that includes data analysis, reflection, and planning throughout each academic year. The Student Success Advisory Committee (SSAC), which integrates Student Equity, Guided Pathways, and Student Support Services, serves as one of the primary bodies responsible for overseeing implementation and review of the Student Equity Plan (1.1.6 pages 6-8).

4.4. Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health. (ER 7)

The San Bernardino Community College District (SBCCD) is governed by a seven-member board, whose primary responsibility is set forth in BP 2200 (Board Duties and Responsibilities) (4.4.1). This policy outlines the duties that board members have to ensure accountability for academic quality and successful outcomes for all students. SBCCD's Board of Trustees regularly reviews key indicators of student learning and achievement and evaluates institutional plans to improve academic quality and student outcomes (4.4.2). As outlined in the Student Equity Plan, the College monitors five equity measures annually to address equity gaps (1.1.6 pages 20-34).

The Board of Trustees adopted its Strategic Plan that includes four goals to ensure the overall effectiveness of the District (4.4.3). The Board Goals are to:

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

The Board monitors progress by reviewing disaggregated success metrics, including enrollment and achievement data, and districtwide strategies to improve academic success annually (4.4.4, 4.4.5). The Chancellor also updates the Board of Trustees monthly to discuss how SBCCD is meeting the District goals (4.4.6). In addition, a weekly Roundup with information on how the campuses and the overall district are working to support students and serve the community is distributed to the Board of Trustees (4.4.7).

The Board also regularly receives updates on Strategic Plan Goals. For example, Goal 1 focuses on eliminating barriers to student access and success, including actions to improve enrollment processes, expand academic programs, strengthen outreach, and support underrepresented student groups (4.4.8). In addition, the Board reviews reports and presentations that highlight direct evidence of student learning and achievement, such as Honors Program outcomes, accreditation mid-term reports, AB705 throughput data, sabbatical research that impacts curriculum and instruction, and President's Reports that include student

completion milestones (4.4.9, 4.4.10). Presentations such as the districtwide DEIA initiatives and the National Conference on Race and Equity (NCORE) further provide the Board with institutional plans designed to enhance academic quality, reduce equity gaps, and support student success (4.4.11).

The Board of Trustees (BOT) adopts an annual budget that aligns directly with its four goals. On January 09, 2025, the Board Members received a presentation on the prioritized board directives and the Strategic Plan Summary (4.4.12). In addition, the BOT received monthly budget reports as part of their regular board meetings (4.4.13). The Board conducts at least two strategy sessions per year to review proposed tentative budgets, final budgets, and/or other fiscal-related items (4.4.14, 4.4.15). Moreover, the Board Finance Committee (BFC) provides monthly verbal reports at Board of Trustee meetings (4.4.16 page 2).

The Board of Trustees receives multiple annual presentations of the Apportionment Attendance Reports (CCFS-320), which provide disaggregated full-time enrollment data, year-over-year trends, and analysis connected to enrollment management, budgeting, and strategic goal setting (4.4.17, 4.4.18). These reports and information allow the Board of Trustees to monitor SBCCD's financial health and make recommendations to ensure the District's fiscal health. Additionally, through the Board Legislative Committee, Trustees receive regular updates on legislative priorities, budget advocacy, and external policy developments that affect fiscal stability, facilities, and student access. The Board oversees and adopts districtwide legislative and budget priorities aligned with the Strategic Plan, and provides direction on communicating institutional priorities and their impact to policymakers and the public (4.4.19).

The Board of Trustees regularly assesses its policies for their effectiveness in fulfilling the District's Mission, as outlined in BP 2410 (Board Policies and Administrative Procedures) (4.1.28). Board policies are reviewed on an ongoing basis by the District's Policy and Procedures Advisory Committee, which has constituency representation and follows the vetting procedures outlined in AP 2410 (Board Policies and Administrative Procedures) (4.1.29). Each academic year, the Board of Trustees approved dozens of board policies and procedures that directly support the goals and fiscal health of SBCCD (4.4.20, 4.4.21, 4.4.22, 4.4.23).

4.5. The governing board selects and evaluates the institution's chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.

The Board of Trustees has established policies outlining processes for hiring and evaluating SBCCD's Chief Executive Officer: BP 2431 (Chancellor Selection) (4.5.1), and BP 2435 (Evaluation of the Chancellor) (4.5.2). AP 2435 (Evaluation of the Chancellor) (4.5.3), states that the Chancellor will be evaluated at least annually (4.5.4 page 5, 4.5.5 page 4, 4.5.6 page 4). The Chancellor also has an informal mid-year evaluation to receive feedback. The most recent informal evaluation was conducted on June 11, 2026 (4.5.7 page 5). SBCCD's Board of Trustees has regular reports on the Board of Trustees Strategic Plan goals from the Chancellor (4.5.8). Throughout the year, the Chancellor maintains a timeline to ensure the Board of Trustees receives updates on all goals (4.5.9). Annually, the Board of Trustees receives an update on SBCCD's progress toward meeting its goals for the year (4.5.10). For example, during the 2024-25 school year, SBCCD expanded its dual enrollment offerings from 260 in Spring of 2023 to 687 in Spring of 2025. These efforts support the Board of Trustees' Goal 1 to ensure access and give more high school students free access to college courses, helping them build confidence, save money, and succeed (4.4.5).

As described in Standard 4.4, the BOT regularly assesses the effectiveness of its policies in fulfilling the District's Mission as outlined in BP/AP 2410 (Board Policies and Administrative Procedures). Moreover, the BOT establishes policies that set standards for the quality, ethics, and prudence of the institution's overall operations. In addition, the Board of Trustees delegates to the Chancellor the executive responsibility for administering Board-adopted policies and implementing all Board decisions that require administrative action as outlined in BP 2430 (Delegation of Authority to the Chancellor) (4.5.11). The Chancellor is expected

to perform the duties outlined in the Chancellor's job description and fulfill other responsibilities, including educational programs and services, personnel and human resources, and fiscal health and stability. Consistent with this delegated authority, the Chancellor is also authorized to represent the District in state and regional policy forums, legislative advocacy, and intergovernmental partnerships that advance workforce development, facilities planning, and student support services in alignment with Board priorities. In addition, specific assignments for the Chancellor may be identified during the evaluation or goal-setting process. For example, the Board of Trustees adopted BP 6100 (Delegation of Authority, Business and Fiscal Affairs) (4.5.12), which delegates to the Chancellor the authority to supervise the District's general business procedures. The Chancellor ensures that all relevant laws and regulations are complied with, and that required reports are submitted in a timely fashion. SBCCD submits annual fiscal reports to the California Community Colleges Chancellor's Office within the required timeline of submission (4.5.13, 4.5.14). The Board of Trustees approves an annual budget calendar (4.5.15), as required by AP 6200 (Budget Preparation) (3.6.2), which states that the Board will adopt a budget calendar prior to February 1 each year.

4.6. The governing board functions effectively as a collective entity to promote the institution's values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance. (ER 7)

The San Bernardino Community College District Board of Trustees governs on behalf of the citizens in accordance with the authority granted and duties defined in Education Code Section 70902. They work as a collective unit to support the Mission (1.1.1) to "positively impact the lives of and careers of our students, the well-being of their families, and the prosperity of our community through excellence in educational and training opportunities." The Board of Trustees adheres to their duties and responsibilities as outlined in BP 2200 (Board Duties and Responsibilities) (4.4.1). They are responsible for balancing and integrating a wide range of interests and needs into policies that benefit the common good and the region's future. This is demonstrated through various actions taken during board meetings that support the greater good of the institution; for example, during the December Board Meeting, the Board of Trustees took action with a unanimous vote to support SBCCD's 2026 Legislative and Budget Priorities that support workforce development and community prosperity (4.6.1). As illustrated previously in Standard 4.4 and 4.5, the Board's legislative and budget priorities are informed by districtwide data, community input, and regional workforce trends, and are advanced through coordinated government relations and communications efforts that support the District's Strategic Plan goals. Trustee engagement in state and regional conferences, legislative briefings, and budget-related discussions further demonstrate the Board's collective role in advancing institutional priorities.

The Board of Trustees maintains high ethical standards of conduct and follows BP 2715 (Code of Ethics/Standards of Practice) (4.6.2). Annual training is provided to ensure that board members uphold their responsibilities (4.6.3). In addition to this training, the Board of Trustees is committed to its ongoing development as a board and engages in strategy sessions, conferences, and other activities that foster trustee education. During the 2025-26 academic year, board members participated and represented SBCCD in HACU's Annual Conference, ACCT Leadership Congress, CCLC Annual Convention, and CCLC Legislative Conference. During these trainings/conferences, board members are able to obtain updates related to current topics that impact local and state decisions, legal updates, and innovation and high-impact practices that support student success (4.6.4, 4.6.5, 4.6.6). Another example is the presentation on EEO Hiring Practices and Student Impact Analysis that took place on February 27, 2025, during the Strategy Session (4.6.7). Board members access online educational resources such as the Board Orientation Handbook (4.6.8), Trustee Handbook (4.6.9), Trusteeship (4.6.10), Board Chair Handbook (4.6.11), and Student Trustee Handbook (4.6.12).

The Board of Trustees is committed to assessing its performance as a Board to improve its effectiveness. Ongoing evaluation of the Board of Trustees is outlined in BP 2745 (Board Self-Evaluation) (4.6.13). The

Board of Trustees conducts a self-evaluation and discusses the results during their annual board retreat (4.6.14, 4.6.15). There is an opportunity for discussion to identify strengths and areas in which there are opportunities. The results are used to identify goals for the upcoming year.

Required Documentation

Standard 1: Mission and Institutional Effectiveness

Required Item	Documentation
i. Documentation of institution's authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	• ACCJC Reaffirmation Letter 02/01/2021 • ACCJC Action on Midterm Report 1/25/2025
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	• BP 1200 (District Mission Statement) • BP/AP 3250 (Institutional Planning)
iii. Documentation of the governing board's approval of the institutional mission (ER 6)	• SBCCD BOT Minutes 10/13/2022
iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	• Education Master Plan 2023-2028, pages 10 - 11
v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for successful course completion, certificate completion, degree completion, transfer rates, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)	• Institutional Set Standards

Standard 2: Student Success

Required Item	Documentation
i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including: • Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees • Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities • Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10) • Methodology to reasonably equate the direct assessment program to credit or clock hours, if applicable (See Commission *Policy on Competency Based Education* and *Policy on Credit Hour, Clock Hour, and Academic Year*)	• College Catalog, pages 69-82 • BP/AP 4020 (Program, Curriculum, and Course Development) • BP/AP 4025 (Philosophy and Criteria for Associate Degree and General Education) • BP/AP 4100 (Graduation Requirements for Degrees and Certificates)
ii. Documentation that the institution's transfer of credit policies include the following: • Any established criteria the institution uses regarding the transfer of credit earned at another institution • Any types of institutions or sources from which the institution will not accept credits • A list of institutions with which the institution has established an articulation agreement • Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning See *Policy on Transfer of Credit*	• College Catalog, pages 57-64 • BP/AP 4050 (Articulation) • BP/AP 4235 (Credit for Prior Learning) • AP 4236 (Advanced Placement Credit) • BP/AP 5120 (Transfer Center)
iii. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the *Policy on Institutional Advertising and Student Recruitment* (ER 16)	• BP/AP 5010 (Admission and Concurrent Enrollment) • AP 5011 (Admission and Dual Concurrent Enrollment of High School and Other Young Students) • BP/AP 5052 (Open Enrollment) • BP/AP 5055 (Enrollment Priorities)
iv. Documentation of clear policies and procedures for handling student complaints, including: • Evidence that these policies/procedures are accessible to students in the catalog and online; • Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs	• Student Complaint Reporting Form • College Catalog, Pages 47 – 49 • AP 5045 (Student Records - Challenging Content & Access Log) • BP/AP 5530 (Student Rights and Grievances)
v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating: • Accurate and consistent implementation of complaint policies and procedures • No issues indicative of noncompliance with Standards	No link required; to be verified by the team during in-person site visit

Required Item	Documentation
vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	No link required; to be verified by the team during in-person site visit
vii. Documentation of the institution's policies and/or practices for the release of student records	• Authorization to Release Student Information (FERPA) Form • BP/AP 5035 (Withholding of Student Records) • BP/AP 5040 (Student Records and Privacy)
viii. Documentation that the institution's policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	• AP 4021 (Program Discontinuance) • Senate Policy on Program Discontinuance
FOR TITLE IV PARTICIPANTS:	
ix. Documentation of institution's implementation of the required components of the Title IV Program, including: • Findings from any audits and program/other review activities by the U.S. Department of Education (ED) • Evidence of timely corrective action taken in response to any Title IV audits or program reviews See *Policy on Institutional Compliance with Title IV*	• DoE Final Program Review Determination
FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:	
x. Documentation of institution's: • Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit • Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable) • Policies regarding protection of student privacy See *Policy on Distance Education and on Correspondence Education*	• BP/AP 4105 (Distance Education) • BP/AP 5040 (Student Records, Directory Information)
REQUIRED ONLY IF APPLICABLE	
xi. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum	• College Catalog, pages 20 - 21
xii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit	• BP/AP 4235 (Credit for Prior Learning)
xiii. Documentation of agreements with other external parties regarding the provision of student and/or learning support services	• Community College League of California • EBSCO • Starfish Contract
xiv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	• BP/AP 5500 (Standards of Student Conduct) • College Catalog, page 19 and pages 37 - 47

Standard 3: Infrastructure and Resources

Checklist Item	Documentation
i. Written policies and procedures for human resources, including hiring procedures	• BP/AP 3420 (Equal Employment Opportunity) • BP/AP 7120 (Recruitment and Hiring) • BP/AP 7236 (Substitute and Short Term Employees)
ii. Employee handbooks or similar documents that communicate expectations to employees	• Confidential Employee Handbook • Faculty Handbook • Management Personnel Plan • CSEA 2023-26 Bargaining Agreement • CTA 2025-28 Bargaining Agreement • POA 2023-26 Bargaining Agreement • BP/AP 3050 (Institutional Code of Ethics)
iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)	• SBCCD Audit 2024-25 • SBCCD Audit 2023-24 • SBCCD Audit 2022-23
iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)	• BP/AP 6200 (Budget Preparation)
v. Policies guiding fiscal management (e.g., related to reserves, budget development)	• BP/AP 6250 (Budget Management) • BP/AP 6300 (Fiscal Management) • AP 6305 (Reserves)
vi. Policies, procedures, or agreements (e.g., AUAs) related to appropriate use of technology systems	• BP/AP 3720 (Computer and Network Use)
FOR TITLE IV PARTICIPANTS:	
vii. Documentation that the institution's student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue	• FY 2022 Cohort Default Rates
REQUIRED ONLY IF APPLICABLE	
viii. Documentation of any agreements that fall under ACCJC's *Policy on Contractual Relationships with Non-accredited Organizations*	• BP/AP 6340 Bids and Contracts
ix. Written code of professional ethics for all personnel including consequences for violations	• BP/AP 2710 (Conflict of Interest) • AP 2712 (Conflict of Interest Code) • BP 2715 (Code of Ethics/Standards of Practice) • BP/AP 3050 (Institutional Code of Ethics) • Classified Senate Code of Ethics • Faculty Ethics Statement

Standard 4: Governance and Decision-Making

Checklist Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	• BP 2200 (Board Duties and Responsibilities) • BP/AP 2431 (CEO Selection) • BP 2432 (CEO Succession) • BP/AP 2435 (Evaluation of the Chancellor)
ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	• BP 2210 (Officers) • BP/AP 2430 (Delegation of Authority to the CEO)
iii. Governing board policies/procedures/bylaws related to Board Ethics	• BP 2715 (Code of Ethics/Standards of Practice)
iv. Governing board policies/procedures/bylaws related to conflict of interest	• BP/AP 2710 (Conflict of Interest) • AP 2712 (Conflict of Interest Code) • Conflict of Interest List of Designated Positions Per AP 2712

Other Federal Regulations and Related Commission Policies

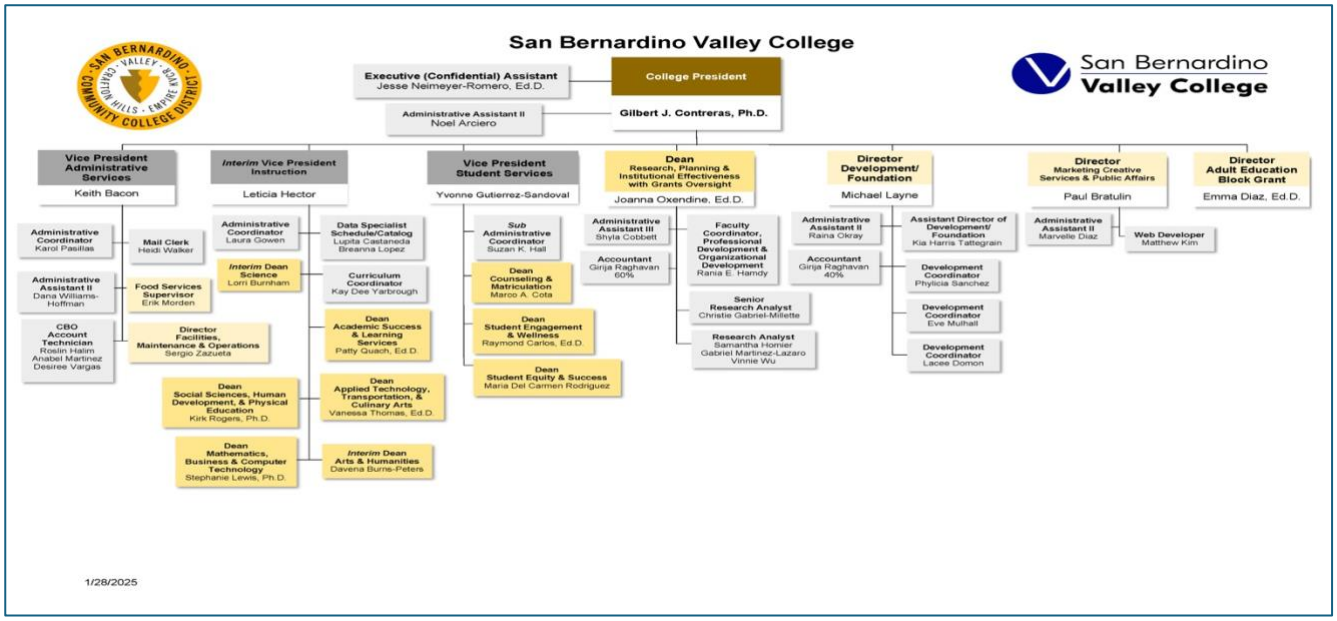
Checklist Item	Documentation
i. Documentation of the institution's appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up See *Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions*, Section D	• SBVC Accreditation Website (bottom of page)
ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page See *Policy on Representation of Accredited Status*	• SBVC Homepage (Link to Accreditation at bottom of page)

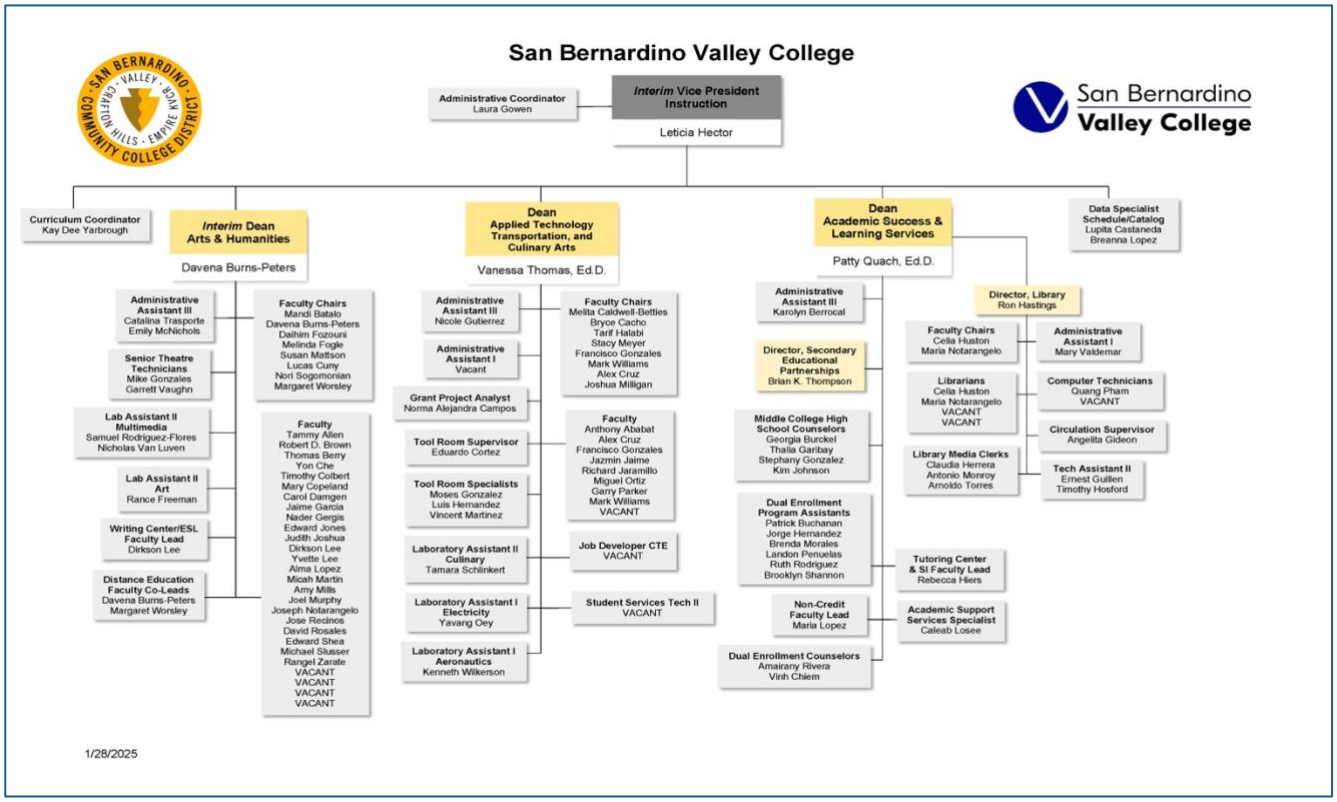
Appendix 1: Verification of Catalog Requirements (ER 20)

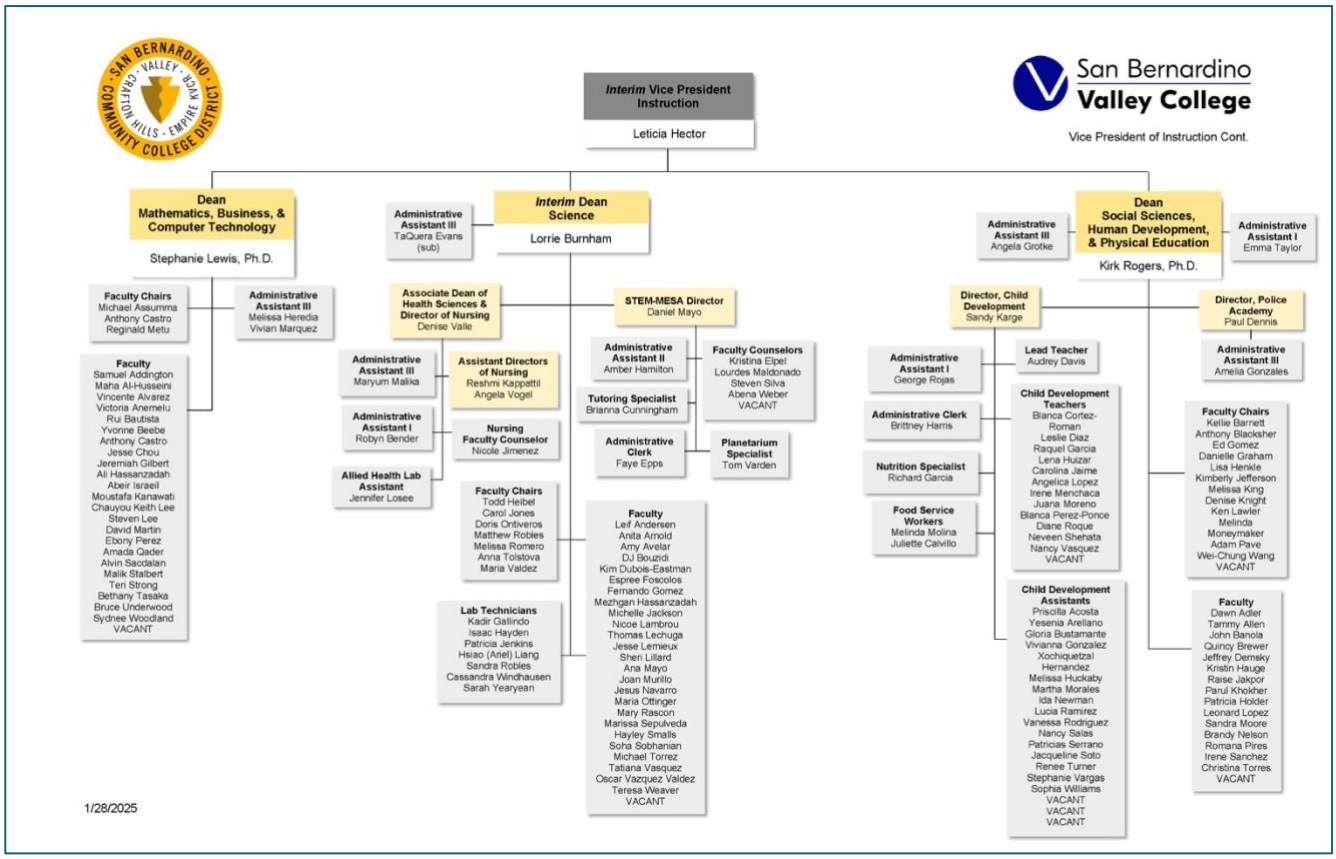
REQUIRED ELEMENT	CATALOG LOCATION
General Information	Link to Catalog PDF
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	Page 2
Educational Mission	Page 2
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	Page 4
Course, Program, and Degree Offerings	Pages 69 - 375
Student Learning Outcomes of Programs and Degrees	Pages 84 - 374
Academic Calendar and Program Length	Page 387
Academic Freedom Statement	Page 18
Available Student Financial Aid	Page 35
Available Learning Resources	Pages 65 - 66
Names and Degrees of Administrators and Faculty	Pages 376 - 386
Names of Governing Board Members	Page 2
Requirements	
Admissions	Pages 22 - 26
Student Tuition, Fees, and Other Financial Obligations	Page 25
Degrees, Certificates, Graduation and Transfer	Pages 51 - 64
Major Policies and Procedures Affecting Students	
Academic Regulations, including Academic Honesty	Pages 36 - 49
Nondiscrimination	Page 17
Acceptance and Transfer of Credits	Pages 7 - 14 and 57 - 63
Transcripts	Page 15
Grievance and Complaint Procedures	Pages 47 - 49
Sexual Harassment	Pages 17 - 18
Refund of Fees	Pages 24 - 25
Locations or Publications Where Other Policies May be Found	
District Policies & Procedures	SBCCD Policies & Procedures

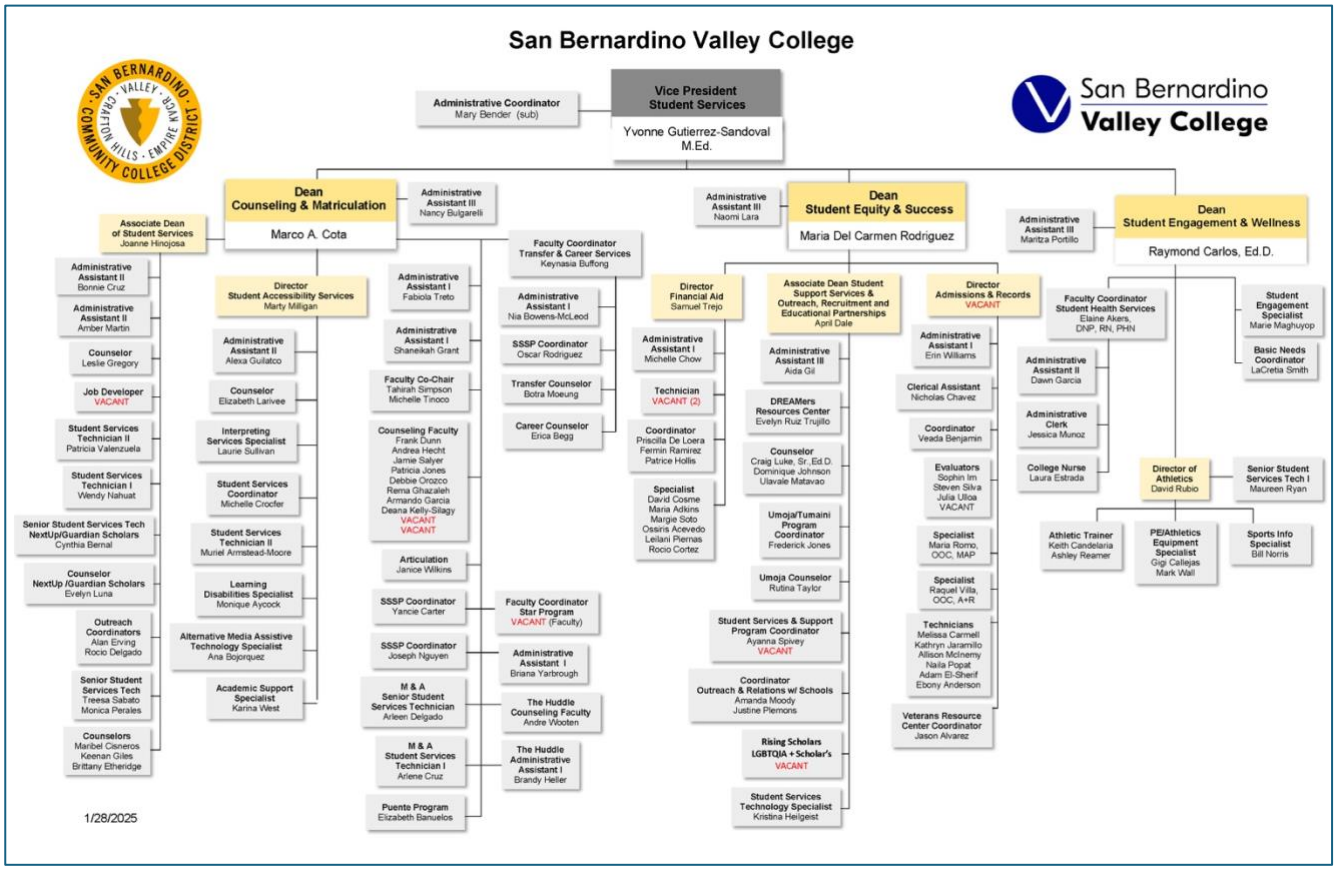
Appendix 2: Organizational Structure

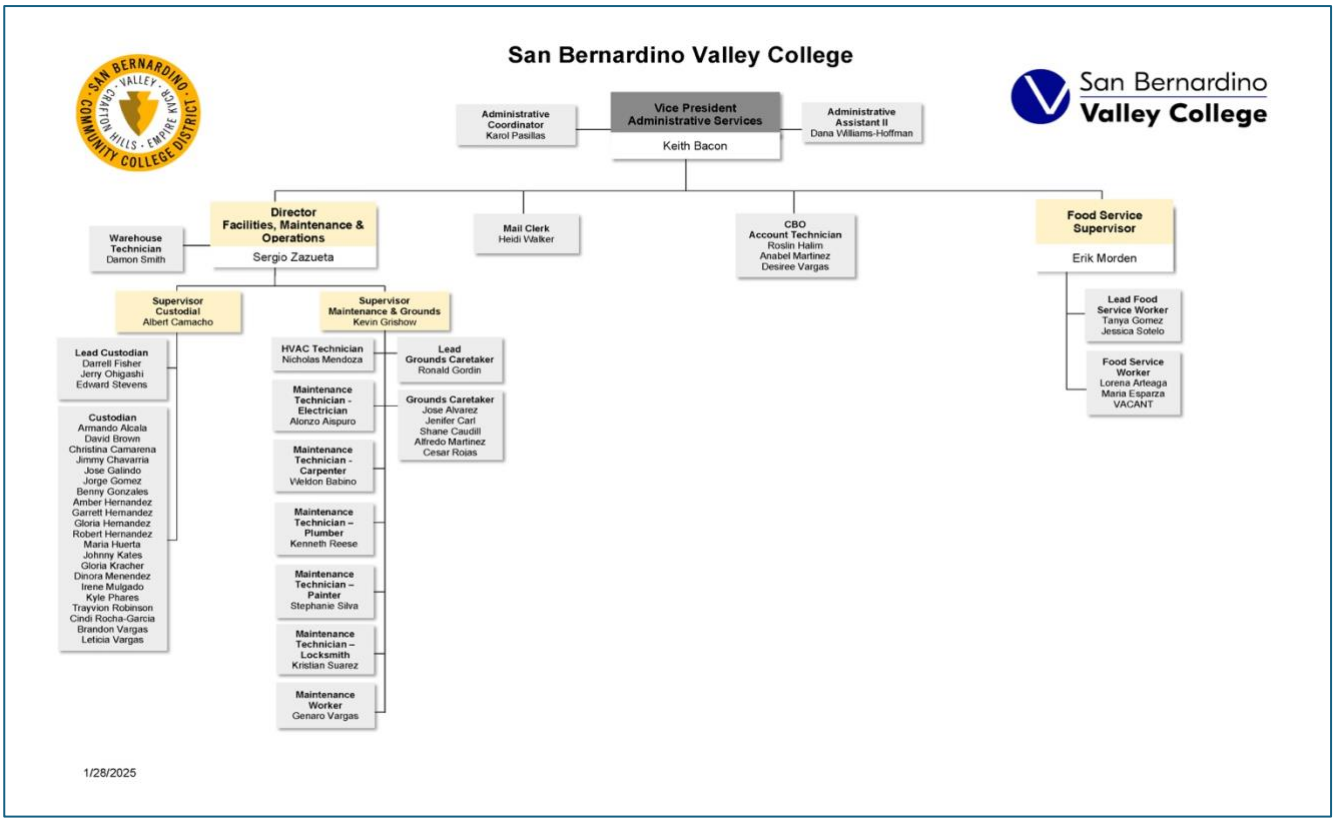
The organizational chart for San Bernardino Valley College for the academic year 2025-26 can be found here. It is also copied below. Throughout 2025 and into 2026, the College reimagined its structure, and the Board approved the new 2026-27 organizational chart on June 11, 2026, which took effect on July 1, 2026. The most up-to-date organizational charts can be found here.






San Bernardino Valley College
Vice President of Instruction Cont.
Interim Vice President Instruction
Leticia Hector
Dean Mathematics, Business, & Computer Technology
Stephanie Lewis, Ph.D.
Faculty Chairs
Michael Assumma
Anthony Castro
Reginald Metu
Administrative Assistant III
Melissa Heredia
Vivian Marquez
Faculty
Samuel Addington
Maha Al-Husseini
Vincente Alvarez
Victoria Anemelu
Rui Bautista
Yvonne Beebe
Anthony Castro
Jesse Chou
Jeremiah Gilbert
Ali Hassanzadah
Abeir Israeil
Moustafa Kanawati
Chauyou Keith Lee
Steven Lee
David Martin
Ebony Perez
Amada Qader
Alvin Sacdalan
Malik Stalbert
Teri Strong
Bethany Tasaka
Bruce Underwood
Sydnee Woodland
VACANT
Administrative Assistant III
TaQuera Evans (sub)
Interim Dean Science
Lorrie Burnham
Associate Dean of Health Sciences & Director of Nursing
Denise Valle
Administrative Assistant III
Maryum Malika
Assistant Directors of Nursing
Reshmi Kappattil
Angela Vogel
Administrative Assistant I
Robyn Bender
Nursing Faculty Counselor
Nicole Jimenez
Allied Health Lab Assistant
Jennifer Losee
Faculty Chairs
Todd Heibel
Carol Jones
Doris Ontiveros
Matthew Robles
Melissa Romero
Anna Tolstova
Maria Valdez
Lab Technicians
Kadir Gallindo
Isaac Hayden
Patricia Jenkins
Hsiao (Ariel) Liang
Sandra Robles
Cassandra Windhausen
Sarah Yearyean
Faculty
Leif Andersen
Anita Arnold
Amy Avelar
DJ Bouzidi
Kim Dubois-Eastman
Espree Foscolos
Fernando Gomez
Mezhgan Hassanzadah
Michelle Jackson
Nicoe Lambrou
Thomas Lechuga
Jesse Lemieux
Sheri Lillard
Ana Mayo
Joan Murillo
Jesus Navarro
Maria Ottinger
Mary Rascon
Marissa Sepulveda
Hayley Smalls
Soha Sobhanian
Michael Torrez
Tatiana Vasquez
Oscar Vazquez Valdez
Teresa Weaver
VACANT
STEM-MESA Director
Daniel Mayo
Administrative Assistant II
Amber Hamilton
Tutoring Specialist
Brianna Cunningham
Administrative Clerk
Faye Epps
Faculty Counselors
Kristina Elpel
Lourdes Maldonado
Steven Silva
Abena Weber
VACANT
Planetarium Specialist
Tom Varden
Administrative Assistant III
Angela Grotke
Dean Social Sciences, Human Development, & Physical Education
Kirk Rogers, Ph.D.
Administrative Assistant I
Emma Taylor
Director, Child Development
Sandy Karge
Administrative Assistant I
George Rojas
Administrative Clerk
Brittney Harris
Nutrition Specialist
Richard Garcia
Food Service Workers
Melinda Molina
Juliette Calvillo
Lead Teacher
Audrey Davis
Child Development Teachers
Blanca Cortez-Roman
Leslie Diaz
Raquel Garcia
Lena Huizar
Carolina Jaime
Angelica Lopez
Irene Menchaca
Juana Moreno
Blanca Perez-Ponce
Diane Roque
Neveen Shehata
Nancy Vasquez
VACANT
Child Development Assistants
Priscilla Acosta
Yesenia Arellano
Gloria Bustamante
Vivianna Gonzalez
Xochiquetzal Hernandez
Melissa Huckaby
Martha Morales
Ida Newman
Lucia Ramirez
Vanessa Rodriguez
Nancy Salas
Patricias Serrano
Jacqueline Soto
Renee Turner
Stephanie Vargas
Sophia Williams
VACANT
VACANT
VACANT
Director, Police Academy
Paul Dennis
Administrative Assistant III
Amelia Gonzales
Faculty Chairs
Kellie Barnett
Anthony Blacksher
Ed Gomez
Danielle Graham
Lisa Henkle
Kimberly Jefferson
Melissa King
Denise Knight
Ken Lawler
Melinda Moneymaker
Adam Pave
Wei-Chung Wang
VACANT
Faculty
Dawn Adler
Tammy Allen
John Banola
Quincy Brewer
Jeffrey Demsky
Kristin Hauge
Raise Jakpor
Parul Khokher
Patricia Holder
Leonard Lopez
Sandra Moore
Brandy Nelson
Romana Pires
Irene Sanchez
Christina Torres
VACANT
1/28/2025


San Bernardino Valley College
San Bernardino Valley College
Administrative Coordinator
Mary Bender (sub)
Vice President Student Services
Yvonne Gutierrez-Sandoval M.Ed.
Dean Counseling & Matriculation
Marco A. Cota
Administrative Assistant III
Nancy Bulgarelli
Associate Dean of Student Services
Joanne Hinojosa
Administrative Assistant II
Bonnie Cruz
Administrative Assistant II
Amber Martin
Counselor
Leslie Gregory
Job Developer
VACANT
Student Services Technician II
Patricia Valenzuela
Student Services Technician I
Wendy Nahuat
Senior Student Services Tech NextUp/Guardian Scholars
Cynthia Bernal
Counselor NextUp /Guardian Scholars
Evelyn Luna
Outreach Coordinators
Alan Erving
Rocio Delgado
Senior Student Services Tech
Treesa Sabato
Monica Perales
Counselors
Maribel Cisneros
Keenan Giles
Brittany Etheridge
Director Student Accessibility Services
Marty Milligan
Administrative Assistant II
Alexa Guilatco
Counselor
Elizabeth Larivee
Interpreting Services Specialist
Laurie Sullivan
Student Services Coordinator
Michelle Crocfer
Student Services Technician II
Muriel Armstead-Moore
Learning Disabilities Specialist
Monique Aycock
Alternative Media Assistive Technology Specialist
Ana Bojorquez
Academic Support Specialist
Karina West
Administrative Assistant I
Fabiola Treto
Administrative Assistant I
Shaneikah Grant
Faculty Co-Chair
Tahirah Simpson
Michelle Tinoco
Counseling Faculty
Frank Dunn
Andrea Hecht
Jamie Salyer
Patricia Jones
Debbie Orozco
Rema Ghazaleh
Armando Garcia
Deana Kelly-Silagy
VACANT
VACANT
Articulation
Janice Wilkins
SSSP Coordinator
Yancie Carter
SSSP Coordinator
Joseph Nguyen
M & A Senior Student Services Technician
Arleen Delgado
M & A Student Services Technician I
Arlene Cruz
Puente Program
Elizabeth Banuelos
Faculty Coordinator Transfer & Career Services
Keynasia Buffong
Administrative Assistant I
Nia Bowens-McLeod
SSSP Coordinator
Oscar Rodriguez
Transfer Counselor
Botra Moeung
Career Counselor
Erica Begg
Faculty Coordinator Star Program
VACANT (Faculty)
Administrative Assistant I
Briana Yarbrough
The Huddle Counseling Faculty
Andre Wooten
The Huddle Administrative Assistant I
Brandy Heller
Administrative Assistant III
Naomi Lara
Dean Student Equity & Success
Maria Del Carmen Rodriguez
Director Financial Aid
Samuel Trejo
Administrative Assistant I
Michelle Chow
Technician
VACANT (2)
Coordinator
Priscilla De Loera
Fermin Ramirez
Patrice Hollis
Specialist
David Cosme
Maria Adkins
Margie Soto
Ossiris Acevedo
Leilani Pienas
Rocio Cortez
Associate Dean Student Support Services & Outreach, Recruitment and Educational Partnerships
April Dale
Administrative Assistant III
Aida Gil
DREAMers Resources Center
Evelyn Ruiz Trujillo
Counselor
Craig Luke, Sr. Ed.D.
Dominique Johnson
Ulavale Matavao
Umoja/Tumaini Program Coordinator
Frederick Jones
Umoja Counselor
Rutina Taylor
Student Services & Support Program Coordinator
Ayanna Spivey
VACANT
Coordinator Outreach & Relations w/ Schools
Amanda Moody
Justine Plemons
Rising Scholars LGBTQIA + Scholar's
VACANT
Student Services Technology Specialist
Kristina Heilgeist
Director Admissions & Records
VACANT
Administrative Assistant I
Erin Williams
Clerical Assistant
Nicholas Chavez
Coordinator
Veada Benjamin
Evaluators
Sophin Im
Steven Silva
Julia Ulloa
VACANT
Specialist
Maria Romo, OOC, MAP
Specialist
Raquel Villa, OOC, A+R
Technicians
Melissa Carmell
Kathryn Jaramillo
Allison McInemy
Naila Popat
Adam El-Sherif
Ebony Anderson
Veterans Resource Center Coordinator
Jason Alvarez
Administrative Assistant III
Maritza Portillo
Dean Student Engagement & Wellness
Raymond Carlos, Ed.D.
Faculty Coordinator Student Health Services
Elaine Akers, DNP, RN, PHN
Administrative Assistant II
Dawn Garcia
Administrative Clerk
Jessica Munoz
College Nurse
Laura Estrada
Athletic Trainer
Keith Candelaria
Ashley Reamer
Director of Athletics
David Rubio
PE/Athletics Equipment Specialist
Gigi Callejas
Mark Wall
Student Engagement Specialist
Marie Maghuyop
Basic Needs Coordinator
LaCretia Smith
Senior Student Services Tech I
Maureen Ryan
Sports Info Specialist
Bill Norris
1/28/2025


San Bernardino Valley College
San Bernardino Valley College
Administrative Coordinator
Karol Pasillas
Vice President Administrative Services
Keith Bacon
Administrative Assistant II
Dana Williams-Hoffman
Warehouse Technician
Damon Smith
Director Facilities, Maintenance & Operations
Sergio Zazueta
Mail Clerk
Heidi Walker
CBO Account Technician
Roslin Halim
Anabel Martinez
Desiree Vargas
Food Service Supervisor
Erik Morden
Supervisor Custodial
Albert Camacho
Supervisor Maintenance & Grounds
Kevin Grishow
Lead Food Service Worker
Tanya Gomez
Jessica Sotelo
Food Service Worker
Lorena Arteaga
Maria Esparza
VACANT
Lead Custodian
Darrell Fisher
Jerry Ohigashi
Edward Stevens
Custodian
Armando Alcala
David Brown
Christina Camarena
Jimmy Chavarria
Jose Galindo
Jorge Gomez
Benny Gonzales
Amber Hernandez
Garrett Hernandez
Gloria Hernandez
Robert Hernandez
Maria Huerta
Johnny Kates
Gloria Kracher
Dinora Menendez
Irene Mulgado
Kyle Phares
Trayvion Robinson
Cindi Rocha-Garcia
Brandon Vargas
Leticia Vargas
HVAC Technician
Nicholas Mendoza
Lead Grounds Caretaker
Ronald Gordin
Maintenance Technician - Electrician
Alonzo Aispuro
Grounds Caretaker
Jose Alvarez
Jenifer Carl
Shane Caudill
Alfredo Martinez
Cesar Roias
Maintenance Technician - Carpenter
Weldon Babino
Maintenance Technician – Plumber
Kenneth Reese
Maintenance Technician – Painter
Stephanie Silva
Maintenance Technician – Locksmith
Kristian Suarez
Maintenance Worker
Genaro Vargas
1/28/2025

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Kevin Horan, President, CHC

PREPARED BY: Dr. Keith Wurtz, Vice President, Instruction, CHC

DATE: November 12, 2026

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 2026-2027 College Catalog.

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

None.

NEW COURSES

COURSE ID	COURSE TITLE
ETHS 100	Introduction to Ethnic Studies
DISCIPLINE:	Ethnic Studies
DEPARTMENT:	Social and Cultural Sciences
REQUISITES:	None
CATALOG/ SCHEDULE DESCRIPTION:	Introduction to the field of Ethnic Studies through the perspectives and experiences of African American, Native American/Indigenous, Latino/a/x/é, Asian American and Pacific Islander communities in the United States. This course centers decolonial, intersectional, and anti-racist frameworks to examine identity, the social construction of race, colonization, systemic racism, social movements, and resistance.
STUDENT LEARNING OUTCOMES:	NEW
UNITS:	3
CONTACT HOURS:	48-54
RATIONALE:	This course will fulfill the Ethnic Studies requirement as an outcome of AB 1460 and new Ed Code 89032, requiring Ethnic Studies for all California State University students. This course will be a required course for Social Justice: Ethnic Studies AA-T.
EQUATE:	This course currently equates with ETHS 100 at SBVC
EFFECTIVE:	Fall 2028

COURSE MODIFICATIONS

COURSE ID	COURSE TITLE
ACCT 105	Accounting with QuickBooks and Excel
CATALOG/ SCHEDULE DESCRIPTION:	This introductory course examines accounting information systems and the application of accounting principles through the use of general ledger and spreadsheet software, including QuickBooks and Excel. The course is designed to develop practical accounting, financial analysis, and reporting skills, while introducing students to the evaluation and use of commercial accounting software in business settings.
RATIONALE:	Six-Year Revision
STUDENT LEARNING OUTCOMES:	NEW
EQUATE:	This course is currently not equated with SBVC
EFFECTIVE:	Fall 2027

COURSE ID	COURSE TITLE
BUSAD 053	Business Computations
CATALOG/ SCHEDULE DESCRIPTION:	This course develops the arithmetic and quantitative problem-solving skills needed in business applications. Topics include operations with signed numbers, single-variable equations, ratios, proportions, percents, markups, payroll deductions, discounts, annuities, mortgages, and simple and compound interest as they relate to business calculations, financial decision-making, and the use of contemporary business tools.
RATIONALE:	Six-Year Revision
STUDENT LEARNING OUTCOMES:	NEW
EQUATE:	This course currently equates with BUSAD 050 with SBVC
EFFECTIVE:	Fall 2027

COURSE ID	COURSE TITLE
BUSAD 210	Business Law
CATALOG DESCRIPTION/ SCHEDULE:	Introduction to the American legal system and legal principles applicable to business. Topics include sources of law, legal reasoning, ethics, criminal law, contracts, torts, agency, liability, the Uniform Commercial Code, sales, business organizations, judicial and administrative processes, and emerging legal and regulatory issues affecting business, including artificial intelligence.
REQUISITES:	None
RATIONALE:	Six-Year Revision
STUDENT LEARNING OUTCOMES:	NEW
EQUATE:	This course currently equates with BUSAD 210 at SBVC
EFFECTIVE:	Fall 2027

COURSE ID	COURSE TITLE
CHEM 102	Introduction to Organic Chemistry and Biochemistry
CATALOG/ SCHEDUE DESCRIPTION:	This course introduces the fundamental principles of organic chemistry, including bonding, nomenclature, and the synthesis of organic compounds. Students will examine the chemical properties of functional groups and their applications to biochemistry, specifically the structure and function of essential biomolecules. The laboratory component integrates qualitative and quantitative analysis, emphasizing measurement, identification, and scientific writing skills.

RATIONALE:	Six-Year Revision and to update course title to reflect the content better. We have always had biochemistry in the course content but not in the title and many college students transfer to ask to see the course syllabus before accepting the course as it does not say Biochemistry in the title.
STUDENT LEARNING OUTCOMES:	No Change
EQUATE:	This course currently equates with CHEM 104 at SBVC
EFFECTIVE:	Fall 2027

COURSE ID	COURSE TITLE
GEOL 112	Historical Geology
CATALOG DESCRIPTION:	An introduction to Earth's history and the life it supports with a laboratory. Subjects include geologic dating, plate tectonics, stratigraphy, fossils, biological evolution, the planet's origin and the processes that have influenced paleogeography during the past 4.6 billion years.
RATIONALE:	Six-Year Revision
STUDENT LEARNING OUTCOMES:	No Change
EQUATE:	This course currently equates with GEOL 112 at SBVC
EFFECTIVE:	Fall 2027

COURSE ID	COURSE TITLE
GEOL 113	Earth and Life History
CATALOG/ SCHEDULE DESCRIPTION:	Study of the geologic and biologic evolution of Earth from its origin to the present. Emphasizes the processes responsible for reshaping the planet, the fossil record of morphological change in life forms, and the historical geological development of North America. Field trips are required.
RATIONALE:	Six-Year Revision
STUDENT LEARNING OUTCOMES:	No Change
EQUATE:	This course is currently not equated with SBVC
EFFECTIVE:	Fall 2027

COURSE ID	COURSE TITLE
GEOL 160	Geology Laboratory
CATALOG DESCRIPTION:	Laboratory exercises utilizing the tools of geologic inquiry—including minerals, rocks, aerial photographs, geologic maps, GIS, GPS, and the Brunton compass—to analyze tectonic activity and the work of water, wind, ice, and gravity. Studies are

	coordinated with lecture topics and include field trips to observe geological features in person.
RATIONALE:	Six-Year Revision
STUDENT LEARNING OUTCOMES:	No Change
EQUATE:	This course currently equates with GEOL 111 at SBVC
EFFECTIVE:	Fall 2027

COURSE ID	COURSE TITLE
GEOL 170	Geologic History of the Great Basin
CATALOG/ SCHEDULE DESCRIPTION:	Investigation and analysis of the physical and historical geology, natural history, and environmental evolution of the Great Basin province of the United States, with a focused study of Death Valley National Park. Preparatory lectures and hands-on field investigations utilize modern geologic tools—including field documentation, map interpretation, and digital technologies (GIS/GPS)—to analyze landform development and tectonic history. Requires participation in a multi-day field trip; an equitable alternative assignment is provided for students with documented barriers to travel
RATIONALE:	Six-Year Revision
STUDENT LEARNING OUTCOMES:	No Change
EQUATE:	This course currently equates with GEOL 170 at SBVC
EFFECTIVE:	Fall 2027

COURSE ID	COURSE TITLE
GEOL 175	Geology of the Eastern Mojave Desert
RATIONALE:	Six-Year Revision
STUDENT LEARNING OUTCOMES:	No Change
EQUATE:	This course is currently not equated with SBVC
EFFECTIVE:	Fall 2027

COURSE ID	COURSE TITLE
GEOL 177	Geology of the High Desert and Western Mojave Desert Region
RATIONALE:	Six-Year Revision
STUDENT LEARNING OUTCOMES:	No Change

EQUATE:	This course is currently not equated with SBVC
EFFECTIVE:	Fall 2027

COURSE ID	COURSE TITLE
GEOL 180	Geology of Joshua Tree National Park
REQUISITES:	Departmental Recommendation: Eligibility for ENGL C1000, Eligibility for MATH 095
RATIONALE:	Six-Year Revision
STUDENT LEARNING OUTCOMES:	No Change
EQUATE:	This course is currently not equated with SBVC
EFFECTIVE:	Fall 2027

COURSE ID	COURSE TITLE
MATH 160	Precalculus
REQUISITES:	Prerequisite: MATH 103 or Eligibility for MATH 160 as determined by the college's multiple measures assessment process or completion of a course taught at the level trigonometry.
CATALOG/ SCHEDULE DESCRIPTION:	
RATIONALE:	Six-Year revision that aligns more with C-ID and updates on student learning outcomes.
STUDENT LEARNING OUTCOMES:	NEW
EQUATE:	This course currently equates with MATH-151 at SBVC
EFFECTIVE:	Fall 2027

COURSE DELETIONS

COURSE ID	COURSE TITLE
COA/N 601	Understanding Diabetes: Sweet Success
RATIONALE:	This course is being deactivated as part of ongoing curriculum review and program evaluation to ensure alignment with current departmental needs, student demand, and institutional priorities.
EFFECTIVE:	Fall 2027

COURSE ID	COURSE TITLE
COA/N 602	Heart Smart: Living with Heart Disease
RATIONALE:	This course is being deactivated as part of ongoing curriculum review and program evaluation to ensure alignment with current departmental needs, student demand, and institutional priorities.
EFFECTIVE:	Fall 2027

COURSE ID	COURSE TITLE
COA/N 603	Clarifying Cancer: Prevention, Prognosis & Beyond
RATIONALE:	This course is being deactivated as part of ongoing curriculum review and program evaluation to ensure alignment with current departmental needs, student demand, and institutional priorities.
EFFECTIVE:	Fall 2027

COURSE ID	COURSE TITLE
COA/N 604	Keeping Your Kidneys: How to Manage Chronic Kidney Disease
RATIONALE:	This course is being deactivated as part of ongoing curriculum review and program evaluation to ensure alignment with current departmental needs, student demand, and institutional priorities.
EFFECTIVE:	Fall 2027

COURSE ID	COURSE TITLE
COA/N 605	Plant-Based Nutrition for Older Adults
RATIONALE:	This course is being deactivated as part of ongoing curriculum review and program evaluation to ensure alignment with current departmental needs, student demand, and institutional priorities.
EFFECTIVE:	Fall 2027

COURSE ID	COURSE TITLE
MICRO 247A	Special Problems in Microbiology
RATIONALE:	This course is being deactivated as part of ongoing curriculum review and program evaluation to ensure alignment with current departmental needs, student demand, and institutional priorities.
EFFECTIVE:	Fall 2027

COURSE ID	COURSE TITLE
MICRO 247B	Special Problems in Microbiology
RATIONALE:	This course is being deactivated as part of ongoing curriculum review and program evaluation to ensure alignment with current departmental needs, student demand, and institutional priorities.
EFFECTIVE:	Fall 2027

COURSE ID	COURSE TITLE
MICRO 247C	Special Problems in Microbiology
RATIONALE:	This course is being deactivated as part of ongoing curriculum review and program evaluation to ensure alignment with current departmental needs, student demand, and institutional priorities.
EFFECTIVE:	Fall 2027

COURSE ID	COURSE TITLE
MICRO 247D	Special Problems in Microbiology
RATIONALE:	This course is being deactivated as part of ongoing curriculum review and program evaluation to ensure alignment with current departmental needs, student demand, and institutional priorities.
EFFECTIVE:	Fall 2027

COURSE ID	COURSE TITLE
MICRO 248A	Special Problems in Microbiology
RATIONALE:	This course is being deactivated as part of ongoing curriculum review and program evaluation to ensure alignment with current departmental needs, student demand, and institutional priorities.
EFFECTIVE:	Fall 2027

COURSE ID	COURSE TITLE
OCEAN 100	Investigations in Oceanography
RATIONALE:	This course is being deactivated as part of ongoing curriculum review and program evaluation to ensure alignment with current departmental needs, student demand, and institutional priorities.
EFFECTIVE:	Fall 2027

DISTANCE EDUCATION

COURSE ID:	ACCT 105	FULLY ONLINE/PARTIALLY ONLINE
COURSE TITLE:	Accounting with QuickBooks and Excel	
RATIONALE:	Six-Year Revision	
EFFECTIVE:	Fall 2027	
EQUATE:	Course does not currently equate with SBVC	

COURSE ID:	BUSAD 053	FULLY ONLINE/PARTIALLY ONLINE
COURSE TITLE:	Business Computations	
RATIONALE:	Six-Year Revision	
EFFECTIVE:	Fall 2027	
EQUATE:	Course currently equates with BUSAD 050 at SBVC	

COURSE ID:	BUSAD 210	FULLY ONLINE/PARTIALLY ONLINE
COURSE TITLE:	Business Law	
RATIONALE:	Six-Year Revision	
EFFECTIVE:	Fall 2027	
EQUATE:	Course currently equated with BUSAD 210 at SBVC	

COURSE ID:	CHEM 102	PARTIALLY ONLINE
COURSE TITLE:	Introduction to Organic Chemistry and Biochemistry	
RATIONALE:	Six-Year Revision and to update course title to reflect the content better. We have always had biochemistry in the course content but not in the title and many college students transfer to ask to see the course syllabus before accepting the course as it does not say Biochemistry in the title.	

EFFECTIVE:	Fall 2027
EQUATE:	Course currently equates with CHEM 104 at SBVC

COURSE ID:	ETHS 100	FULLY ONLINE/PARTIALLY ONLINE
COURSE TITLE:	Introduction to Ethnic Studies	
RATIONALE:	This course will fulfill the Ethnic Studies requirement as an outcome of AB 1460 and new Ed Code 89032, requiring Ethnic Studies for all California State University students. This course will be a required course for Social Justice: Ethnic Studies AA-T.	
EFFECTIVE:	Fall 2028	
EQUATE:	This course currently equates with ETHS 100 at SBVC	

COURSE ID:	MATH 160	FULLY ONLINE/PARTIALLY ONLINE/OPA
COURSE TITLE:	Precalculus	
RATIONALE:	Six-year revision that aligns more with C-ID and updates on student learning outcomes.	
EFFECTIVE:	Fall 2027	
EQUATE:	This course currently equates with MATH 151 at SBVC	

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Dr. Kevin Horan, President, CHC
Dr. Gilbert Contreras, President, SBVC
Kristina Hannon, Vice Chancellor, Human Resources, Police Services, Emergency/Employee Risk Management & Payroll Services

DATE: November 12, 2026

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 2026-2027 budgets.

Adjunct and Substitute Academic Employees

Presented for Information November 12, 2026

[v.10.26.2026.p.2|2]

2026 – 2027 Academic Year

Employee Name	Location Assignment	Course Subject	Discipline per Minimum Qualifications
Alexander, Tawanna	SBVC	Nursing	Nursing Science/Clinical Practice
Burns, Larry	SBVC	English	English
Esparza, Susana	SBVC	Nursing	Nursing Science/Clinical Practice
Hauser, Thomas	SBVC	American Sign Language	Sign Language, American
Karmimilangi, Sareh	SBVC	Biology	Biological Sciences
Keys, Jordan	SBVC	Chemistry	Chemistry
Lambrou, Nicole	SBVC	Architecture	Architecture
Mendoza, Maria	SBVC	Mathematics	Mathematics
Miles, Justin	SBVC	Pharmacy Technology	Pharmacy Technology
Mobley, Maximilian	SBVC	Biology	Biological Sciences
Nguyen, Hoang	SBVC	Mathematics	Mathematics
Nunez, Flores, Rogelio	SBVC	Biology	Biological Sciences
Qazi, Ali	SBVC	Biology	Biological Sciences
Suarez, John	SBVC	Nursing	Nursing Science/Clinical Practice
Sun, Kevin	SBVC	Nursing	Nursing Science/Clinical Practice
Wrightstone, Brad	SBVC	Mathematics	Mathematics
Yorke, Leeza	SBVC	Music	Music
Bailey, Lyndsey	CHC	Respiratory Technologies	Respiratory Technologies
Brown, Joshua	CHC	Music	Music
Cundieff, Shannon	CHC	Radiologic Technology	Radiologic Technology
Humber, Zachary	CHC	Fire Technology	Fire Technology
Johnson, Robert	CHC	Fire Technology	Fire Technology
O'Shaughnessy, Vonda	CHC	Learning Disabilities Specialist	Learning Disabilities
Silva, David	CHC	Fire Technology	Fire Technology
Vega, Matthew	CHC	Fire Technology	Fire Technology
Ventura, Karina	CHC	Child Development	Child Development/Early Childhood Education

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources, Police Services, Emergency/Employee Risk Management & Payroll Services

DATE: November 12, 2026

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 contract(s) 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 2026-2027 budgets.

Appointment of District Employees

Submitted for Board Approval November 12, 2026

[v.10.26.2026.p.1|2]

Employee Name, Title Location Assignment & Department	Start Date	Salary Schedule, Range & Step	New or Replacing	Fund	Live Scan Clearance
Bravo Ramos, Emmanuel Custodian CHC Custodial	11/01/26	Classified 29A	Gloria Hernandez	General Fund	08/12/26
Carrillo, Diego Custodial Supervisor SBVC Custodial	11/01/26	Management 8C	Albert Camacho	General Fund	09/16/26
Clemente Martinez, Eduardo Grounds Caretaker SBVC Maintenance and Operations	11/16/26	Classified 30B	New	General Fund	TBD†
Fenner, Michelle Lead Custodial SBVC Custodial	10/26/26	Classified 35C	Darrel Fisher	General Fund	09/22/26
Garcia, Nicholas Custodian CHC Custodial	11/01/26	Classified 29B	Phillip Chacon	General Fund	10/14/26
Jiles, Kylie Custodian CHC Custodial	11/01/26	Classified 29A	Blake Cole	General Fund	02/11/26
Johnson, Mariann Executive Director, Economic Development, Corporate Training and Technology EDCT Professional Development Center	12/01/26	Management 25A	Deanna Krehbiel	General Fund	10/13/26
Leighton, Cora Distance Education Director SBVC Instruction	11/16/26	Management 17C	New	General Fund	10/09/26

†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 Approval November 12, 2026

[v.10.26.2026.p.2|2]

Employee Name, Title Location Assignment & Department	Start Date	Salary Schedule, Range & Step	New or Replacing	Fund	Live Scan Clearance
Moreira, Samantha Administrative Assistant II SBVC Administrative Services	11/16/26	Classified 37A	Dana Williams	General Fund	09/18/25
Spurlock, Madison Child Development Assistant CHC Child Development	10/26/26	Classified 21A	Annie Brydson	Parent Fees & State Preschool Grant	07/10/26

†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: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources, Police Services, Emergency/Employee Risk Management & Payroll Services

DATE: November 12, 2026

SUBJECT: Annual Military Equipment Report

RECOMMENDATION

It is recommended that the Board of Trustees approve the Annual Military Equipment Report as presented, which was approved and adopted on November 9, 2023.

OVERVIEW

On November 9, 2023, the San Bernardino Community College District's Board of Trustees adopted Resolution No. 2023-11-09-HR01, adopting a Military Equipment Use Policy ("Policy") under Assembly Bill 481 ("AB 481"). The San Bernardino Community College District Police Department ("SBCCDPD") has maintained the military equipment in accordance with the Policy.

This Annual Military Equipment Report ("Annual Report") has been prepared in accordance with CA Government Code section 7072(a) and is being presented to the Board for review and approval. The SBCCDPD shall host a community engagement meeting on December 9, 2026.

ANALYSIS

This board item makes public the proposal to discuss Resolution No. 2023-11-09-HR01 in accordance with AB 481 and approve the Annual Military Equipment Report as presented.

SBCCD PD 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.

San Bernardino Community College District Police Department

Annual Military Equipment Report

On November 9, 2023, the San Bernardino Community College District's Board of Trustees adopted Resolution No. 2023-11-09-HR01, adopting a Military Equipment Use Policy ("Policy") under Assembly Bill 481 ("AB 481"). Since then, the San Bernardino Community College District Police Department ("SBCCDPD") has successfully maintained the military equipment in accordance with the Policy. This Annual Military Equipment Report ("Annual Report") has been prepared in accordance with CA Government Code section 7072(a). The SBCCDPD shall host a community engagement meeting on December 9, 2026.

The following constitutes SBCCDPD's Annual Report:

Firearms: Colt Semiautomatic Patrol Rifles and Remington 870 Bean Bag Shotguns.

Use/Purpose of Use: Active Shooter / Armed Intruder Training and Response.

Complaints/Concerns: None

Internal Audit Results and Response: None

Total Annual Cost (including acquisition, personnel, training, transportation, maintenance, storage, upgrade, and other ongoing costs; and from what source funds will be provided for the military equipment in the calendar year following submission of this Annual Report):

$650.00 / year on cleaning supplies
$2,000.00 / year on parts and other miscellaneous supplies
$500.00 / year for the maintenance of (8) Colt Semiautomatic Patrol Rifle
$300. 00 / year for the maintenance of (2) Remington 870 Bean Bag Shotguns
$390.00 / training for department armorers for weapon maintenance

Total Annual Cost Estimate: $3,840.00

Funding Source: General Budget, Police Department – Equipment/Furniture, Object Code 6400

Quantity Possessed:

Weapons:Eight (8) Colt Semiautomatic Patrol Rifles and Two (2) Remington 870 Bean Bag Shotguns

Ammunition: 3094 rounds of Winchester .223 caliber. 60 round of less lethal bean bag rounds

Intent to Acquire Additional Equipment in 2026: The SBCCDPD intends to acquire three (3) additional Patrol Rifles and related equipment in 2027.

BEFORE THE GOVERNING BOARD
OF THE SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

RESOLUTION NO. 2023-11-09-HR01

A RESOLUTION OF THE GOVERNING BOARD OF THE SAN BERNARDINO COMMUNITY COLLEGE DISTRICT AUTHORIZING THE ADOPTION OF MILITARY EQUIPMENT USE POLICY IN ACCORDANCE WITH AB 481.

WHEREAS, On September 30, 2021, California Governor Gavin Newsom signed AB 481 into law; and

WHEREAS, AB 481 requires the law enforcement agency of the San Bernardino Community College District ("SBCCD" or "District"), to obtain approval from the governing body to adopt a military equipment use policy, as specified, by ordinance at a regular meeting held pursuant to the Brown Act open meeting laws, prior to taking certain actions relating to the funding, acquisition, or use of military equipment, as defined; and

WHEREAS, AB 481 also requires approval of the continued use of military equipment in the SBCCD Police Department's ("SBCCD PD") possession acquired prior to January 1, 2022. AB 481 allows the governing body to approve the funding, acquisition, or use of military equipment within its jurisdiction only if it determines that the military equipment meets specified standards; and

WHEREAS, the SBCCD PD has deployed the AR-15 semi-automatic rifles and Bean Bag Shotguns for over 6 years, which are now deemed "Military Equipment" under AB 481.

WHEREAS, the SBCCD PD officers have a continued need to deploy the AR-15 semi-automatic rifle, an effective weapon necessary to defend students, faculty, members of the public, and the officers themselves in the event of an active shooter, hostage situation, or when encountering an individual or individuals with body armor.

WHEREAS, the SBCCD PD officers have a continued need to deploy the Bean Bag Shotguns, an effective less lethal option. SBCCD PD Officers are committed to reducing the potential for violent confrontations. Bean Bag (kinetic energy) projectiles, when used properly, are less likely to result in death or serious physical injury and can be used in an attempt to de-escalate a potentially deadly situation.

WHEREAS, on August 10, 2023, the San Bernardino Community College District Board of Trustees approved and adopted Resolution No.2023-08-10-HR01 to commence the process to develop a military equipment use policy in accordance with AB 481.

WHEREAS, on August 10, 2023, the SBCCD PD submitted a proposed military equipment use policy to the District in accordance with AB 481.

WHEREAS, on June 15, 2023, the SBCCD PD made the proposed military equipment use policy available on its internet website in accordance with AB 481.

WHEREAS, on November 9, 2023 the San Bernardino Community College District Board of Trustees considered the proposed military equipment use policy as an agenda item for an open session of a regular meeting and provided for public comment in accordance with AB 481.

WHEREAS, the San Bernardino Community College District Board of Trustees has determined that the AR-15 semiautomatic rifles and Bean Bag Shotguns are necessary because there is no reasonable alternative that can achieve the same objective of officer and civilian safety.

WHEREAS, the San Bernardino Community College District Board of Trustees has determined that the SBCCD PD's prior use of the AR-15 semiautomatic rifle and Bean Bag Shotguns were in compliance with the accompanying policies (Policy 303 – Control Devices and Techniques, Policy 307 – Firearms, and Policy 413 – Rapid Response and Deployment that were in effect at the time.

WHEREAS, the SBCCD PD has made the proposed military use policy publicly available on its internet website and shall make the final military equipment use policy publicly available on its internet website in order to facilitate public participation.

NOW, THEREFORE, BE IT RESOLVED, that the San Bernardino Community College District Board of Trustees approves the SBCCD PD's military equipment use policy.

BE IT FURTHER RESOLVED, that the San Bernardino Community College District Board of Trustees directs the SBCCD PD to make the final military equipment use policy publicly available on its internet website in accordance with AB 481.

PASSED AND ADOPTED by the Governing Board of the San Bernardino Community College District of San Bernardino County this 9th day of November, 2023 by the following votes:

AYES: Gonzales, Harrison, Longville, Reyes, Viricel, Ly (advisory), Ruiz-Martinez (advisory)
NOES: None
ABSENT: Houston, Williams

I HEREBY CERTIFY that the foregoing resolution was duly introduced, passed and adopted at the time and place and by the vote stated.

_____,
Diana Z. Rodriguez, Secretary to the Governing Board
of the San Bernardino Community College District

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr Diana Z. Rodriguez Chancellor

REVIEWED BY: Dr Diana Z. Rodriguez Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources, Police Services, Emergency/Employee Risk Management & Payroll Services

DATE: November 12, 2026

SUBJECT: Consideration of Approval of Classification Advancement for Academic Employees

RECOMMENDATION

It is recommended that the Board of Trustees approve the advancement of classification for academic employees as indicated on the attached list.

OVERVIEW

The advancement of classification for academic employees on the attached list is submitted for approval.

ANALYSIS

The academic employees listed on the attached have completed the number of units necessary for classification advancement per the agreement between SBCCD and SBCCDTA (San Bernardino Community College District Teachers Association).

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 resulting from these reclassifications will be an additional cost to the appropriate 2026-2027 budgets.

Classification Advancement for Academic Employees

Submitted for Board Approval on November 12, 2026

[v.10.13.2026.p.2|2]

Employee Name Location Assignment Department	From Column	To Column	Days of Service	Effective Date
Knight, Denise Assistant Professor, Child Development SBVC Child Development	D	F	175	07/01/26

Amendment: Correction to column advancement approval submitted to the June Board.

*Pending verification of official transcripts.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources, Police Services, Emergency/Employee Risk Management & Payroll Services

DATE: November 12, 2026

SUBJECT: Consideration of Approval of Classified Job Description and Revision to the Classified Salary Schedule

RECOMMENDATION

It is recommended that the Board of Trustees approve the classified job description and revision to the classified salary schedule as attached.

1. Job Description
    a. Research Data Specialist

2. Revised Classified Salary Schedule

OVERVIEW

The attached job description changes are necessary to accurately reflect position duties, responsibilities, and minimum qualifications.

ANALYSIS

The attached job description reflects the representative duties and responsibilities, and the appropriate minimum qualifications for the position involved. CSEA has been notified of the changes.

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 resulting from these revisions will be included in the appropriate 2026-2027 budgets.

Research ~~Data Specialist~~Assistant

Classified Range: ~~42~~48

Board Approved: 11/18/21 P. 1|5

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

SUMMARY DESCRIPTION

Performs a variety of technical and administrative duties in support of a college research office; assists in the preparation, collection, preliminary analyses, and reporting of results on studies.

SUPERVISION RECEIVED AND EXERCISED

Receives general direction from appropriate supervisor; checks with supervisor regarding non-routine assignments. May provide technical and functional direction to assigned student workers.

REPRESENTATIVE DUTIES

The following duties are typical for this classification.

1. ~~1. Coordinates~~ Completes assigned research or data-related activities; ensures tasks are completed accurately and within established timelines; exercises independent judgment to provide data summaries, recommendations, or information as requested.

2. Collects, compiles, and analyzes data using established scientific and statistical techniques to support research projects and institutional studies; assists in developing queries or programs to process datasets.

3. Inputs, formats, and maintains institutional information within databases and dashboards; performs statistical analysis and generates recurring reports to monitor enrollment, retention, and other key performance indicators.

4. May support analyst in conducting ~~Conducts~~ literature reviews on data utilization, educational research methods, and program-specific topics to support research design, survey development, and institutional improvement efforts.

5. Prepares tables, charts, graphs, and summary presentations using Excel, SPSS, PowerPoint, and other analytical tools; drafts written materials and visual summaries for review.~~Assists in data collection, data review, data search, and other research as requested; inputs, formats, and prepares quantitative and qualitative data for use in outcomes assessment at the course, program, and institutional levels.~~

6. Collects, verifies, and compiles quantitative and qualitative information to conduct studies as assigned; assists faculty and staff in survey design, data collection, and results interpretation to support student learning outcomes and program review processes.~~2.Collects, classifies, tallies, inputs, and audits a variety of data, including quantitative and qualitative data.~~

~~3. Sets up and maintains accurate confidential data files in both hard copy and electronic form.~~

~~4~~7. Assists in developing and modifying survey instruments, research procedures, and data collection tools to ensure validity, reliability, and alignment with institutional goals and changing program needs.~~Assists in conducting focus group interviews, the modification of assessments and survey~~

~~instruments, and the implementation and administration of large surveys, such as student satisfaction and campus climate surveys.~~

~~5~~8. Collects and inputs survey and evaluation data using scannable publishing software, online survey platforms, and mobile-enabled tools; verifies data accuracy and completeness prior to analysis.~~Assists other research staff in developing data collection instruments, databases, and data collection procedures; assists with survey scanning, data processing, and creation of data files for use by other research staff.~~

~~6~~. ~~Utilizes various computer applications and software packages, such as outcomes assessment data management systems and survey software, to assist with outcomes assessment, survey design and distribution, and the cleaning of data; enters, updates, corrects, and extracts information; maintains and generates reports from a database or network system.~~

~~7~~9. Updates and maintains the department and committee web ~~-~~sites, posting agendas, minutes, and research-related materials in coordination with assigned staff.

~~8. Collects, researches, compiles, verifies, summarizes, records, and evaluates information; prepares and distributes narrative, statistical and financial data, recommendations, and alternatives as requested; completes reports; verifies and reviews forms and reports for completeness and conformance with established regulations and procedures.~~

~~9. Coordinates and oversees specialized functions or projects independently as assigned; assures that work is performed in a timely and accurate manner; uses independent judgment to develop and provide recommendations, suggestions, or information as appropriate.~~

~~10. Provides input for the preparation and administration of program budget(s); assists in preparing cost estimates for budget recommendations; assists in submitting justifications for budget items; allocates funds to proper budget codes; monitors and tracks expenditures in a timely manner; provides regular budget reports to executive for control of expenditures; assists in resolving budget issues and problems; prepares budget/expense transfers; recommends budget revisions.~~

~~11~~10. Recommends expenditures for office equipment, materials, and supplies; may initiate contact with vendors for various products and services.

~~12~~11. Attends standing and ad hoc committees and other groups as assigned. Assists in the development of written reports and/or oral presentations.

~~13~~12. Performs other duties related to the primary job duties.

MINIMUM QUALIFICATIONS

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

CORE COMPETENCIES:

Research ~~Data Specialist~~Assistant

Classified Range: ~~42~~48

Board Approved: 11/18/21 P. 3|5

Mathematical Facility

- Performs operations involving counting, adding, subtracting, multiplication and division
- Follow multi-step computational procedures and apply formulas
- Apply basic algebraic or geometric reasoning and problem solving
- Recognize approaches and algorithms for finding real world computational solutions**
- Computes and interprets descriptive statistics**

Critical Thinking

- Analytically and logically evaluates information to resolve problems
- Follow guide, SOP or other step by step procedures for locating the source of a problem and fixing it
- May detect ambiguous, incomplete, or conflicting information or instructions**

Attention to Detail

- Focusing on the details of work content
- Shows care and thoroughness in adhering to process and procedures that assure quality
- Applies knowledge and skill in recognizing and evaluating details of work**
- Applies skilled final touches on products

Analyzing and Interpreting Data

- Apply sorting, coding and categorizing rules
- Analyze data
- Read reports
- Draw meaning and conclusions from quantitative and/or qualitative data

Professional Integrity and Ethics

- Follows a clear-cut set of rules
- Understands practical necessity of rules and ethical guidelines
- Shows consistency in behavior and judgement over a long term and varied situations

Legal and Regulatory Navigation

- Understanding, interpreting, and ensuring compliance with laws and regulations
- Locates, understands, or provides factual regulator information**
- Works within the bounds and limits of what is permissible

Using Technology

- Working with electronic hardware and software applications
- Using basic features and functions of software and hardware
- Experiments and finds novel uses for standard features and functions **

- Adds, improves, modifies, or develops features and functionality**

Adaptability

- Responding positively to change and modifying behavior as the situation requires**
- Accept and adjust to changes and the unfamiliar

Innovation

- Imagining and devising new and better ways of doing things**
- Fix what is broken; find solutions and fixes with resources at hand
- Finds new approaches to performing familiar tasks
- Create and invent new ideas; envision the unexpected, unexplored, untried**

Listening

- Comprehend and verbal instructions and orally presented information
- Recalls or retrieves key points in a conversation
- Listen actively by rephrasing others' input cogently and accurately**

Professional and Technical Expertise

- Applying technical subject matter to the job **
- Knows the rudimentary concepts of performing the essential technical operations
- Possess recognized expertise outside of the organization**

Self-Management

- Follows through on instructions and assignments
- Self-directed and self- monitored in commitments and accomplishments
- Redefines or reprioritizes activities within scope of responsibility

Valuing Diversity

- Shows acceptance of individual differences
- Welcomes input and inclusion of others who may be different from oneself
- Shows understanding and empathy for the challenges of groups seeking inclusion or dealing with perceived discrimination

***Lead, Advanced or Senior Level Positions*

Education and Experience Guidelines

Education/Training:

~~Equivalent to the completion of high school supplemented by twelve (12) units of college level course work~~A Bachelor's degree from an accredited institution in Statistics, Business, Mathematics, or a related field.

Research ~~Data Specialist~~Assistant
Classified Range: ~~42~~48
Board Approved: 11/18/21 P. 5|5

Experience:

~~One (1)~~Three (3) years of experience in ~~collecting and maintaining data~~the collection, analysis, reporting, and presentation of research data.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

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

Environment: Work is performed primarily in a standard office setting.

Physical: Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to occasionally lift, carry, push, and/or pull light to moderate amounts of weight up to 25 pounds; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

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

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

Effective: 07/01/24
***Revision Effective 03/01/24
(See footer notes)
[v.10/13/2026.p.1|6]

Classified Salary Schedule
Pending Board Approval 11/12/26

RANGE	POSITION	STEP									
		A	B	C	D	E	F	G	H	I	J
18		$ 17.28	$ 18.14	$ 19.04	$ 20.01	$ 20.98	$ 22.03	$ 22.69	$ 23.37	$ 24.07	$ 24.79
19	▪ Bookstore Customer Service Assistant	$ 17.72	$ 18.60	$ 19.51	$ 20.50	$ 21.53	$ 22.61	$ 23.29	$ 23.99	$ 24.71	$ 25.45
20	▪ Food Service Worker I	$ 18.14	$ 19.05	$ 20.01	$ 21.00	$ 22.05	$ 23.15	$ 23.84	$ 24.56	$ 25.30	$ 26.06
21	▪ Child Development Assistant	$ 18.60	$ 19.51	$ 20.50	$ 21.53	$ 22.58	$ 23.71	$ 24.42	$ 25.15	$ 25.90	$ 26.68
22		$ 19.05	$ 20.01	$ 21.00	$ 22.05	$ 23.17	$ 24.33	$ 25.06	$ 25.81	$ 26.58	$ 27.38
23	▪ Courier	$ 19.52	$ 20.50	$ 21.54	$ 22.60	$ 23.76	$ 24.95	$ 25.70	$ 26.47	$ 27.26	$ 28.08
24		$ 20.03	$ 21.05	$ 22.10	$ 23.21	$ 24.37	$ 25.59	$ 26.36	$ 27.15	$ 27.96	$ 28.80
25	▪ Lead Food Service Worker *	$ 20.53	$ 21.56	$ 22.65	$ 23.78	$ 24.97	$ 26.22	$ 27.01	$ 27.82	$ 28.65	$ 29.51
26	▪ Tool Room Specialist***	$ 21.05	$ 22.10	$ 23.21	$ 24.35	$ 25.57	$ 26.85	$ 27.66	$ 28.49	$ 29.34	$ 30.22
27	▪ Bookstore Assistant ▪ Mail Clerk	$ 21.57	$ 22.67	$ 23.78	$ 24.99	$ 26.22	$ 27.53	$ 28.36	$ 29.21	$ 30.09	$ 30.99
28	▪ Aquatic Center Pool Attendant ▪ P.E. & Athletic Equipment Specialist***	$ 22.11	$ 23.22	$ 24.38	$ 25.59	$ 26.87	$ 28.21	$ 29.06	$ 29.93	$ 30.83	$ 31.75
29	▪ Administrative Clerk ▪ CDC Food Service Specialist ▪ Custodian ▪ Library Media Clerk***	$ 22.69	$ 23.82	$ 25.00	$ 26.24	$ 27.58	$ 28.96	$ 29.83	$ 30.72	$ 31.64	$ 32.59
30	▪ Grounds Caretaker ▪ Student Services Technician I	$ 23.23	$ 24.40	$ 25.61	$ 26.90	$ 28.25	$ 29.66	$ 30.55	$ 31.47	$ 32.41	$ 33.38
31	▪ Book Buyer ▪ Payroll Assistant ▪ Purchasing Technician	$ 23.82	$ 25.00	$ 26.24	$ 27.58	$ 28.95	$ 30.40	$ 31.31	$ 32.25	$ 33.22	$ 34.22
32		$ 24.41	$ 25.63	$ 26.93	$ 28.28	$ 29.68	$ 31.16	$ 32.09	$ 33.05	$ 34.04	$ 35.06
33	▪ Administrative Assistant I*** ▪ Admissions and Records Technician ▪ Campus Safety Specialist ▪ Printing Operations Specialist	$ 25.03	$ 26.24	$ 27.59	$ 28.96	$ 30.40	$ 31.92	$ 32.88	$ 33.87	$ 34.89	$ 35.94

* Lead, Advanced, or Senior Level Classification
** Under Review
*** Only new positions, updated titles and range placements as designated by Phase 1 of the 2024 Classification Study are retroactive to 03/01/24 effective date.

Effective: 07/01/24
***Revision Effective 03/01/24
(See footer notes)
[v.10/13/2026.p.2|6]

Classified Salary Schedule
Pending Board Approval 11/12/26

RANGE	POSITION	STEP									
		A	B	C	D	E	F	G	H	I	J
34	▪ Account Technician ▪ Grant Technician*** ▪ Library Technical Assistant I*** ▪ Maintenance Worker ▪ Student Services Technician II ▪ Warehouse Technician	$ 25.63	$ 26.93	$ 28.28	$ 29.68	$ 31.18	$ 32.74	$ 33.72	$ 34.73	$ 35.77	$ 36.84
35	▪ Assistant Bookstore Manager ▪ Child Development Teacher ▪ Lead Custodian * ▪ Lead Grounds Caretaker *	$ 26.27	$ 27.60	$ 28.98	$ 30.41	$ 31.93	$ 33.53	$ 34.54	$ 35.58	$ 36.65	$ 37.75
36	▪ Development Assistant***	$ 26.95	$ 28.29	$ 29.71	$ 31.20	$ 32.75	$ 34.39	$ 35.42	$ 36.48	$ 37.57	$ 38.70
37	▪ Administrative Assistant II*** ▪ CTE Program Support Specialist***	$ 27.61	$ 29.00	$ 30.43	$ 31.95	$ 33.56	$ 35.24	$ 36.30	$ 37.39	$ 38.51	$ 39.67
38	▪ Admissions and Records Specialist ▪ Broadcast Operator** ▪ Evidence and Records Technician ▪ Financial Aid Technician ▪ Library Technical Assistant II */*** ▪ Senior Student Service Technician* ▪ Sports Information Specialist*** ▪ Technology Support Technician	$ 28.30	$ 29.72	$ 31.21	$ 32.76	$ 34.41	$ 36.13	$ 37.21	$ 38.33	$ 39.48	$ 40.66
39	▪ Lab Assistant I - Aeronautics ▪ Lab Assistant I - Electricity/Electronics ▪ Lab Assistant I - Emergency Medical Services (EMS) ▪ Lead Child Development Teacher * ▪ Payroll Technician ▪ Senior Printing Operations Specialist *	$ 29.03	$ 30.47	$ 32.01	$ 33.59	$ 35.29	$ 37.05	$ 38.16	$ 39.30	$ 40.48	$ 41.69
40	▪ Broadcast Technician ▪ Financial Aid Specialist	$ 29.74	$ 31.24	$ 32.78	$ 34.43	$ 36.15	$ 37.96	$ 39.10	$ 40.27	$ 41.48	$ 42.72

* Lead, Advanced, or Senior Level Classification
** Under Review
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Effective: 07/01/24
***Revision Effective 03/01/24
(See footer notes)
[v.10/13/2026.p.3|6]

Classified Salary Schedule
Pending Board Approval 11/12/26

RANGE	POSITION	STEP A	B	C	D	E	F	G	H	I	J
41	▪ Administrative Assistant III*** ▪ Contracts Technician ▪ Job Developer ▪ Purchasing Agent ▪ Student Engagement Specialist	$ 30.48	$ 32.01	$ 33.60	$ 35.29	$ 37.04	$ 38.89	$ 40.06	$ 41.26	$ 42.50	$ 43.78
42	▪ Academic Support Services Specialist ▪ Accountant ▪ Admissions and Record Coordinator * ▪ Admissions and Record Evaluator ▪ Culinary Program Specialist*** ▪ Dreamers Resource Center Coordinator ▪ HVAC/R Technician ▪ Laboratory Assistant II - Allied Health*** ▪ Laboratory Assistant II - Art*** ▪ Laboratory Assistant II - Multimedia ▪ Laboratory Assistant II - Welding ▪ Maintenance Technician ▪ Producer, Radio ~~▪ Research Data Specialist~~ ▪ Traffic Coordinator, TV ▪ Veterans Services Coordinator	$ 31.26	$ 32.83	$ 34.46	$ 36.18	$ 37.99	$ 39.89	$ 41.09	$ 42.32	$ 43.59	$ 44.90
43		$ 32.04	$ 33.62	$ 35.31	$ 37.08	$ 38.93	$ 40.88	$ 42.11	$ 43.37	$ 44.67	$ 46.01
44	▪ Graphic Specialist ▪ Planetarium Production & Presentation Coordinator*** ▪ Project Analyst*** ▪ Senior Producer, Radio** ▪ Telecommunications Engineer** ▪ User Liaison	$ 32.84	$ 34.47	$ 36.18	$ 37.99	$ 39.91	$ 41.91	$ 43.17	$ 44.47	$ 45.80	$ 47.17

* Lead, Advanced, or Senior Level Classification
** Under Review
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Effective: 07/01/24
***Revision Effective 03/01/24
(See footer notes)
[v.10/13/2026.p.4|6]

Classified Salary Schedule
Pending Board Approval 11/12/26

RANGE	POSITION	STEP									
		A	B	C	D	E	F	G	H	I	J
45	▪ Administrative Coordinator */*** ▪ Development Coordinator*** ▪ EOPS Coordinator ▪ Financial Aid Coordinator * ▪ Institutional Advancement Coordinator ▪ Interpreting Services Specialist ▪ Marketing & Communications Coordinator - KVCR/FNX	$ 33.66	$ 35.34	$ 37.11	$ 38.95	$ 40.92	$ 42.97	$ 44.26	$ 45.59	$ 46.96	$ 48.37
46	▪ Basic Needs Coordinator ▪ Coordinator, Outreach and Relations with Schools ▪ Distance Education Systems Administrator ▪ Environmental Health & Safety Specialist ▪ Senior Accountant * ▪ Senior Payroll Technician* ▪ Student Services Coordinator	$ 34.49	$ 36.23	$ 38.02	$ 39.94	$ 41.93	$ 44.03	$ 45.35	$ 46.71	$ 48.11	$ 49.55
47	▪ Admissions & Records Lead Evaluator * ▪ Lab Technician I - Biological Sciences*** ▪ Lab Technician I - Computer Information Technology*** ▪ Lab Technician I - Geo-Science & Anthropology*** ▪ Lab Technician I - Physics***	$ 35.35	$ 37.12	$ 38.99	$ 40.95	$ 42.99	$ 45.14	$ 46.49	$ 47.88	$ 49.32	$ 50.80
48	▪ Alternative Media and Assistive Technology Specialist ▪ Program/Content Coordinator, KVCR ▪ Research Assistant	$ 36.26	$ 38.05	$ 39.95	$ 41.99	$ 44.07	$ 46.27	$ 47.66	$ 49.09	$ 50.56	$ 52.08
49	▪ Senior Maintenance Technician *	$ 37.13	$ 38.99	$ 40.96	$ 43.01	$ 45.14	$ 47.40	$ 48.82	$ 50.28	$ 51.79	$ 53.34

* Lead, Advanced, or Senior Level Classification
** Under Review
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Effective: 07/01/24
***Revision Effective 03/01/24
(See footer notes)
[v.10/13/2026.p.5|6]

Classified Salary Schedule
Pending Board Approval 11/12/26

RANGE	POSITION	STEP A	B	C	D	E	F	G	H	I	J
50	▪ Athletic Trainer*** ▪ Laboratory Technician II - Biological Sciences*** ▪ Producer/Director, TV ▪ Program Coordinator ATTC** ▪ Senior Theatre Arts Technical Support Specialist */*** ▪ Technology Support Specialist I	$ 38.07	$ 39.96	$ 42.00	$ 44.08	$ 46.27	$ 48.58	$ 50.04	$ 51.54	$ 53.09	$ 54.68
51		$ 39.00	$ 40.98	$ 43.03	$ 45.19	$ 47.44	$ 49.81	$ 51.30	$ 52.84	$ 54.43	$ 56.06
52	▪ Laboratory Technician III - Chemistry*** ▪ Laboratory Technician III - Microbiology***	$ 39.98	$ 42.01	$ 44.12	$ 46.30	$ 48.61	$ 51.04	$ 52.57	$ 54.15	$ 55.77	$ 57.44
53	▪ Data Analyst	$ 41.00	$ 43.05	$ 45.20	$ 47.46	$ 49.83	$ 52.32	$ 53.89	$ 55.51	$ 57.18	$ 58.90
54	▪ Budget Analyst ▪ Curriculum Analyst*** ▪ Instructional Scheduling Analyst*** ▪ Instructional Services Analyst*** ▪ Instructional Technology Specialist ▪ Research Analyst ▪ Student Services Technology Coordinator ▪ Technology Support Specialist II ▪ Web Developer	$ 42.03	$ 44.13	$ 46.31	$ 48.63	$ 51.08	$ 53.63	$ 55.24	$ 56.90	$ 58.61	$ 60.37
55		$ 43.07	$ 45.22	$ 47.48	$ 49.87	$ 52.36	$ 54.98	$ 56.63	$ 58.33	$ 60.08	$ 61.88
56		$ 44.15	$ 46.34	$ 48.65	$ 51.11	$ 53.65	$ 56.33	$ 58.02	$ 59.76	$ 61.55	$ 63.40
57	▪ RF/ Microwave Engineer** ▪ Systems Analyst	$ 45.25	$ 47.51	$ 49.89	$ 52.38	$ 55.01	$ 57.76	$ 59.49	$ 61.27	$ 63.11	$ 65.00

* Lead, Advanced, or Senior Level Classification
** Under Review
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Effective: 07/01/24
***Revision Effective 03/01/24
(See footer notes)
[v.10/13/2026.p.6|6]

Classified Salary Schedule
Pending Board Approval 11/12/26

RANGE	POSITION	STEP									
		A	B	C	D	E	F	G	H	I	J
58		$ 46.39	$ 48.71	$ 51.15	$ 53.68	$ 56.35	$ 59.17	$ 60.95	$ 62.78	$ 64.66	$ 66.60
59		$ 47.54	$ 49.91	$ 52.40	$ 55.03	$ 57.78	$ 60.67	$ 62.49	$ 64.36	$ 66.29	$ 68.28
60		$ 48.73	$ 51.16	$ 53.70	$ 56.42	$ 59.24	$ 62.20	$ 64.07	$ 65.99	$ 67.97	$ 70.01
61		$ 49.94	$ 52.45	$ 55.07	$ 57.82	$ 60.70	$ 63.74	$ 65.65	$ 67.62	$ 69.65	$ 71.74
62		$ 51.20	$ 53.76	$ 56.45	$ 59.26	$ 62.22	$ 65.33	$ 67.29	$ 69.31	$ 71.39	$ 73.53
63	▪ Senior Programmer/Analyst * ▪ Senior Research and Planning Analyst * ▪ Senior Technology Support Specialist * ▪ Senior Web Developer *	$ 52.79	$ 55.44	$ 58.22	$ 61.12	$ 64.19	$ 67.40	$ 69.42	$ 71.50	$ 73.65	$ 75.86
64		$ 54.12	$ 56.81	$ 59.66	$ 62.64	$ 65.77	$ 69.06	$ 71.13	$ 73.26	$ 75.46	$ 77.72
65		$ 55.46	$ 58.24	$ 61.17	$ 64.20	$ 67.41	$ 70.78	$ 72.90	$ 75.09	$ 77.34	$ 79.66
66		$ 56.84	$ 59.68	$ 62.66	$ 65.81	$ 69.09	$ 72.54	$ 74.72	$ 76.96	$ 79.27	$ 81.65

* Lead, Advanced, or Senior Level Classification
** Under Review
*** Only new positions, updated titles and range placements as designated by Phase 1 of the 2024 Classification Study are retroactive to 03/01/24 effective date.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Heather M. Madole, Administrative Officer

DATE: November 12, 2026

SUBJECT: Consideration of Approval of Resolution #2026-11-12-BOT01 to Excuse Board Members of Absences

RECOMMENDATION

It is recommended that the Board of Trustees authorize compensation for SBCCD Board of Trustees members for excused absences.

OVERVIEW

Any member of a governing board who does not attend all meetings may receive compensation in an amount not greater than a pro rata share of the number of meetings actually attended, unless the Board, by duly adopted resolution, finds that at the time of the missed meeting, the member was performing services outside the meeting for the community college district, was ill, on jury duty, or was absent due to a hardship deemed acceptable by the Board.

Education Code section 72024 provides that in any community college district in which the Full-Time Equivalent Student (FTES) attendance for the prior school year was more than 10,000 but less than or equal to 25,000, each member of the governing board who actually attends all meetings held may receive compensation.

ANALYSIS

In accordance with Board Policy 2725 and Education Code section 72024, and given that SBCCD FTES for 2025-26 has exceeded 10,000, today's recommendation authorizes compensation to Board members for excused absences during the period of September 1 – October 31, 2026.

SBCCD GOALS

4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

None

RESOLUTION #202611-12-BOT01 OF THE BOARD OF TRUSTEES OF THE SAN BERNARDINO COMMUNITY COLLEGE DISTRICT COMPENSATION OF BOARD MEMBERS

]

WHEREAS, Education Code section 72024(a)(3) provides that in any community college district in which the full-time equivalent student attendance (FTES) for the prior school year was 25,000 or less but more than 10,000, each member of the governing board of the district who actually attends all meetings held may receive as compensation for his or her services a sum not to exceed five hundred and ten dollars and fifty-one cents ($510.51) in any month; and

WHEREAS, the full-time equivalent student attendance for the prior school year was within the limits delineated in Education Code section 72024(a)(3); and

WHEREAS, Education Code section 72024(b) provides that any member of a governing board who does not attend all meetings held by the board in any month may receive, as compensation for his or her services, an amount not greater than a pro rata share of the number of meetings actually attended based upon the maximum compensation authorized by this subdivision; and

WHEREAS, Education Code section 72024(d) states that a member may be paid for any meeting when absent if the board, by resolution duly adopted and included in its minutes, finds that, at the time of the meeting, he or she is performing services outside the meeting for the community college district, he or she was ill or on jury duty, or the absence was due to a hardship deemed acceptable by the board; and

WHEREAS, Education Code section 72024(e) provides that, on an annual basis, the governing board may increase the compensation of individual board members beyond the statutory limit, in an amount not to exceed 5% based on the present monthly rate of compensation; and

WHEREAS, pursuant to Board Policy 2725, and in accordance with Education Code section 72024(a)(3), the current monthly compensation for governing board members is $510.51 per month for Trustees and $255.26 per month for Student Trustees; and

NOW, THEREFORE, BE IT RESOLVED AS FOLLOWS:

1. The San Bernardino Community College District Board of Trustees has determined that at absences indicated on the attached Exhibit A were of a nature, as described in Education Code section 72024(d), to warrant full payment for the meetings; and
2. The annual compensation of individual Board members shall be increased 5% ($510.51 monthly for governing board members and $255.26 monthly for Student Trustees).
3. This rate shall be effective at the start of the fiscal year on July 1, 2026.

APPROVED, PASSED AND ADOPTED by the Board of Trustees of the San Bernardino Community College District on this 12th day of November 2026, by the following vote:

AYES: _____
NOES: _____
ABSTENTIONS: _____
ABSENT: _____

RESOLUTION #2026-11-12-BOT01 OF THE BOARD OF TRUSTEES OF THE SAN BERNARDINO COMMUNITY COLLEGE DISTRICT COMPENSATION OF BOARD MEMBERS

I, Diana Z. Rodriguez, Ed.D., Secretary to 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 to the Board of Trustees

Attested to:

_____
Cherina Betters, Ed.D.
Clerk, San Bernardino Community College District

RESOLUTION #2026-11-12-BOT01 OF THE BOARD OF TRUSTEES OF THE SAN BERNARDINO COMMUNITY COLLEGE DISTRICT COMPENSATION OF BOARD MEMBERS

EXHIBIT A

Trustee and Student Trustee Board Meeting Absence for the Period September 1 – October 31, 2026

Trustee or Student Trustee	Date of Absence	Board Determination
Trustee Joseph Williams	09/10/2026 Business Meeting	This absence has been found to be of a nature that merits compensation as described in Ed Code section 72024.
Trustee Joseph Williams	09/24/2026 Strategy Session	This absence has been found to be of a nature that merits compensation as described in Ed Code section 72024.
Trustee Stephanie Houston, Ed.D.	09/24/2026 Strategy Session	This absence has been found to be of a nature that merits compensation as described in Ed Code section 72024.
Trustee Frank Reyes	09/24/2026 Strategy Session	This absence has been found to be of a nature that merits compensation as described in Ed Code section 72024.
Student Trustee Jazmyn Garcia	09/24/2026 Strategy Session	This absence has been found to be of a nature that merits compensation as described in Ed Code section 72024.
Trustee Nathan Gonzales, Ph.D.	10/22/2026 Strategy Session	This absence has been found to be of a nature that merits compensation as described in Ed Code section 72024.
Trustee Joseph Williams	10/22/2026 Strategy Session	This absence has been found to be of a nature that merits compensation as described in Ed Code section 72024.
Trustee Frank Reyes	10/22/2026 Strategy Session	This absence has been found to be of a nature that merits compensation as described in Ed Code section 72024.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources, Police Services, Emergency/Employee Risk Management & Payroll Services

DATE: November 12, 2026

SUBJECT: Consideration of Approval of Employee Promotion

RECOMMENDATION

It is recommended that the Board of Trustees approve the promotion of the SBCCD employee(s) as indicated on the attached list.

OVERVIEW

The promotion of the employee(s) on the attached list are submitted for approval.

ANALYSIS

These employees have gone through the recruitment process and are being recommended for promotion.

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 this promotion is included in the appropriate 2026-2027 budgets.

Employee Promotions

Submitted for Board Approval November 12, 2026

[v.10.27.2026.p.1|1]

Employee Name	From	To	New/ Replacing	Fund	Effective Date
Davis, Angela*	DSO Purchasing **Purchasing Technician** Classified Salary Schedule Range 31, Step D	DSO Purchasing **Purchasing Agent** Classified Salary Schedule Range 41, Step A	Martha Camacho-Kelly	General Fund	10/01/26
Hayton, Claudia*	CHC Financial Aid **Financial Aid Specialist** Classified Salary Schedule Range 40, Step H	CHC Financial Aid **Financial Aid Coordinator** Classified Salary Schedule Range 45, Step F	Juana Sousa	General	10/23/26
Martinez, Yolanda*	SBVC Science **Administrative Assistant III** Classified Salary Schedule Range 41, Step D	SBVC Office of Instruction **Administrative Coordinator** Classified Salary Schedule Range 45, Step C	Laura Gowen	General	10/26/26
Ornelas-Mora, Krista*	CHC Counseling **Senior Student Services Technician** Classified Salary Schedule Range 38, Step H	DSO Economic Development **Student Services Coordinator** Classified Salary Schedule Range 46, Step E	New	Californians for All College Corps Programs	11/01/26
Smith, Jeffrey	CHC Instruction **Division, Dean** Management Salary Schedule Range 23, Step E	CHC President **Vice President, Instruction** Management Salary Schedule Range 26, Step F	Keith Wurtz	General	01/01/27

**Ratification: Promotion start date prior to Board approval due to an immediate need in the department.*

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources, Police Services, Emergency/Employee Risk Management & Payroll Services

DATE: November 12, 2026

SUBJECT: Consideration of Approval of Employee Transfer(s)

RECOMMENDATION

It is recommended that the Board of Trustees approve the transfer of the District employee as indicated on the attached list.

OVERVIEW

The transfer of the employee on the attached list is submitted for approval.

ANALYSIS

This employee has gone through the recruitment process and is being recommended for this position.

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 transfers is included in the appropriate 2026-2027 budgets.

Employee Transfers

Submitted for Board Approval November 12, 2026

[v.10.22.2026.p.1|1]

Employee Name	From	To	New/ Replacing	Fund	Effective Date
Gutirrez, Nicole*	SBVC Applied Technology **Administrative Assistant III** Classified Schedule Range 41, Step F	CHC Facilities **Administrative Assistant III** Classified Schedule Range 41, Step F	Rebecca Pompa	General	10/19/26

** Employee(s) selected for lateral transfer resulting in a site change.*

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Dr. Kevin Horan, President, CHC
Dr. Gilbert Contreras, President, SBVC
Kristina Hannon, Vice Chancellor, Human Resources, Payroll, Police Services, and Health and Safety Administration

DATE: November 12, 2026

SUBJECT: Employment Contracts for Academic and Classified Managers

RECOMMENDATION

It is recommended that the Board of Trustees ratify employment contracts for academic and classified managers as indicated on the attached.

OVERVIEW

It is recommended that the District issue an employment contract to each manager, director, and supervisor in the District. The issuance of contracts places the District in accordance with proper employment practices as well as documenting, for both the employee and the employer, the specific conditions of their employment.

ANALYSIS

The attached list of academic and classified management employees will receive employment contracts effective July 1, 2026.

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 is included in the appropriate 2026-2027 budgets.

Employment Contracts for Academic & Classified Managers

Submitted for Board Approval November 12, 2026

[v.9.14.2026.p.2|2]

Two-Year Employment Contracts for Academic & Classified Managers
July 1, 2026 through June 30, 2028

SBCCD Position	Employee Name	Location Assignment
Assistant Director, Development	Carrie Audet	CHC

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor of Human Resources, Police Services, Emergency/Employee Risk Management & Payroll Services

DATE: November 12, 2026

SUBJECT: Consideration of Management Job Description(s) and Salary Schedule Revision

RECOMMENDATION

It is recommended that the Board of Trustees approve the revised Management job descriptions as presented, and update the Management salary schedule as applicable.

1. Job Description
   - Associate Director, Fiscal Services (Revision)
   - Director of Operations (Revision)

2. Management Salary Schedule (Revision)

OVERVIEW

These job descriptions are necessary to better align the organizational structure, provide for succession planning from within SBCCD, and provide for continuity and consistency of services. These job descriptions have been reviewed and revised to accurately reflect the intent and nature of the position.

ANALYSIS

All job descriptions are reviewed to ensure they meet internal and external alignment of duties and provide clear expectation of duties. These job descriptions reflect the representative duties and responsibilities, as well as the appropriate minimum qualifications for the positions.

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 is included in the appropriate 2026-2027 budgets.

Associate Director, Fiscal & Audit Services

Management Range: 17

Pending Board Approval~~ed~~: ~~06/20/2019~~ 11/12/2026

P. 1|7

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

SUMMARY DESCRIPTION

Under direction of the appropriate administrator, the Associate Director, Fiscal & Audit Services provides management and administrative oversight of assigned fiscal operations and activities, which may include accounting, financial reporting, budget development and administration, grant fiscal administration and oversight, auditing, internal controls, and other related fiscal functions. Incumbents may be assigned responsibility for one or more functional areas within Fiscal Services, with specific duties and responsibilities varying based on assignment.

~~is responsible for all areas related to District-wide accounting and financial reporting, and budget including preparation and analysis of general ledger, bank reconciliations, financial reporting, year-end audits, collection of accounts receivable, and deposits of funds. The Associate Director of Fiscal Services is also responsible for developing and implementing processes designed to account for the expenditure and proper control of expenses; train, supervise and evaluate the performance of assigned personnel.~~

REPRESENTATIVE DUTIES

The following duties are typical for this classification.

1. Plans, prioritizes, assigns, supervises, reviews, analyzes, advises, and approves the work of staff responsible for performing complex and highly technical financial record keeping and accounting duties for a variety of ~~district~~ District operations and services including the preparation and maintenance of general ledger, financial reporting, accounts payables~~, year-end~~and audits; provides technical guidance, resolves complex accounting issues, and ensures accuracy, compliance, and adherence to established accounting standards, policies, and procedures.
2. Prepares and reviews reports~~, for governmental jurisdiction~~ including ~~state and federal reports, Department of Education reports~~monthly, quarterly~~, and~~ annual, and required state and federal reports; ensures accuracy, completeness, timely submission, and compliance of financial information with applicable accounting standards and reporting requirements.

~~3. Reviews and implements changes in state and federal laws.~~

~~4.~~3. Establishes schedules and methods for providing technical accounting and financial record keeping services; identifies resource needs; reviews needs with appropriate management staff; allocates resources accordingly.

~~5.~~4. ~~Provides leadership in new and emerging technologies in support of fiscal services.~~Utilizes and oversees the effective use, maintenance, and improvement of District accounting and budgeting systems, including the chart of accounts, system integrations, and related fiscal processes; evaluates and recommends emerging technologies to improve operational efficiency and effectiveness; and collaborates with internal departments and external vendors to implement system enhancements and ensure the accuracy and integrity of financial data.

~~6. Ensure an accurate and timely reporting of all monthly, quarterly, and year-end close financial information.~~

~~7.~~5. Participates in the development and implementation of departmental goals, objectives, policies, and

procedures; evaluates existing practices and recommends improvements to enhance operational efficiency, effectiveness, and compliance with District standards~~of goals and objectives as well as policies and procedures to support campus fiscal and business operations; makes recommendations for changes and improvements to existing standards, policies, and procedures; participates in the implementation of approved policies and procedures; monitors work activities to ensure compliance with established policies and procedures~~.

~~8.~~6. Coordinates the development, preparation, and administration of the District budget, including establishing budget timelines, reviewing and compiling budget information for accuracy and completeness, monitoring expenditures, and preparing budget analyses and recommendations for review by the Director of Fiscal Services~~preparation and administration of the District budget; submits budget recommendations; monitors expenditures~~.

~~9. Plans, prioritizes, assigns, supervises, reviews, and participates in the work of staff responsible for performing complex and highly technical financial record keeping and accounting duties for a variety of district operations and services including the preparation and maintenance of general ledger, bank reconciliations, financial reporting, year-end audit, payroll functions, collection of accounts receivable, and deposits of funds.~~

~~10.~~7. Participates in the selection of assigned staff; trains, supervises, and evaluates assigned personnel; assigns and reviews work activities; provides guidance and professional development opportunities; works with employees to correct performance deficiencies; and implements disciplinary procedures as appropriate~~provides or coordinates staff training; works with employees to correct deficiencies; implements discipline procedures~~.

~~11.~~8. Provides technical guidance, advice, and assistance to administrators and staff regarding accounting, budgeting, and financial matters; responds to inquiries and assists in resolving complex financial issues; and serves as a liaison with District departments, governmental agencies, and other external organizations regarding fiscal operations and requirements~~advice and accounting information, and assistance to administrators and staff, responds to financial questions/concerns to meet district needs, and coordinates communications with other departments and a variety of outside governmental offices and agencies~~.

~~12.~~9. Performs department audits; checks and reviews a variety of records, accounts, and reports for accuracy; assists with calculations; inspects for proper transactions, encumbrances, and allocation of categorical funds ~~related to campus accounting functions~~.

~~13.~~10. Participates in and coordinates monthly, quarterly, and year-end financial closing processes, including ~~of~~ the general ledger close, to ensure accurate, complete, and timely ~~for year-end~~ financial reporting.

11. Coordinates the District's annual financial audit and other audits; prepares, reviews, and/or approves required financial reports and schedules, including the CCFS-311, SEFA, and SESA; serves as a liaison between external auditors and District departments; monitors audit activities to ensure timely completion; and works with management to address audit findings and implement appropriate corrective actions and operational improvements.

~~Coordinates annual audit with internal and external auditors; ensures audit is completed within District timelines.~~

12. Conducts financial and compliance audits to ensure conformity with generally accepted accounting principles (GAAP) and governmental accounting standards including requirements to achieve and maintain fiscal independence.

~~14. Prepares, reviews, and/or approves annual CCFS 311, SEFA, and SESA reports for the final audit.~~

~~15.~~13. Maintains records ~~concerning~~ related to operations and programs; prepares reports on operations and activities.

~~16.~~14. Attends and participates in professional group meetings; ~~maintains awareness of new trends and developments in the field of accounting and financial record keeping; incorporates new developments as appropriate into programs~~stays current on applicable federal and state laws, regulations, accounting standards, and emerging best practices related to fiscal operations; evaluates their impact on District practices and procedures; and recommends and implements changes to ensure compliance and operational effectiveness.

~~17.~~15. ~~Supports the appropriate administrator~~Assists in planning, coordinating, and implementing special projects and initiatives to improve operational efficiency, streamline workflows, and enhance departmental processes and procedures~~with special projects and workflow process improvements~~.

~~18.~~16. As assigned, participates in District collective bargaining negotiations and provides fiscal analysis and technical support, including salary studies, reassigned time analyses, cost projections, and other financial data and reports to support negotiations~~Serves on the District CTA negotiations team (perform salary study, reassigned time analysis, and other fiscal data gathering and analysis~~.

~~19. Provides technical advice and information to administration and staff members on budgeting matters.~~

~~20.~~17. Oversees and , as needed, performs fiscal review and verification of ~~Reviews and approves~~ employee authorizations and requisitions for funding to ensure sufficient budget availability and appropriate account funding.

~~21. Operate the District's accounting and budgeting software packages.~~

~~22. Maintain a chart of accounts that fulfills the record keeping needs of the District.~~

~~23.~~18. ~~Measures the financial and~~Analyzes and evaluates the District's financial and operational performance; prepares and presents reports to management identifying trends, potential concerns, and recommendations to support informed decision-making ~~of the business and reports this information in ongoing reports to management~~. ~~(Maintain and update the multi-year forecast and report to the Executive Vice Chancellor so that budget recommendations can be made to the Board of Trustees)~~

~~24.~~19. Oversees and participates in the development and administration of the Fiscal Services~~'~~ department ~~annual~~ budget; identifies and evaluates resource needs; monitors expenditures; and recommends and implements budget adjustments within established authority~~participates in forecasts of funds needed for staffing, equipment, materials, and supplies; monitors and approves expenditures; implements adjustments~~.

~~25.~~20. ~~Maintains proper~~Oversees, reviews, and evaluates the District's internal accounting controls ~~over all accounting functions~~ to safeguard District assets~~;~~, ensure the~~establish~~ accuracy and reliability of financial data, and ~~ensure~~ maintain compliance with ~~District~~ applicable policies, ~~and~~ procedures, and regulations; identifies financial and compliance risks, recommends and implements improvements, and provides technical guidance and training as needed.

~~26. Coordinates the development of the budget calendar, reviews and compiles District budget for accuracy and completeness; presents budget materials to Director, of Fiscal Services for review.~~

~~27.~~21. ~~Performs position control reconciliations between budgeting and HR system.~~ Coordinates and participates in position control reconciliations between the District's budgeting and human resources systems; reviews and maintains salary and benefit information within the budgeting system; and develops salary and benefit cost projections, analyzes the fiscal impact of compensation changes, and presents findings and recommendations to District leadership.

~~Develop and maintain new chart of accounts and crosswalk as part of the ERP implementation.~~

~~Works with external partners to develop system integrations and maintain those integrations. Processes the integrations manually when needed.~~

~~Forecasts salary and benefit increases and presents findings to the Executive Vice Chancellor.~~

~~Updates and maintains salary and benefit schedules in the District's budgeting system.~~

~~Member of the core ERP implementation team (responsible for migrating the chart of accounts, integrating budget data and GL data).~~

MINIMUM QUALIFICATIONS

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

Knowledge of:

- Principles, practices, and procedures of governmental accounting, financial management, and fiscal administration, particularly as applied to California community college districts.
- Generally Accepted Accounting Principles (GAAP), Governmental Accounting Standards Board (GASB) standards, and the California Community Colleges Budget and Accounting Manual (BAM).
- Principles and practices of budget development, administration, financial analysis, forecasting, and reporting.
- Principles and practices of financial recordkeeping, auditing, internal controls, and fiscal compliance.
- Principles and practices of grant fiscal administration, including financial reporting, expenditure monitoring, and compliance with funding requirements.
- Financial and accounting information systems, including computerized accounting, budgeting, reporting, and data analysis applications.
- Principles and practices of supervision, employee training, performance evaluation, and personnel management.
- Methods and techniques for evaluating fiscal operations, improving administrative processes, and implementing operational efficiencies.
- Applicable federal, state, and local laws, regulations, policies, and procedures governing public agency fiscal operations.
- Principles and practices of administrative research, financial analysis, and report preparation.
- ~~Operations, services, and activities of a technical accounting and financial record keeping program.~~
- ~~Principles and practices of accounting as related to a community college district.~~
- ~~Application of electronic data processing to accounting practices and reporting requirements.~~

- ~~Principles of supervision, training, and performance evaluation.~~
- ~~Principles and practices of budget preparation.~~
- ~~Principles and procedures of record keeping and internal control.~~
- ~~Principles of business letter writing and basic report preparation.~~
- ~~Office procedures, methods, and equipment including computers and applicable software applications such as word processing, spreadsheets, and databases.~~
- ~~Generally Accepted Accounting Principles (GAAP), California Community Colleges Budget and Accounting Manual (BAM).~~
- ~~Pertinent federal, state, and local laws, codes, and regulations.~~

Ability to:

- Plan, organize, coordinate, and direct assigned fiscal operations and activities.
- Supervise, train, evaluate, and provide technical guidance to assigned personnel.
- Analyze complex financial, accounting, and budgetary information; identify discrepancies, evaluate alternatives, and develop appropriate recommendations and solutions.
- Interpret, apply, and ensure compliance with applicable accounting standards, laws, regulations, policies, and procedures.
- Coordinate and participate in the preparation, administration, monitoring, and analysis of District budgets and financial reports.
- Review and evaluate financial records, accounts, transactions, and reports for accuracy, completeness, and compliance with established requirements.
- Evaluate internal controls, identify financial and compliance risks, and recommend corrective actions and operational improvements.
- Utilize and evaluate computerized financial and budgeting systems; analyze financial data and recommend improvements to systems and processes.
- Develop, recommend, and implement goals, objectives, policies, and procedures related to assigned fiscal operations.
- Conduct complex financial analyses, develop forecasts and projections, and present findings and recommendations to District leadership.
- Coordinate financial and compliance reviews and assist in the preparation and coordination of internal and external audits.
- Plan and organize work to meet changing priorities and deadlines.
- Prepare clear, accurate, and concise financial reports, correspondence, and related documentation.
- Communicate clearly and effectively, both orally and in writing.
- Establish and maintain effective working relationships with District personnel, governmental agencies, auditors, and others contacted in the course of work.
- Demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of community college students and personnel, including individuals with disabilities.
- ~~Supervise, organize, and review the work of assigned staff involved in performing complex and highly technical financial record keeping and accounting duties for various campus operations and services.~~
- ~~Analyze and solve problems.~~
- ~~Understand financial reporting and general ledger structure.~~

- ~~Recommend and implement goals, objectives, policies and procedures for providing technical accounting and financial record keeping services.~~
- ~~Understand the organization and operation of the District and of outside agencies as necessary to assume assigned responsibilities.~~
- ~~Understand, interpret, and apply general and specific administrative and departmental policies and procedures as well as applicable federal, state, and local policies, laws, and regulations.~~
- ~~Prepare clear and concise reports.~~
- ~~Perform difficult and complex accounting work in the preparation, maintenance and review of all financial records, accounts and reports.~~
- ~~Plan, organize and participate in financial and statistical record-keeping activities.~~
- ~~Participate in the preparation and administration of District-wide budgets.~~
- ~~Maintain and audit fiscal records and accounts within the accounting office.~~
- ~~Analyze and interpret computerized data reports related to accounting and financial record keeping.~~
- ~~Plan and organize work to meet changing priorities and deadlines.~~
- ~~Select, train, and evaluate staff.~~
- ~~Demonstrate a sensitivity to, and understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of community college students and personnel, including those with physical or learning disabilities.~~
- ~~Communicate clearly and concisely, both orally and in writing.~~
- ~~Establish and maintain effective working relationships with those contacted in the course of work.~~

Education/Training:

- A Bachelor's degree from an accredited college or university with major course work preferable in accounting, business administration or a related field.

Experience:

- Four (4) years of increasingly responsible experience in general accounting including two (2) years of lead or supervisory experience.

~~**Preferred Experience:**~~

~~Experience in budget, accounting, strategic planning and/or financial research in a public education institute~~

~~Master's Degree in Accounting, Business Administration or related field.~~

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

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

Environment: Work is performed primarily in a standard office setting.

Physical: Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull up to 25 pounds; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

Associate Director, Fiscal & Audit Services

Management Range: 17

Pending Board Approvaled: ~~06/20/2019~~ 11/12/2026

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

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

~~Director~~ Manager, ~~of~~Station Operations

Management Range: ~~18~~14

Pending Board Approval~~ed~~: ~~05/12/22~~ 11/12/2026 P. 1|6

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

SUMMARY DESCRIPTION

Under the ~~administrative~~ direction of the appropriate administrator, manages and coordinates the day-to-day operations of KVCR and assigned broadcast, production, programming, digital, and technical activities. Implements established operational plans, priorities, and procedures and provides supervision and work direction to assigned personnel. ~~the Director of Operations manages the operations of EMPIRE | KVCR's Radio, Television, Digital and News properties to include but not limited to the supervision of assigned staff, budget administration, planning and programming, oversight of engineering, compliance and digital ecosystems. Additional areas of oversight include OTT, VOD, SVOD, AVOD, Live Streaming, mobile applications, social media, technical management, equipment, signal expansion, marketing, and academic pathway support.~~

~~The Director of Operations assists in the creation and execution of the long-range plans for the stations budgetary, technical, brand, broadcast, production, studio operations, digital and content strategies. This position establishes benchmarks and analyzing station data to develop and assist in the strategic planning and direction, whereby ensure maximum efficiency, ratings, and revenue across all platforms.~~

Note: This position is contingent on grant funding.

REPRESENTATIVE DUTIES

The following duties are typical for this classification.

1. ~~Plans and directs~~Manages and coordinates ~~the~~day-to-day activities related to public media and station operations ~~of EMPIRE | KVCR~~in accordance with established plans, procedures, priorities, and service standards.
2. ~~Oversees and participates in the~~ Coordinates day-to-day operational support for KVCR's television and radio broadcast licenses and associated digital platforms~~management of a "dual licenses" public broadcast station~~.
3. ~~Oversees~~Supervises, schedules, trains, and provides day-to-day work direction to assigned staff~~leads, coordinates and motivates peers~~, volunteers, ~~staff, and~~ student workers, interns, and temporary personnel involved in station operations and production activities.
4. Participates in the selection, onboarding, training, scheduling, and evaluation of assigned staff, volunteers, student workers, interns, and temporary personnel in accordance with District policies and procedures~~Guides and directs the hiring, evaluation, promotion and termination of full-time Management, Classified and (Professional Experts) part-time employees~~.
5. ~~Meets and c~~Coordinates with internal departments, production and technical staff, vendors, community partners, and other stakeholders regarding assigned station operations, projects, events, and production needs~~stakeholder groups~~.
6. ~~Analyzes the~~Assesses day-to-day programming, production, scheduling, and operational needs ~~of the District~~ and coordinates assigned activities in accordance with approved station plans, ~~creates the content aligned with~~ Federal Communications Commission ("FCC") requirements, station standards, and

established priorities~~rules and regulations; assigns producers, managers and assistant managers to develop and implement programs~~.

7. Coordinates and supports day-to-day television, radio, digital, and related broadcast operations~~Plans and organizes the operation of the television channel~~ in accordance with applicable ~~Federal Communications Commission (“~~FCC~~”)~~ rules and regulations, station procedures, and established operational requirements.

8. Participates in the development and implementation of operational goals, procedures, schedules, work plans, and activities for station operations; identifies operational needs and recommends changes or improvements to the appropriate administrator~~Establishes department goals, objectives and strategies; develop and implement programs and activities to accomplish goals~~.

9. Identifies operational issues, analyzes alternatives, recommends solutions, and implements approved actions in support of station goals, operational efficiency, and service quality~~Analyzes problems, identify alternative solutions, forecasts consequences of proposed actions and implement recommendations in support of station goals~~.

10. Gathers and analyzes operational, audience, scheduling, production, and workflow data to support decision-making, reporting, resource planning, and continuous improvement~~Participates in the development and administration of goals, objectives, and procedures for assigned areas. Gathers and analyzes data and situations and make appropriate decisions~~.

~~10.~~11. Assists with development and administration of assigned operating budgets; monitors expenditures and purchasing activities, identifies staffing, production, technology, and equipment needs, prepares cost information, and recommends spending priorities.

~~11.~~12. Attends conferences, meetings, trainings, and industry events~~,~~ to remain current on public media operations and emerging practices; evaluates information and recommends or implements approved operational and programming ~~monitoring all public broadcast activities; uses this information to make any necessary~~ improvements ~~that will enhance programming format and operations~~.

~~12.~~13. Coordinates and supports~~Develops, plans and coordinate~~ community service programming and operations of the television channels ~~resulting in~~to support high-quality public media services ~~broadcasting services to~~for Inland Southern California and~~ and~~ other audiences served by KVCR~~the nation~~.

~~13.~~14. Coordinates with development, fundraising, membership, community engagement, and station personnel to support special programs, events, pledge activities, fundraising activities, and related operational needs~~Confers and participates with the Fundraising, Membership and Development departments regarding special programs, events, pledge and fundraising activities~~.

~~14.~~15. Anticipates, prevents and resolves difficult and/or sensitive inquiries, conflicts and complaints.

~~15.~~16. ~~Establish and maintain~~Monitors assigned station, production, and broadcast activities for compliance with established quality standards, operational procedures, and regulatory requirements; identifies deficiencies and recommends or implements appropriate corrective action within assigned authority.~~high broadcasting standards~~

~~16. Serves as a partner and resource for member stations, internal departments, and other stakeholders to implement co-branded content across all platforms.~~

17. Compiles audience, operational, performance, and other assigned data to support station planning and reporting; assists staff, producers, volunteers, and other assigned personnel in applying approved station

standards, procedures, and brand guidelines~~Inspires and empowers staff, stations, producers, and others to leverage and optimize brand in their daily work~~.

~~18. Leverages brand research and audience insights to identify, develop, strengthen and evolve brand identity across digital and traditional platforms.~~

~~19.~~18. Prepares operational updates, project information, reports, and recommendations for review by assigned administrators, managers, and cross-functional partners~~Supports strategic leadership, reporting and guidance to the cross-functional district and division partners~~.

19. Prepares and maintains required reports, licenses, applications, public file materials, and other regulatory documentation; monitors applicable deadlines and coordinates or assists with required submissions to governmental and public media entities~~, maintains and submits reports, licenses, and applications to relevant state and federal agencies~~.

20. Represents KVCR at assigned community events, meetings, and outreach activities and supports station fundraising and public awareness activities as directed.

21. Performs related duties as required.

~~**ADMINISTRATION DUTIES**~~

~~The Director of Operations participates in the implementation of EMPIRE | KVCR's administrative, budgeting, digital, technical, strategic and production processes and functions. The Director of Operations will aim to spend budgets as effectively as possible and suggested spending priorities on staffing, productions, technology milestones and equipment needs for the next fiscal year.~~

~~**STATION AND COMMUNITY OUTREACH**~~

~~The Director of Operations maintains an ongoing effective relationship with various EMPIRE | KVCR departments, the Community College District, Strategic Partners, and the local community. The Director of Operations will be asked to make appearances at various EMPIRE | KVCR events as appropriate. They will participate in fundraising for the station as well as make an appearance on the stations' behalf for the purpose of growing brand awareness.~~

QUALIFICATIONS

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

Knowledge of:

- ~~Principles and techniques of producing and directing live and taped television programs in the studio or in the field~~Television/radio/digital production and broadcast operations.
- Principles of supervision, training and performance evaluation.
- Principles and practices of budgeting and purchasing, expenditure tracking, and basic fiscal administration.
- ~~Fiscal preparation and administration, including concepts, methods, techniques, and practices in underwriting.~~
- Principles and practices of satellite broadcasting procedures and protocols.

- ~~•~~ Principles and practices of program development and administration.
- Broadcast scheduling and On-Air ~~methods, techniques, principles,~~ procedures~~, and processes~~.
- The resources, principles, and methods of researching program topics.
- Working knowledge of print, online, digital, social, on-air production terms and processes.
- Principles and practices of the media industry and the nonprofit sector.
- ~~Public television organizational structures~~Station~~,~~ workflows, systems and operating procedures and processes.
- ~~•~~ Pertinent federal, state, and local laws, codes, and regulations; including ~~Federal Communications Commission (“~~FCC~~”)~~ rules and regulations pertaining to station operations.
- Public media licensing, reporting, public file, and compliance documentation requirements applicable to assigned station operations.
- Digital, streaming, ~~Developing trends in media, including OTT, Mobile, Livestreaming~~ and emerging technologies.
- Office procedures, methods, and equipment including computers and media ~~relevant~~ applicable software and media ~~applications~~systems.

Ability to:

- ~~•~~ Coordinate and ~~M~~manage multiple concurrent station operations, ~~complex~~ projects, schedules, and production activities ~~simultaneously in a sometimes fast-paced, dynamic environment~~.
- Supervise, train, schedule, and provide work direction to assigned personnel~~Be a strong diplomatic leader, team manager, mentor, enthusiastic brand champion and ambassador~~.
- Coordinate effectively across programming, production, technical, digital, development, and administrative functions~~Grasp high-level branding and positioning concepts and translate them into actionable strategies and tactics~~.
- Apply established station, broadcast, brand, operational, and regulatory standards~~Collaborate with cross-functional teams to amplify the brand message across all media and various audiences~~.
- ~~•~~ Analyze operational problems, evaluate alternatives, recommend solutions, and implement approved actions~~Bring teams to consensus and move projects forward;~~
- ~~Make quick, but informed decisions~~.
- Exercise sound independent judgment within established policies, procedures, priorities, and delegated authority~~Act independently and confidently, flexible with evolving priorities~~.
- ~~•~~ Adapt to changing operational priorities and meet critical deadlines in a fast-paced public media environment~~An iterative learner who will ensure knowledge from various parts of any and all projects are incorporated into future plans and communicated to relevant parties~~.
- Interpret and apply applicable FCC regulations and other public media requirements related to assigned functions.
- ~~•~~ ~~Collaborative partner with other team members and stakeholders in pursuit of shared objectives.~~
- Demonstrate sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, and ethnic backgrounds of community college students and personnel, including those with physical or learning disabilities.
- Demonstrate professionalism, fairness, and honesty in all aspects of the performance of duties.
- Develop interpersonal relationships with a diverse audience.
- ~~•~~ ~~Make decisions using independent judgment and discretion.~~

- ~~Organize, prioritize and schedule projects and/or other work assignments.~~
- ~~Provide leadership based on ethics and principles as they relate to public broadcast functions and operations.~~
- Promote an organizational culture that values creativity, open communication, diversity, and tolerance.
- Establish and maintain effective working relationships with those contacted in the course of work.
- Plan and organize work to meet changing priorities and deadlines.
- Meet critical deadlines while working with frequent interruptions.
- Prepare clear operational reports, recommendations, schedules, records, and correspondence~~and present comprehensive, concise, clear oral and written reports~~.
- ~~Exceptional written communications, interpersonal and public presentation skills.~~

Education and Experience Guidelines – *Any combination of education and experience that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:*

Education:

- A Bachelor's degree from an accredited college or university with major course work preferably in business, communications, marketing, broadcast and/or journalism.

Experience:

- Three (3) years of increasingly responsible experience in public media, ~~experience~~ broadcasting, television, radio, digital media, production, station operations, or a closely related field, including ~~two (2) years~~at least one (1) year of ~~administrative and~~lead, supervisory, administrative, or program coordination responsibility.
- Demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, general identity, sexual orientation, and ethnic backgrounds of community college students.

~~**License or Certificate:**~~

- ~~Current and valid California driver's license.~~

Equivalency Provision

- In the absence of a Bachelor's degree, an Associate's degree or completion of sixty (60) semester units from an accredited college or university with major course~~-~~work ~~perferably~~ in buisness, communications, marketing, media, broadcasting, ~~and/or~~ journalism, or a related field, and five (5) years of increasingly responsible experience in public media, broadcasting, television, radio, digital media, production, station operations, or a closely related field,~~experience~~ including ~~three (3)~~at least two (2) years of ~~administrative and~~lead, supervisory, administrative, or program coordination responsibility, is qualifying.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

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

Environment: Work is performed in both indoor and outdoor field environments, requiring travel from site to site, exposure to noise and all types of weather and temperature conditions.

Physical: Primary functions require sufficient physical ability and mobility to stand or sit for prolonged periods of time, to occasionally stoop, bend, kneel, crouch, reach and twist, to occasionally lift, carry, push, and/or pull light to moderate amounts of weight up to 25 pounds, to operate office equipment requiring repetitive hand movement and fine motor coordination including use of a computer keyboard; and to verbally communicate to exchange information.

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

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

RANGE	POSITION	STEP A	B	C	D	E	F	G	H	I	J
1											
2											
3											
4											
5											
6	▪ Assistant Manager, Workforce Development ▪ Caltrans Work Crew Supervisor ▪ Tool Room Supervisor	$ 73,444.14	$ 75,647.50	$ 77,917.43	$ 80,254.98	$ 82,663.28	$ 85,142.31	$ 87,697.29	$ 90,328.21	$ 94,845.19	$ 99,586.88
7		$ 77,118.48	$ 79,432.11	$ 81,815.43	$ 84,269.50	$ 86,797.43	$ 89,401.30	$ 92,083.19	$ 94,845.19	$ 99,586.88	$ 104,565.75
8	▪ Circulation Supervisor ▪ Custodial Supervisor	$ 80,972.79	$ 83,401.89	$ 85,904.85	$ 88,482.72	$ 91,137.56	$ 93,871.47	$ 96,686.52	$ 99,586.88	$ 104,565.75	$ 109,794.30
9	▪ Printing & Graphic Services Supervisor	$ 85,021.64	$ 87,572.45	$ 90,200.25	$ 92,906.07	$ 95,693.04	$ 98,564.26	$ 101,520.80	$ 104,566.79	$ 109,795.34	$ 115,285.01
10	▪ Apprenticeship Program Administrator ▪ Aquatics Director ▪ Braille Program Manager ▪ College Corps Program Manager ▪ Food Services Supervisor ▪ Maintenance & Grounds Supervisor ▪ Manager, Workforce Development ▪ Police Compliance Manager	$ 89,272.30	$ 91,951.08	$ 94,708.91	$ 97,551.01	$ 100,477.38	$ 103,492.16	$ 106,596.42	$ 109,795.34	$ 115,285.01	$ 121,049.31
11	▪ Project Administrator, Career Education	$ 93,737.27	$ 96,550.24	$ 99,445.40	$ 102,428.98	$ 105,502.02	$ 108,666.62	$ 111,926.92	$ 115,285.01	$ 121,049.31	$ 127,100.73
12	▪ Assistant Director of Development	$ 98,422.78	$ 101,375.15	$ 104,416.99	$ 107,550.38	$ 110,777.39	$ 114,100.10	$ 117,523.73	$ 121,049.31	$ 127,100.73	$ 133,455.93
13	▪Manager, Marketing and Media ▪Manager, Regional Employer Engagement	$ 103,345.48	$ 106,445.58	$ 109,638.26	$ 112,928.73	$ 116,315.94	$ 119,805.11	$ 123,399.35	$ 127,100.73	$ 133,455.93	$ 140,129.45
14	▪ Business Services Administrator ▪ Community Engagement Manager, KVCR ▪ Director, Child Development Center ▪ Director, Workforce Development ▪ Manager, CalWORKs & Workforce Development ▪ Manager, Production ▪ Manager, Station Operations ▪ Payroll Manager	$ 108,512.65	$ 111,768.79	$ 115,120.64	$ 118,574.43	$ 122,132.26	$ 125,795.16	$ 129,568.32	$ 133,455.93	$ 140,129.45	$ 147,135.87
15		$ 113,936.78	$ 117,355.20	$ 120,876.62	$ 124,503.10	$ 128,237.78	$ 132,085.85	$ 136,048.35	$ 140,129.45	$ 147,135.87	$ 154,491.83
16	▪Emergency, Compliance, Risk and Safety Administrator ▪ Police Sergeant	$ 119,635.54	$ 123,224.58	$ 126,920.76	$ 130,727.22	$ 134,650.19	$ 138,689.68	$ 142,849.83	$ 147,135.87	$ 154,491.83	$ 162,217.10

Reflects 3% increase effective 7/1/2026

RANGE	POSITION	STEP A	B	C	D	E	F	G	H	I	J
17	▪ Associate Director, Fiscal Services ▪ Associate Director, Human Resources ▪ Associate Director of Legislative & Community Relations ▪ Campus Director of Marketing, Creative Services & Public Affairs ▪Campus Project Manager ▪ Director, Alternative Text Production Center ▪ Director, Economic Development Corporate Training ▪ Director, Library and Learning Support Services ▪Director, Police Academy ▪ Director, Television ▪ Director, Workforce Development DSN ICT ▪ Director of Audits and Analysis ▪ Director of Enterprise Application Systems ▪ Distance Education Director ▪ Facilities Project Manager ▪ Head Football Coach ▪ Local Business Outreach Administrator - Measure CC ▪ Manager, Programming – KVCR TV/FM ▪ Enterprise Technology Project Manager	$ 125,616.23	$ 129,384.19	$ 133,264.51	$ 137,263.42	$ 141,380.93	$ 145,623.27	$ 149,992.53	$ 154,491.83	$ 162,217.10	$ 170,328.32
18	▪ College Director, Technology Services ▪ Development Director ▪ Director of Athletics ~~▪ Director of Operations~~ ▪ Director, Admissions & Records ▪ Director, EOPS/CARE & CalWORKs ▪ Director, Financial Aid and Scholarships ▪ Director, Grants & Administration ▪ Director, MESA ▪ Director, Outreach & Educational Partnerships ▪ Director, Secondary Educational Partnerships (SBVC) ▪ Director, STEM-MESA ▪ Director, Student Health Services ▪ Director, Transfer, Career, and Employment Services	$ 131,897.56	$ 135,854.86	$ 139,929.71	$ 144,127.32	$ 148,450.81	$ 152,904.33	$ 157,492.06	$ 162,217.10	$ 170,328.32	$ 178,844.21

Reflects 3% increase effective 7/1/2026

RANGE	POSITION	STEP A	B	C	D	E	F	G	H	I	J
19	▪Associate Director of Bond Program Planning and Construction ▪Associate Director of Facilities Planning, Sustainability & Construction ▪ Director, Development & Community Relations ▪ Director, Development, Strategic Relations & Operations - KVCR ▪ Director, Facilities, Maintenance & Operations ▪ Director of Institutional Advancement ▪ Director, KVCR Broadcast Media Systems ▪ Director, Security and User Services ▪ Director, Student Accessibility Services (SAS),SBVC ▪ Director, Student Accessibility Services and Health & Wellness Center, CHC ▪ Director, Student Life ▪ District, Director of Grants	$ 138,492.02	$ 142,646.98	$ 146,925.73	$ 151,333.48	$ 155,873.35	$ 160,549.50	$ 165,366.09	$ 170,327.28	$ 178,843.17	$ 187,785.59
20	▪ Director of Administrative Application Systems ▪ District Director, Technology Services	$ 145,415.21	$ 149,778.23	$ 154,271.29	$ 158,898.54	$ 163,666.24	$ 168,576.45	$ 173,633.35	$ 178,843.17	$ 187,785.59	$ 197,175.34
21	▪ Associate Dean, Instruction ▪ Associate Dean, Kinesiology, Health and Intercollegiate Athletics ▪ Associate Dean, Noncredit & Adult Education ▪ Associate Dean, Nursing Services ▪Associate Dean, Public Safety (CHC) ▪ Associate Dean, Student Health and Wellness ▪Associate Dean, Student Support Services ▪ Business Manager ▪ Director of Employee Wellness, Professional Learning and EEO Compliance ▪ Director, Fiscal Services ▪ Director, Human Resources & Payroll ▪ Director, Human Resources, EEO and Labor Relations ▪ District Director of Research, Planning & Institutional Effectiveness ▪ Police Lieutenant	$ 152,686.91	$ 157,268.39	$ 161,986.15	$ 166,845.39	$ 171,851.32	$ 177,006.00	$ 182,316.74	$ 187,785.59	$ 197,175.34	$ 207,034.26
22		$ 160,320.63	$ 165,129.94	$ 170,083.85	$ 175,187.56	$ 180,442.12	$ 185,855.84	$ 191,431.84	$ 197,175.34	$ 207,034.26	$ 217,385.25

Reflects 3% increase effective 7/1/2026

RANGE	POSITION	STEP A	B	C	D	E	F	G	H	I	J
23	▪ Chief of Police ▪ Dean, Student Services ▪ Dean of Academic Success, Grants and Learning Services (SBVC) ▪ Dean of Nursing and Allied Health ▪ Dean of Research, Planning, & Institutional Effectiveness ▪Dean of Research, Planning, & Institutional Effectiveness with Grants Oversight ▪ District Dean, Educational and Student Support Services ▪ Division Dean (Instructional) ▪ Division Dean (Non-Instructional) ▪ Executive Development Director ▪ Executive Director, Institutional Advancement and Foundation ▪ Senior Director of Employee Relations, Risk Management, Police & College Services	$ 168,339.27	$ 173,388.88	$ 178,591.42	$ 183,947.93	$ 189,466.72	$ 195,150.92	$ 201,004.69	$ 207,035.30	$ 217,387.33	$ 228,255.34
24		$ 176,755.29	$ 182,057.70	$ 187,519.28	$ 193,145.22	$ 198,939.69	$ 204,907.89	$ 211,055.02	$ 217,387.33	$ 228,255.34	$ 239,668.48
25	▪ Executive Dean ▪ Executive Director, Business and Fiscal Services ▪ Executive Director, Economic Development & Corporate Training (EDCT) ▪ Executive Director, Facilities, Planning, Sustainability & Construction ▪Executive Director, Human Resources, Employment Services, Retirement, & Payroll Services ▪ Executive Director, Research Planning Institutional Effectiveness ▪ Executive Director, KVCR	$ 185,592.64	$ 191,161.37	$ 196,895.50	$ 202,803.36	$ 208,888.08	$ 215,153.81	$ 221,607.83	$ 228,255.34	$ 239,668.48	$ 251,651.69
26	▪ Chief Technology Officer ▪ Vice President, Administrative Services ▪ Vice President, Instruction ▪ Vice President, Student Services	$ 194,873.16	$ 200,719.64	$ 206,740.90	$ 212,943.17	$ 219,330.61	$ 225,910.51	$ 232,688.06	$ 239,668.48	$ 251,651.69	$ 264,234.12

Reflects 3% increase effective 7/1/2026

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor of Human Resources, Police Services, Emergency/Employee Risk Management & Payroll Services

DATE: November 12, 2026

SUBJECT: Management Personnel Effects

RECOMMENDATION

It is recommended that the Board of Trustees approve Management personnel effects as presented.

OVERVIEW

The Management personnel effects reflect the outcome of the Management Job Description and Salary Schedule update approved at the August 13, 2026 Board meeting..

ANALYSIS

The Community Engagement Manager – KVCR and Director, Development, Strategic Relations & Operations – KVCR job descriptions were approved for revision and updated placement on the management salary schedule at the August 13, 2026 Board meeting. The attached personnel effects are being submitted to capture the appropriate salary placement of the presented employees.

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 is included in the appropriate 2026-2027 budgets.

Management Personnel Effects
Submitted for Board Approval on November 12, 2026

[v.9.28.2026.p.1|1]

Management – Effective August 14, 2026

Position Location	Impact on Incumbent
Community Engagement Manager, KVCR, DSO	**Wiarco, Vanessa** **Change:** Job description update to accurately reflect scope of work. **From** Range 10, Step E **To** Range 14, Step A
From Director, Development & Strategic Relations – KVCR, DSO **To** Director, Development, Strategic Relations & Operations – KVCR, DSO	**Saucedo, Manuel** **Change:** Job description and title update accurately reflect scope of work. **From** Range 18, Step D **To** Range 19, Step D

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources, Police Services, Emergency/Employee Risk Management & Payroll Services

DATE: November 12, 2026

SUBJECT: Consideration of Approval of Management Tuition Reimbursement

RECOMMENDATION

It is recommended that the Board of Trustees approve tuition reimbursement for the following management employees:

- Nicholas Mendoza to pursue a Bachelor of Science in Management from the University of Phoenix.

OVERVIEW

Nicholas Mendoza is the Maintenance and Grounds Supervisor at SBVC and plans to start this program in Winter 2026.

ANALYSIS

This request is in compliance with Administrative Procedure 7260 which allows that Classified Supervisors shall be eligible for tuition cost reimbursement from an accredited institution and that all courses for which a manager is seeking reimbursement be approved by the Board of Trustees.

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 reimbursements will be covered by the appropriate General Fund budgets.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Kristina Hannon, Vice Chancellor, Human Resources, Police Services, Emergency/Employee Risk Management & Payroll Services

PREPARED BY: Dr. Kevin Horan, President, CHC
Dr. Gilbert Contreras, President, SBVC

DATE: November 12, 2026

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, 2025, 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 8, 2025.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success

FINANCIAL IMPLICATIONS

The cost of the non-instructional pay is included in the appropriate 2026-2027 budgets.

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 12, 2026

[v.10.27.2026.p.1|38]

Employee Name Funding Source	Location Assignment	From	To	Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Alqaisi, Fares Math and Science General Fund	SBVC	08/24/26	09/04/26	$57.89	50	$2,894.50	Faculty Lead - CIT non credit lab *Ratification: Faculty was assigned to a late start course but coverage was needed in the lab at the beginning of the semester. October board was canceled.*
Alvarez, Vicente Science, Technology, Engineering, and Mathematics - Mathematics, Engineering, Science Achievement Program General Fund	SBVC	08/17/26	12/31/26	$57.89	100	$5,789.00	STEM-MESA Faculty Sponsor *Ratification: Began prior to board submission due to late identification of faculty. October board was canceled.*
Castro, Anthony Instruction Office General Fund	SBVC	11/12/26	12/30/26	$57.89	40	$2,315.60	Scheduling Tool Update
Chou, Jesse Instruction Office General Fund	SBVC	08/24/26	12/18/26	$57.89	10	$578.90	Computer Science 102 - Honors *Ratification: Faculty was assigned class after the board deadline. October board was canceled.*
Colon, Natalie Renee Disabled Student Programs & Services Categorical Funding	SBVC	01/04/27	05/13/27	$67.99	414	$28,147.86	Student Accessibility Services Adjunct Counselor
Cooprider, Kimberly Categorical Funds	SBVC	08/24/26	12/18/26	$57.89	155	$8,972.95	Writing Center Faculty Lead Oversight - Extended Hours *Ratification: This item didn't make it to the August board as initially expected and September board submissions deadline had passed. October board was canceled.*

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 12, 2026

[v.10.27.2026.p.2|38]

Employee Name Funding Source	Location Assignment	From	To	Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Cooprider, Kimberly Categorical Funds	SBVC	01/19/27	05/31/27	$57.89	155	$8,972.95	Writing Center Faculty Lead Oversight - Extended Hours
Cooprider, Kimberly Categorical Funds	SBVC	06/01/27	06/30/27	$57.89	70	$4,052.30	Writing Center Faculty Lead Oversight - Extended Hours
DelReal, Melony Library General Funds	SBVC	08/24/26	12/18/26	$67.99	160	$10,878.40	Library Reference *Ratification: This item didn't make it to the August board as initially expected and September board submissions deadline had passed. October board was canceled.*
DelReal, Melony Library General Funds	SBVC	01/19/27	05/13/27	$67.99	160	$10,878.40	Library Reference
Dennett, Loni Disabled Student Programs & Services Categorical Funding	SBVC	01/04/27	05/13/27	$75.16	414	$31,116.24	Student Accessibility Services Adjunct Counselor
Diaz Chavez, Ericka Disabled Student Programs & Services Categorical Funding	SBVC	01/04/27	05/13/27	$67.99	414	$28,147.86	Student Accessibility Services Adjunct Counselor
Durian, Norma Library General Funds	SBVC	11/12/26	12/18/26	$57.89	20	$1,157.80	Library Reference
Fernandez, Vanessa Disabled Student Programs & Services Categorical Funding	SBVC	01/04/27	05/13/27	$67.99	414	$28,147.86	Student Accessibility Services Adjunct Counselor

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 12, 2026

[v.10.27.2026.p.3|38]

Employee Name Funding Source	Location Assignment	From	To	Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Fierro, Marie Student Equity Categorical	SBVC	08/24/26	12/23/26	$75.16	272	$20,443.52	Adjunct Counseling *Amendment: Correction to pay rate, funding source, and "not to exceed hours. Previously submitted for August 13, 2026 board date.*
Fierro, Marie Student Equity Categorical	SBVC	07/01/26	08/21/26	$75.16	128	$9,620.48	Adjunct Counseling *Amendment: Correction to pay rate, funding source, "not to exceed hours. Previously submitted for August 13, 2026 board date.*
Flores-Salas, Edwin Science, Technology, Engineering, and Mathematics - Mathematics, Engineering, Science Achievement Program General Fund	SBVC	08/17/26	12/31/26	$57.89	67	$3,878.63	STEM-MESA Faculty Sponsor *Ratification: Began prior to board submission due to late identification of faculty. October board was canceled.*
Ford, Jacquelyn Instruction Office General Fund	SBVC	10/14/26	10/14/26	$57.89	4	$231.56	RSI Training *Ratification: Meet student needs to add late start sections requiring RSI trained faculty.*
Gallo, Cyndy Disabled Student Programs & Services Categorical Funding	SBVC	01/04/27	05/13/27	$72.77	414	$30,126.78	Student Accessibility Services Adjunct Counselor
Gallo, Cyndy Disabled Student Programs & Services Categorical Funding	SBVC	08/17/26	12/18/26	$72.77	391	$28,453.07	Student Accessibility Services Adjunct Counselor *August 13, 2026 board date. Amendment to correct pay rate from Group 2 Level 2 to Group 2 Level 3.*

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 12, 2026

[v.10.27.2026.p.4|38]

Employee Name Funding Source	Location Assignment	From	To	Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Garibay, Thalia Middle College Grant Funds	SBVC	01/19/27	05/14/27	$75.16	300	$22,548.00	Adjunct Counselor - Middle College
Gonzalez, Stephany Student Equity & Achievement	SBVC	01/19/27	05/14/27	$72.77	300	$21,831.00	Adjunct Counselor - Middle College
Hiers, Rebecca Tutoring Center General Fund	SBVC	01/12/27	05/13/27	$57.89	352	$20,377.28	Adjunct Tutoring Center
Hunt, Syntoia California College Promise Categorical	SBVC	08/24/26	12/23/26	$72.77	272	$19,793.44	Adjunct Counseling *Amendment: Correction to pay rate, funding source, "not to exceed hours. Previously submitted for August 13, 2026 board date.*
Hunt, Syntoia California College Promise Categorical	SBVC	07/01/26	08/21/26	$72.77	170	$12,370.90	Adjunct Counseling *Amendment: Correction to pay rate, funding source, "not to exceed hours. Previously submitted for August 13, 2026 board date.*
Jones, Frederick Umoja Tumaini	SBVC	08/24/26	12/23/26	$67.99	85	$5,779.15	Adjunct Counseling *Amendment: Correction to pay rate, funding source, "not to exceed hours. Previously submitted for August 13, 2026 board date.*
Jones, Frederick Umoja Tumaini	SBVC	07/01/26	08/21/26	$67.99	40	$2,719.60	Adjunct Counseling *Amendment: Correction to pay rate, funding source, "not to exceed hours.Previously submitted for August 13, 2026 board date.*

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 12, 2026

[v.10.27.2026.p.5|38]

Employee Name Funding Source	Location Assignment	From	To	Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Kelly, Matthew Library General Funds	SBVC	08/24/26	12/18/26	$75.16	160	$12,025.60	Library Reference *Amendment: Correction to hourly rate and hours previously approved at the 8/13/26 Board meeting.*
Kelly, Matthew Library General Funds	SBVC	01/19/27	05/13/27	$75.16	160	$12,025.60	Library Reference
Lee, Dirkson Categorical Funds	SBVC	08/24/26	12/31/26	$57.89	170	$9,841.30	Writing Center Faculty Lead Oversight - Extended Hours *Ratification: This item didn't make it to the August board as initially expected and September board submissions deadline had passed.*
Lee, Dirkson Categorical Funds	SBVC	01/01/27	05/23/27	$57.89	171	$9,899.19	Writing Center Faculty Lead Oversight - Extended Hours
Lee, Dirkson Categorical Funds	SBVC	05/24/27	06/30/27	$57.89	99	$5,731.11	Writing Center Faculty Lead Oversight - Extended Hours
Limas, Joanna Middle College Grant Funds	SBVC	01/19/27	05/14/27	$70.38	300	$21,114.00	Adjunct Counselor - Middle College
Lyons, Kevin Multi Media categorical fund	SBVC	09/05/26	12/18/26	$57.89	40	$2,315.60	48 Hour Film Project *Ratification: This item missed September board due to oversight in the division office. October board was canceled.*

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 12, 2026

[v.10.27.2026.p.6|38]

Employee Name Funding Source	Location Assignment	From	To	Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Maestre, Joanne Categorical Funds	SBVC	08/24/26	12/18/26	$57.89	155	$8,972.95	Writing Center Faculty Lead Oversight - Extended Hours *Ratification: This item didn't make it to the August board as initially expected and September board submissions deadline had passed.*
Maestre, Joanne Categorical Funds	SBVC	01/01/27	05/23/27	$57.89	155	$8,972.95	Writing Center Faculty Lead Oversight - Extended Hours
Maestre, Joanne Categorical Funds	SBVC	05/24/27	06/30/27	$57.89	70	$4,052.30	Writing Center Faculty Lead Oversight - Extended Hours
Major, Brandy Library General Funds	SBVC	11/12/26	12/18/26	$57.89	9	$521.01	Library Reference
Nguyen, Bryan Tutoring Center General Fund	SBVC	01/19/27	05/13/27	$57.89	352	$20,377.28	Adjunct Tutoring Center
Orozco, Brenda Student Equity Categorical	SBVC	01/19/27	05/13/27	$75.16	422	$31,717.52	Adjunct Counseling
Orozco, Brenda Student Equity Categorical	SBVC	08/24/26	12/23/26	$75.16	272	$20,443.52	Adjunct Counseling *Amendment: Correction to pay rate, funding source, "not to exceed hours. Previously submitted for August 13, 2026 board date.*
Orozco, Brenda Student Equity Categorical	SBVC	07/01/26	08/21/26	$75.16	128	$9,620.48	Adjunct Counseling *Amendment: Correction to pay rate, funding source, "not to exceed hours. Previously submitted for August 13, 2026 board date.*

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 12, 2026

[v.10.27.2026.p.7|38]

Employee Name Funding Source	Location Assignment	From	To	Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Perez, Ebony Science, Technology, Engineering, and Mathematics - Mathematics, Engineering, Science Achievement Program General Fund	SBVC	08/17/26	12/31/26	$57.89	100	$5,789.00	STEM-MESA Faculty Sponsor *Ratification: Begin prior to board submission due to late identification of faculty. October board was canceled.*
Saunders, Kelis Library General Funds	SBVC	08/24/26	12/18/26	$67.99	160	$10,878.40	Library Reference *Amendment: Correction to hourly rate and hours previously approved at the 8/13/26 Board meeting.*
Saunders, Kelis Library General Funds	SBVC	01/19/27	05/13/27	$67.99	160	$10,878.40	Library Reference
Scalisi, Carlos Instruction Office General Fund	SBVC	10/14/26	10/14/26	$57.89	4	$231.56	RSI Training *Ratification: Meet student needs to add late start sections requiring RSI trained faculty.*
Schutten, Carolyn Strong Workforce Program	SBVC	11/15/26	12/31/26	$57.89	80	$16,209.20	Museum/Gallery curriculum Development
Schutten, Carolyn Strong Workforce Program	SBVC	01/01/27	05/23/27	$57.89	100	$16,209.20	Museum/Gallery curriculum Development
Schutten, Carolyn Strong Workforce Program	SBVC	05/24/27	06/30/27	$57.89	100	$16,209.20	Museum/Gallery curriculum Development

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 12, 2026

[v.10.27.2026.p.8|38]

Employee Name Funding Source	Location Assignment	From	To	Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Sepulveda, Marissa Regional Nursing Initiative (RNI) Grant	SBVC	08/24/26	12/31/26	$57.89	100	$5,789.00	RNI (Regional Nursing Initiative) deliverables *Ratification: Due to start date prior to board approval. October board was canceled.*
Shea, Jessica Library General Funds	SBVC	08/24/26	12/18/26	$75.16	160	$12,025.60	Library Reference *Amendment: Correction to hourly rate and hours previously approved at the 8/13/26 Board meeting.*
Shea, Jessica Library General Funds	SBVC	01/19/27	05/13/27	$75.16	160	$12,025.60	Library Reference *Amendment: Correction to hourly rate and hours previously approved at the 8/13/26 Board meeting.*
Sherman, Brian Tutoring Center General Fund	SBVC	01/19/27	05/13/27	$57.89	352	$20,377.28	Adjunct Tutoring Center
Smith, Chere Instruction Office General Fund	SBVC	10/14/26	10/14/26	$57.89	4	$231.56	RSI Training *Ratification: Meet student needs to add late start sections requiring RSI trained faculty.*
Smith, Elizabeth Instruction Office General Fund	SBVC	10/14/26	10/14/26	$57.89	4	$231.56	RSI Training *Ratification: Meet student needs to add late start sections requiring RSI trained faculty.*
Valenzuela, Jennifer California College Promise Categorical	SBVC	01/19/27	05/13/27	$72.77	422	$30,708.94	Adjunct Counseling

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 12, 2026

[v.10.27.2026.p.9|38]

Employee Name Funding Source	Location Assignment	From	To	Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Valenzuela, Jennifer California College Promise Categorical	SBVC	08/24/26	12/23/26	$72.77	272	$19,793.44	Adjunct Counseling *Amendment: Correction to pay rate, funding source, "not to exceed hours. Previously submitted for August 13, 2026 board date.*
Valenzuela, Jennifer California College Promise Categorical	SBVC	07/01/26	08/21/26	$72.77	170	$12,370.90	Adjunct Counseling *Amendment: Correction to pay rate, funding source, "not to exceed hours. Previously submitted for August 13, 2026 board date.*
Voisard, Steven Library General Funds	SBVC	08/24/26	12/18/26	$75.16	160	$12,025.60	Library Reference *Amendment: Correction to hourly rate and hours previously approved at the 8/13/26 Board meeting.*
Voisard, Steven Library General Funds	SBVC	01/19/27	05/13/27	$75.16	160	$12,025.60	Library Reference
Williams, Theresa Instruction Office General Fund	SBVC	10/14/26	10/14/26	$57.89	4	$231.56	RSI Training *Ratification: Meet student needs to add late start sections requiring RSI trained faculty.*
Zuick, Nhan Tutoring Center General Fund	SBVC	01/19/27	05/13/27	$57.89	352	$20,377.28	Adjunct Tutoring Center

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 12, 2026

[v.10.27.2026.p.10|38]

Employee Name Funding Source	Location Assignment	From	To	Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Anderson, Jonathan Honors Program General Fund	CHC	08/24/26	12/18/26	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*
Atkinson, Anne Honors Program General Fund	CHC	08/24/26	12/18/26	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 12, 2026

[v.10.27.2026.p.11|38]

Employee Name Funding Source	Location Assignment	From	To	Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Baker, Jacob Honors Program General Fund	CHC	08/24/26	12/18/26	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*
Baltierra, Anthony Honors Program General Fund	CHC	09/14/26	12/18/26	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 12, 2026

[v.10.27.2026.p.12|38]

Employee Name Funding Source	Location Assignment	From	To	Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Bartlett, Ryan Honors Program General Fund	CHC	08/24/26	12/18/26	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*
Beard, Joseph Honors Program General Fund	CHC	08/24/26	12/18/26	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*
Beard, Joseph Zero Textbook Cost Grant Fund	CHC	10/12/26	11/10/26	$57.89	20	$1,157.80	Accessibility Fellowship *Ratification: Information received after the board deadline.*

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 12, 2026

[v.10.27.2026.p.13|38]

Employee Name Funding Source	Location Assignment	From	To	Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Bell, Danielle Honors Program General Fund	CHC	08/24/26	12/18/26	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*
Blanco, Glenn Student Equity and Achievement Restricted Fund	CHC	09/01/26	12/31/26	$57.89	12	$694.68	Faculty Learning Community for Ethnic Studies DEI (Diversity, Equity and Inclusion) *Ratification: Information received after the board deadline.*
Boebinger, Kelly ZTC Restricted Fund	CHC	08/10/26	08/14/26	$57.89	8	$463.12	Facilitate RSI Training *Ratification: Information received after the board deadline.*
Bond, Lauen Dual Enrollment Restricted Fund	CHC	05/20/26	06/30/26	$57.89	8	$463.12	Dual Enrollment Faculty Lead Work *Ratification: Information received after the board deadline.*
Bond, Lauen Dual Enrollment Restricted Fund	CHC	07/01/26	08/10/26	$57.89	12	$694.68	Dual Enrollment Faculty Lead Work *Ratification: Information received after the board deadline.*
Bond, Lauren Student Equity and Achievement Restricted Fund	CHC	09/01/26	12/31/26	$57.89	12	$694.68	Faculty Learning Community for Ethnic Studies DEI (Diversity, Equity and Inclusion) *Ratification: Information received after the board deadline.*

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 12, 2026

[v.10.27.2026.p.14|38]

Employee Name Funding Source	Location Assignment	From	To	Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Brighton, Breanna Office of Instruction General Fund	CHC	07/01/26	06/30/27	$57.89	0	$0.00	Faculty Chair duties required to be performed on campus during the summer, spring and winter breaks. (Communication & Language) *Amendment: This submission was originally submitted for 50 hours to June 11, 2026 board. At that time Richard (Rick) Hogrefe and Breanna Brighton were co-chairs for the Communication & Language Department. Breanna Brighton is now Interim Dean for the Divi*
Brink, T.L. Honors Program General Fund	CHC	08/24/26	12/18/26	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*
Call, Fatima Student Equity and Achievement Restricted Fund	CHC	09/01/26	12/31/26	$57.89	12	$694.68	Faculty Learning Community for Ethnic Studies DEI (Diversity, Equity and Inclusion) *Ratification: Information received after the board deadline.*

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 12, 2026

[v.10.27.2026.p.15|38]

Employee Name Funding Source	Location Assignment	From	To	Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Cervantez, Jeff Honors Program General Fund	CHC	09/15/26	12/18/26	$57.89	20	$1,157.80	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*
Clements, Kristen ZTC Restricted Fund	CHC	08/10/26	08/14/26	$57.89	4	$231.56	Facilitate RSI Training *Ratification: Information received after the board deadline.*
Darling, Caleb Honors Program General Fund	CHC	08/24/26	12/18/26	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 12, 2026

[v.10.27.2026.p.16|38]

Employee Name Funding Source	Location Assignment	From	To	Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Davila, Rosa STEM Center General Fund	CHC	08/24/26	12/18/26	$57.89	75	$4,341.75	STEM Center Academic Support *Ratification - Faculty schedules for the STEM Center were not finalized until late August, so they were not able to be submitted for September 2026 board. Start date of 08/24/2026 precedes board approval date.*
De Castro, Jason Library General Fund	CHC	01/20/27	05/15/27	$70.38	240	$16,891.20	Adjunct Librarian
De Los Reyes, Chloe Student Equity and Achievement Restricted Fund	CHC	09/01/26	12/31/26	$57.89	12	$694.68	Faculty Learning Community for Ethnic Studies DEI (Diversity, Equity and Inclusion) *Ratification: Information received after the board deadline.*
Dewalden, Stephen Honors Program General Fund	CHC	08/24/26	12/18/26	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 12, 2026

[v.10.27.2026.p.17|38]

Employee Name Funding Source	Location Assignment	From	To	Rate	Not to Exceed Hours	Not to Exceed Amount	Project
DiBartolo, Cheryl Honors Program General Fund	CHC	08/24/26	12/18/26	$57.89	20	$1,157.80	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*
Diep, Matthew Library General Fund	CHC	01/20/27	05/15/27	$72.77	130	$9,460.10	Adjunct Librarian
Dudash, Leigh MESA - Restricted Fund (categorical)	CHC	08/24/26	12/18/26	$57.89	100	$5,789.00	STEM Center Academic Support *Ratification - Faculty schedules for the STEM Center were not finalized until late August, so they were not able to be submitted for September 2026 board. Start date of 08/24/2026 precedes board approval date.*
Estudillo, Byanka MESA - Restricted Fund (categorical)	CHC	08/24/26	12/18/26	$57.89	75	$4,341.75	STEM Center Academic Support *Ratification - Faculty schedules for the STEM Center were not finalized until late August, so they were not able to be submitted for September 2026 board. Start date of 08/24/2026 precedes board approval date.*

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 12, 2026

[v.10.27.2026.p.18|38]

Employee Name Funding Source	Location Assignment	From	To	Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Ferrari, Edward Student Equity and Achievement Restricted Fund	CHC	09/01/26	12/31/26	$57.89	12	$694.68	Faculty Learning Community for Ethnic Studies DEI (Diversity, Equity and Inclusion) *Ratification: Information received after the board deadline.*
Franko, Karla Honors Program General Fund	CHC	09/14/26	12/18/26	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*
Garcia, Beverly Honors Program General Fund	CHC	08/24/26	12/18/26	$57.89	20	$1,157.80	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*
Granado, Alycia Zero Textbook Cost Grant Fund	CHC	10/12/26	11/10/26	$57.89	20	$1,157.80	Accessibility Fellowship *Ratification: Information received after the board deadline.*

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 12, 2026

[v.10.27.2026.p.19|38]

Employee Name Funding Source	Location Assignment	From	To	Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Guevara, Andrew Student Equity and Achievement Restricted Fund	CHC	09/01/26	12/31/26	$57.89	12	$694.68	Faculty Learning Community for Ethnic Studies DEI (Diversity, Equity and Inclusion) *Ratification: Information received after the board deadline.*
Guzman, Daniela Honors Program General Fund	CHC	09/14/26	12/18/26	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*
Harris, Kashaunda Student Equity and Achievement Restricted Fund	CHC	09/01/26	12/31/26	$57.89	12	$694.68	Faculty Learning Community for Ethnic Studies DEI (Diversity, Equity and Inclusion) *Ratification: Information received after the board deadline.*

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 12, 2026

[v.10.27.2026.p.20|38]

Employee Name Funding Source	Location Assignment	From	To	Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Harris, Mattie Honors Program General Fund	CHC	08/24/26	12/18/26	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*
Hart, Danae Honors Program General Fund	CHC	09/15/26	12/18/26	$57.89	20	$1,157.80	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*
Hart, Danae Student Equity and Achievement Restricted Fund	CHC	09/01/26	12/31/26	$57.89	12	$694.68	Faculty Learning Community for Ethnic Studies DEI (Diversity, Equity and Inclusion) *Ratification: Information received after the board deadline.*

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 12, 2026

[v.10.27.2026.p.21|38]

Employee Name Funding Source	Location Assignment	From	To	Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Hellerman, Steve Honors Program General Fund	CHC	08/24/26	12/18/26	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*
Herzog, Tracy Honors Program General Fund	CHC	08/24/26	12/18/26	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 12, 2026

[v.10.27.2026.p.22|38]

Employee Name Funding Source	Location Assignment	From	To	Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Hiten, Vanesse Honors Program General Fund	CHC	08/24/26	12/18/26	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*
Hogrefe, Richard (Rick) Honors Program General Fund	CHC	08/24/26	12/18/26	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 12, 2026

[v.10.27.2026.p.23|38]

Employee Name Funding Source	Location Assignment	From	To	Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Hogrefe, Richard (Rick) Office of Instruction General Fund	CHC	07/01/26	06/30/27	$57.89	100	$5,789.00	Faculty Chair duties required to be performed on campus during the summer, spring and winter breaks. (Communication & Language) *Amendment: This submission was originally submitted for 50 hours to June 11, 2026 board. At that time Rick Hogrefe and Breanna Brighton were co-chairs for the Communication & Language Department. Breanna Brighton is now Interim Dean for the Division of La*
Ivy, Krista Zero Textbook Cost Grant Fund	CHC	10/12/26	11/10/26	$57.89	20	$1,157.80	Accessibility Fellowship *Ratification: Information received after the board deadline.*
Jackson, Denise Honors Program General Fund	CHC	08/24/26	12/18/26	$57.89	20	$1,157.80	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 12, 2026

[v.10.27.2026.p.24|38]

Employee Name Funding Source	Location Assignment	From	To	Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Jackson, Denise Student Equity and Achievement Restricted Fund	CHC	09/01/26	12/31/26	$57.89	12	$694.68	Faculty Learning Community for Ethnic Studies DEI (Diversity, Equity and Inclusion) *Ratification: Information received after the board deadline.*
Jaco, Herberth Alex Student Equity and Achievement Restricted Fund	CHC	09/01/26	12/31/26	$57.89	12	$694.68	Faculty Learning Community for Ethnic Studies DEI (Diversity, Equity and Inclusion) *Ratification: Information received after the board deadline.*
Jimenez, Sabrina Honors Program General Fund	CHC	08/24/26	12/18/26	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 12, 2026

[v.10.27.2026.p.25|38]

Employee Name Funding Source	Location Assignment	From	To	Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Krahn, Katie Honors Program General Fund	CHC	08/24/26	12/18/26	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*
Lamb, Wendy Honors Program General Fund	CHC	08/24/26	12/18/26	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*
Lopez, Elizabeth Student Equity and Achievement Restricted Fund	CHC	09/01/26	12/31/26	$57.89	12	$694.68	Faculty Learning Community for Ethnic Studies DEI (Diversity, Equity and Inclusion) *Ratification: Information received after the board deadline.*

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 12, 2026

[v.10.27.2026.p.26|38]

Employee Name Funding Source	Location Assignment	From	To	Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Love, Travis (T.J.) Honors Program General Fund	CHC	08/24/26	12/18/26	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*
Love, Travis (T.J.) Student Equity and Achievement Restricted Fund	CHC	09/01/26	12/31/26	$57.89	12	$694.68	Faculty Learning Community for Ethnic Studies DEI (Diversity, Equity and Inclusion) *Ratification: Information received after the board deadline.*
Mansourian, Farhad Honors Program General Fund	CHC	08/24/26	12/18/26	$57.89	20	$1,157.80	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 12, 2026

[v.10.27.2026.p.27|38]

Employee Name Funding Source	Location Assignment	From	To	Rate	Not to Exceed Hours	Not to Exceed Amount	Project
McConnell, Mark Honors Program General Fund	CHC	10/19/26	12/18/26	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*
McCool, Karol Library General Fund	CHC	01/20/27	05/15/27	$72.77	90	$6,549.30	Adjunct Librarian
McKee, Julie Honors Program General Fund	CHC	09/14/26	12/18/26	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 12, 2026

[v.10.27.2026.p.28|38]

Employee Name Funding Source	Location Assignment	From	To	Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Mello, Brandice Honors Program General Fund	CHC	08/24/26	12/18/26	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*
Montejano, Jordan Tutoring General Fund	CHC	08/24/26	12/18/26	$57.89	323	$18,698.47	Assistance & Support to Tutors & SI Leaders Tutoring Center *Amendment: Increase hours from 140 to 323, original board submission was 08/13/26.*
Montejano, Jordan Tutoring General Fund	CHC	01/20/27	05/15/27	$57.89	323	$18,698.47	Assistance & Support to Tutors & SI Leaders Tutoring Center
Montes, Ashley Library General Fund	CHC	01/20/27	05/15/27	$75.16	256	$19,240.96	Adjunct Librarian

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 12, 2026

[v.10.27.2026.p.29|38]

Employee Name Funding Source	Location Assignment	From	To	Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Moreno, Melissa Honors Program General Fund	CHC	08/24/26	12/18/26	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*
Navarette, Belinda Student Equity and Achievement Restricted Fund	CHC	09/01/26	12/31/26	$57.89	12	$694.68	Faculty Learning Community for Ethnic Studies DEI (Diversity, Equity and Inclusion) *Ratification: Information received after the board deadline.*
Nguyen, Anh Student Equity and Achievement Restricted Fund	CHC	09/01/26	12/31/26	$57.89	12	$694.68	Faculty Learning Community for Ethnic Studies DEI (Diversity, Equity and Inclusion) *Ratification: Information received after the board deadline.*
Nguyen, Anh MESA - Restricted Fund (categorical)	CHC	08/24/26	12/18/26	$57.89	50	$2,894.50	STEM Center Academic Support *Ratification - Faculty schedules for the STEM Center were not finalized until late August, so they were not able to be submitted for September 2026 board. Start date of 08/24/2026 precedes board approval date.*

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 12, 2026

[v.10.27.2026.p.30|38]

Employee Name Funding Source	Location Assignment	From	To	Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Ojeda, Jasmine Strong Workforce Program Funding	CHC	09/02/26	12/31/26	$57.89	100	$5,789.00	Facilitating Cyber Apprenticeship Program *Ratification: Information was not received in time.*
Olivera, Christopher Zero Textbook Cost Grant Fund	CHC	10/12/26	11/10/26	$57.89	20	$1,157.80	Accessibility Fellowship *Ratification: Information was not received in time.*
Ortiz, Viviana Honors Program General Fund	CHC	08/24/26	12/18/26	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*
O'Shaughnessy, Vonda Honors Program General Fund	CHC	08/24/26	12/18/26	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 12, 2026

[v.10.27.2026.p.31|38]

Employee Name Funding Source	Location Assignment	From	To	Rate	Not to Exceed Hours	Not to Exceed Amount	Project
O'Shaughnessy, Vonda Disabled Student Programs & Services	CHC	08/24/26	12/18/26	$70.38	200	$14,076.00	Learning Disability Specialist *Ratification: Employee hired after prior Board meeting submission*
Pacheco, Gabriel MESA - Restricted Fund (categorical)	CHC	08/24/26	12/18/26	$57.89	48	$2,778.72	STEM Center Academic Support *Ratification - Faculty schedules for the STEM Center were not finalized until late August, so they were not able to be submitted for September 2026 board. Start date of 08/24/2026 precedes board approval date.*
Pfahler, Diane Honors Program General Fund	CHC	08/24/26	12/18/26	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 12, 2026

[v.10.27.2026.p.32|38]

Employee Name Funding Source	Location Assignment	From	To	Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Phillips, Riley Honors Program General Fund	CHC	08/24/26	12/18/26	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*
Pritchard, Bekki Jo Honors Program General Fund	CHC	08/24/26	12/18/26	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*
Roberts, Cheryl Instruction Office General Fund	CHC	09/01/26	12/18/26	$57.89	168	$9,725.52	State Fire Marshall *Ratification: Information recevied after the board deadline.*
Robertson, Jillian Student Equity and Achievement Restricted Fund	CHC	09/01/26	12/31/26	$57.89	12	$694.68	Faculty Learning Community for Ethnic Studies DEI (Diversity, Equity and Inclusion) *Ratification: Information received after the board deadline.*

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 12, 2026

[v.10.27.2026.p.33|38]

Employee Name Funding Source	Location Assignment	From	To	Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Rose, Kendra Honors Program General Fund	CHC	08/24/26	12/18/26	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*
Ruiz, Sandra ZTC Restricted Fund	CHC	08/10/26	08/14/26	$57.89	8	$463.12	Facilitate RSI Training *Ratification: Information received after the board deadline.*
Sadiq, Fahima STEM Center General Fund	CHC	08/24/26	12/18/26	$57.89	75	$4,341.75	STEM Center Academic Support *Ratification - Faculty schedules for the STEM Center were not finalized until late August, so they were not able to be submitted for September 2026 board. Start date of 08/24/2026 precedes board approval date.*

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 12, 2026

[v.10.27.2026.p.34|38]

Employee Name Funding Source	Location Assignment	From	To	Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Salvi, Lisa Honors Program General Fund	CHC	08/24/26	12/18/26	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*
Samson, Danae Honors Program General Fund	CHC	08/24/26	12/18/26	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*
Sanchez, Aileya Library General Fund	CHC	01/20/27	05/15/27	$70.38	200	$14,076.00	Adjunct Librarian

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 12, 2026

[v.10.27.2026.p.35|38]

Employee Name Funding Source	Location Assignment	From	To	Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Sanford, Conchi Honors Program General Fund	CHC	09/15/26	12/18/26	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*
Smith, Deborah MESA - Restricted Fund (categorical)	CHC	08/24/26	12/18/26	$57.89	75	$4,341.75	STEM Center Academic Support *Ratification - Faculty schedules for the STEM Center were not finalized until late August, so they were not able to be submitted for September 2026 board. Start date of 08/24/2026 precedes board approval date.*
Sosa, Sara Student Equity and Achievement Restricted Fund	CHC	09/01/26	12/31/26	$57.89	12	$694.68	Faculty Learning Community for Ethnic Studies DEI (Diversity, Equity and Inclusion) *Ratification: Information received after the board deadline.*

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 12, 2026

[v.10.27.2026.p.36|38]

Employee Name Funding Source	Location Assignment	From	To	Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Stupin, Mary Honors Program General Fund	CHC	08/24/26	12/18/26	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*
Thomas, Angela Library General Fund	CHC	01/20/27	05/15/27	$70.38	100	$7,038.00	Adjunct Librarian
Trujillo Flores, Xochilt Student Equity and Achievement Restricted Fund	CHC	09/01/26	12/31/26	$57.89	12	$694.68	Faculty Learning Community for Ethnic Studies DEI (Diversity, Equity and Inclusion) *Ratification: Information received after the board deadline.*
Wang Yuen, Nancy Honors Program General Fund	CHC	08/24/26	12/18/26	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 12, 2026

[v.10.27.2026.p.37|38]

Employee Name Funding Source	Location Assignment	From	To	Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Wang Yuen, Nancy Student Equity and Achievement Restricted Fund	CHC	09/01/26	12/31/26	$57.89	12	$694.68	Faculty Learning Community for Ethnic Studies DEI *Ratification: Information received after the board deadline.*
White-Elliott, Cassundra Zero Textbook Cost Grant Fund	CHC	10/12/26	11/10/26	$57.89	20	$1,157.80	Accessibility Fellowship *Ratification: Information received after the board deadline.*
Xayaphanthong, Soutsakhone Student Equity and Achievement Restricted Fund	CHC	09/01/26	12/31/26	$57.89	12	$694.68	Faculty Learning Community for Ethnic Studies DEI (Diversity, Equity and Inclusion) *Ratification: Information received after the board deadline.*
Zein, George Honors Program General Fund	CHC	08/24/26	12/18/26	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter. *Ratification: With a high amount of turnover in Honors faculty this semester, there were several late-start courses that did not have faculty assigned to them until shortly before the courses began.*

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 12, 2026

[v.10.27.2026.p.38|38]

Employee Name Funding Source	Location Assignment	From	To	Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Zhang, Churuo MESA - Restricted Fund (categorical)	CHC	08/24/26	12/18/26	$57.89	100	$5,789.00	STEM Center Academic Support *Ratification - Faculty schedules for the STEM Center were not finalized until late August, so they were not able to be submitted for September 2026 board. Start date of 08/24/2026 precedes board approval date.*

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Dr. Kevin Horan, President, CHC
Dr. Gilbert Contreras, President, SBVC
Kristina Hannon, Vice Chancellor, Human Resources, Police Services, Emergency/Employee Risk Management & Payroll Services

DATE: November 12, 2026

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 2026-2027 budgets.

Payment of Stipends

Submitted for Board Approval November 12, 2026

[v.10.26.2026.p.2|3]

Faculty Chair – 07/01/26 – 06/30/27

Amendment: This item amends the stipend originally submitted to the June 11, 2026 board. The $7,000 stipend, previously split equally ($3,500 each) between Faculty Co-Chairs Richard Hogrefe and Breanna Brighton, is revised due to a change in leadership. Breanna Brighton is currently serving as Interim Dean of Languages, Arts, and Academic Support. Consequently, Richard Hogrefe will now serve as the sole Faculty Chair for the department and will receive the full $7,000 stipend.

Employee Name	Location Assignment	Department	Stipend
Hogrefe, Richard	CHC	Communication & Language	$7,000.00
Brighton, Breanna	CHC	Communication & Language	$0.00

Head Coach 07/01/26 – 06/30/27

Amendment: The dates submitted for the 09/10/26 board meeting was revised from 08/24/26-12/18/26 to 07/01/26-06/30/27.

Employee Name	Location Assignment	Department	Stipend
Hurst, Kayle	CHC	Women's Swimming	$10,000.00

Head Coach 09/01/26 – 06/30/27

Ratification: Hours were missed and/or increased.

Employee Name	Location Assignment	Department	Stipend
Gordon, Jordan	CHC	Women's Water Polo	$10,000.00

Other 11/11/26 – 12/10/26

Zero Textbook Cost for respective listed course.

Employee Name	Location Assignment	Department	Stipend
Estudillo, Byanka	CHC	Mathematics (Math-106)	$500.00
Estudillo, Byanka	CHC	Mathematics (Math-102)	$500.00
Estudillo, Byanka	CHC	Mathematics (Math-C2210)	$500.00

Payment of Stipends

Submitted for Board Approval November 12, 2026

[v.10.26.2026.p.3|3]

Other 12/01/26 – 12/10/26
Zero Textbook Cost for respective listed course.

Employee Name	Location Assignment	Department	Stipend
Cervantez, Jeff	CHC	Social and Cultural Studies (Phil-101)	$500.00
Cervantez, Jeff	CHC	Social and Cultural Studies (Phil-107)	$500.00

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources, Police Services, Emergency/Employee Risk Management & Payroll Services

DATE: November 12, 2026

SUBJECT: Consideration of Approval of Reclassification of Employee(s)

RECOMMENDATION

It is recommended that the Board of Trustees approve the reclassification for the employee(s) as indicated on the attached.

OVERVIEW

In accordance with Article 16: Personnel of the CSEA Collective Bargaining Agreement, either CSEA or SBCCD may propose a reclassification for any position at any time during the life of the Collective Bargaining Agreement, including a reclassification request may be initiated by the unit member or their immediate supervisor.

ANALYSIS

The reclassification on the attached list is mutually agreed upon by both parties.

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 resulting from these reclassifications will be an additional cost to the appropriate 2025-2026 budgets.

Employee Reclassifications

Submitted for Board Approval November 12, 2026

[v.10.22.2026.p.1|1]

Employee Name Location Assignment & Department	From	To	Effective Date
Zuniga, Ruby CHC, Research and Planning Department	Research Data Specialist Classified Schedule Range 42, Step F	Research Assistant Classified Schedule Range 48, Step D	10/01/23

**Ratification: Start date retroactive to 10/01/23 per MOU agreemement between SBCCD and CSEA signed 09/08/26.*

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

PREPARED BY: Heather M. Madole, Administrative Officer

DATE: November 12, 2026

SUBJECT: Consideration of Approval of Conference Requests

RECOMMENDATION

It is recommended that the Board of Trustees approve the attached conference requests.

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 travel and conference 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.

Conference/Travel Request

Submitted for Board Approval November 12, 2026

Requestor	Conference
Site	**Conference Name**
SBVC	American Educational Research Association Annual Meeting
Employee Name & Department	**Dates of Travel**
Stephanie Lewis, Academic Services, Business, Computer Technology & Hospitality	04/14/2027 – 04/18/2027
Location of Travel	**Purpose**
Toronto, Ontario, Canada	Professional development and engagement with current research, emerging trends, and evidence-based practices
Estimated Cost	**Funding Source**
$4,800	Instructional General Funds

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

PREPARED BY: Steven J. Sutorus, Executive Director, Business & Fiscal Services

DATE: November 12, 2026

SUBJECT: Consideration of Ratification for Contracts at or Above $119,100

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 $119,100.

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 $119,100. 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.

Contracts At or Above $119,100
Submitted for Ratification November 12, 2026

Control #	Vendor	Contract Type	Site	Department	Expense	Income	Amendment
30676	**Accenture LLP**	Amendment 02	SBCCD	Facilities	$ 190,000.00		$ 80,000.00
	Professional Services for Utility/Energy Efficiency Project management support; this is to approve Amendment 02 - to increase funding by $80,000; contract term from 03/01/2025 to 02/29/2028						
32219	**Colton Joint USD**	Subgrantee Agreement	SBVC	Adult Education	$ 1,065,724.00		
	Subgrantee agreement for AB104 California Adult Education Program (CAEP); Subgrantee to provide services of the grant objectives; contract term from 07/01/2026 to 06/30/2027						
32328	**FieldTurf USA Inc**	CMAS	SBVC	Facilities	$ 10,000,000.00		
	CMAS 4-24-03-1000; Non Information Technology Commodities General Provisions; this is to set the not to exceed amount; contract term from 03/01/2024 to 02/28/2027						
31645	**KYA Group, The**	Piggyback Bid	SBVC	Admin Services	$ 15,000,000.00		
	Piggyback Bid - Foundation for California Community Colleges Agreement Contract Number 0000-3570 for facilities equipment and park and playground equipment; this is to set the not to exceed amount; contract term from 06/22/2020 to 02/10/2030						

Contracts At or Above $119,100
Submitted for Ratification November 12, 2026

Control #	Vendor	Contract Type	Site	Department	Expense	Income	Amendment
32316	**Mercado, Aaron**	Braille Transcription	SBCCD	ATPC	$ 120,000.00		
	Braille Transcription; contract term from 10/01/2026 to 06/30/2029						
32220	**Redlands USD**	Subgrantee Agreement	SBVC	Adult Education	$ 1,169,298.00		
	Subgrantee agreement for AB104 California Adult Education Program (CAEP); Subgrantee to provide services of the grant objectives; contract term from 07/01/2026 to 06/30/2027						
32242	**Rialto USD**	Subgrantee Agreement	SBVC	Adult Education	$ 1,466,298.00		
	Subgrantee agreement for AB104 California Adult Education Program (CAEP); Subgrantee to provide services of the grant objectives; contract term from 07/01/2026 to 06/30/2027						
32221	**San Bernardino City USD**	Subgrantee Agreement	SBVC	Adult Education	$ 6,714,121.00		
	Subgrantee agreement for AB104 California Adult Education Program (CAEP); Subgrantee to provide services of the grant objectives; contract term from 07/01/2026 to 06/30/2027						

Contracts At or Above $119,100

Submitted for Ratification November 12, 2026

Control #	Vendor	Contract Type	Site	Department	Expense	Income	Amendment
32222	**San Bernardino County Superintendent of Schools**	Subgrantee Agreement	SBVC	Adult Education	$ 626,921.00		
	Subgrantee agreement for AB104 California Adult Education Program (CAEP); Subgrantee to provide services of the grant objectives; contract term from 07/01/2026 to 06/30/2027						
32321	**Southern California Landscape Inc**	Professional Services	SBVC	Facilities	$ 215,033.81		
	EHCRP Grant Project at SBVC - 01-2526-02 - Business Quad Landscaping Project; contract term from 06/13/2026 to 06/30/2027						
32223	**Yucaipa-Calimesa Joint USD**	Subgrantee Agreement	SBVC	Adult Education	$ 822,058.00		
	Subgrantee agreement for AB104 California Adult Education Program (CAEP); Subgrantee to provide services of the grant objectives; contract term from 07/01/2026 to 06/30/2027						

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Heather M. Madole, Administrative Officer

DATE: November 12, 2026

SUBJECT: Consideration of Approval of 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 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 affect 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
4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

Membership associated with this board item is included in the funding source as attached.

Individual Memberships

Submitted for Approval November 12, 2026

[v.10.27.2026.p.3|4]

SITE, INDIVIDUALS, AND AMOUNT	MEMBERSHIP AND FUNDING SOURCE
DSO – Fiscal, Administrative, and Media – Facilities Planning & Construction Farrah Farzaneh Yash Patel Abel Favela $185 (per person)	**Construction Management Association of America (CMAA)** Facilities Planning & Construction General Fund
DSO – Fiscal, Administrative, and Media – Facilities Planning & Construction Farrah Farzaneh $175 (per person)	**U.S. Green Building Council – California** Facilities Planning & Construction General Fund
SBVC Yvonne Gutierrez-Sandoval $975 (per person)	**CSSO-Chief Student Services Officer Association** Student Development General Fund
SBVC Jose Alvarez Shane Caudill Ronald Gordin Carolyn Lucier Alfredo Martinez Nicholas Mendoza Cesar Rojas $50 (per person)	**Pesticide Applicators Professional Association** Grounds General Fund

Individual Memberships

Submitted for Approval November 12, 2026

[v.10.27.2026.p.4|4]

SITE, INDIVIDUALS, AND AMOUNT	MEMBERSHIP AND FUNDING SOURCE
SBVC Jose Alvarez Shane Caudill Ronald Gordin Carolyn Lucier Alfredo Martinez Nicholas Mendoza Cesar Rojas $140 (per person)	**Department of Pesticide Regulation** Grounds General Fund

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

PREPARED BY: Steven J. Sutorus, Executive Director, Business & Fiscal Services

DATE: November 12, 2026

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

RECOMMENDATION

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

OVERVIEW

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

ANALYSIS

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

SBCCD GOALS

4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

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

Non-Fixed Assets Surplus Report
November 12, 2026

Description	Quantity (ea)
Keyboard	45
Conference Phone	4
Cisco Switch	1
Cisco Server	3
AC Adapters/Chargers	35
Dell All-In-One Computer	19
Dell Desktop PC	93
Docking Station	25
Laptop	30
Dell Monitor	28
Monitor Stand	1
Speakers	3
Printer	3
Fortinet Access Point	9
Scanner	3
Mouse	2
Tablet	3
Headset	38
Microphone	4
Slot-In-PC	16
Expansion Module	3
Remote	5
Camera	1
Hotspot	21
Projector	15
Imac Computer	2
Extron DVS 605 AV Component	6
Battery Backup	1

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Gilbert J. Contreras, Ph.D., President, SBVC

PREPARED BY: Leticia Hector, Vice President, Instruction, SBVC

DATE: November 12, 2026

SUBJECT: Consideration of Approval of Donations, SBVC

RECOMMENDATION

It is recommended that the Board of Trustees approve the donations made to SBVC.

OVERVIEW

Contributors can support Valley College's programs through various donations to be used in the education of the students in our programs.

ANALYSIS

Chick-Fil-A, located at University Parkway and HWY 215, San Bernardino, CA 92407, has donated 480 chicken sandwiches and 480 cookies for SBVC Football Team pre-game meals for four football games held on September 5, 2026, September 26, 2026, October 10, 2026, and November 7, 2026. These food items were distributed amongst 120 members of the team.

SBCCD GOALS

Use those that apply from the list.
1. Eliminate Barriers to Student Access and Success
2. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

No cost to District.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

PREPARED BY: Farrah Farzaneh, Executive Director, Facilities Planning, Construction, & Sustainability

DATE: November 12, 2026

SUBJECT: Consideration of Ratification of Master Services Agreements, Task Orders, and Professional Service Agreements for Bond Construction

RECOMMENDATION

It is recommended that the Board of Trustees ratify Master Services Agreements, Task Orders, and Professional Services Agreements as indicated on the attached list.

OVERVIEW

To support the Bond Program, the SBCCD Board of Trustees has approved the utilization of prequalified vendor pools established through the Request for Qualifications process. The following professional service categories have been approved, and a shortlist of qualified consultants is established for each service category:

- Architectural & Engineering
- California Environmental Quality Act/National Environmental Policy Act
- Civil Surveying
- Commissioning
- Division of the State Architect Inspector of Record
- Estimating
- Facility Move Management
- Furniture, Fixtures, & Equipment (FF&E) Design, Procurement & Installation Coordination
- Geotechnical
- Hazardous Material Assessment
- Landscape Architecture
- Mechanical, Electrical, and Plumbing Engineering
- Special Inspection & Material Testing

When selected, Master Services Agreements with the chosen firms are executed and then ratified by the Board of Trustees. As consulting firms are needed, Requests for Task Order Proposals are issued to the firms of each applicable shortlist. If selected, a Task Order with the chosen firm is executed and then ratified by the Board of Trustees.

ANALYSIS

Requests for Task Order Proposals are issued to pre-qualified 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.

Additionally, individual Professional Services Agreements are issued on an as-needed basis and then ratified by the Board of Trustees.

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 costs will be included in the Bond Construction budget.

Master Services Agreements, Task Orders, and Professional Services Agreements for Bond Construction

Submitted for Ratification November 12, 2026

TASK ORDERS						
Firm	**Pool Approval**	**Amount**	**Site**	**Project**	**Task Order**	**Date Executed**
***Twining Consulting, Inc Riverside, CA**	**Special Inspections and Material Testing Services 2/13/2020**	**$134,074.68**	**CHC**	**Instructional Building**	**CC03-3640.09 (TO#02-073.2) Special Inspections and Material Testing Services**	**9/18/2026**

*Issued as a supplement to an existing Task Order.

Master Services Agreements, Task Orders, and Professional Services Agreements for Bond Construction

Submitted for Ratification November 12, 2026

PROFESSIONAL SERVICES AGREEMENTS					
Firm	**Services**	**Amount**	**Site**	**Project**	**Date Executed**
*19 Six Architects, Corona, CA	Design Services	$18,400.00	District	Completion of Specifications to Support the Design Standards	8/14/2026
Kitchell, Riverside, CA	Construction Management Services	$9,550.80	CHC	Building 18 ADA Compliance	8/24/2026
Crisp Imaging Ontario, CA	Update to Campus Directory	$3,015.65	CHC	Instructional Building	9/14/2026
*HMC, Ontario, CA	Architecture and Engineering Design Services	$22,750.00	SBVC	Technical Building	10/7/2026

*Issued as an amendment.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Heather M. Madole, Administrative Officer

DATE: November 12, 2026

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 are updated and posted in the monthly board business meeting agendas.

ANALYSIS

The Board Master Planning Action Calendar serves as a blueprint that can be used to improve planning and increase transparency districtwide.

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.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

BOARD MASTER PLANNING ACTION CALENDAR*

Presented for Information November 12, 2026

MONTHLY

Consent Agenda

INSTRUCTION/STUDENT SERVICES
- Curriculum Modifications
- Donations

HUMAN RESOURCES
- Classification Advancements for Academic Employees
- Non-instructional Pay, Stipends, and Reduced Workload
- Tuition Reimbursement
- Employment Contracts
- Promotions, Transfers, Reclassifications, Step Advancements
- New Hires (Adjuncts, Substitutes, Classified, Management, Temporary, Interim, Permanent)
- Job Descriptions and Revised Salary Schedules
- Retirements
- CSEA/CTA/POA Agreements

BUSINESS & FISCAL SERVICES
- Board Policies (Final Approval)
- District/College Expenses
- Surplus Property & Authorization for Private Sale or Disposal
- Contracts Above Bid Limit
- Resolution: Fund Balance Transfer
- Ratification of Interfund Transfers
- Signature List Changes

OFFICE OF THE CHANCELLOR
- Alcoholic Beverages
- Conferences/travel Over $5K or Outside Contiguous U.S.
- Individual Memberships
- Trustee Absent Excusal Resolution

FACILITIES
- Informal Bid Award (UCCAP)
- CBOC Appointees
- Award RFQ/RFP/Bids & Contracts
- Master Service Agreement & Task Orders For Bond Construction
- Small Scale Construction Contract Award

Information Items Reports/Updates

OFFICE OF THE CHANCELLOR
- Applause Recognition
- Board Committee Reports
- Reports from Represented Groups
- Board Master Planning Action Calendar
- Chancellor's Report

BUSINESS & FISCAL SERVICES/FACILITIES
- Board Policies (1st Reading)
- Budget Revenue & Expenditure Summary
- General Fund Cash Flow Analysis
- Purchase Order Report
- Contracts Below Bid Limit
- Construction Change Orders and Amendments – Bond/Non-Bond
- KVCR Update

HUMAN RESOURCES
- CSEA/CTA/POA MOUs
- Professional Expert, Short-Term, and Substitute Employees
- Resignations
- Retirements
- Volunteers

PUBLIC AFFAIRS
- Grants Report
- Legislative Advocacy & Community Relations Report

JANUARY

- Legislative Priorities and State Budget Priorities
- 2022-2027 Strategic Plan Update (Goal 1)
- § 53003. Updated District EEO Plan Presentation and ACTION (with comments from CCCCO)
- EEO Plan (monitor, evaluate, and report annually)
- Adopt Budget Calendar (by 2/1)
- Budget Directives 1st Reading (BFC)
- Campus Advisory Committees
- Board Self-Evaluation (Board Retreat)

FEBRUARY

- Apportionment Attendance and FTES Calculation Report (CCFS 320) P1
- 2022-2027 Strategic Plan Update (Goal 2)
- Sabbatical Leave Requests (name faculty, college, & term)
- Budget Directives (by 3/1)
- Nonresident Tuition and Capital Outlay Fees (by 3/1)
- Review and Affirmation of Guiding Principles for FCC Auction Proceeds PRST Account
- Review and Approve Guiding Principles for KVCR PRST Account

MARCH

- Regular Meeting Dates for the Board of Trustees (March or April)
- 2022-2027 Strategic Plan Update (Goal 3)
- CCC Classified Employee of the Year Nomination (by 3/15)
- Review Tenure/Tenure Contracts
- Selection of Auditor (before 4/1)
- Quarterly Certified Financial Status Report (Oct-Dec)
- Quarterly Investment & Deposit Report (Oct-Dec)
- CBOC Annual Report Presentation (by 3/31)

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SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

BOARD MASTER PLANNING ACTION CALENDAR*

Presented for Information November 12, 2026

APRIL

- Regular Meeting Dates for the Board of Trustees (March or April)
- Trustee Handbook
- Student Trustee Privileges (by 5/15)
- P&Ps: 2100 (every two years on even election years)
- 2022-2027 Strategic Plan Update (Goal 4)
- ~~Board Ad Hoc Committee for Board Self-Evaluation and Evaluation of the Chancellor~~ (4/2026 No longer needed, policy change)
- Resolution: Interfund Transfers for Next Fiscal Year (April or May)
- Resolution Authorizing Temporary Interfund Borrowing & Temporary Loan Resolution

MAY

- Recognition of Outgoing Student Trustees
- P&Ps: 6320 (annual; last approved 4/2025); 4235 (every three years; last approved 07/2024)
- 2022-2027 Strategic Plan Progress Report – Executive Summary
- Apportionment Attendance and FTES Calculation Report (CCFS 320) P2
- Preliminary Budget & Presentation (optional strategy session)
- Resolution: Interfund Transfers for Next Fiscal Year (April or May)
- ~~Board Self-Evaluation Tool~~ (5/2026 No longer needed, policy change)
- Advancement in Rank for Academic Employees

JUNE

- Presentation: Administer Oath of Office to New Student Trustees
- Executive Summary of Goals 1-4 (Board Retreat)
- Presentation: DEIA (HR)
- Employment Contracts for Academic and Classified Managers
- Employment Contract for Chancellor
- Salary Placement for Executive Management (3-year placement)
- Adopt Tentative Budget (by 7/1)
- Authorized Signature List for Next Fiscal Year
- Resolution: Expenditures of Prop 30 EPA Funds
- Resolution: Signature Authorizations for State of CA Department of Rehabilitation, Department of Education, Department of Corrections and Rehabilitation, and Department of Social Services
- Resolution: GANN Limit
- Sole Source Suppliers for Fiscal Year
- District Bank Accounts
- Resolution: Increase Board Compensation
- ~~Fiscal Year Meals, Refreshments on District and College Expenses~~ (2025 No longer needed, policy retired)
- Quarterly Financial Status Report (Jan-Mar)
- Quarterly Investment & Deposit Report (Jan-Mar)
- Five-Year Construction Plan (CCCCO annual requirement)
- Resolution: Transfer of Appropriations for the Fiscal Year
- ~~Board Self-Evaluation (Board Retreat)~~ (1/2025 Board requested self-evaluation once/year - January only)

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SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

BOARD MASTER PLANNING ACTION CALENDAR*

Presented for Information November 12, 2026

JULY

- **DARK**

AUGUST

- Reaffirm Mission, Vision, Values (last approved 7/23/26)
- 2022-2027 Strategic Plan Update (Goal 1)
- Apportionment Attendance and FTES Calculation Report (CCFS 320) P3
- Final Budget Presentation (Strategy Session fourth Thursday)

SEPTEMBER

- Accreditation Midterm Report (last submitted 10/15/24. Complete mid-term report 3.5 years prior to the Institutional Self-Evaluation Report (ISER).
- Accreditation Comprehensive Review Occurs Fall 2027
- Approval of Districtwide Sabbaticals (notice required to employees by 10/1)
- § 53004. EEO Plan Analyses and Annual Report to CCCCO
- Public Hearing and Final Budget Approval (by 9/15)
- Quarterly Investment & Deposit Report (Apr-Jun)
- 2022-2027 Strategic Plan Update (Goal 2)

OCTOBER

- P&Ps: Review Schedule
- Emergency Operations Plan
- Annual Security Report
- Academic Calendar
- Initial Proposals to Reopen Negotiations with CSEA/CTA
- Sabbatical Completion Reports (from prior academic year)
- 2022-2027 Strategic Plan Update (Goal 3)

NOVEMBER

- § 72000 (c)(2)(A); Board to select date and time of annual meeting and notify the county superintendent of schools. Note: Within 15 days of the annual meeting, written notice must be sent to members and members-elect notifying them of the date and time of the annual meeting.
- Full-Time Faculty Obligation Report (110/FFO due by 11/30)
- 2022-2027 Strategic Plan Update (Goal 4)

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SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

BOARD MASTER PLANNING ACTION CALENDAR*

Presented for Information November 12, 2026

DECEMBER | ANNUAL BUSINESS 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 SBRETC JPA~~ (2026 JPA dissolved)
- Board Member Assignment to Standing BOT Committees. (Note for information: BEC serves as Ethics committee and self-evaluation/chancellor evaluation committees)
- 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
- Audit Reports: District, CBOC, KVCR (by 12/31)
- Quarterly Financial Status Report, Jul-Sep
- Quarterly Investment & Deposit Report, Jul-Sep

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Kristina Hannon, Vice Chancellor, Human Resources, Police Services, Emergency/Employee Risk Management & Payroll Services

PREPARED BY: Blake Bonnet, Chief of Police

DATE: November 12, 2026

SUBJECT: 2026 Annual Security Report

RECOMMENDATION

This item is for information on. No action is necessary.

OVERVIEW

The 2026 Annual Security Report (ASR) contains crime statistics for Crafton Hills College, San Bernardino Valley College and District Support Operations (DSO). This report was prepared by the San Bernardino Community College District (SBCCD) Police Department's management team in cooperation with the college offices and surrounding police agencies and distributed electronically to the students and SBCCD employees on October 1, 2026. Paper copies are also available at various locations throughout the SBCCD. This report is mandated by federal law and required to be published by institutions of higher learning by October 1st of each year.

ANALYSIS

In 1990, the U.S. Congress enacted the "Crime Awareness and Campus Security Act of 1990," which requires colleges and universities to disclose information about crime on and around their campuses. This law was renamed in 1992 to the "Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act." The information in this report provides statistical, policy, and procedural information required by law.

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.

2026
SBCCD ANNUAL
SECURITY REPORT

A Guide to Safety & Security in the San Bernardino Community College District















SAN BERNARDINO COMMUNITY COLLEGE DISTRICT · SAN BERNARDINO VALLEY COLLEGE · CRAFTON HILLS COLLEGE · KVCR

KVCR PUBLIC MEDIA
PBS npr FNX

POLICE DEPARTMENT
SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
POLICE

TABLE OF CONTENTS

		Page
1.0:	Welcome	3
	1.1 Preparation of the Annual Security Report	4
	1.2 Clery Act Requirements	4
2.0:	San Bernardino Community College District Police Department	5
	2.1 Mission Statement	5
	2.2 Enforcement Authority/Other Police Departments	6
	2.3 Daily Crime Log	6
	2.4 Reporting Crimes and Other Emergencies	6
3.0:	Campus Security Authorities	7
4.0:	Crime Prevention and Security Awareness	8
	4.1 Access to and Security of Campus Facilities	9
5.0:	Timely Warning Notification	9
	5.1 Distribution of Campus Safety Alerts	10
	5.2 Timely Warning - Guidelines and Procedures	10
	5.3 Emergency Response Procedures	11
	5.4 Disaster Management	12
6.0:	Emergency Notifications	12
	6.1 Emergency Evacuation Procedures	13
	6.2 Emergency Evacuation Drills	13
7.0:	Weapons Policy	14
8.0:	Smoking Policy	14
9.0:	Alcohol and Drug Policy	14
10.0:	Commonly Used and Abused Substances	15
11.0:	Referrals and Resources	15
	11.1 On Campus Resources	15
	11.2 Off Campus Resources	16
	11.3 Other Programs and Services	16
12.0:	Sexual Assault, Domestic Violence, Dating Violence, and Stalking	17
	12.1 Violence Against Women Act	17
	12.2 Protocol for Survivors	17
	12.3 Reporting an Incident	19
	12.4 Written Notification of Rights and Options	19
	12.5 On and Off Campus Resources	19
	12.6 Restraining Orders	20
	12.7 Accommodations	21
	12.8 Victim Confidentiality	21

13.0: Conduct Proceedings 22

14.0: Sexual Assault Policy 23

14.1 Sexual Assault Prevention Programs 26
14.2 Title IX Notice of Non-Discrimination 26
14.3 Who to Contact with Complaints, Questions or Concerns 27
14.4 Registered Sex Offender Information 28
14.5 Sex Offender Informational Data (Public Access) 29
14.6 Sex Offender Information (Campus Community Access) 29
14.7 Campus Law Enforcement Disclosure 29
14.8 SBCCD Sex Offender Registration Requirements 30
14.9 Hate Crimes 30
14.10 Reporting Hate Crimes 30
14.11 Workplace Violence 31

15.0: Crime Definitions 31

16.0: Crime Statistics Data 33
16.1 CHC Crime Statistic 34
16.2 DSO Crime Statistic 35
16.3 SBVC Crime Statistics (includes KVCR) 36

17.0: Site Maps and Public Safety App 37
CHC 37
DSO 38
SBVC 39
Public Safety App "Safe SBCCD" 40

1.0 Welcome

Welcome to the San Bernardino Community College District (SBCCD). Keeping our students, faculty, staff, and guests healthy and safe remains the highest priority of the SBCCD and the SBCCD Police Department (PD). The SBCCD PD prides itself on serving the diverse campus community with professionalism, civic engagement, integrity, and service excellence.

The SBCCD PD is accredited by the California Commission on Peace Officer Standards and Training (POST). The police officers assigned to the SBCCD PD are sworn and fully commissioned peace officers of the State of California as defined in Section 830.32 of the Penal Code and 72330 of the California Education Code.

Our colleges are located in Yucaipa (Crafton Hills College) and San Bernardino (San Bernardino Valley College and KVCR). We have additional sites in San Bernardino, including the SBCCD Office and other District Support Operations (DSO).

While on or off our campuses, we encourage you to be aware of your surroundings and always lock your vehicle and report any suspicious or criminal activity immediately to the SBCCD PD. In the case of an emergency, call **9-1-1.** Remember, if you ***"See Something, Say Something!"***

We invite you to read this report carefully and to become a partner in your own safety. It is through the cooperation of everyone in the SBCCD that we can ensure a safe and pleasant learning and working environment.

San Bernardino Community College District Board of Trustees

Dr. Nathan D. Gonzales Board Chair, Area 4	**Joseph R. Williams** Board Vice Chair, Area 2	**Dr. Cherina Betters** Board Clerk, Area 7
Dr. Stephanie Houston Trustee, Area 6	**John Longville** Trustee, Area 3	**Frank Reyes** Trustee, Area 1
Carlos Aguilera Trustee, Area 5	**Jazmyn Garcia** Student Trustee, CHC	**Natalie Garcia** Student Trustee, SBVC
	Dr. Diana Z. Rodriguez Chancellor	

History of the Jeanne Ann Clery Act



The U.S. Congress enacted the "Crime Awareness and Campus Security Act of 1990," and two years later renamed the legislation the "Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act" (Clery Act). The Clery Act requires colleges and universities to disclose information about crime on and around their campuses. Pursuant to the Higher Education Opportunity Act and California Education Code §67380, the SBCCD also inform members of the campus community about institutional policies concerning campus security, including the SBCCD law enforcement authority, crime reporting policies, alcohol and drug use, crime prevention, sexual assault, and other matters of related importance.

1.1 Preparation of the Annual Security Report

The SBCCD PD is responsible for preparing this report in compliance with the Clery Act using information maintained by the Police Department, information provided by other offices such as Student Life, Student Services, Campus Security Authorities, and information provided by local law enforcement agencies surrounding each campus. These offices annually provide updated policy information and crime data. The SBCCD PD also reviews and implements all updates from the U.S. Department of Education regarding additions or changes to the Clery Act.

This report provides statistics for the previous three years concerning reported crimes that occurred on each campus and adjacent to the campus or property owned, leased, or controlled by the SBCCD that is frequented by students of the institution. This report also includes institutional policies concerning campus security, such as policies regarding sexual assault, alcohol and other drugs. The SBCCD PD distributes a notice of the availability of this Annual Security Report (ASR) by October 1st of each year to every member of the campus community. Anyone, including prospective students and employees, may obtain a paper copy of this report by visiting the SBCCD PD at San Bernardino Valley College (SBVC) or Crafton Hills College (CHC) and at various offices at SBVC and CHC, as well as the SBCCD Office. This report is also available online and can be accessed at the SBCCD PD's website https://sbccd.edu/police All interested persons may also view the ASR from the SBCCD's homepage https://sbccd.edu.

1.2 Clery Act Requirements

The Clery Act includes the following substantive requirements:

1. Compilations and Disclosure of Campus Crime Statistics: The Act requires that each institution disclose annual crime statistics and specific disciplinary actions for the three (3) previous calendar years, presenting them according to specific categories including "on-campus, on-campus residential halls, non-campus buildings or property, and public property adjacent to the school."

2. Disclosure of Campus Safety Policies: Each institution must include the below information in the ASR.

- Campus policies for reporting criminal activity or other emergencies
- Policies for the maintenance and access to the campus
- The authority and responsibilities of the law enforcement/public safety agency including crime reporting
- Type and frequency of public safety and crime prevention programs
- Statement of alcohol and drug policies including education programs
- Statement of policy concerning campus programs to prevent sexual assaults and procedures to be followed when an assault occurs
- Statement advising the campus community where law enforcement agency information concerning registered sex offenders may be obtained
- Statement of policy regarding emergency notification, response and evacuation procedures
- Availability of the ASR

3. Timely/Emergency Warning Requirements: The college must report to the campus community crimes representing a threat to students and employees in a manner that is timely.

4. Disclosure of Crime Log Information: The SBCCD PD must maintain, and make available for inspection by the public during normal business hours, a crime log for the most recent sixty (60) day period. Crime logs more than sixty (60) days old must be available for public inspection upon two (2) days notice, and must be retained for seven (7) years.

5. ASR Deadline: By October 1st of each year, SBCCD is mandated to publish and distribute an ASR for all current and prospective students, as well as current and prospective employees to view.

The U.S. Department of Education Crime Report for the SBCCD is available at https://ope.ed.gov/campussafety

2.0 San Bernardino Community College District Police Department

2.1 Mission Statement

The SBCCD PD, in concert with the Board of Trustees, is committed to providing a safe and secure learning and working environment for all students and employees. This will be accomplished through a cooperative and coordinated effort involving all departments and the SBCCD college employees, law enforcement agencies, and the community.



2.2 Enforcement Authority/Other Police Agencies

SBCCD police officers are vested with full law enforcement powers of arrest and meet or exceed training requirements mandated by the California Commission on POST. They also receive training designed to meet the needs of the entire campus community. As peace officers, their police authority extends throughout the state. The SBCCD PD is dedicated to providing a safe and healthy campus environment for students, faculty, staff, and visitors. The SBCCD PD operates 24 hours a day, seven (7) days a week.

It is the policy of the SBCCD PD to comply with applicable federal, state and local laws. In keeping with this requirement, a Memorandum of Understanding (MOU) has been signed with the San Bernardino Police Department and San Bernardino County Sheriff's Department to meet the requirements of the Kristen Smart Campus Safety Act of 1998. This MOU clarifies the aforementioned agencies' operational responsibilities for assisting with or investigating violent crimes occurring on campus. The SBCCD PD remains the primary law enforcement agency for all campuses and will investigate all other crimes occurring on or near the campus community. The SBCCD PD has strong working relationships with the San Bernardino Police Department, Colton Police Department, San Bernardino County Sheriff's Department, CAL-Fire, San Bernardino County Fire Department, Colton Fire Department, California Department of Corrections and Rehabilitation, San Bernardino County Probation Department, and the California Department of Fish and Wildlife.

2.3 Daily Crime Log

The SBCCD PD maintains a log of all alleged crimes and incidents reported to the SBCCD PD. The log is available for viewing during regular business hours, upon request, at the SBCCD PD's SBVC and CHC stations, or at the SBCCD Office. The log is also available at https://sbccd.edu/crimelogs.

According to federal law, an institution may withhold any of the required fields of entry (i.e., the nature, date, time, location and/or disposition) if any of the following conditions apply:

- The disclosure is prohibited by law
- The disclosure would jeopardize the confidentiality of the victim
- The disclosure would jeopardize an ongoing criminal investigation or the safety of an individual
- The disclosure would cause a suspect to flee or evade detection
- The disclosure would result in the destruction of evidence

2.4 Reporting Crimes and Other Emergencies

The SBCCD PD encourages all students and staff to immediately report all emergencies by calling **9-1-1**. Non-emergencies can be reported to the SBCCD PD by dialing **(909) 384-4491** (SBVC & DSO) and **(909) 389-3275** (CHC).

Always be ready to provide:

- ❖ Your name, telephone number & location
- ❖ Describe the incident clearly and as accurately as possible

Remember:

- ❖ Do not hang-up
- ❖ Allow the dispatcher to end the call

The main office at the SBCCD PD is open for business Monday – Friday from 8am – 4:00 pm (except for holidays and SBCCD academic breaks). The SBCCD PD contracts with California State University, San Bernardino (CSUSB) PD to provide 24-hour dispatch services for each of the two campuses, as well as the SBCCD DSO. CSUSB dispatchers are POST-certified professionals who answer calls for each of the campuses' direct phone lines, 9-1-1, and the emergency blue phones located on SBVC campus. Students and staff are encouraged to report any hazard they observe on either campus to the SBCCD PD. Criminal actions and other non-emergencies occurring on either campus should be reported immediately to SBCCD PD. The SBVC campus also has "blue-light" emergency phones in various locations across campus that may be utilized for reporting both criminal and emergency situations. In the event a student or staff member calls **9-1-1** from any SBCCD phone line, the SBCCD PD is immediately notified.

If a SBCCD student or staff member does not feel comfortable with reporting an incident to police and wishes to remain anonymous, a confidential "We Tip" line is available at 1-800-78-CRIME or online at https://www.wetip.com/ Counselors and medical practitioners are also encouraged to inform persons being counseled or treated medically of procedures to report crimes on a voluntary, confidential basis, if and when the counselor or treatment professional deems appropriate.

It is imperative that all crimes/threats occurring on or around each campus are reported to SBCCD PD by some means, so the SBCCD PD can immediately investigate the incident and take the appropriate action. Expedient reporting is also important for the implementation of timely warnings and annual crime statistic mandates.

3.0 Campus Security Authorities

All campus criminal activity should be reported directly to the SBCCD PD. In some instances however, members of the campus community may feel more comfortable reporting criminal activity to a Campus Security Authority (CSA) other than the SBCCD PD. A CSA is defined as:

a. A campus police department or a campus security department of an institution.
b. Any individual(s) who has responsibility for campus security but does not constitute a campus police department or a campus security department such as an individual who is responsible for monitoring entrance into institutional events or escorting students.
c. Any individual or organization specified in an institution's statement of campus security policy as an individual or organization to which students and employees should report criminal offenses.
d. Any official of the college who has a significant responsibility for student and campus activities (e.g., Vice President of Student Services; Director of Student Life; Athletic Director and team coaches; coordinator and/or advisors to student organizations, programs, and activities).

The following are CSA for the SBCCD: the Presidents of each college, the Vice Presidents of Instruction of each college, the Vice Presidents of Administrative Services of each college, the Vice Presidents of Student Services of each college, the Director of Student Life on each campus, the Athletic Director

and all coaches on either college, the Dean overseeing the SBVC Administration of Justice program and the Law Enforcement Academies, the Child Development Center Directors of each college, the Student Health Coordinators of each college, and all club advisors.

For Clery Act purposes, a crime is considered "reported" when it is brought to the attention of a CSA by anyone. When a CSA receives crime information that he/she believes was provided in good faith (where there is little or no reason to doubt the validity of the information), the CSA has the duty to ensure that a report is provided directly to the SBCCD PD. The CSA is not responsible for determining authoritatively whether a crime took place; such determination is the function of law enforcement. When in doubt, **REPORT**!

EXEMPTIONS:

The following individuals, when acting within the scope of the official responsibilities are not CSA, and as such, are exempt:

- Professional counselors
- Persons uncertified, but acting under the supervision of an exempt counselor
- Pastoral counselors (SBCCD does not employ pastoral counselors)

4.0 Crime Prevention and Security Awareness

The SBCCD PD's primary responsibility is the safety and security of all members of the SBCCD campus community. The SBCCD PD makes every effort to inform students and staff of criminal activity or of any other concern which may be an immediate threat to the safety and security of the SBCCD. A Crime Prevention workshop is offered to students and staff each spring and fall. It is the responsibility of every member of the campus community to act in ways that promotes safety for themselves and others, as well as the protection of SBCCD property.

The SBCCD PD participates in both student and staff related functions (Student Government meetings, College Club events, SBCCD Safety meetings, etc.). The SBCCD PD publishes and distributes a monthly newsletter, "Just the Facts" that provides contemporaneous information on current crimes, crime trends and preventative information for safeguarding one's person and property. The SBCCD also has a public safety app "Safe SBCCD" that can be downloaded to all smart phones/devices from the Apple Store and/or Android platform. Additionally, the public safety app can be used to leverage a multitude of vital resources and to contact SBCCD PD.

San Bernardino Community College District (SBCCD) Crime Prevention Programs

Program Name	Description	Frequency
1. Just the Facts Newsletter	A monthly safety newsletter focused on current crimes, crime trends, and prevention tips to safeguard personal and property security.	Monthly
2. SafeSBCCD App	A mobile safety app downloadable via Apple Store or Android, offering access to safety resources, alerts, and reporting tools.	Ongoing / Continuous Access
3. Safety Presentations	Customizable 30–60 minute presentations on safety topics. Popular topics include *Surviving an Active Shooter*, *Crime Prevention*, and *Dealing with Irate People*.	Upon Request
4. New Hire Orientations	Participation in monthly orientations where officers provide contact information and promote "See Something, Say Something" awareness.	Monthly
5. Area Safety/Threat Walks	On-request walkthroughs of work areas to discuss crime prevention and *Run, Hide, Fight* active shooter response strategies.	Upon Request
6. Resource Tables	Interactive safety booths at multiple campus events each year offering crime prevention materials and direct engagement with officers.	Multiple Times Per Year
7. Coffee with a Cop	A semester-based event promoting open dialogue between police and the campus community over coffee and snacks.	Once Per Semester
8. Parking Lot Surveys	Inspections to assess parking surface conditions and the clarity of painted indicators to support parking regulation enforcement and safety.	As Needed / Periodic
9. Lighting Surveys	Weekly checks of interior and exterior campus lighting. Issues are reported to Maintenance for prompt repair to maintain a safe environment.	Weekly

The following informational resources are available to the SBCCD campus community at: https://sbccd.edu/police

- Active Shooter/Armed Intruder Awareness
- Evacuation Chair Demonstration
- Sexual Assault Awareness
- Campus Safety Awareness
- College Site-Specific Threat Assessment Walkthrough
- New Student Campus Safety and Information Orientation

For further information on crime prevention, please visit http://sbccd.edu/CrimePrevention.

4.1 Campus Facilities - Access and Security

As mentioned on the welcome page of this report, SBVC, KVCR, SBCCD Office and DSO are located in separate parts of the City of San Bernardino and CHC is situated in the City of Yucaipa. SBVC, KVCR, SBCCD Office and DSO are located in urban areas easily accessible to the public by foot or vehicle. CHC is secluded on a hillside in a more rural area which can be accessed by foot, but is more practically accessed by vehicle. None of the SBCCD campuses have student housing facilities.

SBCCD facilities are patrolled 24 hours a day, seven (7) days a week, by SBCCD PD. State laws, applicable city/federal codes, and SBCCD policies are enforced. Sworn personnel of the SBCCD PD are responsible for reporting and investigating crimes, issuing citations, responding to medical emergencies, traffic accidents/ hazards and reports of fire, as well as to other incidents that may require police assistance.

Most campus educational facilities are open to the public during normal operational hours. However, certain facilities, offices and other areas of campus are restricted to staff and faculty only.

Facilities and landscaping are maintained in a manner that minimizes hazardous conditions. The Maintenance and Operations Departments (M&O) oversee each respective campuses' facilities and landscaping issues. They also regularly inspect the facilities for safety hazards and make the necessary repairs. When personnel from SBCCD PD observe unsafe conditions or malfunctions, they take the appropriate action(s) to make the situation safe until M&O personnel arrive. Lighting improvements are constantly being evaluated and deficiencies are reported to M&O for corrective action.

The SBCCD campus community and visitors are encouraged to report safety concerns to the appropriate M&O department: SBVC (909) 384-8965, CHC (909) 389-3275, or SBCCD PD (909) 384-4491.

5.0 Timely Warning Notification

The purpose of this section is to outline procedures the SBCCD will use to notify campus community members in the event of certain crimes, threats or emergencies associated with a campus. The Clery Act requires the SBCCD to alert the campus community of certain crimes/incidents in a manner that is timely and will aid in the prevention of similar crimes. The Clery Act does not define "timely" because the intent of a warning regarding a criminal incident(s) is to enable people to protect themselves from harm. A warning should be issued as soon as pertinent information is available.

To help prevent crimes or serious incidents, the SBCCD will issue a Campus Safety Alert or Notice in a timely manner to notify community members about certain crimes/incidents in and around the campus community that potentially constitute an immediate or ongoing threat to the health and safety of students and employees of the SBCCD. For the purpose of this policy, "timely manner" generally means as soon as the pertinent information has been brought to the attention of the SBCCD, or a "CSA" as

defined in the Clery Act. All Title IV institutions (the Higher Education Act of 1965), without exception, are subject to the timely warning regulation.

Members of the campus community who know of a crime or other serious incident should report that incident as soon as possible to the SBCCD PD so the department can make a determination regarding issuing an alert. Depending on the particular circumstances of the crime or other incident, specifically in those situations that could pose an immediate or ongoing threat to the health or safety to members of the campus community, a timely warning will be issued. The SBCCD PD will issue the alert after the circumstances have been discussed with the consultation group, which includes the College President or designee of the affected campus, the Chancellor or designee, and the involved campus and/or SBCCD Public Information Officer as outlined in SBCCD Administrative Policy (AP) 3505 Emergency Response Procedures. This policy complies with the Clery Act.

5.1 Distribution of Campus Safety Alerts

The SBCCD distributes Campus Safety/Crime Alerts in various ways. Once the SBCCD PD determines that an alert will be issued, the SBCCD PD ensures the announcement is issued to all students, faculty, and staff, including posting the alert on the SBCCD's website https://sbccd.edu. The SBCCD PD also posts alerts on bulletin boards throughout common areas of each campus.

5.2 Timely Warnings – Guidelines and Procedures

A. In compliance with the Higher Education Act (20 U.S.C. 1092(f)), the SBCCD PD will adhere to the following procedures in relation to timely warnings in the event that any of these incidents occur:



   a. Murder
   b. Sex Offense; forcible or non-forcible
   c. Robbery
   d. Aggravated Assault
   e. Burglary
   f. Motor Vehicle Thefts
   g. Manslaughter by Negligence
   h. Arson
   i. Hate Crime
   j. VAWA Offense (Domestic Violence, Dating Violence, Stalking)
   k. Arrests/Referral for Disciplinary Action (Drugs, Weapons, Alcohol)

B. A Crime Alert will be issued for the above incidents occurring within a close proximity of campus property. An incident is determined to be a threat if:
   1. The incident is one of the above a-k categories.
   2. The incident occurred in an area for which the SBCCD PD must report statistics or at a location where the SBCCD PD is the primary police responder.
   3. The suspect(s) are unknown.

If all of the above statements can be answered "yes" and the incident is serious or a continuing threat to the health and safety of students and employees, then a Crime Alert shall be issued. In addition, a Crime Alert may be issued for any crime or event when there is a compelling need to get information out to the students and staff.

Guidelines

A. Crime Alerts should contain as much of the following information as possible:
   1. Date, time, location (general or specific) and summarized event description
   2. Suspect description and/or vehicle description
   3. Any special instructions that may be needed

B. Crime Alerts will be issued in a timely manner after the specific event. If there is a delayed report of the incident by the victim, then the time and date the victim reported the incident may also be included.

C. Provided the above guidelines are met, nothing should be included in the Crime Alert that would hinder an ongoing police investigation.

D. The Crime Alert will not identify the victim by name or address. The general description of the location may be given.

E. In the event that a Crime Alert is determined to be the result of a false report, a second alert will be sent retracting the original Crime Alert. An explanation of the retraction may also be included.

F. After a Crime Alert has been issued, any new or updated information in regards to that alert will be included in the "additional comments" section of the Daily Crime Log.

Timely Warning - Procedures

A. The Chief of the SBCCD PD or designee, with input from the consultation group of the SBCCD as outlined in AP 3505, is responsible for drafting and issuing Crime Alerts. If the Chief of Police (COP) or designee is unavailable, then the following procedure should be used to issue a Crime Alert.

B. The Lieutenant or designee on duty will complete a draft Crime Alert using previous alerts as templates.

C. Once drafted, the Lieutenant will seek approval to issue the Crime Alert from the COP.

D. The procedure for issuing Crime Alerts is as follows:
   1. Print a copy of the Crime Alert for distribution on campus.
   2. Distribute to all applicable campus community members.
   3. Post to the SBCCD website.

E. The Chief of the SBCCD PD or designee shall determine whether the issuance of a Crime Alert impacts all or only specific SBCCD sites.

5.3 Emergency Response Procedures

The SBCCD's Emergency Operations Plan (EOP) establishes the overall direction and planning for emergency situations on each campus or those that may occur in the local or regional area affecting the campuses. Additionally, the EOP outlines steps the SBCCD will take to prevent and mitigate, prepare for, respond to, and recover from a full range of possible hazards the SBCCD may face. To review the EOP Plan, visit http://sbccd.edu/eop.

To ensure these plans remain current and actionable, the SBCCD will conduct an emergency management exercise at least twice a year. These exercises may include tabletop drills, emergency operations center exercises, or full-scale emergency response exercises. The SBCCD also conducts after-action reviews of all emergency management exercises.

5.4 Disaster Management

In the event of an emergency or other major disaster, there will be a coordinated effort from the entire SBCCD campus community where a number of pre-planned actions will take place. Additionally, the Emergency Operations Team (EOT), made up of key SBCCD managers/supervisors, will meet in a pre-determined location to manage the incident.

Emergency Operations Center (EOC) members will also serve in designated emergency management positions designed to conform to the California "Standardized Emergency Management System and the National Incident Management System" (SEMS/NIMS).

These members will provide leadership and policy guidance, gather intelligence on the emergency, and develop plans of action to best address the emergency. The entire team will act for the involved college or SBCCD, providing resources and support, timely situation analysis, and needs assessments.

The SBCCD administration will provide for the staff and/or students in an emergency. Through the coordination of the EOC, the members of the SBCCD campus community will provide a skilled pool of professionals to deal with the myriad of technical, medical, logistical, and human relations problems that are certain to arise in a major disaster. Additional information can be obtained by visiting http://sbccd.edu/eop.

6.0 Emergency Notifications

When the SBCCD PD receives and confirms information regarding an emergency (or dangerous) situation, which poses an immediate threat to the health or safety of students or employees, the SBCCD PD will and without delay, take into account the safety of the campus community, determine the content of the notification and initiate the notification system unless issuing a notification will, in the professional judgment of the responsible authorities, compromise efforts to assist a victim or to contain, respond, to or otherwise mitigate the emergency. The mobilization of SBCCD management team and/or the activation of the emergency operations center (EOC) and Emergency Operations Plan (EOP) will also commence. Below are some examples of possible signification emergencies or dangerous situations:

- Active Shooter/Armed Intruder
- Active violence
- Earthquake
- Wildfire
- Building fire
- Utility interruption
- Terrorist incident
- Bomb threat
- Civil unrest or rioting
- Explosion
- Approaching extreme weather
- Mudslide
- Campus closure
- Other incident or situation requiring rapid communication of life safety information



The SBCCD has a mass emergency notification system available to send messages to all faculty, staff and students. The system gives SBCCD administration or emergency response personnel the ability to send time-sensitive information about unforeseen events and emergencies using voice, email and text

messaging. Additional notifications will be sent updating information on the emergency until its conclusion. The SBCCD PD, with input from the SBCCD consultation group as outlined in AP 3505, will generally send the message, however, additional SBCCD management personnel have been trained to send notifications. Other affiliated organizations may also receive the notifications.

The SBCCD management team consists of the Chancellor, Vice Chancellors, Presidents, Vice Presidents, Chief of Police, Public Information Officer(s), and other senior management personnel. The team is responsible for the management of the emergency and coordination response. To update personal information for notices, visit Getrave.com and search for "San Bernardino Community College District". Register your preferred phone number and email address to receive SBCCD emergency alerts.

6.1 Emergency Evacuation Procedures

Faculty and staff may be called upon to be leaders in any evacuation scenario. Members may be utilized in operational leadership roles and their technical expertise will be invaluable in roles where that expertise is needed. Each instructor is responsible for the direct supervision of their class and will, unless injured or incapacitated:

- Direct the evacuation of staff and/or students to designated evacuation sites
- Assign a “buddy” to assist individuals with disabilities in evacuating by leading them to the closest safe evacuation site
- Immediately shut down all equipment in use
- Ensure all personal items are taken upon exiting, if possible
- Shut all doors when the room is vacated
- Proceed as quickly as possible, in an orderly manner, to the nearest evacuation site, moving away from any structures
- Accompany and assist handicapped personnel, staff, students, and visitors who appear to be in need of direction or assistance
- Keep roadways free for emergency vehicles
- Seek medical attention for injured staff and/or students
- If an elevator is not available or is unsafe, direct wheelchair users to the top of the nearest staircase or designated area for rescue assistance. Thereafter, immediately notify a supervisor, Building Captain and/or Emergency Site Coordinator, or emergency personnel of the individual’s whereabouts

6.2 Emergency Evacuation Drills

Evacuation drills are coordinated by the campus administrators, SBCCD PD, or the SBCCD Safety & Risk Management twice a year for all sites. During each drill, occupants “practice” drill procedures and familiarize themselves with the location of exits, evacuation sites, and what can be expected in the event of an emergency evacuation. Assessments are also conducted after each drill, which may be announced or unannounced, to evaluate the overall exercise.

7.0 Weapons Policy

Firearms or other weapons shall be prohibited on any college or SBCCD property or in any facility of the SBCCD, except for activities conducted under the direction of SBCCD officials, or as authorized by an official law enforcement agency. [SBCCD Board Policy 3530]

SBCCD Board Policy 3530 is intended to provide a safe environment for all students, faculty, staff, and visitors by enforcing all laws pertaining to firearms, weapons, or destructive devices on any campus. The following are violations of the law and/or a violation of SBCCD policy:

- It is unlawful for any person (with exceptions) to bring or possess any firearm (loaded or unloaded) on any property owned, controlled, or operated by the SBCCD without the prior written permission of the College President or designee. [626.9(h) and (i) PC]

- It is unlawful for any person (with exceptions) to bring or possess a dirk, dagger, ice pick, folding knife with a blade longer than two and one half (2½) inches that locks into place, on any property owned, controlled or operated by the college without prior written permission of the College President or designee. [626.10(b) PC]

- It is unlawful for any person (with exceptions) to bring or possess a "less lethal weapon," as defined in Penal Code Section 16780, or stun gun, as defined in Penal Code §17230, on any property owned, controlled or operated by the SBCCD without prior written permission from the College President or designee. [626.10(i) PC]

- It is unlawful for any person (with exceptions) to openly display or expose in a public place or a place open to the public any imitation firearm, including any BB device, toy gun, replica of a firearm, or other device that is so substantially similar in coloration and overall appearance to an existing firearm as to lead a reasonable person to perceive that the device is a firearm as defined in Penal Code §16700. [20170 PC]

- It is unlawful for any person (with exceptions) to possess, for any reason, any destructive device as defined in Penal Code §16460 (explosive missile, pipe bomb, grenade, any derivative thereof including exothermic smoke bomb or dry ice bomb). [18710 PC]

8.0 Smoking Policy

Smoking of any form of tobacco or non-tobacco products, including electronic cigarettes, is prohibited on SBCCD grounds, in all SBCCD vehicles, at any activity or athletic event and on all property owned, leased or rented by or from the SBCCD, unless a tobacco use area has been designated. SBCCD Board Policy 3570 allows for the establishment of procedures to comply with California Code of Regulations Govt. Code §7597. Smoking shall be permitted only in designated areas. Violators of this section may be punished by a minimum fine of $50.00. Enforcement shall be the responsibility of the SBCCD PD.

9.0 Alcohol & Drug Policy

The possession or consumption of alcoholic beverages and other illegal drugs prior to, or during, any SBCCD sponsored activity, on or off any campus by any person, regardless of age, is forbidden by State

law. The federal government has mandated that as of October 1, 1990, there will be no drug usage by students, staff, or faculty on college campuses anywhere in the United States.

SBCCD Board Policy 3550 prohibits the possession, use or distribution of illicit drugs and alcohol on college property, during any college-sponsored field trips, activities or workshops, by students and SBCCD employees.

The illegal possession, use and sale of alcoholic beverages by anyone on SBCCD controlled property is a misdemeanor, per California Business and Professions Code 25608, as well as a violation of the Student Code of Conduct. The campuses are designated as "Drug Free" and the illegal possession, sale, use, manufacture or distribution of any controlled substance is a violation under federal law and a violation of SBCCD policy. Campus affiliated violators are subject to discipline, criminal prosecution, fine, and incarceration.

Pursuant to SBCCD Board Policy 3560, the Chancellor is authorized to enact procedures as appropriate and permitted by law regarding serving alcoholic beverages on campus or at fundraising events held to benefit non-profit corporations. Alcoholic beverages shall not be served on any campus except in accordance with these procedures.

The SBCCD makes every effort to provide drug-free campuses. Assistance is available for those who seek help for themselves or others who may be addicted to substances. For confidential services and information, please contact Student Health Services at the specific campus: (909) 384-4495 – SBVC; (909) 389-3272 – CHC; and (800) 662-4357 – DSO and SBCCD Office.

10.0 Commonly Used and Abused Substances

Drugs commonly used and abused include alcohol, marijuana, cocaine, amphetamines, methamphetamine, and prescription drugs such as Vicodin, Oxycodone, Xanax and Anabolic Steroids. While some of these substances are legal, they all may result in serious health problems such as addiction and sometimes death. Illicit substance use can also result in financial and legal challenges. Additional information can be found at https://www.niaaa.nih.gov/.

11.0 Referrals and Resources

11.1 On Campus Resources

SBVC Student Health Services - (909) 384-4495; **CHC Health & Wellness Center -** (909) 389-3272

SBVC Student Health Services and the CHC Health & Wellness Center provide first-aid, health education, nursing advice, and mental health counseling and crisis intervention services. They also provide assistance with those dealing with drug and alcohol abuse. Immunizations, routine health exams, screening for vision, hearing and blood pressure are also offered. Nurse Practitioners are available for consultation, medical examination, treatment, and referral. Health exams including Pap smears, STD screening, pregnancy tests, birth control, and general medical consultation are available. There is no charge for office visits, however, there is a nominal fee charged for medication, lab work and immunizations. Student Health Services at both campuses are funded by student health fees. Student Health 101 includes articles on substance abuse and is emailed to students at least twice a year. During health fairs at the campuses, information regarding substance abuse awareness and assistance is made

available. Student Health Services also provides information of general use to students, such as the location of the gender-neutral restrooms on each campus.

The SBCCD Office and DSO sites do not have a Student Health Services office, however, assistance is available from the Center of Substance Abuse, a 24-hour hotline for drug abuse, at (800) 662-4357 and from the Employee Assistance Program (EAP) at (800) 932-0034.

11.2 Off Campus Resources

- **Center of Substance Abuse -** 24-hour hotline for drug abuse (800) 662-4357
  Provides treatment referrals for individuals in their respective area/county
- **Alcoholics Anonymous** (909) 825-4700
  Provides services related to alcoholics anonymous organizations including AA meetings, literature and referrals
- **Al-Anon** (909) 824-1516
  Provides support to the families and friends of alcoholics and drug addicts, offers AA meeting referrals
- **National Council on Alcoholism** (909) 629-4084
  Provides alcohol and drug outpatient treatment such as individual or group session counseling and random drug testing
- **Inland Behavioral and Health Services, Inc.** (909) 881-6146
  Provides individual and family counseling and substance abuse programs
- **San Bernardino County Department of Public Health** **(**800) 782-4264 Provides services that promote the health, safety, well-being, and quality of life of its residents according to the County Charter and general laws http://www.sbcounty.gov/dph.

11.3 Other Programs and Services

- **Family Health Services** (800) 722-3777
- **Clinic Operations Services** (800) 722-4777
- **Communicable Disease Section** (800) 722-4794
- **Coordinated Asthma Referral and Education (CARE) Program** (800) 782-4264
- **Environmental Health Services** (800) 442-2283
- **HIV/AIDS Program** **(**800) 722-4794
- **Ryan White Program (HIV/AIDS)** (800) 722-4777
- **Women, Infants, and Children (WIC)** (800) 472-2321
- **Partners Against Violence** (909) 885-8884
- **The National Domestic Violence Hotline** (800) 799-SAFE (7233)

12.0 Sexual Assault, Domestic Violence, Dating Violence, and Stalking

Any SBCCD student or employee who is suspected of sexual misconduct is subject to both criminal prosecution and disciplinary action under SBCCD policies. Campus disciplinary action can be initiated even if criminal charges are not pursued. Sanctions for sexual misconduct include, but are not limited to, warning(s), censure, demotion, suspension, or termination of employment.

12.1 Violence Against Women Act (VAWA)

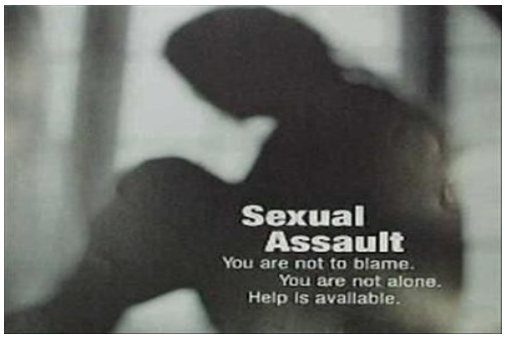


The SBCCD is committed to providing a safe learning and working environment. In compliance with applicable federal laws, policies and procedures have been adopted to raise awareness, prevent, and respond to incidents of sexual assault, domestic violence, dating violence, and stalking involving members of the campus community. These guidelines apply to all students, faculty, staff, contractors and visitors.

PARTNERS AGAINST VIOLENCE

Sexual Assault: Any sexual act directed against another person, forcibly and/or against that person's will, or not forcibly or against the person's will where the victim is incapable of giving consent, including incest or statutory rape.

Domestic Violence: An assault and/or battery committed on a current or former spouse, an intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.



Dating Violence: Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim where the existence of such a relationship shall be determined based on a consideration of the following factors: the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

Stalking: Engaging in a course of conduct directed at a specific person that would cause a reasonable person to be in fear for his or her safety or the safety of others or to suffer substantial emotional distress.

12.2 Protocol for Survivors

When an incident of sexual assault, domestic violence, dating violence, or stalking occurs, it is important to preserve evidence and document the criminal activity so that a successful criminal prosecution remains an option.

Evidence of violence, such as bruising or other visible injuries, following an incident of domestic or dating violence, should be documented by taking a photograph(s). Evidence of stalking, including any communication, such as written notes, voice mail(s), electronic communications, or in-person contact, should be saved, documented and not altered in any way.

The survivor of a sexual assault should not wash, douche, use the toilet, or change clothing prior to a medical exam. An exam is important both to address any health issues that may arise and to protect evidence collection. Any clothing removed should be placed in a paper, not plastic bag.

IF YOU ARE A VICTIM OF SEXUAL ASSAULT:

- ✓ GET to a safe place
- ✓ CALL the SBCCD PD at (909) 384-4491 or call 9-1-1
- ✓ DO NOT shower, bathe, douche, change or destroy clothing
- ✓ DO NOT straighten up the area of the crime
- ✓ SEEK medical attention, and
- ✓ SEEK emotional support from the local Rape Crisis Center at (909) 885-8884

Anyone can be a survivor of a sexual assault. Victims are not responsible for the criminal actions of others. If you are a survivor of sexual assault, rape, or domestic violence, go to a safe place as soon as possible, and seek medical treatment if necessary. There will be evidence on your body that will deteriorate in just 3 days. Victims are strongly encouraged to report the incident in a timely manner in order to safe, be healthy, begin the healing process through counseling, and bring the perpetrator to justice.

Approximately 70% of survivors of sexual assault, rape and domestic violence know their attacker. On a college campus, approximately 95% of sexual assaults are not reported. If a survivor desires prosecution, they may file a police report.

Filing a report with the SBCCD PD will:

- Ensure that the survivor receives information on how to obtain a medical exam for collection of evidence for legal purposes.
- Ensure that the survivor receives information on where they may go to seek free confidential counseling on campus or through local or county services.
- Ensure that the survivor is contacted by an advocate from San Bernardino Sexual Assault Services (SBSAS) to guide the survivor through the process and available options and offer continued support.

When a survivor of sexual assault, rape or domestic violence makes a report to the SBCCD PD, San Bernardino Police Department, Colton Police Department, or San Bernardino County Sheriff's Department will also be contacted to pursue the investigation. The law enforcement agency contacted will depend on the location of the incident.

If you are a survivor of a sexual assault, you have options. The following are recommendations to help support victims during the aftermath of the crime:

- DO NOT blame yourself. Sexual assault is not the survivor's fault.
- Go to a safe place, or have someone you trust come to you. If you are injured, seek medical attention immediately.
- DO NOT shower, bathe, douche, or change clothes. You will have evidence on your body that can only be collected if left intact. This evidence can only be collected within the first 72 hours.
- DO NOT blame yourself if you feel you were drugged unknowingly. Any evidence in your system can only be collected within 8-96 hours.
- DO NOT blame yourself if you knowingly used drugs and were assaulted or raped. This does not absolve the perpetrator of responsibility.

- DO NOT blame yourself if you were not able to say "NO" during the incident because you were physically or mentally incapacitated.

12.3 Reporting an Incident

Any student, employee or visitor, on any SBCCD property, who has been the victim of a sexual assault, domestic violence, dating violence, or stalking, should immediately call the SBCCD PD at (909) 384-4491. In the case of an emergency or ongoing threat, please get to a safe location and call 9-1-1 or the local law enforcement agency.

Students may also report to: SBVC Title IX Coordinator - (909) 384-4473
SBVC Office of Student Life - (909) 384-4474
SBVC Student Health Services - (909) 384-4495
CHC Title IX Coordinator - (909) 389-3355
CHC Department of Student Life - (909) 389-3457
CHC Health & Wellness Center - (909) 389-3272
SBCCD Human Resources Office - (909) 388-6950
Employees may report to: SBCCD Human Resources Office - (909) 388-6950

These offices will assist any victim of sexual assault, domestic violence, dating violence, and stalking in notifying law enforcement, including local police.

12.4 Written Notification of Rights and Options

Any student or employee who reports an incident of sexual assault, domestic violence, dating violence, or stalking, whether the incident occurred on or off campus, shall receive a written explanation of their options and rights. To view the victim packet, go to https://sbccd.edu/district-services/police-department/how-we-serve/victim-assistance.php.

12.5 On and Off Campus Resources

Victims of sexual assault, domestic violence, dating violence, or stalking need not make a formal report to local law enforcement or the SBCCD PD to access available resources listed below. On campus and off campus resources available to these victims include medical treatment, counseling and advocacy. Please phone, or click on the following links for additional information:

- San Bernardino Valley College Title IX Coordinator - (909) 384-4473
  Reporting and victim assistance provided.

- San Bernardino Valley College Student Health Services - (909) 384-4474
  Confidential reporting is available, along with counseling. Services are free or low cost www.valleycollege.edu/student-services.

- Crafton Hills College Health & Wellness Center - (909) 389-3272
  Confidential reporting is available, along with counseling. Services are free or low cost. http://www.craftonhills.edu/current-students/health-and-wellness.

- Crafton Hills College Title IX Coordinator - (909) 389-3355
  Reporting and victim assistance provided.

- SBCCD Human Resources - (909) 388-6950
  HR will help employees file claims and report incidents. Reporting and victim assistance.

- SBCCD PD - (909) 384-4491
  Location specific:
  SBVC - CC100
  CHC - Central Complex 165
  DSO - http://sbccd.edu/police

Also available on the SBCCD PD's website:

- Annual Security Reports - include SBCCD policy information, safety prevention, how to report a crime, and criminal statistics
- Safety & Victim Resources - Printable brochures include information and awareness on active shooter survival, dating/domestic/sexual violence, stalking, and disabled person's safety

If you or someone you know has been assaulted or needs counseling:

- San Bernardino Sexual Assault Services/RAINN - 24 Hour Crisis (800) 656-4673
- REACH (866) 373-8300
- Riverside Area Rape Crisis Center - 24 Hour Crisis (951) 686-7273

If you or someone you know needs a safe place to stay:

- San Bernardino - Option House - 24 Hour Crisis Line (909) 381-3471
- Big Bear - DOVES - 24 Hour Crisis Line (800) 851-7601
- Morongo - Morongo Basin Unity Home - 24 Hour Crisis Line (760) 366-9663
- Claremont - House of Ruth - 24 Hour Crisis Line (877) 988-5559
- Victorville - Family Assistance Program - 24 Hour Crisis Line (760) 949-4357

National Resources – click to follow link:

- National Sexual Violence Resource Center
- Rape, Abuse and Incest National Network
- Office for Victims of Crime
- Crime Survivors

12.6 Restraining Orders

Restraining orders can be filed online. The below link provides a tutorial on filling out court forms and other available court docs. There is no charge for filing a Domestic Violence Restraining Order. Click the link for additional information:

- San Bernardino County - Domestic Violence & Restraining Orders
- The Superior Court of California, County of San Bernardino, is located at 247 West Third Street, in San Bernardino, CA 92415 - (909) 384-1888.

12.7 Accommodations

The SBCCD is committed to providing a safe learning and working environment. When a victim reports an incident of sexual assault, domestic violence, dating violence, or stalking, the report need not have been made to the SBCCD PD in order to receive available accommodations. Campus Title IX Coordinators, Campus Student Services Offices, the Human Resources Office, and/or SBCCD PD will help accommodate reasonable changes to a victim's academic, transportation, and/or employment situation.

If a victim reports the incident to law enforcement, that law enforcement agency may assist them in obtaining a restraining order from San Bernardino County Superior Court. The SBCCD PD is committed to ensuring that any such order is fully upheld on all institutionally owned and controlled property. Victims should bring a copy of the restraining to the SBCCD PD. The SBCCD PD is committed to protecting victims from any further harm, therefore, SBCCD Human Resources or the Vice President of Student Services (or their designee) may issue an institutional no-contact order for all SBCCD properties.

12.8 Victim Confidentiality

The SBCCD PD recognizes the often-sensitive nature of sexual assault, domestic violence, dating violence, and stalking incidents. To that end, the SBCCD PD is committed to protecting the privacy of any individual who makes a report. Different officials and personnel are, however, able to offer varying levels of privacy protection to victims. Reports made to law enforcement may be made public, unless the victim requests confidentiality based on California Penal Code §293(a) and Government Code §6254(f). Victims may request their right to confidentiality for the below-listed crimes:

PC 236.1 Human Trafficking PC 243(e)(1) Spousal Battery PC 261 Rape PC 261.5 Unlawful Sexual Intercourse with a minor PC 262 Spousal Rape PC 264.1 Rape in Concert with Another PC 265 Abduction to Force Marriage PC 266 Forcing into Prostitution PC 267 Abduction for Prostitution PC 269 Aggravated Sexual Assault of a Child	PC 273a Child Endangerment PC 273d Child Abuse PC 273.5 Domestic Violence PC 285 Incest PC 286 Sodomy PC 288 Lewd Acts on Child PC 288a Oral Copulation PC 289 Anal or Genital Penetration by a Foreign Object PC 422.6 Hate Crimes PC 646.9 Stalking PC 647.6 Annoy or Molest a Child

Reports made to any campus Title IX Coordinator will be kept confidential and identifying information about the victim shall not be made public. Information about reports will only be shared with institutional personnel as needed to investigate and effectively respond to the report. Every effort will be made to limit the scope of information shared to keep it to a minimum of detail and only when absolutely necessary. Reports made to medical professionals or licensed mental health counselors will not be shared with any third parties, except in cases of imminent danger to the victim or a third party.

13.0 Conduct Proceedings

The SBCCD PD, in conjunction with SBCCD Board policies, strictly prohibits all acts of sexual assault, domestic violence, dating violence, and stalking. In addition to facing criminal investigation and prosecution, students, employees and other affiliates may also face disciplinary action by the SBCCD for any violations of sexual assault, domestic violence(s), dating violence, and stalking laws. Individuals found responsible for having committed such a violation may face permanent expulsion, suspension, probation, termination of employment, or mandatory counseling, and/or become the subject of a 'no contact' order.

Incidents involving accused students will be handled by:
SBVC Title IX Coordinator - (909) 384-4473
SBVC Vice President of Student Services or designee - (909) 384-8282
CHC Title IX Coordinator - (909) 389-3355
CHC Vice President of Student Services or designee - (909) 389-3368
SBCCD Human Resources Office - (909) 388-6950



Incidents involving accused employees/affiliates will be handled by:
SBCCD Human Resources Office - (909) 388-6950

All conduct proceedings, whether the conduct is reported to have occurred on or off campus, shall receive a prompt, fair and impartial investigation and resolution. All investigations and proceedings shall be conducted by officials who have received appropriate training regarding the nature of the types of cases they are handling, how to conduct an unbiased and thorough investigation, and how to conduct a proceeding that protects the safety of victims and promotes accountability.

Investigations, including the results, shall be conducted within 60 days or less from the time reported, unless there are mitigating circumstances, in which case the accuser and accused shall be notified, and provided with an explanation and the amount of additional time required.

Determinations shall be made by the Vice President of Student Services, or their designee, within 60 days of when the report was made using the preponderance of the evidence standard (which means that it is more likely than not that the alleged misconduct occurred).

In all proceedings, including any related meetings or hearings, both the accused and accuser are entitled to the same opportunities to have others present. This includes the right to be accompanied by an advisor of their choice. Both the accused and accuser shall simultaneously be informed in writing of the outcome of the proceeding, of the procedures and the timeframe for appealing the results of the outcome, of any change to the results that occurs prior to the time that the results become final, and when such results become final. Disclosure of the outcome shall be made to both parties unconditionally, and each shall be free to share or not share the details with any third party.

Disciplinary action for good cause may be imposed upon a student by an instructor, an administrator, or the Board of Trustees for misconduct or infractions while attending college classes or college-sponsored activities.

Disciplinary actions for students may include:

REPRIMAND: A verbal or written reprimand regarding the misconduct.
PROBATION: Student conduct probation may include, but is not limited to, ineligibility to participate in extra-curricular activities and certain other student privileges.
SUSPENSION: Exclusion from the colleges and college-sponsored activities for a specified time
EXPULSION: Exclusion by the SBCCD Board of Trustees from the college and all college-sponsored activities.

SHORT-TERM SUSPENSION by a college instructor: Any college instructor, for good cause, may remove a student from the classroom for the day of the removal and the next regular class meeting. Before ordering the suspension of any student from class, the instructor shall first give or make reasonable efforts to give the student an oral or written notice of the reasons for the proposed suspension. The respective college president or designee shall immediately, within 48 hours, hold a conference regarding the student's removal from class. The college president or designee shall determine if suspension from the class, or college, for a longer period of time is appropriate.

(1) The college president or designee may suspend a student for good cause as follows:
(a) From one or more classes for a period of up to ten days of instruction.
(b) From one or more classes for the remainder of the school term.
(c) From all classes and activities of the college for one or more terms.

Before imposing discipline as authorized by this policy, the college president or designee shall first give, or make reasonable efforts to give the student an oral or written notice for the proposed disciplinary action. Disciplinary procedures may proceed or continue notwithstanding the failure or refusal of a student to respond, attend or otherwise participate after having been properly notified of the proceeding by oral or written communication.

(2) The SBCCD Board of Trustees may expel a student when other means of correction fail to bring about proper conduct, or it seems probable that the continued presence of the student causes a danger to the physical safety of the student or to others http://sbccd.edu/StandardsOfConductBP. [Board Policy 5500]

Discipline of SBCCD employees may include, but is not limited to, oral warning, written warning, written reprimand, suspension without pay, and may lead to termination. For additional information about employee conduct proceedings, please consult the SBCCD Human Resources Office. Board Policy 7365 governs classified employee discipline, and Board Policy 7360 governs faculty discipline http://sbccd.edu/boardpolicies.

14.0 Sexual Assault Policy

The SBCCD recognizes that sexual assault is a serious issue and will not tolerate actions of sexual assault/harassment on campus or SBCCD affiliated properties. The SBCCD is committed to providing an institutional environment where all persons may pursue their studies, careers, duties, and activities in an atmosphere free of threat of unwelcome and unwanted sexual actions. Sexual offenses are condemned, sexual offenders will not be tolerated, and victim/survivors will be supported.

Sexual assault includes: The attempt or act of rape (sexual intercourse without consent, by a stranger, an acquaintance or an intimate partner); forced sodomy (anal sex); forced oral copulation; or the forced penetration by a foreign object either animate, such as a finger, or inanimate. Non-penetration sexual assault includes the act of touching an unwilling person's intimate parts such as genitalia, anus, groin, breast, or buttocks, or the clothing covering these parts, or forcing an unwilling person to touch another's intimate parts.

If you have been sexually assaulted, you have the right to report the assault to the SBCCD PD. As an encouragement to report, the SBCCD PD is committed to the following guarantees:

WE WILL meet with you privately and you may be accompanied by a personal advocate.
WE WILL provide a female officer to conduct the initial interview, if requested, and if one is available.
WE WILL fully investigate your case, regardless of the gender, race, ethnicity, sexual orientation, age, national origin, religion or disability of the parties involved.
WE WILL not pre-judge you or your actions. Assault victims are not responsible for the criminal actions of others.
WE WILL treat you and your case with courtesy, sensitivity, and understanding.
WE WILL assist you in arranging for your medical needs and/or hospital treatment.
WE WILL provide you with advocate and counseling referral information.
WE WILL not release your name to the public or to the press upon request.
WE WILL discuss and explain the criminal justice process. You will be kept informed as to the progress of the investigation.
WE WILL be available to answer your questions as the investigation and prosecution unfolds.
WE WILL assist you in the student conduct process and notify you of the outcome.
WE WILL assist you and work with the college, if a classroom change is needed.

The above acts constitute sexual assault when they are committed against a person's will as evidenced by refusal of consent or through the use of force, threat, manipulation, or intimidation, or against a person who, by virtue of mental incapacity or physical helplessness, is unable to give or withhold consent. This includes, but is not limited to, incapacity or helplessness caused by alcohol or other drugs. Intoxication of the assailant shall not diminish the assailant's responsibility for the sexual assault.

The SBCCD PD will investigate all allegations of sexual assault and take appropriate disciplinary, criminal, or legal action. As soon as possible, the victim survivor of a sexual assault should report the incident to the SBCCD PD, or any Campus Security Authority. Employees of the SBCCD will assist the student in notifying authorities if the student requests assistance.

SBCCD Standards of Student Conduct Policy AP 5500 states disciplinary action may be imposed on recognized individual students, student organizations and/or any SBCCD faculty or staff responsible for a sexual assault. SBCCD procedures depend on the outcome of the disciplinary hearing and may range from suspension to expulsion. The institution will, upon written request, disclose to the alleged victim survivor of a crime of violence, or a non-forcible sex offense, the results of any discipline proceeding by such institution against a student or staff member who is the alleged perpetrator of such a crime or offense. Violators are subject to SBCCD disciplinary actions, criminal prosecution, fine and imprisonment. The accuser and the accused are entitled to the same opportunities to have others present during a campus disciplinary proceeding and both shall be informed of the outcome. Student sexual assault victims also have the option of changing their academic schedule after an alleged sexual assault, if such changes are reasonably available.

SBCCD has established a 24-Hour Sexual Assault Advocate Program. For almost four decades, SBSAS advocacy team has offered SBVC, CHC and DSO students and staff guidance and support through the legal, medical and psychologically challenging maze that a survivor must navigate after reporting an assault. They also work with the high schools and middle schools in the area. SBCSAS has entered into an official MOU with the SBCCD working with faculty and staff and the SBCCD PD to assist victims of sexual abuse, sexual violence or domestic violence. Victims may contact the SBCCD PD on either campus or contact the SBCSAS directly for assistance. The sexual assault policy for the SBCCD is outlined in SBCCD Board Policy AP 3540 http://www.sbccd.edu/boardpolicies.

PARTNERS AGAINST VIOLENCE

14.1 Sexual Assault Prevention Programs

There are courses in understanding violent offenders in the Administration of Justice Program at SBVC. These courses are studies of the violent crimes of felony assault, robbery, rape, the various types of homicide, and the characteristics of both the offender and the victim. Students should check the Schedule of Classes each semester to determine when these classes are offered.

Literature on sexual assault education and risk reduction is available at the SBCCD PD and at http://sbccd.edu/SexualAssault.

SBVC and CHC will change a vict im's academic situation after an alleged sex offense and offer options for those changes, if those changes are requested by the victim and are reasonably available. Victims ofsexual assault may report the crime to any SBCCD faculty, staff, or administrator, but the SBCCD PD should be notified as soon as possible. Victims, survivors and witnesses to crimes should follow the basic policy for reporting crimes.

14.2 Title IX Notice of Non-Discrimination

The SBCCD does not discriminate on the basis of sex, gender or sexual orientation in its education programs or activities. Title IX of the Education Amendments of 1972, and certain other federal and state laws, prohibit discrimination on the basis of sex in all education programs and activities operated by the SBCCD (both on and off campus). Title IX protects all people regardless of their gender or gender identity from sexual discrimination, which includes sexual harassment and violence:

- **Sexual Discrimination:** An adverse act of sexual discrimination (including sexual harassment and sexual violence) that is perpetrated against an individual on a basis prohibited by Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., and its implementing regulations, 34 C.F.R. Part 106 (Title IX); California Education Code §66250 et seq. and/or California Government Code §11135.
- **Sexual Harassment:** Unwelcome conduct of a sexual nature that includes, but is not limited to, sexual violence, sexual advances, requests for sexual favors, indecent exposure and other verbal, nonverbal or physical unwelcome conduct of a sexual nature, where such conduct is sufficiently severe, persistent or pervasive that its effect, whether or not intended, could be considered by a reasonable person in the shoes of the individual, and is in fact considered by the individual, as limiting the individual's ability to participate in or benefit from the services, activities or opportunities offered by the SBCCD. Sexual harassment also includes gender-based harassment, which may include acts of verbal, non-verbal or physical aggression, intimidation or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.
- **Sexual Violence:** Physical sexual acts (such as unwelcome sexual touching, sexual assault, sexual battery and rape) perpetrated against an individual without consent or against an individual who is incapable of giving consent due to that individual's use of drugs or alcohol, or disability.

14.3 Who to Contact with Complaints, Questions or Concerns

Title IX requires the SBCCD to designate a Title IX Coordinator to monitor and oversee overall Title IX compliance. Campus Title IX Coordinators are available to explain and discuss your right to file a criminal complaint (sexual assault and violence); the SBCCD complaint process, including the investigation process; how confidentiality is handled; available resources, both on and off campus; and other related matters.

If you are in the middle of an emergency, please call the police immediately by dialing 9-1-1.

Campus Title IX Coordinators

- **CHC:** Vice President, Student Services - (909) 389-3355
- **SBVC:** Vice President, Student Services - (909) 384-8992
- **SBCCD & DSO:** Director, Human Resources - (909) 388-6950

U.S. Department of Education, Office for Civil Rights (OCR)

- To contact the OCR, call (800) 421-3481 or visit their website as listed below.
- To file a complaint online with the OCR, visit: http://www2.ed.gov/about/offices/list/ocr/complaintintro.html.

Title IX requires that the SBCCD adopt and publish complaint procedures that provide for prompt and equitable resolution of sex discrimination complaints, including sexual harassment and violence. Below are links to the SBCCD Board Policies on discrimination and diversity.

Administrative Procedure http://sbccd.edu/ap/3430
Formal Complaint Form
http://sbccd.ed6u/hr/3430Formal
Informal Complaint Form http://sbccd.edu/hr/3430Informal



Diversity Board Policy http://sbccd.edu/DiversityBP
Non-Discrimination Board Policy http://sbccd.edu/nondiscriminationBP

Except in the case of a privilege recognized under California law (e.g., Evidence Code §§1014, psychotherapist-patient; 1035.8, sexual assault counselor-victim; and 1037.5, domestic violence counselor-victim), any member of the SBCCD campus community who knows of, or has reason to know of sexual discrimination allegations shall promptly inform the campus Title IX Coordinator.

Regardless of whether an alleged victim of sexual discrimination ultimately files a complaint, if the SBCCD or campus knows or has reason to know about possible sexual discrimination, harassment or violence, it must review the matter to determine if an investigation is warranted. The SBCCD or campus must then take appropriate steps to eliminate any sexual discrimination/harassment, prevent its recurrence and remedy its effects.

14.4 Registered Sex Offender Information

More than 50 years ago, California began requiring dangerous sex offenders to register with their local law enforcement agency, allowing local law enforcement the ability to keep track of convicted sex offenders in their community.

The California Legislature increased the public's access to sex offender information with the passage of Megan's Law in 1996. In the wake of Megan's murder, California increased the public's access to sex offender information with the enactment of (then) §290.4 of the California Penal Code.

The Federal Campus Sex Crimes Prevention Act 20 U.S.C. §1092(f) (1) (I) requires sex offenders who are required to register under state law to also provide notice of their enrollment or employment at any institution of higher learning in the state where he/she resides, as of October 2002. Institutions of higher learning were thereafter required to provide a statement in their ASR detailing where members of their campus community can obtain information concerning registered sex offenders.

California's registered sex offender laws comply with the federal law requirement. As of 2002, sex offenders who reside on campus are required to register with campus law enforcement. This law also expanded the registration requirements for all campus-affiliated sex offenders to register with the campus PD. [290.01(a) (1) PC]

The following persons shall register their sex offender status with the SBCCD PD:

- Enrolled students
- Full/part time employees with the SBCCD (with or without compensation)
- Persons who carry on a vocation at any SBCCD property for more than 14 days, or for an aggregated period exceeding 30 (total) days in a calendar year

Penal Code Section 290.01(d)(1)(A), as amended, provides that the SBCCD PD is authorized to, in certain instances, release registered sex offender information (all categories) to members of the campus community.

As of 2005, the California Department of Justice must make available to the public, via the Internet, specific information about certain sex offenders.

14.5 Sex Offender Informational Data (public access)

The California Department of Justice's website provides certain registered sex offender locator information: **www.ag.ca.gov**. [290.46(a) (2) (A) PC]

Note: The Department of Justice does not make available sex offender registration information specific to any College.

14.6 Sex Offender Information (campus community access)

Campus-affiliated registered sex offender information is available for inspection by members of the campus community at the SBCCD PD offices during normal business hours. Please call (909) 384-4491 for more information.

The SBCCD PD may also release sex offender information relating to campus-affiliated sex offenders to members of the campus community who:

- Are member(s) of the campus community
- Are not themselves registered sex offenders
- Understand that the release of registered sex offender information is for the purpose of allowing members of the campus community to protect themselves and their children from sex offenders
- Understand that it is illegal to use the sex offender registration information to harass, discriminate, or commit a crime against any person who has been identified as a sex offender
- Are willing to sign a "Registered Sex Offender View Form." [290.01(d) (4) (A) PC]

The following registered sex offender information is available for public viewing:

- Name and known aliases
- Age, DOB, gender, race
- Physical description (including scars, marks, tattoos)
- Photograph (if available)
- Crimes that were the basis for the registration requirement
- Date of registration or re-registration

14.7 Campus Law Enforcement Disclosure

The SBCCD may proactively release any portion of the following information to the campus community concerning the presence of a high-risk sex offender who is in the campus community. The SBCCD PD may reactively release any portion of the following information when necessary to ensure the public safety based upon information available to the entity concerning a registered sex offender. [290.45(a) PC]

The SBCCD PD may release the following sex offender information to persons and campus entities for the purpose of disclosing the information to additional persons if the SBCCD PD can determine that the scope of any further disclosure meets the conditions set forth in Penal Code §290.45(c)(1):

- Name and known aliases
- Date of birth, gender and race
- Physical description, including scars, marks and tattoos
- Photograph (if available)
- Crimes that were the basis for the registration requirement
- Residence address (must be verified by law enforcement prior to release)
- Type of victim targeted by the offender
- Relevant parole or probation conditions
- Dates of crimes resulting in classification
- Date of release from confinement
- Offender's employment, vocation or student status with college

14.8 SBCCD Sex Offender Registration Requirements

Every person who is required to register in California as a sex offender and who:

- Is enrolled as a SBCCD student (including extension classes) or
- Is a full/part time employee at SBCCD whether compensated or not, including volunteers, or
- Carries on a vocation at SBCCD for more than 14 days, or for an aggregated period exceeding 30 (total) days in a calendar year, shall register with the campus police department.

A campus-affiliated sex offender shall notify the SBCCD PD within five working days of ceasing to be enrolled or employed, ceasing to carry on a vocation at SBCCD or if the offender has a change of address. [290.01(a) (1) PC]

Registration of sex offenders shall be conducted at the SBCCD PD. Persons required to register shall do so in person Monday - Friday (excluding holidays) during normal business hours.

14.9 Hate Crimes

The SBCCD campus community places a great emphasis on the value of diversity, assessing one's culture and the celebration of difference. However, the reality is that anyone at any time can be the target of a hate crime or a bias-motivated incident. Unlike other crimes that target individuals, hate crimes and bias-motivated incidents negatively impact the entire SBCCD campus community. While the college campuses are not immune to such opportunistic acts, the low number of reported occurrences provides an antidotal glimpse that we have made great strides toward the creation of a campus environment that is more tolerant of individuals, groups, cultures, values and ideas.

14.10 Reporting Hate Crimes

Reporting a hate crime is a crucial component in the development of a more tolerant society and a hate free campus environment. If you have been the target of a hate crime or hate or bias-motivated incident, you are encouraged to report the occurrence to the SBCCD PD or to any designated CSA.

14.11 Workplace Violence

The SBCCD is committed to creating and maintaining an environment that is free from workplace violence. The SBCCD has zero tolerance for violent acts, or threats of violence, against any member of the campus community or SBCCD property. The SBCCD has zero tolerance for and prohibits violence or threats of violence occurring off the SBCCD premises by an employee or person acting in the capacity of a representative or agent of the SBCCD, if such violence or threat of violence affects the legitimate interests of the SBCCD. [Board Policy 3510]

15.0 Crime Definitions

Per the Clery Act, the SBCCD PD must classify crimes based on the Federal Bureau of Investigation's (FBI's) Uniform Crime Reporting (UCR) Handbook. Definitions of sex offenses are from the FBI's National Incident-Based Reporting System (NIBRS) edition of the UCR. Hate crimes are classified according to the FBI's UCR Hate Crime Data Collection Guidelines and Training Guide for Hate Crime Data Collection. Although the law states that institutions must use the UCR for defining and classifying crimes, it does not require Clery Act crime reporting to meet all UCR standards.

UCR crime definitions appear in italics. The text provided classifies criminal incidents taken directly from FBI materials; some have been condensed or paraphrased. Some definitions are from the VAWA Amendments. Some crime examples are taken or adapted from FBI materials, and others were created for this document based on questions educational communities have asked of law enforcement over the years.

- **Murder:** The willful (non-negligent) killing of one human being by another.
- **Manslaughter by Negligence:** The killing of another person through gross negligence.
- **Forcible/Non Forcible Sex Offenses:** Any sexual act directed against another person without the consent of the victim, including instances where the victim is incapable of giving consent. Non-Forcible sex offenses include incest or statutory rape.
- **Sodomy:** Sodomy is sexual conduct consisting of contact between the penis of one person and the anus of another person. Any sexual penetration, however slight, is sufficient to complete the crime of sodomy.
- **Incest:** Non-forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
- **Robbery:** The taking, or attempting to take, anything of value from the care, custody, or control of a person or persons by force or threat of force or violence and/or by putting the victim in fear.
- **Hate Crime:** A crime, usually violent, motivated by prejudice or intolerance made by the perpetrator toward a member of any race, gender, gender identity, religion, sexual orientation, ethnicity/national origin, and/or disability.
- **Aggravated Assault (ADW):** An unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury. This type of assault usually is accompanied by the use of a weapon or by a means likely to produce death or great bodily harm. It is not necessary that injury result from an aggravated assault when a gun, knife, or other weapon is used that could and probably would result in serious personal injury if the crime were successfully completed.

- **Burglary:** The unlawful entry of a structure to commit a felony or theft. For reporting purposes, this definition includes unlawful entry with intent to commit a larceny or a felony, breaking and entering with intent to commit a larceny, housebreaking, safecracking, and all attempts to commit any of the aforementioned acts.
- **Motor Vehicle Theft:** Any case where an automobile is taken by a person not having lawful access, even if the vehicle is later abandoned, including joy riding.
- **Arson:** Any willful or malicious burning, or attempt to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle or aircraft, personal property of another, etc.
- **Domestic Violence:** Assault and/or battery committed on a current or former spouse, an intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.
- **Dating Violence:** Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim; and where the existence of such a relationship shall be determined based on a consideration of the following factors: the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
- **Stalking**: Engaging in a course of conduct directed at a specific person that would cause a reasonable person to be in fear for his or her safety or the safety of others; or suffer substantial emotional distress.
- **Unfounded Crimes:** According to UCR guidelines, a reported offense can be cleared as "unfounded" if the investigation shows that no offense occurred or was attempted. The recovery of stolen property, the low value of stolen property, the refusal of the victim to cooperate with prosecution, or the failure to make an arrest does not "unfound" a legitimate offense, nor do the findings of a coroner, court, jury, or prosecutor. According to UCR guidelines, the statistics on "unfounded cases" should include crime reports that are either false or baseless.

Hate Crime Categories

Hate Crime Key: (D) Disability (E) Ethnicity (Ra) Race (Re) Religion (S) Sexual Orientation (G) Gender (N) National Origin (GI) Gender Identity

- **Race:** A preformed negative attitude toward a group of persons who possess common physical characteristics genetically transmitted by descent and heredity that distinguish them as a distinct division of humankind.
- **Gender:** A preformed negative opinion or attitude toward a group of persons because those persons are male or female.
- **Gender Identity:** A preformed negative opinion or attitude toward a group of person's based on their actual or perceived gender-related characteristics.
- **Religion:** A preformed negative opinion or attitude toward a group of persons who share the same religious beliefs regarding the origin and purpose of the universe and the existence or nonexistence of a supreme being.

- **Sexual Orientation:** A preformed negative opinion or attitude toward a group of persons based on their sexual attraction toward, and responsiveness to, members of their own sex or members of the opposite sex.
- **Disability:** A preformed negative opinion or attitude toward a group of persons based on their physical or mental impairments/challenges, whether such disability is temporary or permanent, congenital or acquired by heredity, accident, injury, advanced age, or illness.
- **Ethnicity/National origin:** A preformed negative opinion or attitude toward a group of persons of the same race or national origin who share common or similar traits, languages, customs, and traditions.

16.0 Crime Statistics Data

The following crime statistical data has been reported using the UCR procedures as set forth by the FBI and the California Department of Justice. Crime statistics disclosed are those that occurred on property owned and controlled by the SBCCD and public property contiguous/adjacent to the SBCCD campuses or sites. SBCCD PD staff reviews the UCR annually for updates in reporting.

16.1 CHC CRIME STATISTICS FOR 2023, 2024, AND 2025

Violation	On Campus 2023	Public Property 2023	Non-Campus Property 2023	2023 Totals	On Campus 2024	Public Property 2024	Non-Campus Property 2024	2024 Totals	On Campus 2025	Public Property 2025	Non-Campus Property 2025	2025 Totals
Murder	0	0	0	0	0	0	0	0	0	0	0	0
Manslaughter by Negligence	0	0	0	0	0	0	0	0	0	0	0	0
Sexual Assault												
Rape	0	0	0	0	0	0	0	0	0	0	0	0
Sodomy	0	0	0	0	0	0	0	0	0	0	0	0
Sexual Assault w/object	0	0	0	0	0	0	0	0	0	0	0	0
Fondling	0	0	0	0	0	0	0	0	0	0	0	0
Incest	0	0	0	0	0	0	0	0	0	0	0	0
Statutory Rape	0	0	0	0	0	0	0	0	0	0	0	0
Dating Violence	0	0	0	0	0	0	0	0	0	0	0	0
Domestic Violence	0	0	0	0	0	0	0	0	0	0	0	0
Stalking	0	0	0	0	0	0	0	0	0	0	0	0
Robbery	0	0	0	0	0	0	0	0	0	0	0	0
Aggravated Assault	0	0	0	0	0	0	0	0	0	0	0	0
Burglary	0	0	0	0	0	0	0	0	2	0	0	2
Motor Vehicle Theft	0	0	0	0	0	0	0	0	0	0	0	0
Arson	0	0	0	0	0	0	0	0	0	0	0	0
Hate Crimes*	0	0	0	0	1	0	0	1	0	0	0	0
Arrest												
Illegal Weapons Possession	0	0	0	0	0	0	0	0	0	0	0	0
Drug Abuse Violations	1	0	0	1	2	0	0	2	2	0	0	2
Liquor Law Violations	1	0	0	1	1	0	0	1	0	0	0	0
Disciplinary Actions												
Illegal Weapons Possession	0	0	0	0	0	0	0	0	0	0	0	0
Drug Abuse Violations	0	0	0	0	0	0	0	0	0	0	0	0
Liquor Law Violations	0	0	0	0	0	0	0	0	0	0	0	0

***Hate Crimes include the following categories: Disability, Ethnicity, Race, Religion, Sexual Orientation, Gender, National Origin and Gender Identity.**

Note: The San Bernardino County Sheriff's Department was not able to provide the SBCCD with any crime statistics due to their crime reporting computer systems being all off-line during this reporting period.

16.2 DSO CRIME STATISTICS FOR 2023, 2024, AND 2025

Violation	On Campus 2023	Public Property 2023	Non-Campus Property 2023	2023 Totals	On Campus 2024	Public Property 2024	Non-Campus Property 2024	2024 Totals	On Campus 2025	Public Property 2025	Non-Campus Property 2025	2025 Totals
Murder	0	0	0	0	0	0	0	0	0	0	0	0
Manslaughter by Negligence	0	0	0	0	0	0	0	0	0	0	0	0
Sexual Assault												
Rape	0	0	0	0	0	0	0	0	0	0	0	0
Sodomy	0	0	0	0	0	0	0	0	0	0	0	0
Sexual Assault w/object	0	0	0	0	0	0	0	0	0	0	0	0
Fondling	0	0	0	0	0	0	0	0	0	0	0	0
Incest	0	0	0	0	0	0	0	0	0	0	0	0
Statutory Rape	0	0	0	0	0	0	0	0	0	0	0	0
Dating Violence	0	0	0	0	0	0	0	0	0	0	0	0
Domestic Violence	0	0	0	0	0	0	0	0	0	0	0	0
Stalking	0	0	0	0	0	0	0	0	0	0	0	0
Robbery	0	0	0	0	0	0	0	0	0	0	0	0
Aggravated Assault	0	0	0	0	0	0	0	0	0	0	0	0
Burglary	0	0	0	0	0	0	0	0	0	0	0	0
Motor Vehicle Theft	0	0	0	0	1	0	0	1	0	0	0	0
Arson	0	0	0	0	1	0	0	1	0	0	0	0
Hate Crimes*	0	0	0	0	0	0	0	0	0	0	0	0
Arrest												
Illegal Weapons Possession	0	0	0	0	0	0	0	0	0	0	0	0
Drug Abuse Violations	0	0	4	4	0	0	3	3	0	0	0	0
Liquor Law Violations	0	0	0	0	0	0	0	0	0	0	0	0
Disciplinary Actions												
Illegal Weapons Possession	0	0	0	0	0	0	0	0	0	0	0	0
Drug Abuse Violations	0	0	0	0	0	0	0	0	0	0	0	0
Liquor Law Violations	0	0	0	0	0	0	0	0	0	0	0	0

***Hate Crimes include the following categories: Disability, Ethnicity, Race, Religion, Sexual Orientation, Gender, National Origin and Gender Identity.**

Note: As a result of a reorganization within the SBCCD, all entities located at 114 & 124 S. Del Rosa Drive, San Bernardino, CA were realigned under District Support Operations (DSO), effective January 1, 2020.

16.3 SBVC CRIME STATISTICS FOR 2023, 2024, AND 2025

Violation	On Campus 2023	Public Property 2023	Non-Campus Property 2023	2023 Totals	On Campus 2024	Public Property 2024	Non-Campus Property 2024	2024 Totals	On Campus 2025	Public Property 2025	Non-Campus Property 2025	2025 Totals
Murder	0	0	0	0	0	0	0	0	0	0	0	0
Manslaughter by Negligence	0	0	0	0	0	0	0	0	0	0	0	0
Sexual Assault												
Rape	0	0	0	0	0	0	0	0	0	0	0	0
Sodomy	0	0	0	0	0	0	0	0	0	0	0	0
Sexual Assault w/object	0	0	0	0	0	0	0	0	0	0	0	0
Fondling	1	0	0	1	0	1	0	1	0	0	0	0
Incest	0	0	0	0	0	0	0	0	0	0	0	0
Statutory Rape	0	0	0	0	0	0	0	0	0	0	0	0
Dating Violence	0	0	0	0	0	0	0	0	0	0	0	0
Domestic Violence	0	0	0	0	3	1	0	4	0	0	0	0
Stalking	0	0	0	0	0	0	0	0	0	0	0	0
Robbery	0	0	0	0	0	0	0	0	0	0	0	0
Aggravated Assault	1	1	0	2	3	1	0	4	2	0	0	2
Burglary	9	0	1	10	7	0	0	7	4	0	1	5
Motor Vehicle Theft	0	0	0	0	2	0	0	2	0	0	0	0
Arson	0	0	0	0	0	0	0	0	0	0	0	0
Hate Crimes*	0	0	0	0	0	0	0	0	0	0	0	0
Arrest												
Illegal Weapons Possession	4	0	1	5	3	1	3	7	1	0	0	1
Drug Abuse Violations	34	15	0	49	28	34	1	63	12	6	7	25
Liquor Law Violations	2	3	0	5	4	0	0	4	5	0	1	6
Disciplinary Actions												
Illegal Weapons Possession	0	0	0	0	0	0	0	0	0	0	0	0
Drug Abuse Violations	1	0	0	1	0	0	0	0	0	0	0	0
Liquor Law Violations	1	0	0	1	0	0	0	0	0	0	0	0

***Hate Crimes include the following categories: Disability, Ethnicity, Race, Religion, Sexual Orientation, Gender, National Origin and Gender Identity.**

CAMPUS DIRECTORY



Health & Wellness

Visitor Parking

Nursing Room
Building 6-1st floor, Building 8-1st floor, Building 7-1st floor, HWC

All-Gender Restroom

Bus Stop

Police/Security

Smoking: This is a smoke-free campus, smoking in non-designated areas or buildings may result in a citation (Board Policy #3570; Government Code #7597)

Parking: Virtual parking permits are required to park on campus. Purchase a daily permit online: www.craftonhills.edu/parking or scan the QR code.

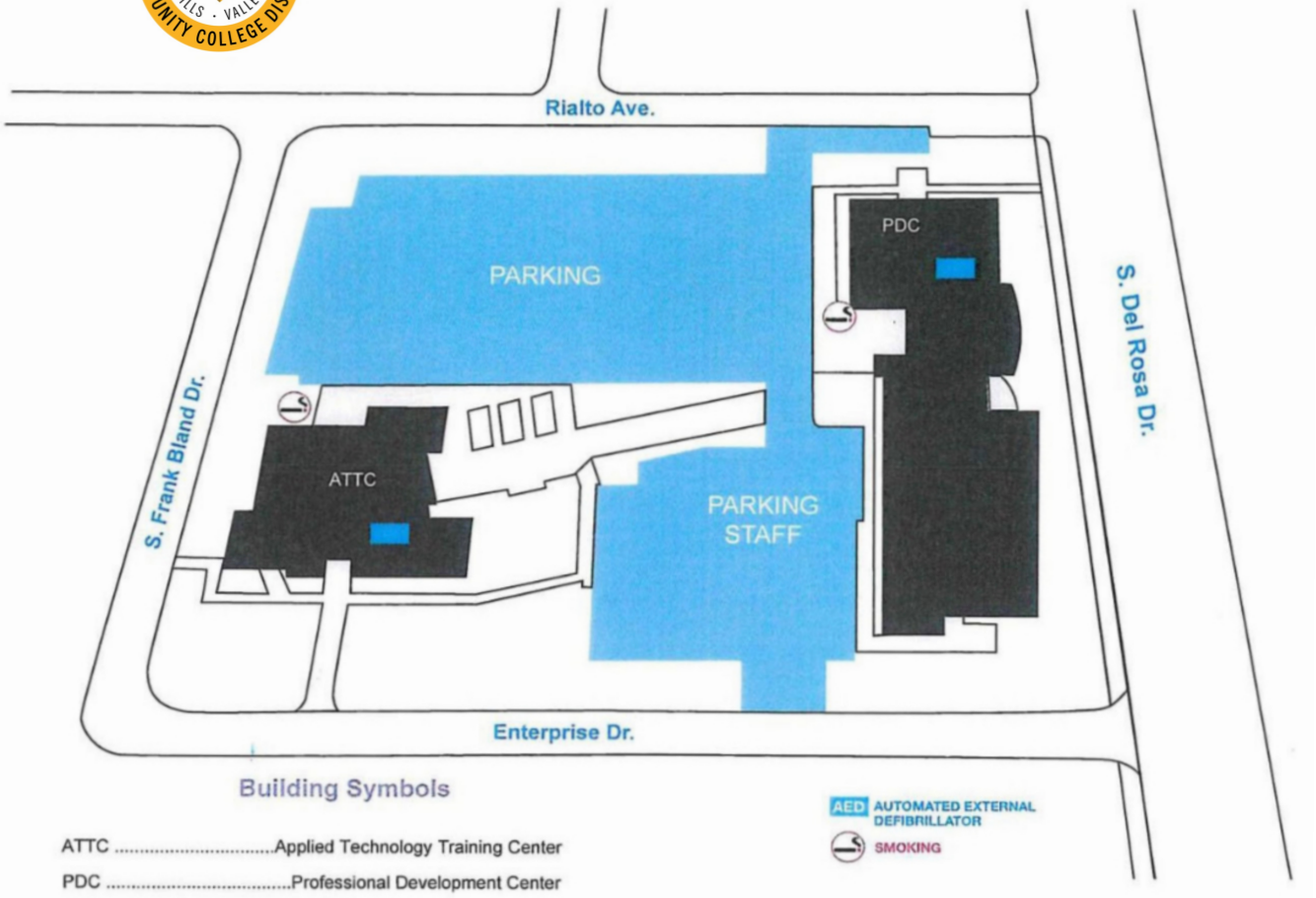
Parking in accessible stalls requires a valid California disabled placard and a valid virtual parking permit.

Emergency Dial 911 | **Campus Police (909) 389-3275**

1. Maintenance & Operations (M&O)
2. Child Development Center (CDC)
3. Barbara L. Smith Event Center (EC)
4. Clock Tower Building (CTB)
5. West Complex (WEST)
6. Crafton Center (CCR)
   Admissions & Registration, Student Services, Food Pantry, Café & Campus Store
7. Student Support Building (SSB)
   Health & Wellness, Multi-Cultural Center
8. Learning Resource Center (LRC)
   Library, Tutoring Center, Art Gallery
9. Oosan Instructional Building (IB) [Opening Fall 2027]
10. Central Complex 1 (CNTL)
11. Central Complex 2 (CNTL)
12. Canyon Hall (CYN)
13. Visual Arts (ARTS)
14. East Complex 1 (EAST1)
15. East Complex 2 (EAST2)
16. Public Safety & Allied Health (PSAH)
17. Finkelstein Performing Arts Center (PAC)
18. North Complex (NRTH)
19. Kinesiology, Health Education & Aquatics (KHA)
20. Public Safety Training Center (PSTC)
21. Tennis Courts (TC-CRTS)

DISTRICT SUPPORT OPERATIONS

114 South Del Rosa Dr. • San Bernardino, CA 92408



Building Symbols

ATTC .....Applied Technology Training Center

PDC .....Professional Development Center

AED AUTOMATED EXTERNAL DEFIBRILLATOR

SMOKING

San Bernardino Valley College

701 South Mount Vernon Avenue
San Bernardino, CA 92410
valleycollege.edu | (909) 384-4400



Student Parking Lot Entrance | Bike Racks | Baby Changing Station | Lactation Room

AD/SS	Administration & Student Services (Note: AD rooms are located in AD/SS)	**LCCC**	Lois Carson Campus Center
ART	Art Center	**LIB**	Library
AT	Applied Technology	**MC**	Media & Communications
AUD	Auditorium	**MAINT**	Maintenance
B	Business	**MCHS**	Middle College High School
BOOK	Bookstore	**NH**	North Hall
CDC	Child Development Center	**PL**	George F. Beattie Planetarium
GT	Greek Theatre	**PS**	Physical Sciences
GYM	Kinesiology & Athletics Complex	**SHS**	Student Health Services
HLS	Health & Life Sciences	**T**	Technical Building
		V	The Village

Stay safe with SafeSBCCD!

San Bernardino Community College District provides a range of communication tools and resources to ensure the safety of our community members.



Download the SafeSBCCD App

SafeSBCCD is the official safety app of San Bernardino Community College District. This app integrates safety and security systems that will give instant access to campus safety resources.

SafeSBCCD Features

- *Emergency Contacts* for local emergency services
- *Friend Walk* allows a friend to track travels
- *Tip Reporting* to report any safety concerns
- *Campus Maps* that include evacuation and transit routes to help navigate sites
- Information on how to access *Support Resources*
- Access disaster and emergency response procedures

Download on the App Store

GET IT ON Google Play

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor and
Kristina Hannon, Vice Chancellor, Human Resources, Payroll & Police Services, and Health & Safety Administration and
Nohemy Ornelas, Vice Chancellor of Educational and Student Support Services

PREPARED BY: Jose F. Torres, Executive Vice Chancellor

DATE: November 12, 2026

SUBJECT: 2026-27 Policies & Procedures Review List

RECOMMENDATION

This item is for information only. No action is necessary.

OVERVIEW

In line with AP 2410 Board Policies and Administrative Procedures, SBCCD's Policies and Procedures Advisory Committee to the Chancellor's Council (PPAC) is charged with updating, creating, developing, and systematically reviewing Board Policies and Administrative Procedures. This task is accomplished through a cyclical schedule which begins each academic year.

ANALYSIS

The PPAC had its initial 2026-27 meeting on August 27, 2026. At that meeting a Review List was approved that addresses approximately 74 policies and procedures and is comprised mostly of items affected by Legal Updates. The Review List will be monitored and updated throughout the year and available for review on the PPAC webpage at www.sbccd.edu/ppac.

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.

POLICIES & PROCEDURES 2026-27 ANNUAL REVIEW LIST

Title	10+1?	Reason	Review Level
AP 2325 Teleconferenced Meetings	Non 10+1	*> Legal Update 48*	
AP 2340 Agendas	Non 10+1	*> Legal Update 48*	
BP 2365 Recording	Non 10+1	*> Legal Update 48*	
BP 2510 Participation In Local Decision-Making	10+1	*> Recommendation from Chapter Lead BOT* *> Legal Update 44*	
AP 2510 Participation In Local Decision-Making	10+1	*> Recommendation from Chapter Lead BOT* *> Legal Update 44*	
BP 2710 Conflict of Interest	Non 10+1	*> Legal Update 48*	
AP 2710 Conflict of Interest	Non 10+1	*> Legal Update 48*	
AP 3415 Immigration Enforcement Activities	Non 10+1	*> Legal Update 46*	
BP 3420 Equal Employment Opportunity	Non 10+1	*> Legal Update 46*	
AP 3420 Equal Employment Opportunity	Non 10+1	*> Legal Update 46*	
BP 3250 Institutional Planning	Non 10+1	*> Legal Update 48*	
BP 3410 Non-Discrimination	Non 10+1	*> Recommendation from Chapter Lead VC Hannon*	
AP 3410 Non-Discrimination	Non 10+1	*> Recommendation from Chapter Lead VC Hannon*	
BP 3430 Prohibition of Harassment	Non 10+1	*> Legal Update 46*	
AP 3430 Prohibition of Harassment	Non 10+1	*> Legal Update 46* *> Legal Update 44 Summer*	
BP 3433 Prohibition of Sexual Harassment under Title IX	Non 10+1	*> Legal Update 46* *> Legal Update 44 Summer*	
AP 3433 Prohibition of Sexual Harassment under Title IX	Non 10+1	*> Legal Update 46* *> Legal Update 44 Summer*	
AP 3434 Responding to Harassment Based on Sex under Title IX	Non 10+1	*>Legal Update 46* *> Legal Update 44 Summer* *> Legal Update 43* *> Legal Update 42* *> Legal Update 41*	
AP 3435 Discrimination and Harassment Resolution Procedures	Non 10+1	*> Legal Update 46* *> Legal Update 44 Summer* *> Legal Update 44* *> Legal Update 43* *> Legal Update 42*	
BP 3501 Campus Security and Access	Non 10+1	*> Legal Update 44*	
AP 3501 Campus Security and Access	Non 10+1	*> Legal Update 46* *> Legal Update 44*	
AP 3516 Registered Sex Offender Information	Non 10+1	*> Legal Update 46*	
BP 3540 Sexual and Other Assaults on Campus	Non 10+1	*> Legal Update 42*	

POLICIES & PROCEDURES 2026-27 ANNUAL REVIEW LIST

Title	10+1?	Reason	Review Level
AP 3540 Sexual and Other Assaults on Campus	Non 10+1	*> Legal Update 46* *> Legal Update 44 Summer* *> Legal Update 42*	
AP 4010 Academic Calendar	10+1	*> Legal Update 48*	
AP 4100 Graduation Requirements for Degrees and Certificates	Non 10+1	*> Legal Update 48*	
BP 4240 Academic Renewal	10+1	*> Recommendation from Chapter Lead VC Ornelas*	
AP 4240 Academic Renewal	10+1	*> Recommendation from Chapter Lead VC Ornelas*	
AP 4255 Dismissal and Readmission	10+1	*> Recommendation from Chapter Lead VC Ornelas* *> Legal Update 42*	
BP 4260 Prerequisites & Corequisites	10+1	*> Recommendation from Chapter Lead VC Ornelas*	
AP 4260 Prerequisites & Corequisites	10+1	*> Recommendation from Chapter Lead VC Ornelas*	
BP 5030 Fees	10+1	*> Recommendation from Chapter Lead EVC Torres*	
AP 5030 Fees	10+1	*> Recommendation from Chapter Lead EVC Torres*	
AP 5050 Student Success and Support Program	10+1	*> Legal Update 48*	
BP 5400 Associated Students Organization	10+1	*> Legal Update 48*	
AP 5400 Associated Students Organization	10+1	*> Legal Update 48*	
AP 5520 Student Discipline Procedures	10+1	*> Legal Update 46* *> Legal Update 44* *> Legal Update 40* *> Legal Update 38*	
BP 6250 Budget Management	Non 10+1	*> Legal Update 46*	
AP 6250 Budget Management	Non 10+1	*> Legal Update 46*	
AP 6345 Bids and Contracts – UPCCAA	Non 10+1	*> Legal Update 46*	
AP 6355 Job Order Contracts	Non 10+1	*> Legal Update 44* *> Legal Update 40*	
***AP 6360 Contracts – Electronic Systems and Materials**	Non 10+1	*> Legal Update 46*	
BP 6450 Wireless or Cellular Telephone Use	Non 10+1	*> Legal Update 46*	
AP 6450 Wireless or Cellular Telephone Use	Non 10+1	*> Legal Update 46*	
AP 6600 Capital Construction	Non 10+1	*> Legal Update 48*	
BP 6610 Local, Minority, Women, and Veteran Owned Enterprise Program	10+1	*> Recommendation from Chapter Lead EVC Torres*	
BP 6620 Naming of Buildings and Other Properties	Non 10+1	*> Recommendation from Chapter Lead*	
AP 6620 Naming of Buildings and Other Properties	Non 10+1	*> Legal Update 46* *> Recommendation from Chapter Lead*	
BP 6700 Civic Center and Other Facilities Use	Non 10+1	*> Legal Update 46* *> Legal Update 44*	

POLICIES & PROCEDURES 2026-27 ANNUAL REVIEW LIST

Title	10+1?	Reason	Review Level
AP 6700 Civic Center and Other Facilities Use	Non 10+1	*> Legal Update 46* *> Legal Update 43*	
BP 6750 Parking	Non 10+1	*> Legal Update 46*	
AP 6750 Parking	Non 10+1	*> Legal Update 46*	
BP 6800 Occupational Safety	Non 10+1	*> Legal Update 46*	
AP 6800 Occupational Safety	Non 10+1	*> Legal Update 46*	
AP 6910 Housing	Non 10+1	*> Legal Update 48*	
AP 7110 Delegation of Authority, Human Resources	Non 10+1	*> Legal Update 44*	
AP 7126 Applicant Background Checks	Non 10+1	*> Legal Update 46*	
BP 7150 Evaluation	Non 10+1	*> Recommendation from Chapter Lead VC Hannon*	
AP 7150 Evaluation	Non 10+1	*> Recommendation from Chapter Lead VC Hannon*	
BP 7160 Professional Development	10+1	*> Legal Update 44*	
AP 7160 Professional Development	10+1	*> Legal Update 44*	
BP 7210 Academic Employees	10+1	*> Legal Update 46*	
AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies	10+1	*> Legal Update 44*	
BP 7250 Educational Administrators	Non 10+1	*> Legal Update 46* *> Legal Update 42* *> Legal Update 38* *> Other Chapter Lead review*	
AP 7250 Educational Administrators	Non 10+1	*> Legal Update 46*	
BP 7260 Classified Supervisors, Managers and Administrators	Non 10+1	*> Legal Update 46* *> Legal Update 42*	
AP 7260 Classified Supervisors, Managers and Administrators	Non 10+1	*> Legal Update 46*	
***AP 7347 Paid Family Leave**		*> Legal Update 46*	
AP 7348 Accommodations	Non 10+1	*> Legal Update 46*	
BP 7360 Discipline & Dismissal - Academic Employees	Non 10+1	*> Legal Update 42 Addendum*	
AP 7360 Discipline and Dismissal - Academic Employees	Non 10+1	*> Legal Update 42 Addendum* *> Legal Update 42* *> Legal Update 40* *> Legal Update 38*	
AP 7365 Discipline and Dismissal - Classified Employees	Non 10+1	*> Legal Update 42*	

COMMUNITY COLLEGE LEAGUE OF CALIFORNIA

25 YEARS POLICY & PROCEDURE SUBSCRIPTION SERVICE

Policy & Procedure Subscription Service

Community College League of California
Liebert Cassidy Whitmore

Legal Update #48

April 2026

OVERVIEW

This is the 48th update to the League's Policy & Procedure Subscription Service, offered in partnership with the law firm of Liebert Cassidy Whitmore. This update reflects new statutes and regulations, legal opinions, and questions from subscribers that have occurred since Legal Update #47 (disseminated to member districts in October 2025).

Revisions to the Board Policy Templates

BP 2365 Recording – The Service updated this policy to align with revisions to the Government Code.

BP 2710 Conflict of Interest – The Service updated this policy to align with revisions to the Government Code.

BP 3250 Institutional Planning – The Service updated this policy to remove a legal citation and Student Success and Support Program Plan from the list of required plans. The Service added a usage note to explain this revision.

BP 3800 Personal Data Protection – The Service updated this policy to add a legal reference, requirements pursuant to the Gramm–Leach–Bliley Act Safeguards Rule, and a usage note to explain its applicability.

BP 5400 Associated Students Organization – The Service updated this policy to align with revisions to the Government Code.

Disclaimer: *This document is provided as a benefit to Community College League of California's Policy & Procedure Service subscribers and cannot be shared outside of their entity.*

Revisions to the Administrative Procedure Templates

AP 2325 Teleconferenced Meetings – The Service updated this procedure to align with revisions to the Government Code.

AP 2340 Agendas – The Service updated this procedure to align with revisions to the Government Code.

AP 2710 Conflict of Interest – The Service updated this procedure to align with revisions to the Government Code.

AP 3415 Immigration Enforcement Activities – The Service updated this procedure to correct references to campus police or security and clarify that district personnel may not consent to entry of non-public district facilities.

AP 3800 Personal Data Protection – The Service updated this procedure to add a legal reference, requirements pursuant to the Gramm–Leach–Bliley Act Safeguards Rule, and a usage note to explain its applicability.

AP 4010 Academic Calendar – The Service updated this procedure to add Diwali as an optional holiday.

AP 4100 Graduation Requirements for Degrees and Certificates – The Service updated this procedure to align with revised Title 5 regulations on Certificates of Achievement.

AP 5050 Student Success and Support Program – The Service updated this procedure to align with revised Title 5 regulations on Student Education Plans.

AP 5400 Associated Students Organization – The Service updated this procedure to align with revisions to the Government Code.

AP 6600 Capital Construction – The Service updated this procedure to remove language related to the California Postsecondary Education Commission (as that commission no longer exists).

AP 6910 Housing – The Service updated this procedure to add a usage note about requirements for housing if a district includes units for faculty and staff.

AP 7600 College [Police or Security] – The Service updated this procedure to align with revisions to the Penal Code regarding the use of artificial intelligence and the Government and Penal Codes regarding the use of facial coverings.

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COMMUNITY COLLEGE LEAGUE OF CALIFORNIA

POLICY & PROCEDURE SERVICE

Policy & Procedure Subscription Service

Community College League of California
Liebert Cassidy Whitmore

Legal Update #46

April 2025

OVERVIEW

This is the 46th update to the League's Policy & Procedure Subscription Service, offered in partnership with the law firm of Liebert Cassidy Whitmore. This update reflects new statutes and regulations, legal opinions, and questions from subscribers that have occurred since Legal Update #45 (disseminated to member districts in October 2024).

Revisions to the Board Policy Templates

BP 2305 Annual Organizational Meeting – The Service updated this policy to clarify scheduling requirements for the annual organizational meeting.

BP 2315 Closed Sessions – The Service updated this policy to reflect changes in the Brown Act to allow the governing board to hold closed sessions on matters posing a threat to cybersecurity.

BP 2340 Agendas – The Service updated this policy to clarify the usage note regarding establishing a timeframe for a member of the public to resubmit an agenda item.

BP 3433 Prohibition of Sexual Harassment under Title IX – The Service updated this policy and its title pursuant to a ruling invalidating the 2024 Title IX regulations in the U.S. District Court for the Eastern District of Kentucky litigation.

BP 3550 Drug-Free Environment and Drug Prevention Program – The Service updated this policy to include the requirement for district health centers to stock drug testing devices pursuant to changes in the Education Code. The Service also updated this policy to include additional requirements for opioid overdose reversal medications and fentanyl test strips pursuant to changes in the Education Code.

BP 5130 Financial Aid – The Service updated this policy to update restrictions on scholarship displacement pursuant to changes in the Education Code that become effective on July 1, 2025.

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BP 5500 Standards of Student Conduct – The Service updated this policy to add a prohibition on hazing pursuant to changes in the Education Code. The Service also updated a reference to BP 3433 Prohibition of Sexual Harassment under Title IX pursuant to a ruling invalidating the 2024 Title IX regulations in the U.S. District Court for the Eastern District of Kentucky litigation and included references to AP 3433 Prohibition of Sexual Harassment under Title IX and AP 3434 Responding to Sexual Harassment under Title IX.

BP 6250 Budget Management – The Service updated this policy to add a percentage amount of unrestricted reserves recommended by the Government Finance Officers Association and the California Community Colleges Chancellor's Office.

BP 7210 Academic Employees – The Service updated this policy to add provisions about providing official letters of recommendation to a district employee pursuant to changes in the Education Code.

BP 7230 Classified Employees – The Service updated this policy to add provisions about providing official letters of recommendation to a district employee pursuant to changes in the Education Code. The Service also updated this policy to exclude part-time students employed part-time as student-tutors by their district from the classified service pursuant to changes in the Education Code.

BP 7250 Educational Administrators – The Service updated this policy to add provisions about providing official letters of recommendation to a district employee pursuant to changes in the Education Code. The Service also updated this policy to add provisions about retreat rights pursuant to changes in the Education Code.

BP 7260 Classified Supervisors and Managers – The Service updated this policy to add provisions about providing official letters of recommendation to a district employee pursuant to changes in the Education Code.

BP 7600 College [*Police or Security*] – The Service updated this policy to revise the usage note.

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COMMUNITY COLLEGE LEAGUE OF CALIFORNIA

POLICY & PROCEDURE SERVICE

Revisions to the Administrative Procedure Templates

AP 2320 Special and Emergency Meetings – The Service updated this procedure to allow the governing board to provide notice of emergency meetings by email pursuant to changes in the Government Code.

AP 3415 Immigration Enforcement Activities – The Service updated this procedure to clarify the responsibility of the Office of the Chancellor or President regarding verifying requests for access to non-public spaces.

AP 3420 Equal Employment Opportunity – The Service updated this procedure to add a usage note about the restriction on including a statement in a job advertisement, posting, application, or other material that an applicant must have a driver's license pursuant to changes in the Government Code.

AP 3430 Prohibition of Harassment – The Service updated this procedure to update references to BP 3433 Prohibition of Sexual Harassment under Title IX, AP 3433 Prohibition of Sexual Harassment under Title IX, and AP 3434 Responding to Sexual Harassment under Title IX pursuant to a ruling invalidating the 2024 Title IX regulations in the U.S. District Court for the Eastern District of Kentucky litigation.

AP 3433 Prohibition of Sexual Harassment under Title IX – The Service updated this procedure and its title pursuant to a ruling invalidating the 2024 Title IX regulations in the U.S. District Court for the Eastern District of Kentucky litigation. The Service also updated this procedure to update definitions of acts considered sexual assault. The revised procedure aligns with the 2020 Title IX regulations and the Education Code.

AP 3434 Responding to Sexual Harassment under Title IX – The Service updated this procedure and its title pursuant to a ruling invalidating the 2024 Title IX regulations in the U.S. District Court for the Eastern District of Kentucky litigation. The revised procedure aligns with the 2020 Title IX regulations and the Education Code. The Service also updated this procedure to clarify the right to an Advisor, limitations on Informal Resolution, notice of disciplinary action, and complaint reporting pursuant to changes in the Education Code.

Disclaimer: *This document is provided as a benefit to Community College League of California's Policy & Procedure Service subscribers and cannot be shared outside of their entity.*

AP 3435 Discrimination and Harassment Complaints and Investigations – The Service updated this procedure to revise the legal references to the Education Code. The Service updated this procedure to revise the references to BP 3433 Prohibition of Sexual Harassment under Title IX, AP 3433 Prohibition of Sexual Harassment under Title IX, and AP 3434 Responding to Sexual Harassment under Title IX pursuant to a ruling invalidating the 2024 Title IX regulations in the U.S. District Court for the Eastern District of Kentucky litigation. The Service also updated this procedure to clarify who are responsible employees and confidential employees and streamline language about training requirements. The Service also updated this procedure to identify additional reporting requirements pursuant to changes in the Education Code.

AP 3501 Campus Security and Access – The Service updated this procedure to include a statement that a district operates non-public spaces that are not open to the general public and include references to other relevant policies and procedures.

AP 3516 Registered Sex Offender Information – The Service updated this procedure to clarify requirements for sex offenders to register.

AP 3540 Sexual and Other Assaults on Campus and in Campus Programs – The Service updated this procedure to revise a reference to AP 3434 Responding to Sexual Harassment under Title IX pursuant to a ruling invalidating the 2024 Title IX regulations in the U.S. District Court for the Eastern District of Kentucky litigation. The Service also updated this procedure to revise the usage note.

AP 3550 Drug-Free Environment and Drug Prevention Program – The Service updated this procedure to revise the legal references to the Education Code. The Service also updated this procedure to align with changes in the Education Code. The Service also eliminated extraneous language.

AP 3775 Artificial Intelligence (AI) – The Service updated this procedure to add a legal reference to the Government Code, which now defines artificial intelligence.

AP 4022 Course Approval – The Service updated this procedure to align requirements to Title 5 Sections 55100 and 55150.

AP 5011 Admission and Concurrent Enrollment of High School and Other Young Students – The Service updated this procedure to revise the language regarding CCAP partnerships pursuant to changes in the Education Code.

AP 5013 Students in the Military – The Service updated this procedure to remove an exception regarding residence determinations for military personnel pursuant to changes in the Education Code.

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AP 5015 Residence Determination – The Service updated this procedure to remove an exception regarding residence determinations for military personnel pursuant to changes in the Education Code.

AP 5017 Responding to Inquiries of Immigration Status, Citizenship Status, and National Origin Information – The Service updated this procedure to revise the legal reference to the Title 5 regulations.

AP 5035 Withholding of Student Records – The Service updated this procedure to revise the usage note.

AP 5130 Financial Aid – The Service updated this procedure to revise the usage note. The Service also updated this procedure to update restrictions on scholarship displacement pursuant to changes in the Education Code that become effective on July 1, 2025.

AP 5203 Lactation Accommodation – The Service updated this procedure to remove a legal reference to the 2024 Title IX regulations pursuant to a ruling invalidating the 2024 Title IX regulations in the U.S. District Court for the Eastern District of Kentucky litigation. The Service also revised the usage note.

AP 5300 Student Equity – The Service updated this procedure to include an additional component of a Student Equity Plan pursuant to changes in the Education Code.

AP 5500 Standards of Student Conduct – The Service updated this procedure to add a prohibition on hazing pursuant to changes in the Education Code. The Service also updated a reference to AP 3433 Prohibition of Sexual Harassment under Title IX and AP 3434 Responding to Sexual Harassment under Title IX pursuant to a ruling invalidating the 2024 Title IX regulations in the U.S. District Court for the Eastern District of Kentucky litigation.

AP 5520 Student Discipline Procedures – The Service updated this procedure to revise a reference to AP 3434 Responding to Sexual Harassment under Title IX pursuant to a ruling invalidating the 2024 Title IX regulations in the U.S. District Court for the Eastern District of Kentucky litigation. The Service also updated this procedure to include information about a student's right to have an adviser during the student discipline process.

AP 6345 Bids and Contracts - UPCCAA – The Service updated this procedure to reflect updated monetary limits to the permissible informal and formal bidding procedures under UPCCAA and to update the definition of 'public projects.'

AP 6360 Contracts – Electronic Systems and Materials – The Service updated this procedure to remove a legal reference.

Disclaimer: *This document is provided as a benefit to Community College League of California's Policy & Procedure Service subscribers and cannot be shared outside of their entity.*

AP 6450 Wireless or Cellular Telephone Use – The Service updated this procedure to add a legal reference to a federal law.

AP 6620 Naming of Buildings – The Service updated this procedure to clarify existing language.

AP 6700 Civic Center and Other Facilities Use – The Service updated this procedure to remove an outdated reference.

AP 6750 Parking – The Service updated this procedure to revise the usage note.

AP 6800 Occupational Safety – The Service updated this procedure to include the ability of the district to obtain a workplace restraining order on behalf of a victim employee in accordance with the Labor Code.

AP 7126 Applicant Background Checks – The Service updated this procedure to add legal references to the Education Code.

AP 7250 Educational Administrators – The Service updated this procedure to add a legal reference pursuant to changes in the Education Code.

AP 7347 Paid Family Leave – The Service updated this procedure to revise the usage note.

AP 7348 Accommodations – The Service updated this procedure to revise the usage notes.

AP 7600 College [*Police or Security*] – The Service updated this procedure to revise the usage note.

NEW Administrative Procedure Template

AP 3436 Hazing – The Service created a new procedure prohibiting hazing including definitions, reporting options, investigation procedure, annual reporting requirements, and information on prevention and education to comply with significant requirements in federal law and the Education Code.

Disclaimer: *This document is provided as a benefit to Community College League of California's Policy & Procedure Service subscribers and cannot be shared outside of their entity.*

COMMUNITY COLLEGE LEAGUE OF CALIFORNIA

POLICY & PROCEDURE SERVICE

Policy & Procedure Subscription Service

Community College League of California
Liebert Cassidy Whitmore

Legal Update #44

April 2024

OVERVIEW

This is the 44th update to district members of the League's Policy & Procedure Subscription Service, offered in partnership with the law firm of Liebert Cassidy Whitmore. The update reflects new statutes and regulations, legal opinions, the 2024 ACCJC Accreditation revisions, and questions from subscribers that have occurred since legal Update 43 (disseminated to member districts in October 2023).

Revisions to the Board Policy Templates

BP 1200 District Mission – The Service updated this policy to revise the reference to the ACCJC Accreditation Standard and update the usage note pursuant to the 2024 changes in the ACCJC's Accreditation Standards.

BP 2010 Board Membership – The Service updated this policy to revise the reference to the ACCJC Accreditation Standard and Eligibility Requirement pursuant to the 2024 changes in the ACCJC Accreditation Standards.

BP 2015 Student Member(s) – The Service updated this policy to add voting privileges for student members of the governing board and clarify the student member's rights pursuant to changes in the Education Code.

BP 2200 Board Duties and Responsibilities – The Service updated this policy to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

BP 2310 Regular Meetings of the Board – The Service updated this policy to remove provisions regarding meetings during proclaimed states of emergency pursuant to changes in the Government Code. Requirements regarding teleconferenced meetings are in AP 2325 Teleconferenced Meetings and requirements regarding special or emergency meetings are in BP/AP 2320 Special and Emergency Meetings.

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BP 2315 Closed Sessions – The Service updated this policy to add a citation to the Government Code and clarify when a governing board may hold a closed session.

BP 2340 Agendas – The Service updated this policy to revise the limitation on how frequently a member of the public may resubmit an agenda item is a local decision.

BP 2355 Decorum – The Service updated this policy to add references to the Government Code and update language pursuant to changes in the Government Code.

BP 2410 Board Policies and Administrative Procedures – The Service updated this policy to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

BP 2430 Delegation of Authority to the [CEO] – The Service updated this policy to revise the reference to the ACCJC Accreditation Standard and related language pursuant to the 2024 changes in the ACCJC Accreditation Standards.

BP 2431 [CEO] Selection – The Service updated this policy to revise the reference to the ACCJC Accreditation Standard and the usage note pursuant to the 2024 changes in the ACCJC Accreditation Standards.

BP 2432 [CEO] Succession – The Service updated this policy to change a reference to an "acting president" to an "acting **[** CEO **]**."

BP 2435 Evaluation of the [CEO] – The Service updated this policy to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

BP 2510 Participation in Local Decision-Making – The Service updated this policy to revise the reference to the ACCJC Accreditation Standards pursuant to the 2024 changes in the ACCJC Accreditation Standards.

BP 2715 Code of Ethics/Standards of Practice – The Service updated this policy to revise the reference to the ACCJC Accreditation Standard and add supporting language pursuant to the 2024 changes in the ACCJC Accreditation Standards. The Service also updated this policy to change a reference to the "Superintendent/President" to "[CEO]."

BP 2740 Board Education – The Service updated this policy to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

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BP 2745 Board Self-Evaluation – The Service updated this policy to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

BP 3200 Accreditation – The Service updated this policy to revise the reference to the ACCJC Eligibility Requirement pursuant to the 2024 changes in the ACCJC Accreditation Standards.

BP 3225 Institutional Effectiveness – The Service updated this policy to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

BP 3250 Institutional Planning – The Service updated this policy to revise the reference to the ACCJC Accreditation Standards and add supporting language pursuant to the 2024 changes in the ACCJC Accreditation Standards.

BP 3410 Nondiscrimination – The Service updated this policy to remove one of the accreditation-related references pursuant to the 2024 changes in the ACCJC Accreditation Standards and add a Government Code section reference.

BP 3420 Equal Employment Opportunity – The Service updated this policy to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

BP 3501 Campus Security and Access – The Service updated this policy to revise the reference to the ACCJC Accreditation Standard and add supporting language pursuant to the 2024 changes in the ACCJC Accreditation Standards.

BP 3550 Drug-Free Environment and Drug Prevention Program – The Service updated this policy to add additional requirements related to fentanyl test strips and specify the need to identify supporting administrative procedures pursuant to changes to the Education Code.

BP 4020 Program, Curriculum, and Course Development – The Service updated this policy to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

BP 4025 Philosophy and Criteria for Associate Degree and General Education – The Service updated this policy to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

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BP 4030 Academic Freedom – The Service updated this policy to revise the references to the ACCJC Accreditation Standard and Eligibility Requirements pursuant to the 2024 changes in the ACCJC Accreditation Standards.

BP 4040 Library and Learning Support Services – The Service updated this policy to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

BP 4050 Articulation – The Service updated this policy to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

BP 4100 Graduation Requirements for Degrees and Certificates – The Service updated this policy to remove the requirement regarding publishing graduation requirements in the District's catalog pursuant to changes in the Title 5 regulations.

BP 5010 Admissions and Concurrent Enrollment – The Service updated this policy to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

BP 5030 Fees – The Service updated this policy to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards. The Service also updated this policy to remove the reference to baccalaureate degree pilot programs pursuant to changes in the Education Code.

BP 5040 Student Records, Directory Information, and Privacy – The Service updated this policy to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards. The Service also updated this policy to clarify when a district may use a student's gender or legal name as indicated in a government-issued identification document pursuant to changes in the Education Code.

BP 5050 Student Success and Support Program – The Service updated this policy to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

BP 5110 Counseling – The Service updated this policy to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

BP 5130 Financial Aid – The Service updated this policy to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

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BP 5500 Standards of Student Conduct – The Service updated this policy to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

BP 5510 Off-Campus Student Organizations – The Service updated this policy to align with the Clery Act and clarify requirements related to working with local law enforcement agencies.

BP 5700 Intercollegiate Athletics – The Service updated this policy to remove the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

BP 6200 Budget Preparation – The Service updated this policy to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

BP 6300 Fiscal Management – The Service updated this policy to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

BP 6340 Bids and Contracts – The Service updated this policy to remove the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

BP 6400 Financial Audits – The Service updated this policy to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

BP 6520 Security for District Property – The Service updated this policy to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

BP 6700 Civic Center and Other Facilities Use – The Service updated this policy to align with changes in the Education Code.

BP 7120 Recruitment and Hiring – The Service updated this policy to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards and add an Education Code section to the references.

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BP 7160 Professional Development – The Service updated this policy to revise the reference to the ACCJC Accreditation Standard and add supporting language pursuant to the 2024 changes in the ACCJC Accreditation Standards.

BP 7340 Leaves – The Service updated this policy to add a citation to the Government Code and add language providing leave for reproductive loss pursuant to changes in the Government Code.

Revisions to the Administrative Procedure Templates

AP 2110 Vacancies on the Board – The Service updated this procedure to add vacancy notice requirements pursuant to changes in the Education Code and best practice.

AP 2325 Teleconferenced Meetings – The Service updated this procedure to align with the Ralph M. Brown Act requirements pursuant to changes in the Government Code.

AP 2410 Board Policies and Administrative Procedures – The Service updated this procedure to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

AP 2430 Delegation of Authority to the [CEO] – The Service updated this procedure to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

AP 2435 Evaluation of the [CEO] – The Service updated this procedure to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

AP 2510 Participation in Local Decision-Making – The Service updated this procedure to revise the reference to the ACCJC Accreditation Standards pursuant to the 2024 changes in the ACCJC Accreditation Standards.

AP 2710 Conflict of Interest – The Service updated this procedure to provide legally advised language regarding the prohibition on outside employment that is inconsistent, incompatible, or in conflict with the individual's District duties, functions, and responsibilities.

AP 2712 Conflict of Interest Code – The Service updated this procedure to add a citation to the Government Code.

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AP 3050 Institutional Code of Ethics – The Service updated this procedure to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

AP 3200 Accreditation – The Service updated this procedure to remove the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

AP 3225 Institutional Effectiveness – The Service updated this procedure to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

AP 3250 Institutional Planning – The Service updated this procedure to revise the reference to the ACCJC Accreditation Standards pursuant to the 2024 changes in the ACCJC Accreditation Standards.

AP 3300 Public Records – The Service updated this procedure to revise the citations to the California Public Records Act pursuant to changes in the Government Code.

AP 3410 Nondiscrimination – The Service updated this procedure to remove the reference to the ACCJC Accreditation Standard Catalog Requirements pursuant to the 2024 changes in the ACCJC Accreditation Standards.

AP 3420 Equal Employment Opportunity – The Service updated this procedure to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

AP 3435 Discrimination and Harassment Complaints and Investigations – The Service updated this procedure to align the deadline for complaints of discrimination, harassment, or retaliation in employment to the statute of limitations allowed under the Fair Employment and Housing Act.

AP 3501 Campus Security and Access – The Service updated this procedure to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

AP 3510 Workplace Violence – The Service updated this procedure to add citations to the Labor Code and identify requirements of a workplace violence prevention plan and file retention requirements pursuant to changes in the Labor Code.

AP 3530 Weapons on Campus – The Service updated this procedure to clarify the prohibition on weapons.

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AP 3550 Drug-Free Environment and Drug Prevention Program – The Service updated this procedure to include provisions related to fentanyl test strips pursuant to changes in the Education Code.

AP 3720 Computer and Network Use – The Service updated this procedure to revise the citations to the California Public Records Act pursuant to changes in the Government Code.

AP 4010 Academic Calendar – The Service updated this procedure to identify optional language pursuant to changes in the Education Code.

AP 4020 Program and Curriculum Development – The Service updated this procedure to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

AP 4021 Program Discontinuance – The Service updated this procedure to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

AP 4025 Philosophy and Criteria for Associate Degree and General Education – The Service updated this procedure to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

AP 4030 Academic Freedom – The Service updated this procedure to revise the reference to the ACCJC Accreditation Standard and Eligibility Requirements pursuant to the 2024 changes in the ACCJC Accreditation Standards.

AP 4040 Library and Learning Support Services – The Service updated this procedure to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

AP 4050 Articulation – The Service updated this procedure to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

AP 4100 Graduation Requirements for Degrees and Certificates – The Service updated this procedure to revise associate degree requirements to align with changes in the Title 5 regulations.

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AP 4102 Career and Technical Education Programs – The Service updated this procedure to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

AP 4105 Distance and Correspondence Education – The Service updated this procedure to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

AP 4222 Remedial Coursework – The Service updated this procedure to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards. The Service also updated this procedure to identify requirements related to placement pursuant to the 2024 changes in the Education Code.

AP 5010 Admissions – The Service updated this procedure to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

AP 5011 Admission and Concurrent Enrollment of High School and Other Young Students – The Service updated this procedure to add a legal citation and to revise language regarding College and Career Access Pathways (CCAP) pursuant to changes in the Education Code and in the Title 5 regulations.

AP 5030 Fees – The Service updated this procedure to remove the reference to the ACCJC Accreditation Standard and add a reference to an ACCJC Eligibility Requirement pursuant to the 2024 changes in the ACCJC Accreditation Standards. The Service also updated this procedure to remove the reference to baccalaureate degree pilot programs pursuant to changes in the Education Code.

AP 5040 Student Records, Directory Information, and Privacy – The Service updated this procedure to add a legal citation, clarify when a district may use a student's gender or legal name as indicated in a government-issued identification document, and clarify the records a district shall update to reflect an affirmed name and gender pursuant to changes in the Education Code. The Service also updated this procedure to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

AP 5050 Student Success and Support Program – The Service updated this procedure to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

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AP 5110 Counseling – The Service updated this procedure to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

AP 5130 Financial Aid – The Service updated this procedure to add a legal citation pursuant to changes in the Education Code. The Service also updated this procedure to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

AP 5500 Standards of Student Conduct – The Service updated this procedure to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

AP 5520 Student Discipline Procedures – The Service updated this procedure to clarify and simplify language regarding determination of discipline and student discipline hearings.

AP 5530 Student Rights and Grievances – The Service updated this procedure to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

AP 5700 Intercollegiate Athletics – The Service updated this procedure to remove the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

AP 6200 Budget Preparation – The Service updated this procedure to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

AP 6300 Fiscal Management – The Service updated this procedure to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

AP 6340 Bids and Contracts – The Service updated this procedure to remove the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

AP 6355 Job Order Contracts – The Service updated this procedure to revise the citations to the California Public Records Act pursuant to changes in the Government Code.

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AP 6400 Financial Audits – The Service updated this procedure to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

AP 6520 Security for District Property – The Service updated this procedure to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

AP 6535 Use of District Equipment – The Service updated this procedure to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

AP 6910 Housing – The Service updated this procedure to add a usage note regarding a district's ability to offer groups priority for housing.

AP 7110 Delegation of Authority, Human Resources – The Service updated this procedure to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

AP 7120 Recruitment and Hiring – The Service updated this procedure to add a legal citation and add that a district's local practice regarding recruitment and hiring of academic employees should include information on an applicant's required disclosure of sexual harassment pursuant to changes in the Education Code. The Service also updated this procedure to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

AP 7145 Personnel Files – The Service updated this procedure to clarify the records a district shall update to reflect an affirmed name and gender pursuant to changes in the Education Code.

AP 7150 Evaluation – The Service updated this procedure to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards. The Service also updated this procedure to align content to the ACCJC Accreditation Standard and add a usage note to clarify optional language.

AP 7160 Professional Development – The Service updated this procedure to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards. The Service also updated this procedure to align content to the ACCJC Accreditation Standard.

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AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies – The Service updated this procedure to revise the reference to the ACCJC Accreditation Standard pursuant to the 2024 changes in the ACCJC Accreditation Standards.

AP 7340 Leaves – The Service updated this procedure to add a legal citation regarding leave for reproductive loss pursuant to changes in the Government Code.

AP 7346 Employees Called to Military Duty – The Service updated this procedure to align with language from the Uniformed Services Employment and Re-employment Rights Act of 1994 ("USERRA"), the Education Code, and the Military and Veterans Code.

AP 7400 Employee Travel – The Service updated this procedure to revise the title to "Employee Travel."

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COMMUNITY COLLEGE LEAGUE OF CALIFORNIA

POLICY & PROCEDURE SERVICE

Policy & Procedure Subscription Service

Community College League of California
Liebert Cassidy Whitmore

Legal Update #43

October 2023

OVERVIEW

This is the 43rd update to district members of the League's Policy & Procedure Subscription Service, offered in partnership with the law firm of Liebert Cassidy Whitmore. The update reflects new statutes and regulations, legal opinions, and questions from subscribers that have occurred since legal Update 42 (disseminated to member districts in April 2023 and the Special Addendum to Update 42 issued in May 2023).

Revisions to the Board Policy Templates

BP 2735 Board Member Travel – The Service updated this policy to remove the out-of-state travel ban pursuant to changes in the Government Code.

BP 3250 Institutional Planning – The Service updated this policy to align with changes in the Title 5 regulations.

BP 3550 Drug-Free Environment and Drug Prevention Program – The Service updated this policy to clarify that only districts with a campus health center are required to include certain language about distributing opioid overdose reversal medication.

BP 4300 Field Trips and Excursions – The Service updated this policy to remove the out-of-state travel ban pursuant to changes in the Government Code.

BP 5015 Residence Determination – The Service updated this policy to add a reference to the Education Code.

BP 7400 Travel – The Service updated this policy to remove the out-of-state travel ban pursuant to changes in the Government Code.

BP 7600 College [*Police or Security*] – The Service updated this policy to clarify that Chief(s) of Police need not report to the CEO.

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COMMUNITY COLLEGE LEAGUE OF CALIFORNIA

POLICY & PROCEDURE SERVICE

Revisions to the Administrative Procedure Templates

AP 2712 Conflict of Interest Code – The Service updated this procedure to adjust the disclosure categories for two designated positions.

AP 2735 Board Member Travel – The Service updated this procedure to remove the out-of-state travel ban pursuant to changes in the Government Code.

AP 3434 Responding to Harassment Based on Sex under Title IX – The Service updated this procedure to clarify that written confidentiality agreements with Parties and Advisors are good practice but not required under federal Title IX law and regulations.

AP 3435 Discrimination and Harassment Complaints and Investigations – The Service updated this procedure to provide optional language regarding a governing board's review of an appeal of the district's administrative determination under Title 5 regulations.

AP 3550 Drug-Free Environment and Drug Prevention Program – The Service updated this procedure to clarify that only districts with a campus health center are required to include certain language about distributing opioid overdose reversal medication.

AP 4020 Program and Curriculum Development – The Service updated this procedure to clarify that Title 5 regulations require districts to develop and offer programs and curricula in ethnic studies, but districts have the option to develop and offer programs and curricula that infuse a global perspective into the curricular offerings and programs and curricula that include instruction on the perspectives of persons with low socioeconomic status in the topic.

AP 4103 Work Experience Education – The Service updated this procedure to revise the title and content to align with changes in the Title 5 regulations.

AP 4105 Distance and Correspondence Education – The Service updated this procedure to add a legal citation and align with revised Title 5 regulations.

AP 4227 Repeatable Courses – The Service updated this procedure to align with revised Title 5 regulations.

AP 4300 Field Trips and Excursions – The Service updated this procedure to remove the out-of-state travel ban pursuant to changes in the Government Code.

AP 5040 Student Records, Directory Information, and Privacy – The Service updated this procedure to provide a timeline for the district to respond to a request for student records pursuant to the Education Code.

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AP 5055 Enrollment Priorities – The Service updated this procedure to align with revised Title 5 regulations.

AP 6200 Budget Preparation – The Service updated this procedure to align with Title 5 regulations.

AP 6700 Civic Center and Other Facilities Use – The Service updated this procedure to align with the Education Code.

AP 7400 Travel – The Service updated this procedure to remove the out-of-state travel ban pursuant to changes in the Government Code.

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COMMUNITY COLLEGE LEAGUE OF CALIFORNIA

POLICY & PROCEDURE SERVICE

Community College League of California
Liebert Cassidy Whitmore

Legal Update #42

April 2023

OVERVIEW

This is the 42nd update to district members of the League's Policy & Procedure Subscription Service, offered in partnership with the law firm of Liebert Cassidy Whitmore. This update reflects new statutes and regulations, legal opinions, and questions from subscribers that have occurred since legal Update 41 (disseminated to member districts in October 2022).

Revisions to the Board Policy Templates

BP 2330 Quorum and Voting – The Service updated this policy to clarify voting requirements related to the sale or lease of surplus real property.

BP 2340 Agendas – The Service updated this policy to reflect recent reorganization and renumbering of the California Public Records Act.

BP 2365 Recording – The Service updated this policy to add a citation to and to reflect recent reorganization and renumbering of the California Public Records Act.

BP 3300 Public Records – The Service updated this policy to reflect recent reorganization and renumbering of the California Public Records Act.

BP 3410 Nondiscrimination – The Service updated this policy to add antidiscrimination provisions related to a person's use of cannabis off the job and away from the workplace pursuant to changes in the Government Code.

BP 3420 Equal Employment Opportunity – The Service updated this policy to align with updated Title 5 regulations.

BP 3540 Sexual and Other Assaults on Campus and in Campus Programs – The Service updated this policy to apply to victims of domestic violence and to any location, expanding the application beyond a district's grounds pursuant to changes in the Education Code. The Service updated the title to align to current law.

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BP 3550 Drug Free Environment and Drug Prevention Program – The Service updated this policy to add requirements related to providing information on opioid overdose reversal medication in campus orientations and the ability of campus health centers to distribute opioid overdose reversal medication pursuant to changes in the Education Code.

BP 5015 Residence Determination – The Service updated this policy to allow specified athletes to be entitled to classification as residents tuition and fee purposes pursuant to changes in the Education Code.

BP 5020 Nonresident Tuition – The Service updated this policy to provide an exemption to a nonresident student who enrolls in a credit English as a Second Language course if they meet certain requirements pursuant to changes in the Education Code.

BP 5035 Withholding of Student Records – The Service updated this policy to include an additional citation to the Education Code and clarify when a district may withhold registration privileges or transcripts.

BP 5040 Student Records, Directory Information, and Privacy – The Service updated this policy to state that a district will develop and implement a process for students, staff, and faculty to declare an affirmed name, gender, or both pursuant to changes in the Education Code.

BP 5130 Financial Aid – The Service updated this policy to implement the California Ban on Scholarship Displacement Act of 2021 pursuant to changes in the Education Code.

BP 5410 Associated Students Elections – The Service updated this policy to allow a disabled student or student enrolled in a district's adult education program to serve on student government pursuant to changes in the Education Code.

BP 5500 Standards of Student Conduct – The Service updated this policy to add legal citations.

BP 6250 Budget Management – The Service updated this policy to align to a recommendation regarding unrestricted budget reserves.

BP 6800 Occupational Safety – The Service updated this policy to clarify legal citations.

BP 6910 Housing – The Service updated this policy to identify how a district may prioritize and restrict occupancy in affordable housing, to include language regarding prioritizing affordable housing for students, and to include language regarding data collection pursuant to changes in the Education Code and Health and Safety Code.

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BP 7120 Recruitment and Hiring – The Service updated this policy to align with updated Title 5 regulations.

BP 7210 Academic Employees – The Service updated this policy to align with updated Title 5 regulations.

BP 7230 Classified Employees – The Service updated this policy to align with updated Title 5 regulations.

BP 7240 Confidential Employees – The Service updated this policy to align with updated Title 5 regulations.

BP 7250 Educational Administrators – The Service updated this policy to align with updated Title 5 regulations.

BP 7260 Classified Supervisors and Managers – The Service updated this policy to align with updated Title 5 regulations.

BP 7340 Leaves – The Service updated this policy to add legal citations.

BP 7600 College [*Police or Security*] – The Service updated this policy to align with updated Title 5 regulations and to move some detail to the accompanying procedure.

Revisions to the Administrative Procedure Templates

AP 2325 Teleconferenced Meetings – The Service created this ***new*** procedure to allow for easier reference to the Ralph M. Brown Act's requirements for public meetings by teleconference.

AP 2712 Conflict of Interest Code – The Service updated this procedure to update the gift limit and to revise the disclosure categories.

AP 3410 Nondiscrimination – The Service updated this procedure to add antidiscrimination provisions related to a person's use of cannabis off the job and away from the workplace pursuant to changes in the Government Code.

AP 3420 Equal Employment Opportunity – The Service updated this procedure to align with updated Title 5 regulations.

AP 3433 Prohibition of Harassment Based on Sex Under Title IX – The Service updated this procedure to remove a historically offensive term found in federal law.

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AP 3434 Responding to Harassment Based on Sex Under Title IX – The Service updated this procedure to include required information on sexual assault and domestic violence counselors pursuant to changes in the Education Code.

AP 3435 Discrimination and Harassment Complaints and Investigations – The Service updated this procedure to reflect the new name of the California Civil Rights Department and to align with updated Title 5 regulations.

AP 3540 Sexual and Other Assaults on Campus and in Campus Programs – The Service updated this procedure to set out options for victims including information about sexual assault and domestic violence counselors pursuant to changes in the Education Code. The Service updated the title of this procedure to align to current law.

AP 3550 Drug Free Environment and Drug Prevention Program – The Service updated this procedure to add requirements related to providing information on opioid overdose reversal medication in campus orientations and the ability of campus health centers to distribute opioid overdose reversal medication pursuant to changes in the Education Code.

AP 3725 Information and Communications Technology Accessibility & Acceptable Use – The Service updated this procedure to align with updated Title 5 regulations.

AP 4020 Program and Curriculum Development – The Service updated this procedure to align with updated Title 5 regulations.

AP 4100 Graduation Requirements for Degrees and Certificates – The Service updated this procedure to align with updated Title 5 regulations.

AP 4105 Distance and Correspondence Education – The Service updated this procedure to align with updated Title 5 regulations.

AP 4222 Remedial Coursework – The Service updated this procedure to incorporate new requirements related to placing students in transfer-level English and mathematics within the first year of matriculation pursuant to changes in the Education Code.

AP 4225 Course Repetition – The Service updated this procedure to update the definition of substandard grades and the circumstances under which a student can repeat courses pursuant to changes in Title 5 regulations.

AP 4230 Grading and Academic Record Symbols – The Service updated this procedure to align with updated Title 5 regulations.

AP 4232 Pass/No Pass – The Service updated this procedure to align with updated Title 5 regulations.

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AP 4250 Probation – The Service updated this procedure to align with updated Title 5 regulations.

AP 4255 Dismissal and Readmission – The Service updated this procedure to align with updated Title 5 regulations.

AP 5011 Admission and Concurrent Enrollment of High School and Other Young Students – The Service updated this procedure to remove requirement that courses be certified for remedial purposes and require they be certified for pre-transfer level courses pursuant to changes in the Education Code.

AP 5015 Residence Determination – The Service updated this procedure to allow specified athletes to be entitled to classification as residents for tuition and fee purposes pursuant to changes in the Education Code.

AP 5020 Nonresident Tuition – The Service updated this procedure to provide an exemption to a nonresident student who enrolls in a credit English as a Second Language course if they met certain requirements pursuant to changes in the Education Code.

AP 5030 Fees – The Service updated this procedure to provide an exemption to a nonresident student who enrolls in a credit English as a Second Language course if they met certain requirements pursuant to changes in the Education Code.

AP 5040 Student Records, Directory Information, and Privacy – The Service updated this procedure to provide a process for students to declare an affirmed name, gender, or both pursuant to changes in the Education Code.

AP 5055 Enrollment Priorities – The Service updated this procedure to include an additional category of students eligible for priority for enrollment pursuant to changes in the Education Code.

AP 5075 Course Adds and Drops – The Service updated this procedure to align with updated Title 5 regulations.

AP 5130 Financial Aid – The Service updated this procedure to implement the California Ban on Scholarship Displacement Act of 2021 pursuant to changes in the Education Code.

AP 5300 Student Equity – The Service updated this procedure to correct a reference to foundational skills.

AP 6400 Financial Audits – The Service updated this procedure to align with updated Title 5 regulations.

Disclaimer: *This document is provided as a benefit to Community College League of California's Policy & Procedure Service subscribers and cannot be shared outside of their district.*

AP 6910 Housing – The Service updated this procedure to identify how a district may prioritize and restrict occupancy in affordable housing and to include language regarding data collection pursuant to changes in the Education Code and Health and Safety Code.

AP 7145 Personnel Files – The Service updated this procedure to provide a process for staff and faculty to declare an affirmed name, gender, or both pursuant to changes in the Education Code.

AP 7235 Probationary Period: Classified Employees – The Service updated this procedure to implement requirements in non-merit system districts regarding employees who do not successfully complete their probationary period pursuant to changes in the Education Code.

AP 7365 Discipline and Dismissal – Classified Employees – The Service updated this procedure to implement requirements related to employee status during discipline proceedings pursuant to changes in the Education Code.

AP 7600 College [*Police or Security*] – The Service updated this procedure to align with updated Title 5 regulations and to move some detail from the board policy to this procedure.

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COMMUNITY COLLEGE LEAGUE OF CALIFORNIA

POLICY & PROCEDURE SERVICE

Policy & Procedure Subscription Service

Community College League of California
Liebert Cassidy Whitmore

Legal Update #41

October 2022

OVERVIEW

This is the 41st update to district members of the League's Policy & Procedure Subscriber Service, offered in partnership with the law firm of Liebert Cassidy Whitmore. The update reflects new statutes and regulations, legal opinions, and questions from subscribers that have occurred since legal Update 40 (disseminated to member districts in April 2022).

Revisions to the Board Policy Templates

BP 3410 Nondiscrimination – The Service updated this policy to include "ethnicity" as a protected class consistent with the legal references cited in the policy.

BP 6910 Housing – The Service updated this policy to delete a legal reference to Education Code Sections 94110 et seq., to add a reference to Education Code Section 76010, and to remove provisions required by that section.

Revisions to the Administrative Procedure Templates

AP 3434 Responding to Harassment Based on Sex under Title IX – The Service updated this procedure to remove a historically offensive term, to align to FBI crime definitions, and to clarify that the contents of a written investigative report should not include findings or determinations of law or fact, consistent with the 2020 regulations.

AP 6910 Housing – The Service updated this procedure to delete a legal reference to Education Code Sections 94110 et seq., to add a reference to Education Code Section 76010, to remove provisions required by that section, and to update the template to align to current law.

AP 6950 Drug and Alcohol Testing – The Service updated this procedure to correct a typographical error.

Disclaimer: *This document is provided as a benefit to Community College League of California's Policy & Procedure Service subscribers and cannot be shared outside of their entity.*

AP 7216 Academic Employees: Grievance Procedures for Contract Decisions – The Service updated this procedure to clarify how a district processes grievance procedures and the requirement for the faculty union, if any, to consult with the Academic Senate regarding the faculty grievance procedure.

Additional Notes

Several districts recently inquired about the necessity to create a separate policy on reserves. The Service confirmed that BP 6250 Budget Management currently addresses the relevant Title 5 regulation requirements and meets the Government Finance Officers Association (GFOA) best practices.

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COMMUNITY COLLEGE LEAGUE OF CALIFORNIA

POLICY & PROCEDURE SERVICE

Policy & Procedure Subscriber Service

Community College League of California
Liebert Cassidy Whitmore

Legal Update #40

April 2022

OVERVIEW

This is the 40th update to district members of the League's Policy & Procedure Subscriber Service, offered in partnership with the law firm of Liebert Cassidy Whitmore. The update reflects new statutes and regulations, legal opinions, and questions from subscribers that have occurred since legal Update 39 (disseminated to member districts in October 2021).

As part of the ongoing updates, the Service biannually updates the templates for diversity, equity, and inclusion-related issues. That process is continuing, and the League is redoubling that effort and commits to integrating diversity, equity, inclusion, and accessibility issues into these reviews of the policy/procedure templates.

Revisions to the Board Policy Templates

BP 2310 Regular Meetings of the Board – The service updated this policy to align to the recent changes in the Brown Act regarding teleconferenced meetings.

BP 2340 Agendas – The Service updated this policy to reflect amended Brown Act provisions on public requests for agenda materials.

BP 2410 Board Policies and Administrative Procedures – The Service updated this policy to clarify that in unusual circumstances the governing board may adopt changes at the same meeting at which they are introduced.

BP 3430 Prohibition of Harassment – The Service updated this policy to add reference to Education Code Section 66262.5 and optional language regarding the prevalence of sexual harassment and sexual violence.

BP 3433 Prohibition of Sexual Harassment under Title IX – The Service updated this policy to add optional language regarding the prevalence of sexual harassment and sexual violence.

BP 5040 Student Records, Directory Information, and Privacy – The Service updated this policy to add legal citations and language concerning a student's ability to request name and gender changes in the student's records.

Disclaimer: *This document is provided as a benefit to Community College League of California's Policy & Procedure Service subscribers and cannot be shared outside of their entity.*

BP 6540 Insurance – The Service updated this policy to delete a reference to workers' compensation insurance and reflect Education Code Section 72506.

BP 7130 Compensation – The Service updated this policy to clarify that the governing board may request a pay equity compensation study for employees and administrators.

BP 7230 Classified Employees – The Service updated this policy to reflect new legislation that shortened the probationary period and new requirements for layoff and hearing rights for classified employees.

BP 7340 Leaves – The Service updated this policy to include references to Government Code Sections 12945.2 and 12945.21.

BP 7380 Retiree Health Benefits: Academic Employees – The Service updated this policy to add a usage note that the policy does not apply to districts that provide benefits under the Public Employees' Medical & Hospital Care Act.

BP 7600 College Police or Security – The Service updated this policy to add new legal requirements that law enforcement agencies establish a board policy before purchasing, raising funds for, or acquiring military equipment.

Revisions to the Administrative Procedure Templates

AP 3430 Prohibition of Harassment – The Service updated this procedure to include reference to Education Code Section 66281.8 and clarify the prompt and equitable procedure for investigating harassment complaints.

AP 3434 Responding to Harassment Based on Sex under Title IX – The Service updated this procedure to reflect recent legislation and clarify the procedures for adjudicating student complaints of sexual harassment under Title IX.

AP 3435 Discrimination & Harassment Complaints and Investigation – The Service updated this procedure to reflect recent legislation and clarify grievance procedures for adjudicating student complaints of sexual harassment.

AP 4100 Graduation Requirements for Degrees and Certificates – The Service updated this procedure to reflect new Title 5 Regulations regarding direct assessment competency-based education.

AP 5040 Student Records, Directory Information, and Privacy – The Service updated this procedure to add legal citations and language concerning a student's ability to request name and gender changes in the student's records.

Disclaimer: *This document is provided as a benefit to Community College League of California's Policy & Procedure Service subscribers and cannot be shared outside of their entity.*

AP 5420 Associated Students Finance – The Service updated this procedure to clarify that an academic employee who is the designated advisor of a student body organization must approve the expenditure of funds for that organization.

AP 5520 Student Discipline Procedures – The Service updated this procedure to reflect recent legislation that complainants or witnesses in an investigation of sexual assault, domestic violence, dating violence, or stalking will not be subject to disciplinary sanctions for violations of the student conduct policy unless the violation was egregious.

AP 6355 Job Order Contracts – The Service updated this procedure to reflect recent amendments to the Public Contract Code that extended authorization for districts to enter into job order contracts and requirements that contractors use a workforce that involves apprenticeship occupations in the building and construction trades.

AP 7130 Compensation – The Service updated this procedure to clarify that the governing board may request a pay equity compensation study for employees and administrators.

AP 7235 Probationary Period: Classified Employees – The Service updated this procedure to reflect recent legislation that shortened the probationary period for classified employees and to clarify this change is not applicable to collective bargaining agreements entered into before January 1, 2022.

AP 7237 Layoffs – The Service updated this procedure to add legal citations regarding new requirements for layoffs and hearing rights of classified employees.

AP 7347 Paid Family Leave – The Service updated this procedure to reflect recent changes to the California Family Rights Act that clarified employees may take protected leave to care for a parent-in-law.

AP 7360 Discipline and Dismissal - Academic Employees – The Service updated this procedure to reflect recent clarifications to the requirements for placement on involuntary paid administrative leave.

AP 7380 Retiree Health Benefits: Academic Employees – The Service updated this procedure to add a usage note that the procedure does not apply to districts that provide benefits under the Public Employees' Medical & Hospital Care Act.

AP 7600 College Police or Security – The Service updated this procedure to add new legal requirements that law enforcement agencies obtain approval from the governing board before purchasing, raising funds for, or acquiring military equipment.

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SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

PREPARED BY: Jose F. Torres, Executive Vice Chancellor and
Kristina Hannon, Vice Chancellor, Human Resources, Payroll & Police Services, and Health & Safety Administration and
Nohemy Ornelas, Vice Chancellor of Educational and Student Support Services

DATE: November 12, 2026

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 following policies and procedures are being forwarded to the Board today for first reading. All have undergone SBCCD's process for Board Policies & Administrative Procedures as outlined in AP 2410. As necessary, they have been reviewed by the Board Policies and Procedures Ad Hoc Committee. Any proposed changes are indicated in the attached recommendations. It is anticipated that these items will appear for second read and final approval on next month's Board agenda.

Policies & Procedures Presented for First Reading
3250 Institutional Planning
6250 Budget Management
6305 Reserves
6450 Wireless or Cellular Telephone Use
6700 Civic Center and Other Facilities Use
6750 Parking
7150 Evaluation

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

This is an information item and does not have any direct financial implications.

Level 1 – Information Only

These items are anticipated to follow review cycle:

11/5/2026 Chancellor's Council

11/12/2026 BOT Agenda for First Reading

12/11/2026 BOT Agenda for Final Reading

PPAC Review Notes | Key:

- Black: Existing Language
- Blue: CCLC Legal Update Changes
- Red: Chapter Lead Update Addition
- Green: PPAC Committee Feedback

Origination	05/2004
Last Approved	08/2025
Effective	08/2025
Last Revised	08/2025
Next Review	08/2035

Chapter Lead	Nohemy Ornelas: Chapter 3(CC),4&5
Policy Area	Chapter 3 General Institution
References	CCLC | Legally Required

BP 3250 Institutional Planning

The Chancellor shall ensure that the District has and implements a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research.

The Chancellor shall ensure the Board has an opportunity to assist in developing the general institutional mission and goals for the comprehensive plans. The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services.

The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets

The planning system shall include all plans required by law and or policy, including, but not limited to:

- Long Range Educational or Academic Master Plan, which shall be updated periodically as deemed necessary by the Board of Trustees
- Facilities Plan
- Safety Plan
- Equal Employment Opportunity Plan
- Student equity Plan
- ~~Student Success and Support Program Plan~~
- Transfer Center Plan
- Extended Opportunity Programs and Services (EOPS) Plan

- District Technology Strategic Plan

The Chancellor shall submit those plans to the Board for which Title 5 requires Board approval.

The Chancellor shall inform the Board about the status of planning and the various plans.

References:

ACCJC Accreditation Standards 1.4 and 3.5;
Title 5 Sections 51008~~, 51010~~, 51026, 51027, 53003, 54220, 55080, 55190, 55510, and 56270 et seq.

Status **Active**

Origination	09/2004
Last Approved	11/2023
Effective	11/2023
Last Revised	11/2023
Next Review	11/2033

Chapter Lead	Jose Torres:
Policy Area	Chapter 6 Business & Fiscal Services
References	CCLC | Legally Required

BP 6250 Budget Management

The budget shall be managed in accordance with Title 5 and the California Community Colleges Budget and Accounting Manual. Budget revisions shall be made only in accordance with these policies and as provided by law.

The District's unrestricted general reserves shall be no less than the prudent reserve defined by the State Chancellor's Office as specified in AP 6305 Reserves.

Revenues accruing to the District in excess of amounts budgeted shall be added to the District's reserve for contingencies. They are available for appropriation only upon a resolution of the Board of Trustees that sets forth the need according to major budget classifications in accordance with applicable law.

Board approval is required for changes between major expenditure classifications. Transfers from the reserve for contingencies to any expenditure classification must be approved by a two-thirds vote of the members of the Board. Transfers between expenditure classifications must be approved by a majority vote of the members of the Board.

References:

Title 5 Sections 58307 and 58308

Origination	11/2016
Last Approved	12/2022
Effective	12/2022
Last Revised	12/2022
Next Review	12/2032

Chapter Lead	Jose Torres:
Policy Area	Chapter 6 Business & Fiscal Services
References	CCLC I Good Practice/ Optional

AP 6305 Reserves

Reserves

SBCCD will maintain a minimum fund balance of approximately two months of expenditures in its Unrestricted General Fund as recommended by the Government Finance Officers Association, unless fund balance is utilized for specially identified one-time needs as authorized by the Board of Trustees.

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

References:

Budget and Accounting Manual, Chapter 5; Appendix A

Origination	06/2002
Last Approved	06/2015
Effective	06/2015
Last Revised	06/2015
Next Review	02/2021

Chapter Lead	Jose Torres:
Policy Area	Chapter 6 Business & Fiscal Services
References	CCLC | Legally Advised

BP 6450 Wireless or Cellular Telephone Use

The Chancellor shall determine if it is in the best interests of the District to provide a cellular or wireless phone at District expense.

Cellular telephones provided by the District for compensatory reasons are classified by the Internal Revenue Service as a fringe benefit, the value of which must be included in an employee's gross income.

The value of a cellular telephone provided by the District primarily for non-compensatory business purposes is excludable from an employee's income. Record keeping of business and personal use of District-issued cellular telephones shall not generally be required when the telephones are issued for non-compensatory business reasons.

Motor vehicle drivers may not use wireless or cellular telephones while operating their vehicles without a hands-free listening device and shall comply with all requirements of California law regarding the use of wireless or cellular telephones in vehicles.

There shall be no expectation of privacy in the use of a District-issued cellular telephone.

Employees may receive reimbursement for cellular telephone usage only under the terms and conditions recommended by the Chancellor.

References:

Vehicle Code Sections 12810.3, 23123, and 23124; 26 U.S. Code Sections 12, 274(d)(4) and 280F(d)(4)

Status **Active**

Origination	06/2002
Last Approved	05/2015
Effective	05/2015
Last Revised	05/2015
Next Review	02/2021

Chapter Lead	Jose Torres:
Policy Area	Chapter 6 Business & Fiscal Services
References	CCLC I Legally Advised

AP 6450 Wireless and Cellular Telephone Use

The Chancellor shall determine if it is in the best interests of the District to provide a cellular or wireless telephone at District expense.

Cellular telephones provided by the District for compensatory reasons are classified by the Internal Revenue Service as a fringe benefit, the value of which must be included in an employee's gross income.

The value of a cellular telephone provided by the District primarily for non-compensatory business purposes is excludable from an employee's income. Employees will generally not be required to keep notes of business and personal use of District-issued cellular telephones when the telephones are issued for non-compensatory business reasons.

These rules do not apply to wireless or cellular telephones owned by employees. Any reimbursements to employees for use of their own wireless or cellular telephones may be excluded from wages if the employee accounts for the expense pursuant to the Internal Revenue Service accountable plan.

Motor vehicle drivers may not use wireless or cellular telephones while operating their vehicles without a hands-free listening device. Drivers may use a wireless or cellular telephone to contact a law enforcement agency or public safety entity for emergency purposes. Drivers of motor trucks or truck-tractors, farm vehicles, tow trucks, a listed or described implement of husbandry, or a commercial vehicle, used in commercial agricultural operations may use a digital two-way radio service that utilizes a wireless or cellular telephone.

There is no expectation of privacy in the use of a District-issued cellular telephone.

A. Authorization
Each college president and each vice chancellor may designate employee to receive partial reimbursement for the use of a cellular telephone in conducting District business.

B. Application
Managers and supervisors shall make application through the appropriate channel. Approved applications shall be forwarded from the campus to the ~~Vice Chancellor of Fiscal Services~~ Executive Vice Chancellor for implementation.

C. Reimbursement
Reimbursement shall be at a rate not to exceed $50 per month, which shall include purchases of the telephone, activation, monthly service charges, and air use time - including long distance calls. While monthly application for reimbursement is not required, periodic verification of telephone usage may be requested.

D. Review
This regulation shall be periodically reviewed to assess the appropriateness of the reimbursement rate.

References:

Vehicle Code Sections 12810.3, 23123, and 23124;
26 U.S. Code Sections 132, 274(d)(4) and 280F(d)(4)

Status **Active**

Origination	08/2004
Last Approved	09/2025
Effective	09/2025
Last Revised	09/2025
Next Review	09/2035

Chapter Lead	Jose Torres:
Policy Area	Chapter 6 Business & Fiscal Services
References	CCLC | Legally Required

BP 6700 Civic Center and Other Facilities Use

There is a Civic Center at each of the colleges *and Centers.* The Civic Centers are the auditoriums, ~~and~~ outdoor sporting fields, or other facilities suitable for public use. Use of the Civic Center shall be granted as provided by law. The Chancellor shall establish procedures regarding the use of *college* District property and facilities, including ~~*but not limited to*~~ property designated by the District as a Civic Center, ~~*facilities, equipment and supplies,*~~ by community groups, ~~*and other*~~ ~~outside contractors,~~ and others.

The administrative procedures shall reflect the requirements of applicable law, including Education Code Section 82537, regarding Civic Centers. The *regulations* procedure shall include reasonable rules regarding the time, place, and manner of use of District facilities. They shall assure that persons or organizations using *college* District property are charged such fees as are authorized by law. Public use of District property shall not interfere with scheduled instructional programs or other activities of the District on behalf of students.

No group or organization may use District property to unlawfully discriminate on the basis of race, color, religion, ancestry, national origin, military or veteran status, disability, gender, gender identity, gender expression, or sexual orientation, or the perception that a person has one or more of the foregoing characteristics, or because a person associates with a person or group with one or more of these actual or perceived characteristics, or on any basis prohibited by law.

Use of the District's Civic Centers will be only for the purposes described by the California Legislature in Education Code Section 82537(a). These purposes include use by the community and organizations for public, literary, scientific, recreational, educational, or public agency meetings, or for the discussion of matters of general or public interest upon terms and conditions which the governing board deems proper, subject to the limitations allowed by law. In granting permission to use the Civic Centers, the District will not discriminate on the basis of viewpoint with regard to organizations engaging in expressive activities on the topics and subject matters articulated above.

References:

Education Code Sections 82537 and 82542
Title 5 Sections 59601 et seq.

Status **Active**

Origination	12/2008
Last Approved	09/2025
Effective	09/2025
Last Revised	09/2025
Next Review	09/2035

Chapter Lead	Jose Torres:
Policy Area	Chapter 6 Business & Fiscal Services
References	CCLC I Legally Required

AP 6700 Civic Center and Other Facilities Use

General Provisions

District facilities identified as Civic Centers or as designated public forums are available for community use when such use does not conflict with District programs and operations. Facility use shall be limited to places and time identified by the Chancellor or President, or their designee, but shall be sufficiently frequent, and available on specific dates and times, so as to allow meaningful use by outside groups. Except as provided in these procedures, or as authorized by law, no organizations shall be denied the use of District facilities because of the content of the speech to be undertaken during the use.

The Vice President of Administrative Services or district designee are ~~is~~ responsible for the coordination and implementation of these procedures. The Office of Administrative Services or district designee shall determine all applicable fees to be charged.

Outside the designated public forum areas, the following shall apply:

- All user groups shall be required to provide the District with a hold harmless and indemnification agreement acknowledging that they will be financially responsible for any losses, damages, or injuries incurred by any person as a result of their use of the facilities.
- All user groups shall also be required to provide a certificate of insurance with limits acceptable to the District and/or other proof of financial responsibility acceptable to the District.

Civic Centers

Eligible persons or groups may use District buildings or grounds designated as the Civic Center for public, literary, scientific, recreational, or educational meetings, or public agency meetings, or for discussion of matters of general or public interest, subject to this procedure.

The groups identified in Education Code Section 82542(a) subdivision will be permitted, "when an alternative location is not available," as described in the statute, to use District facilities upon payment only of the following:

- the cost of opening and closing the facilities, if no District employees would otherwise be available to perform that function as a part of their normal duties;
- the cost of a District employee's presence during the organization's use of the facilities if it is determined that the supervision is needed, and if that employee would not otherwise be present as part of their normal duties;
- the cost of custodial services, if the services are necessary and would not have otherwise been performed as part of the custodian's normal duties; and
- the cost of utilities directly attributable to the organization's use of the facilities.

Except as provided herein, other groups shall be charged an amount not to exceed the direct costs or not to exceed the fair rental value of District facilities and grounds under its control. Direct costs shall include costs of supplies, utilities, custodial services, services of any other District employees and contracted workers, and salaries and benefits paid to District employees necessitated by the organization's use of District facilities. Additionally, except for classroom-based programs that operate after school hours and organizations retained by the college or District to provide instruction or instructional activities to students during school hours, direct costs shall also include the costs for maintenance, repair, restoration and refurbishment of college facilities and grounds used by the group.

The District shall maintain a fee schedule adopted by the Board that includes the hourly fee for each specific school facility and grounds.

The following shall be charged fair rental value for the use of District facilities:

- Any church or religious organization for the conduct of religious services, which may be conducted for temporary periods where the church or organization has no suitable meeting place for the conduct of such services.
- Entertainment or meetings where admission fees are charged or contributions are solicited and the net receipts of the admission fees or contributions are not expended for the welfare of the students of the District or for charitable purposes.

The American Red Cross or other public agencies may use District facilities, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare, and the District will cooperate with these agencies in furnishing and maintaining services deemed by the Board of Trustees to be necessary to meet the needs of the community.

Rules for Facilities Use

Requests for use of the District's Civic Center should be made at least 10 business days (or 20 business days for requests requiring Board approval) in advance of the first date of use being requested. Requests shall be made to the Office of Administrative Services or district designee on forms provided by the District. Authorization to use the Civic Center shall be based on a reservation system and the priorities for student and other use detailed at the end of this Section.

Permission to use District facilities shall not be granted for a period to exceed one fiscal year. No person or organization may be granted a monopoly on any facility.

Overnight camping on District facilities, including in the designated public forum areas, is prohibited. No person or organization may use any District facility for living accommodation purposes such as sleeping activities, or making preparations to sleep (including the laying down of bedding for the purpose of sleeping), or storing personal belongings, or making any fire, or using any tents or other structure for sleeping, or doing any digging or earth breaking, or carrying on cooking activities.

All charges for the use of District facilities are payable a minimum of 5 days in advance. Any persons applying for use of District property on behalf of any groups shall be a member of the groups and, unless they are an officer of the group, must present written authorization to represent the group. Each person signing an application shall, as a condition of use, agree to be held financially responsible in the case of loss or damage to District property.

The District may require security personnel as a condition of use whenever it is deemed to be in the District's best interests.

No person applying for use of District property shall be issued a key to District facilities. Future facility requests may be denied on grounds including, but not limited to, abuse or misuse of District property and failure to pay promptly for any damage to District property.

No alcoholic beverages, intoxicants, controlled substances, or tobacco in any form shall be brought onto the property of the District. Persons under the influence of alcohol, intoxicants, or controlled substances shall be denied participation in any activity.

No structures, electrical modifications, or mechanical apparatus may be erected or installed on District property without specific written approval by the Chancellor or President, or their designee.

All decorative materials, including but not limited to draperies, hangings, curtains, and drops shall be made or treated with flame-retardant processes approved by the State Fire Marshall.

Reserving parking, or requests for suspending parking, for events shall be approved by the ~~President's Office for each campus.~~ Chancellor or President, or their designee.

Priority for the Use of District Facilities

Priority for the use of District Civic Center facilities will be as follows:

1. Student clubs and organizations
2. Fundraising entertainment or meetings where admission fees charged or contributions solicited are expended for the welfare of the students of the District
3. Parent-teachers' associations
4. School-community advisory councils

References:

Education Code Sections 82537and 82542;
Public Resources Code Section 42648.3;
Title 5 Sections 59601 et seq;
Clark *v.* Community For Creative Non-Violence (1984) 468 U.S. 288, 104 S.Ct. 3065, 82 L.Ed.2d 221

Origination	02/2016
Last Approved	04/2020
Effective	04/2020
Last Revised	02/2016
Next Review	04/2030

Chapter Lead	Jose Torres:
Policy Area	Chapter 6 Business & Fiscal Services
References	CCLC | Legally Required

BP 6750 Parking

The Chancellor shall establish such administrative procedures regarding vehicles and parking on campus as are necessary for the orderly operation of the instructional program. No person shall drive any vehicle or leave any vehicle unattended on the campus except in accordance with such procedures.

Parking fees may be established in accordance with these board policies. (See BP 5030 titled Fees.)

References:

Education Code Section 76360; Vehicle Code Sections 21113 and ~~22651.5~~ 40220

Status **Active**

Origination	10/2012
Last Approved	11/2022
Effective	11/2022
Last Revised	11/2022
Next Review	11/2032

Chapter Lead	Jose Torres:
Policy Area	Chapter 6 Business & Fiscal Services
References	CCLC I Legally Required

AP 6750 Parking

These procedures are intended to promote safe and orderly movement of traffic within District property for the safe and orderly parking of vehicles and bicycles.

All applicable provisions of the California Vehicle Code are expressly applicable both on and off paved roadways.

Parking of motor vehicles and bicycles is limited to specially designated areas. Fee permits are required. Vehicles or bicycles parked in violation of the provisions of this code are subject to fines, towing, or impoundment.

All persons who enter on the college(s) are charged with knowledge of the provisions of this procedure and are subject to the penalties for violations of such provisions.

In accordance with California Vehicle Code Section 21113a, it shall be a misdemeanor or infraction for any person to do any act forbidden or fail to perform any act required in these procedures.

A. Authorization

Any person who operates or parks a motor vehicle on District property is subject to District Parking and Traffic Regulations and the provisions of the California Motor Vehicle Code.

8. Parking Permit

District parking permits are required for all vehicles parked on District property from 7:00 AM Monday through 4:30 PM Friday, unless otherwise noted herein. Parking permits and daily parking permits are valid at all District locations.

1. Special Events Parking

"Special Events" parking permits may be made available free of charge for non-students who participate in such things as theater productions, and "no cite" periods may be provided for such events as dances, college night and career day. Parking fees for sporting or community events may be charged an amount commensurate to the event.

2. Guest Parking

Guest permits are available through the District Office and through the College Administrative Services Department. It is the responsibility of the individual inviting an off-campus guest to secure a parking permit prior to the event.

C. Violations/Citations

Any person who violates the Parking and Traffic Regulations or the California Motor Vehicle Code may receive a District citation and/or be subject to District disciplinary action. Disciplinary action only applies to intentional acts that constitute dishonesty, falsification of information, willful or persistent violation of the rules made applicable to the District by the Governing Board. Disciplinary action includes suspension, demotion or, in severe cases, dismissal. When disciplinary action is sought, employees are entitled to due process protection as per applicable District policy and collective bargaining agreements.

Student/Public parking areas: Parking citations shall not be issued during the first two weeks of fall and spring semesters, during each summer session, or when classes are not in session.

A registered owner (CVC 460, 505) or person responsible for vehicle citations received on District property shall be eligible to enroll in a payment plan according to AP 6751 Parking Citation Payment Plan.

D. Liability

Parking of motor vehicles or bicycles on District property is done at the owner's risk. The District assumes no liability for damage or theft except as provided for unit members covered by Article 20 of the SBCCD/SBCCDTA contract.

E. Traffic Regulations

1. Driver must obey all posted speed limits. The speed limit on all campus roads is posted.
2. The speed limit in all parking lots is a maximum of 5 miles per hour.
3. Pedestrians have the right-of-way at all times.
4. The use of skateboards, roller skates or bicycles is prohibited on the interior of District property.
5. Unless by special permit, no vehicles are permitted on inner campus walks except for emergency vehicles, or district owned vehicles performing assigned duties. The permit may specify that a guide is required to walk in front of or beside the vehicle while moving on campus.
6. Roadblocks, barriers, cones, or stanchions may be placed by District employees at any

point deemed necessary for safety or convenience. Removal of these roadblocks, barriers, or stanchions is prohibited.

7. Motorcycles and other two-wheeled powered vehicles are limited to designated motorcycle parking areas. Motorcycle parking in these designated spaces does not require a permit. Mopeds may be parked in bicycle racks on campus, but shall be walked when on campus walkways. Use of private powered vehicles is prohibited where pedestrian traffic is present.

F. Parking Controls

1. All vehicles parked on District/college parking lots or District/college roadways are required to display a current parking permit or a daily parking permit. Permits must be displayed on windshield or rear-view mirror while on campus. Daily parking permits shall be posted face up on the dashboard so as to be readable. Failure to post permits properly shall be grounds for citation.

2. Students/visitors may purchase semester parking permits on-line or daily permits from a vending machine located in various parking lots.

3. Parking permit refunds for students are subject to the provisions of the Fee Refund Policy. In order to obtain a refund, a student must take all or a portion of the decal bearing the permit number to the College Police Department at SBVC, or the Campus Business Office at CHC, within the time-lines specified in the Fee Refund Policy. Refunds are not provided to employees unless they qualify under the AQMD Ride-Sharin Incentive Program.

4. Certain parking lots and parking areas are restricted for employee "staff" parking only. Students, dependents and relatives of employees, who are not employees themselves, are prohibited from using employee lots and parking areas.

5. Parking stalls marked "visitors" are solely for visitors and may be governed by time limits. Students and employees are prohibited from parking in visitor areas.

6. Students with physical handicaps may be given special parking privileges that will be evidenced by a District handicapped permit affixed to the right side of the rear bumper or the rear-view mirror. Permits may be obtained in the Student Accessibility Services office. It is the responsibility of SAS to inform the Police Department of any such privileges.

7. Vehicles are to be parked in properly marked stalls only. Taking up more than one parking stall is prohibited.

8. Parking is prohibited in loading zones, posted areas, along red curbing, or red lined areas.

9. Vehicles parked in prohibited areas which block the flow of traffic, emergency vehicles/ equipment, driveways, roadways, or in posted "NO PARKING" zones may be towed away at the owner's expense at no responsibility to the District pursuant to current California Vehicle Code authority.

10. Vehicles parked illegally in reserved parking stalls will be cited for illegal parking.

11. Vehicles abandoned on college property for over 72 hours without college authorization from the College Administrative Services Department will be removed at owner's expense

pursuant to current California Vehicle Code authority.

12. Energy Efficient Vehicles will be defined as Zero Emission Vehicles (ZEV) by the California Air Resources Board, or fuel-efficient vehicles that have achieved a minimum green score of 40 on the American Council for an Energy Efficient Economy (ACEEE) annual vehicle rating guide.

References:

Education Code Section 76360; Vehicle Code Section 21113 and 40220

Origination	05/2013
Last Approved	04/2021
Effective	04/2021
Last Revised	04/2021
Next Review	04/2031

Chapter Lead Chapter	Kristina Hannon: 3 (CC) &7
Policy Area	Chapter 7 Human Resources
References	Non 10+1, Non CCLC

BP 7150 Evaluation

~~*(Replaces current SBCCD BP 7251)*~~

~~All employees will periodically undergo a performance evaluation, at prescribed intervals. The Chancellor shall assure periodic and systematic evaluations of faculty, managers, confidential employees, and classified members.~~

~~The criteria for management and confidential employee evaluations shall be based on board policy, the job descriptions, and performance goals and objectives developed mutually by the manager or confidential employee and the supervisor.~~

~~Refer to the collective bargaining agreements regarding evaluation processes for applicable collective bargaining groups.~~

The District shall establish and maintain a systematic process for evaluating employees at prescribed intervals to assess employee performance and effectiveness, promote professional growth and continuous improvement, and support institutional effectiveness. Accordingly, the Chancellor or their designee shall develop, implement, and maintain procedures governing the frequency, criteria and standards, and methods for conducting employee evaluations.

The District evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the District's mission and goals.

Reference:

WASC/ACCJC Accreditation Standard 3.3 (formerly III.A.5 and A.1.b)

Origination	05/2013
Last Approved	04/2021
Effective	04/2021
Last Revised	04/2021
Next Review	04/2031

Chapter Lead	Kristina Hannon: Chapter 3(CC)&7
Policy Area	Chapter 7 Human Resources
References	Non 10+1, Non CCLC Required to Meet Accrediting Standards

AP 7150 Evaluation

The District shall maintain comprehensive evaluation procedures and processes designed to assess employee performance and effectiveness, promote professional growth and continuous improvement, and support institutional effectiveness. As part of this commitment, written evaluation procedures and criteria shall be established for employees. Through this process, evaluations shall be conducted in a systematic, timely, and documented manner, and any resulting personnel actions shall be administered in accordance with applicable Education Code requirements, Board policies and administrative procedures, and collective bargaining agreements.

Management Employees

Management employees shall be evaluated in accordance with the procedures, criteria and standards, and timelines set forth in the Management Employee Handbook. The Management Employee Handbook shall govern the administration of management evaluations and shall be maintained by the Office of Human Resources and made available for review through the Office of Human Resources and on the District's official website.

Non-Management Employees

Employees represented by a collective bargaining unit shall be evaluated in accordance with the evaluation procedures, criteria and standards, and timelines established in the applicable collective bargaining agreement.

Confidential employees shall be evaluated in accordance with the evaluation procedures, criteria and standards, and timelines set forth in the Confidential Employee Handbook.

The applicable collective bargaining agreements, the Confidential Employee Handbook, and any other documents referenced in this section shall govern the administration of non-management employee evaluations, as applicable. These documents shall be maintained by the Office of Human Resources and made available for review through the Office of Human Resources and on the District's official website.

Related Board policy and administrative procedure: BP/AP 2435, Evaluation of the Chancellor

~~*(Replaces current SBCCD AP 7251)*~~

Frequency of Evaluation

Each manager will be evaluated once per year for the first two years of employment and every three years thereafter. Evaluations may be held on a more frequent basis as appropriate.

For managers within the first year of evaluation, the supervising manager and manager being evaluated will establish goals and objectives to be accomplished. The supervising manager will be solely responsible for providing an evaluation within the first six months of hire. In the subsequent year, and each year thereafter, the evaluation committee process will be instituted.

Interim Managers will be evaluated during the sixth month of interim appointment, and annually thereafter if the assignment is greater than one semester in length. The supervising manager will be solely responsible for providing the evaluation. A survey will be sent campus/district wide for all interims when appropriate. Evaluations may be held on a more frequent basis as appropriate.

EVALUATION TIMELINE:

No later than October 1 of each calendar year the supervising manager and manager will meet to initiate the evaluation process. This meeting will entail the review of prior goals, if applicable, and the establishment of new goals for the current year.

By November 1 of each year, the committee shall be formed. The committee will convene and provide a written report to the supervising manager no later than December 31 of each calendar year.

The final evaluation report shall be provided to the manager no later than January 31 of each calendar year.

Goals/Objectives

Each manager will meet with his/her supervising manager at the beginning of each academic year to review the goals and objectives set for the prior year and to discuss the extent to which the goals and objectives were met. They will review the job description and, by mutual agreement, revise, update, or set new short- and long-range goals and objectives.

In an effort to ensure that evaluations are completed in a timely manner, the following process will be followed by Human Resources:

1. The supervising manager will receive an email from Human Resources notifying him or her that an evaluation of the manager is due.
2. The person to whom the supervising manager reports will also receive the email and will be responsible for ensuring the evaluation is completed and forwarded to Human Resources within the required timeframe.
3. The President of the College and the appropriate Vice President will be copied on the email.

Committee

In the case of campus Directors, Deans, and Vice Presidents, the committee shall include the supervising manager as chairperson, one manager appointed by the President, one faculty member appointed by the Academic Senate, and one classified employee appointed by

~~CSEA.~~

~~In the case of the College Presidents, the committee shall include the supervising manager as chairperson, one manager appointed by the Chancellor, two faculty members appointed by the Academic Senate, and one classified employee appointed by CSEA.~~

~~In the case of the district-level Directors, Executive Directors, Associate Vice Chancellor(s), Vice Chancellor(s) and Executive Vice Chancellor(s), the committee shall include the supervising manager as chairperson, one manager appointed by the Chancellor, one faculty member appointed by the Academic Senate at San Bernardino Valley College, one faculty member appointed by the Academic Senate at Crafton Hills College, and one classified employee appointed by CSEA.~~

~~All supervisors and managers will be evaluated by the supervising manager.~~

~~In the event a committee member is unable to participate, an alternate can be appointed if selected prior to the first committee meeting. Once the committee has met, no new members may be added.~~

~~At the discretion of the supervising manager, committee meetings may take place using teleconference and/or video conferencing.~~

~~Campus/District Survey~~

~~As appropriate to the assignment, the supervising manager shall seek written feedback from the campus and/or district community. In obtaining this feedback, the supervising manager shall use an approved evaluation form. Using the approved form, the supervising manager shall seek input from applicable managers, faculty, classified staff and any others who are in a position to know how effectively the manager is performing assigned responsibilities. Responses on the approved form shall be signed, and the supervising manager shall prepare a consolidated summary of the ratings and comments. Original survey documents will be destroyed once the consolidated summary is prepared. A copy of the consolidated summary will be made available to the committee.~~

~~Evaluatee~~

~~Prior to the evaluation conference, the manager being evaluated will submit, to their supervising manager, a written self-evaluation of his/her performance, which shall be based on the approved job description and previously established, mutually agreed upon goals and objectives. The manager may submit a portfolio of representative work, or any other items he/she considers appropriate.~~

Evaluation Report

The supervising manager will produce a written evaluation report by January 31. The report shall include:

1. A summary of duties from the job description, which shall serve as a basis for the evaluation.
2. A summary list of the goals and objectives from the prior year that have been mutually agreed upon by the manager and his/her supervising manager.
3. An assessment of the extent to which the manager meets his/her stated goals and objectives.
4. An assessment of the management and leadership strengths of the manager.
5. The identification of any areas in which the manager can improve his/her performance or management skills.
6. A copy of the consolidated summary of the ratings and comments

The written report shall specify one of the following:

1. Commendation for superior performance;
2. Confirmation of satisfactory performance;
3. Recommendation for improvement and/or further evaluation as indicated by unsatisfactory performance.

The evaluation record shall be read and signed by the supervising manager and the manager before being placed in the manager's file. The manager shall receive a copy of the evaluation report, and will have an opportunity to attach a written response within 15 working days. The response may offer clarification, additional information, or a rebuttal, as the person being evaluated may wish.

An official file of evaluation reports shall be maintained in Human Resources. Evaluation reports shall not be retained in the file beyond a four-year period if the manager requests that they be expunged.

There will be only two copies of a completed evaluation. One copy will remain in the possession of the manager being evaluated and the original will become a part of the official file in Human Resources.

Procedures in the Case of Unsatisfactory Performance of Responsibilities

When a manager's performance is judged unsatisfactory, corrective measures will be initiated. The manager shall develop a work plan with measurable goals, objectives and a timetable to correct the

areas judged unsatisfactory. This work plan shall be reviewed and approved by the supervising manager (or Board of Trustees, in the case of the Chancellor) who shall be responsible for monitoring and assisting the manager with the corrective measures. If desired, the supervising manager will work with the manager to identify a mentor to provide guidance and advice.

~~In order to ascertain the extent to which corrective measures have succeeded, the re-evaluation of the manager shall be undertaken as soon as deemed appropriate by the supervising manager, but in no case later than six months after the initial findings of the supervising manager. The re-evaluation process shall include the submission of new goals and objectives to the supervising manager, the formation of a new evaluation committee, the collection of new survey data, and the preparation of an updated evaluation report that assesses the progress (or lack of progress) made since the last evaluation.~~

~~Nonrenewal of Contract, Dismissal, or Penalty of Limited Duration~~

~~In the case of unsatisfactory progress following re-evaluation, managers shall be notified of contract non-renewal, dismissal, or penalty of limited duration by action of the Board of Trustees in accordance with the Education Code.~~

~~Non-Management Employees~~

~~Refer to the collective bargaining agreements regarding evaluation processes for applicable collective bargaining groups.~~

~~The criteria for confidential employee evaluations shall be based on board policy, the job descriptions, and performance goals and objectives developed mutually by the confidential employee and the supervisor.~~

~~Additional documents related to evaluation can be reviewed on the Human Resources web-page. Also see BP/AP 2435 titled Evaluation of the Chancellor~~

Reference:

Accreditation Standard III.A.5 (formerly III.A.1.b)

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

PREPARED BY: Steven J. Sutorus, Executive Director of Business and Fiscal

DATE: November 12, 2026

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 2026-27 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 2026-27 fiscal year through October 19, 2026. As of that date, SBCCD was 30.4% through the fiscal year and had spent and/or encumbered approximately 30.1% of its unrestricted general fund budget.

SBCCD GOALS

4. Ensure Fiscal Accountability/Sustainability

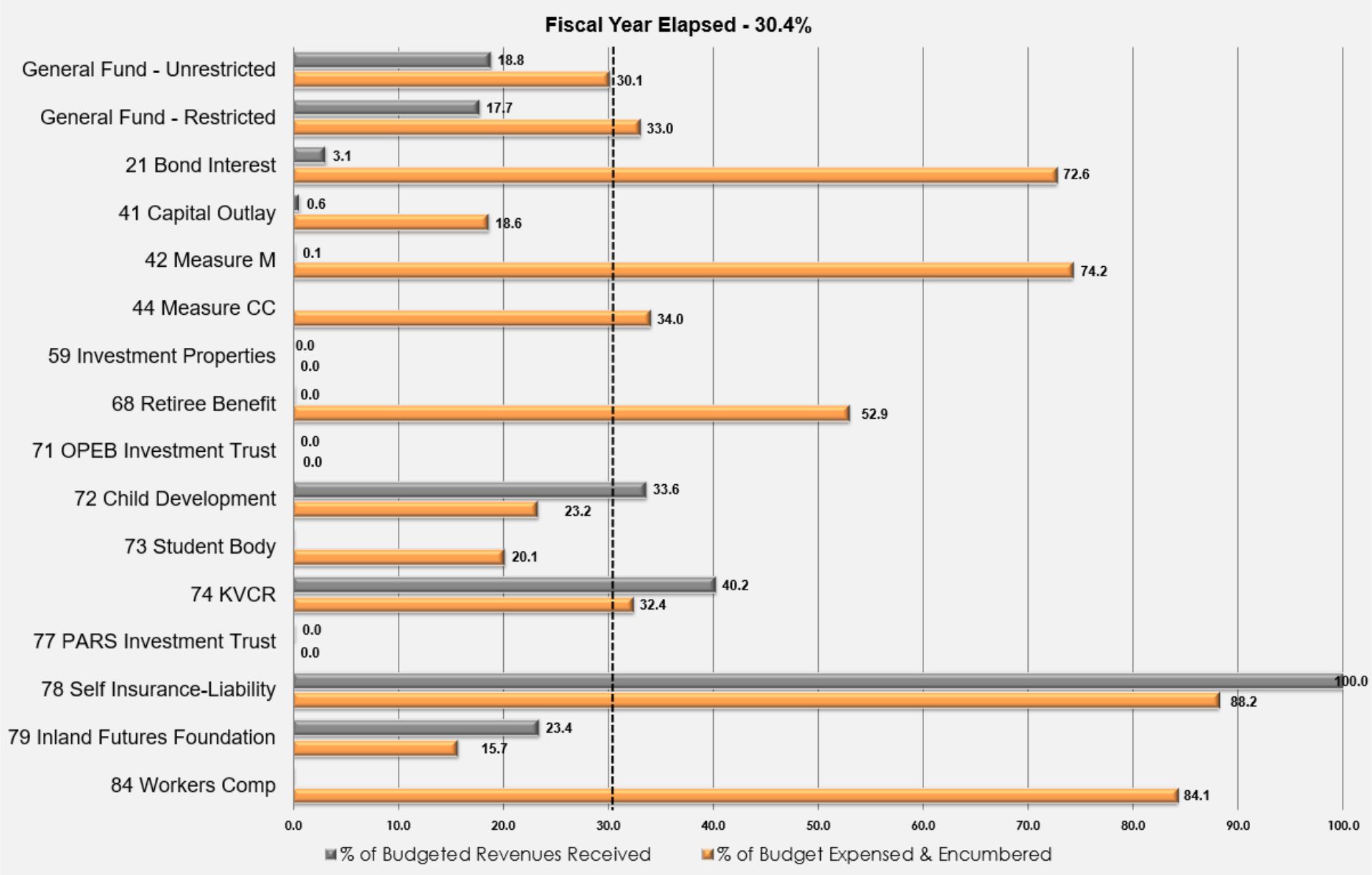
FINANCIAL IMPLICATIONS

This analysis is an important tool for the Board of Trustees to track SBCCD revenues and expenditures across all funds.

Budget Revenue & Expenditure Summary

Year to Date 10/19/26

[v.10.20.2026.p.1|2]



Budget Revenue & Expenditure Summary

Year to Date 10/19/26

[v.10.20.2026.p.2|2]

30.4% of Fiscal Year Elapsed

FUND	REVENUES Budget	REVENUES Received YTD		EXPENDITURES Budget	EXPENDITURES Expensed/ Encumbered YTD		COMMENTS
01 General Fund - Unrestricted	165,708,690	31,114,587	18.8%	165,764,692	49,914,620	30.1%	
01 General Fund - Restricted	96,213,023	17,022,347	17.7%	96,213,023	31,729,981	33.0%	Some revenues are received on reimbursement basis.
21 Bond Interest & Redemption	74,500,000	2,293,073	3.1%	74,500,000	54,122,318	72.6%	Taxes are determined and collected by the County for bond measures.
41 Capital Outlay	5,326,000	31,924	0.6%	3,889,137	721,770	18.6%	Revenue posting for Q1 activity is in progress.
42 Measure M	7,300,000	5,450	0.1%	119,792,854	88,864,223	74.2%	Revenue posting for Q1 activity is in progress. Encumbrances are consistent with the planned projects for FY27.
44 Measure CC	8,000,000	(0)	0.0%	110,250,236	37,443,610	34.0%	Revenue posting for Q1 activity is in progress. Encumbrances are consistent with the planned projects for FY27.
59 Investment Properties	6,084,738	0	0.0%	5,134,960	-	0.0%	Revenue and expenditure posting for Q1 activity is in progress.
68 Retiree Benefit	411,188	0	0.0%	411,188	217,720	52.9%	Revenues are posted in arrears. Expenditures are consistent with the needs of the funds.
71 OPEB Trust	904,000	-	0.0%	95,000	-	0.0%	Revenue and expenditure posting for Q1 activity is in progress.
72 Child Development	5,599,505	1,879,758	33.6%	5,599,505	1,299,302	23.2%	
73 Student Body Center Fee	350,324	(0)	0.0%	350,324	70,494	20.1%	Revenue posting for Q1 activity is in progress. Expenditures are consistent with the needs of the fund.
74 KVCR	8,162,334	3,277,806	40.2%	8,132,601	2,636,575	32.4%	Fund received annual PARS distribution in the month of August 2026.
77 PARS Trust	6,350,000	2,970	0.0%	7,336,663	-	0.0%	Revenue and expenditure posting for Q1 activity is in progress.
78 Self Insurance-Liability	1,635,000	1,635,000	100.0%	1,897,253	1,672,524	88.2%	Revenue transferred in full at the beginning for the fiscal year. Payment for policy occurs early in the fiscal year.
79 Inland Futures Foundation	1,615,665	377,308	23.4%	1,615,665	253,619	15.7%	Expenditures are consistent with the needs of the fund.
84 Workers Compensation	2,774,575	(0)	0.0%	3,295,673	2,773,028	84.1%	Q1 revenue activity posted in Q2. Encumbrances related to PIPS annual contract, which is paid in installments through the year.
Total (All Funds)	**390,935,042**	**57,640,222**	**14.7%**	**604,278,774**	**271,719,784**	**45.0%**	

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

PREPARED BY: Farrah Farzaneh, Executive Director, Facilities Planning, Construction, & Sustainability

DATE: November 12, 2026

SUBJECT: Construction Change Orders and Amendments - Bond

RECOMMENDATION

This item is for information only. No action is necessary.

OVERVIEW

In January 2022, the Board of Trustees approved the Revised Construction Change Order Board Approval Process. The process includes a Bond program-wide construction change order percentage goal of 5% or less. In addition, change orders that are <$250,000 which result in a cumulative increase to a contract of <10% of its original value will be authorized by the Chancellor or her designee and presented to the Board for information at the next available business meeting.

ANALYSIS

A detailed summary of all Bond Program Change Orders is attached. The change orders listed were determined to be necessary to support the completion of design and construction, found to be fair and reasonable, and written in accordance with approved procedures and goals.

Total Bond Construction Contracts	Total Bond Program Change Order Amount	Program-Wide Change Order
$376,387,435.26	$8,946,694.50	2.38%

SBCCD GOALS

4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

The costs of these change orders will be included in the appropriate bond construction budget.

SBCCD
CONSTRUCTION CHANGE ORDER SUMMARY

Campus	Contract Amount	Change Orders	New Contract Amount	Change Order % of Program Contracts
CC01-1000 : San Bernardino Valley College	$244,796,249.83	$5,234,871.11	**$250,031,120.94**	2.14%
CC02-2000 : Crafton Hills College	$131,404,685.26	$3,707,011.37	**$135,111,696.63**	2.82%
CC03-3000 : San Bernardino Community College District Wide	$186,500.17	$4,812.02	**$191,312.19**	2.58%
TOTAL FOR CHANGE ORDERS	**$376,387,435.26**	**$8,946,694.50**	**$385,334,129.76**	**2.38%**

CONSTRUCTION CHANGE ORDER SUMMARY

CC01-1000 : San Bernardino Valley College

CC01-1000 : San Bernardino Valley College

Projects	Contract Amount	Change Orders	New Contract Amount	Change Order % of Campus Contracts
CC01-3601 : Technical Building Replacement (DBB)	$69,832,624.00	$3,701,173.38	$73,533,797.38	5.30%
CC01-3605 : Softball Field	$7,687,500.00	$651,922.52	$8,339,422.52	8.48%
CC01-3606 : Student Services Building (New Construction)	$94,827,667.00	-$250,142.01	$94,577,524.99	-0.26%
CC01-3608 : Career Pathways Phase 2 (DBB)	$56,696,523.00	$481,206.77	$57,177,729.77	0.86%
CC01-3610 : Campus-Wide Infrastructure SBVC (DBB)	$15,441,206.88	$639,896.45	$16,081,103.33	4.14%
CC01-3613: Land Acquisition	$310,728.95	$10,814.00	$321,542.95	3.48%
CC01-1000 : San Bernardino Valley College Total	**$244,796,249.83**	**$5,234,871.11**	**$250,031,120.94**	**2.14%**

CC01-1000 : San Bernardino Valley College - Executed Change Orders To Date

Project	Contract	Change Order	Construction Contract Amount	Change Orders	Cumulative Change Order Amount	Current Contract Amount	Individual Change Order % of Contract	Cumulative Change Order % of Contracts	Executed Date	Board Date
CC01-3606 : Student Services Building (New Construction)	**McCarthy Building Companies**	**McCarthy Building Companies - CO 002**	**$94,827,667.00**	**$42,715.67**	**-$250,142.01**	**$94,577,524.99**	**0.05%**	**-0.26%**	**06-Aug-26**	**08-Oct-26**
CC01-3608 : Career Pathways Phase 2 (DBB	**Bernards Bros, Inc**	**Bernards Bros, Inc. - Change Order #005**	**$56,136,000.00**	**$127,337.77**	**$481,206.77**	**$56,617,206.77**	**0.23%**	**0.86%**	**09-Sep-26**	**12-Nov-26**
CC01-3608 : Career Pathways Phase 2 (DBB)	**Bernards Bros, Inc**	**Bernards Bros, Inc. - Change Order #004**	**$56,136,000.00**	**$0.00**	**$353,869.00**	**$56,489,869.00**	**0.00%**	**0.63%**	**18-Aug-26**	**12-Nov-26**
CC01-3608 : Career Pathways Phase 2 (DBB)	**Bernards Bros, Inc**	**Bernards Bros, Inc. - Change Order #003**	**$56,136,000.00**	**$116,991.00**	**$353,869.00**	**$56,489,869.00**	**0.21%**	**0.63%**	**18-Aug-26**	**12-Nov-26**
CC01-3608 : Career Pathways Phase 2 (DBB)	**Bernards Bros, Inc**	**Bernards Bros, Inc. - Change Order #002**	**$56,136,000.00**	**$205,732.00**	**$236,878.00**	**$56,372,878.00**	**0.37%**	**0.42%**	**06-Aug-26**	**12-Nov-26**

* 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

*** Change order is above the 10% threshold and is being submitted to the Board of Trustees for approval

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

PREPARED BY: Steven J. Sutorus, Executive Director, Business & Fiscal Services

DATE: November 12, 2026

SUBJECT: Contracts Below $119,100

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 expense contract requests below this limit, including income contracts, 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 $119,100. 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.

Contracts Below $119,100

Presented for Information November 12, 2026

Control #	Vendor	Contract Type	Site	Department	Expense	Income	Amendment
32225	Acquia Inc	Software/Licensing	DSO	TESS	$ 10,284.73		
32312	Akoma Unity Center	MOU	SBCCD	College Corp	No Cost		
32297	America's Public Television Stations	Broadcasting Rights	KVCR	KVCR	No Cost		
32266	Annas, Leticia	On Demand Services	KVCR	KVCR	$ 90,000.00		
32285	Apple Inc.	Services	SBVC	Nursing	$ 15,500.00		
32232	Ardent Diagnostics	Services	SBCCD	EDCT	$ 5,000.00		
32233	Ardent Diagnostics	Services	SBCCD	EDCT	$ 5,000.00		
32269	Ardent Diagnostics	Services	SBCCD	EDCT	$ 3,000.00		

Contracts Below $119,100

Presented for Information November 12, 2026

Control #	Vendor	Contract Type	Site	Department	Expense	Income	Amendment
32294	Arrowhead United Way	Facilities Use	SBVC	Facilities	No Cost		
32213	Assistance League of San Bernardino	Facilities Use	SBCCD	EDCT	No Cost		
32320	Beasley, Christopher	Broadcasting Rights	KVCR	KVCR	No Cost		
32229	Benally, Razelle	Broadcasting Rights	KVCR	KVCR	$ 27,400.00		
32303	Big Brothers Big Sisters of the Inland Empire	MOU	SBCCD	College Corp	No Cost		
32267	Blu Educational Foundation	MOU	SBCCD	College Corp	No Cost		
32317	Buenrostro, Bryan	Performer	SBVC	Student Services	$ 250.00		
31257	Butte County Office of Education	Income - Amendment 01	SBCCD	EDCT		$ 1,179,160.00	Term Extension

Contracts Below $119,100

Presented for Information November 12, 2026

Control #	Vendor	Contract Type	Site	Department	Expense	Income	Amendment
31258	Butte County Office of Education	Income - Amendment 01	SBCCD	EDCT		$ 1,179,160.00	Term Extension
32335	Cal Matters	Broadcasting Rights	KVCR	KVCR	No Cost		
32216	California Community Colleges Board of Governors	Income - Grant	CHC	Student Services		$ 366,027.00	
32244	California Community Colleges Board of Governors	Income - Grant	SBVC	Grants		$ 355,557.00	
32278	California Community Colleges Board of Governors	Income - Grant	SBVC	Nursing		$ 1,511,831.00	
32286	California Community Colleges Board of Governors	Income - Grant	SBVC	Nursing		$ 287,998.00	
32304	California Community Colleges Board of Governors	Income - Grant	SBVC	Grants		$ 1,324,048.00	
32332	California School Employees Association	Facilities Use	CHC	Facilities	No Cost		

Contracts Below $119,100

Presented for Information November 12, 2026

Control #	Vendor	Contract Type	Site	Department	Expense	Income	Amendment
32325	California Water Environment Association	Income - Facilities Use	SBVC	Facilities		$ 175.60	
30221	California, State of - Dept of Health Care Access and Information	Income - Amendment 01	SBVC	Grants		$ 810,000.00	Term Extension
32348	Cancio, Miren	Performer	SBVC	Student Services	$ 400.00		
32277	Capture Technologies	Maintenance Agreement	SBVC	Student Services	$ 928.00		
32302	Cascade Strategy USA Inc	Software/Licensing	SBCCD	ESSS	$ 105,000.00		
32259	Catholic Charities of San Bernardino and Riverside Counties	MOU	SBCCD	College Corp	No Cost		
25226	CCN Financial Services Inc	Amendment 01	SBCCD	EDCT	$ 14,025.00		Term Extension
32287	Chamberlain University	Clinical Site Agreement	SBVC	Nursing	No Cost		

Contracts Below $119,100

Presented for Information November 12, 2026

Control #	Vendor	Contract Type	Site	Department	Expense	Income	Amendment
32215	Cintas Corporation	Services	SBVC	Admin Services	$ 119,000.00		
32279	Colorado Technical University	Clinical Site Agreement	SBVC	Nursing	No Cost		
32256	Concord Theatricals Corp	Broadcasting Rights	CHC	Theatre	$ 391.00		
32346	Consolidated Electrical Distributors Inc	Services	SBVC	Athletics	$ 1,821.68		
32280	CVS Pharmacy Inc.	Clinical Site Agreement	SBVC	Pharmacy Tech	No Cost		
32218	Diversified Thermal Services LLC	Repairs	SBVC	Facilities	$ 55,500.00		
32238	Double Tree by Hilton San Bernardino	Services	DSO	Chancellor	$ 20,000.00		
32264	DropBox Inc	Software/Licensing	SBVC	Marketing	$ 2,016.00		

Contracts Below $119,100

Presented for Information November 12, 2026

Control #	Vendor	Contract Type	Site	Department	Expense	Income	Amendment
22514	Duck and Owl LLC	Income - Amendment 03	CHC	Admin Services		$ 20,000.00	Term Extension
32322	Economic Modeling LLC	Software/Licensing	SBVC	Student Services	$ 16,274.00		
32206	Elite Movers & Packing Services LLC	Services	SBCCD	ATPC	$ 25,000.00		
32249	Envision Education LLC	Services	SBVC	Nursing	$ 16,000.00		
32323	Estacio, Ludwig	Performer	SBVC	Student Services	$ 250.00		
32226	Facilities Protection Systems Inc	Maintenance Agreement	DSO	TESS	$ 1,700.00		
32260	Feeding America Riverside and San Bernardino	MOU	SBCCD	College Corp	No Cost		
31358	Ferrilli	Amendment 01	DSO	TESS	$ 58,500.00		Term Extension

Contracts Below $119,100

Presented for Information November 12, 2026

Control #	Vendor	Contract Type	Site	Department	Expense	Income	Amendment
26293	Foundation for California Community Colleges	Amendment 03	SBVC	CTE	No Cost		Term Extension
24786	Foundation for California Community Colleges	Amendment 02	SBVC	Applied Tech	No Cost		Term Extension
32353	Foundation for California Community Colleges	Income - Grant	SBVC	Student Services		$ 734,820.00	
32352	France Medias Monde	Broadcasting Rights	KVCR	KVCR	No Cost		
32210	Full Cell Braille Inc	Braille Transcription	SBCCD	ATPC	$ 50,000.00		
32200	G&Y Black Car Express	Services	SBVC	Admin Services	$ 36,230.00		
32337	Go National Transportation Inc	Services	SBVC	Admin Services	$ 29,430.00		
32338	Go National Transportation Inc	Services	SBVC	Admin Services	$ 20,000.00		

Contracts Below $119,100

Presented for Information November 12, 2026

Control #	Vendor	Contract Type	Site	Department	Expense	Income	Amendment
32248	Gray, Tracy	Income - Facilities Use	CHC	Facilities		$ 1,000.00	
32345	Growing Inland Achievement Inc	Sponsorship	DSO	Chancellor	$ 5,000.00		
32231	Gutter Guru Business LLC	Services	SBVC	Admin Services	$ 9,498.00		
32265	Gwynn, Maya	On Demand Services	KVCR	KVCR	$ 72,000.00		
32295	H&L Charter Co Inc	Bus Rental	CHC	STEM/MESA	$ 3,286.63		
32298	H&L Charter Co Inc	Bus Rental	CHC	Student Services	$ 1,470.50		
32299	H&L Charter Co Inc	Bus Rental	CHC	Student Services	$ 1,470.50		
32308	H&L Charter Co Inc	Bus Rental	CHC	Student Services	$ 1,470.50		

Contracts Below $119,100

Presented for Information November 12, 2026

Control #	Vendor	Contract Type	Site	Department	Expense	Income	Amendment
32309	H&L Charter Co Inc	Bus Rental	CHC	Student Services	$ 1,470.50		
32344	H&S Mobile Fire Equipment Repair	On Demand Services	CHC	Fire Tech	$ 40,000.00		
32273	Harris, Nakendra	Speaker Agreement	SBVC	Student Services	$ 2,500.00		
32339	Hawkins Legal PC	Legal Services	SBCCD	Human Resources	$ 100,000.00		
32283	Heart 2 Support Hope	Facilities Use	SBCCD	EDCT	No Cost		
32252	Hyatt Regency - Atlanta	Rental	DSO	Chancellor	$ 623.28		
32245	ImAlive LLC	Services	CHC	Health Center	$ 4,500.00		
32240	Inland Empire Community Foundation	Services	KVCR	KVCR	$ 10,400.00		

Contracts Below $119,100

Presented for Information November 12, 2026

Control #	Vendor	Contract Type	Site	Department	Expense	Income	Amendment
32202	Inland Empire Stages LTD	Bus Rental	SBVC	Athletics	$ 1,415.93		
32310	Inland Empire Stages LTD	Bus Rental	SBVC	Student Services	$ 2,708.10		
32340	Inspire School Services	Consultants	SBVC	President's Office	$ 17,500.00		
32227	Jimenez, Jamie B	Consultants	SBVC	Marketing	$ 5,760.00		
32347	Jimison, Keelon	Speaker Agreement	SBVC	Admissions & Records	$ 4,000.00		
32246	Khalsa, Hari Mitar	Services	SBVC	Marketing	$ 18,000.00		
32258	KUAC FM & TV	Broadcasting Rights	KVCR	KVCR	No Cost		
32253	Lakeland PBS	Broadcasting Rights	KVCR	KVCR	No Cost		

Contracts Below $119,100

Presented for Information November 12, 2026

Control #	Vendor	Contract Type	Site	Department	Expense	Income	Amendment
32307	Lightcast Inc	Software/Licensing	SBCCD	ESSS	$ 58,500.00		
32331	Logitech Energy	Services	SBCCD	EDCT	$ 84,000.00		
32230	Los Angeles/Orange Counties & Construction Trades Council	Income - Grant	SBCCD	EDCT		$ 383,750.00	
32301	Maestrino VV LLC	On Demand Services	SBVC	Marketing	$ 6,400.00		
32261	Making Hope Happen Foundation	MOU	SBCCD	College Corp	No Cost		
32239	Managed Mobile Inc	Repairs	SBVC	Culinary Arts	$ 8,500.00		
32250	MGI Advocacy Inc	Consultants	SBCCD	Government Relations	$ 102,000.00		
32247	Michael P Hulyk Company, The	Services	KVCR	KVCR	$ 8,600.00		

Contracts Below $119,100

Presented for Information November 12, 2026

Control #	Vendor	Contract Type	Site	Department	Expense	Income	Amendment
32290	Mills, Harold Corey	Speaker Agreement	SBVC	Student Services	$ 2,500.00		
32354	Modstreet	Site Improvement	SBVC	Admin Services	$ 21,997.75		
32214	Montage Media Production Company	Broadcasting Rights	KVCR	KVCR	No Cost		
32319	Montclair State University	Broadcasting Rights	KVCR	KVCR	No Cost		
32306	Music Theatre International	Broadcasting Rights	CHC	Theatre	$ 1,590.00		
32271	Novair USA Corporation	Services	SBVC	Art	$ 41,209.15		
32292	Osnaya, Darby	Performer	SBVC	Student Services	$ 250.00		
32296	Phillips, Ryanne	Speaker Agreement	CHC	Language Arts	$ 600.00		

Contracts Below $119,100

Presented for Information November 12, 2026

Control #	Vendor	Contract Type	Site	Department	Expense	Income	Amendment
32282	Phoenix, University of	MOU	SBVC	Nursing	No Cost		
32333	Pomona Valley Hospital Medical Center	Clinical Site Agreement	CHC	CTE	No Cost		
32349	Public Media Partnerships Inc	Software/Licensing	KVCR	KVCR	$ 5,373.00		
32272	Randall, Sam	Speaker Agreement	SBVC	Student Services	$ 2,500.00		
32289	Redlands, City of	Facilities Use	KVCR	KVCR	No Cost		
32305	Redlands, City of	Permit Application	KVCR	KVCR	No Cost		
32237	Regal Cinemas Inc	Rental	SBVC	FTVM	$ 6,000.00		
32334	Rialto USD	MOU	SBCCD	College Corp	No Cost		

Contracts Below $119,100

Presented for Information November 12, 2026

Control #	Vendor	Contract Type	Site	Department	Expense	Income	Amendment
32241	Rim of the World USD	Subgrantee Agreement	SBVC	Adult Education	$ 101,352.00		
32228	River City Services	Repairs	CHC	Facilities	$ 15,000.00		
32311	Riverside Art Museum	MOU	SBVC	FTVM	No Cost		
30324	Riverside CCD	Income - Amendment 03	SBCCD	EDCT		$ 352,269.00	Term Extension
32315	Riverside CCD	Income	SBCCD	EDCT		$ 2,000.00	
32326	Sable Media	Income - Facilities Use	CHC	Facilities		$ 5,928.14	
32209	SalesForce Inc	Software/Licensing	DSO	TESS	$ 32,259.38		
32342	San Bernardino County Sheriff's Department	Sheriff On Site Supervisor	SBVC	District Police	No Cost		

Contracts Below $119,100

Presented for Information November 12, 2026

Control #	Vendor	Contract Type	Site	Department	Expense	Income	Amendment
32268	San Bernardino County Superintendent of Schools	Income	CHC	Student Services		$ 11,500.00	
32343	San Bernardino County Superintendent of Schools	Income - Facilities Use	CHC	Facilities		$ 1,000.00	
32212	San Bernardino, County of	Income - Facilities Use	CHC	Facilities		$ 600.00	
32257	San Bernardino, County of	Income	SBCCD	Government Relations		$ 300,000.00	
32254	Schools First Federal Credit Union	Services	DSO	Human Resources	No Cost		
32336	Senate Committee on Rules, The	Facilities Use	SBCCD	Government Relations	No Cost		
32208	Siemens Industry Inc	Software/Licensing	DSO	TESS	$ 15,730.00		
32284	SiteLogiq Inc	Maintenance Agreement	CHC	Facilities	$ 59,379.50		

Contracts Below $119,100

Presented for Information November 12, 2026

Control #	Vendor	Contract Type	Site	Department	Expense	Income	Amendment
32211	Tahir, Sharmin	Services	CHC	Student Services	$ 3,100.00		
32205	Tel Set Communications Inc	Services	SBCCD	EDCT	$ 25,000.00		
32201	Terra Pacific Waste Management	Maintenance Agreement	CHC	Facilities	$ 8,500.00		
32313	Time for Change Foundation	MOU	SBCCD	College Corp	No Cost		
32324	Titan Tent & Event Rentals	Rental	SBVC	Student Services	$ 4,412.50		
32330	Top Golf USA Inc	Services	SBVC	Student Services	$ 709.14		
32341	Top Golf USA Inc	Services	DSO	Chancellor	$ 2,413.40		
32281	Trblmkng LLC	Services	KVCR	KVCR	$ 500.00		

Contracts Below $119,100

Presented for Information November 12, 2026

Control #	Vendor	Contract Type	Site	Department	Expense	Income	Amendment
32262	Tree People	MOU	SBCCD	College Corp	No Cost		
32207	TrulyCreative Network Solutions Inc	Software/Licensing	KVCR	KVCR	$ 3,792.03		
32300	Trumba Corporation	Software/Licensing	DSO	TESS	$ 13,822.56		
32291	Villaver, Melvin Earl	Speaker Agreement	SBVC	Student Services	$ 1,300.00		
32235	Vital Records Control	Software/Licensing	DSO	TESS	$ 16,170.78		
30454	Vizio Services LLC	Amendment 01	KVCR	KVCR	No Cost		Update Language
32275	Welch, Tonesa	Speaker Agreement	SBVC	Student Services	$ 2,500.00		
32288	Wenger Corporation	Rental	SBVC	Theatre	$ 940.84		

Contracts Below $119,100

Presented for Information November 12, 2026

Control #	Vendor	Contract Type	Site	Department	Expense	Income	Amendment
32327	Willenbrink-Johnsen, Karen	Performer	SBVC	Art	No Cost		
32255	Yosemite CCD	Income	SBVC	Child Center		$ 39,100.00	
32251	Yucaipa Pickleball Inc	Income - Facilities Use	CHC	Facilities		$ 1,000.00	
32314	Yucaipa, City of	Sponsorship	CHC	Institutional Advancement	$ 1,000.00		
32224	Yucaipa-Calimesa Joint USD	MOU	CHC	Student Services	No Cost		
32263	Yucaipa-Calimesa Joint USD	Income - Facilities Use	CHC	Admin Services		$ 1,000.00	
32293	Zacarias, Angel	Performer	SBVC	Student Services	$ 250.00		

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

PREPARED BY: Steven J. Sutorus, Executive Director of Business & Fiscal Services

DATE: November 12, 2026

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, 2027, is $62,010,275 based on the beginning balance of $57,612,129, the approved tentative budget for fiscal year 2026-2027, and actual activity during the month of September 2026.

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 2026-2027

(as of October 20, 2026, rounded to the nearest $1,000)

	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	ACCRUALS	TOTAL
Estimated Beginning Cash Balance	57,612	56,280	50,146	56,719	45,682	42,096	76,593	71,388	65,176	59,603	66,126	70,057		
Receipts														
Federal			-4	1	307	608	358	541	296	11	256	85		2,461
State	11,476	8,859	20,047	8,299	7,604	14,422	30,921	9,642	13,461	8,097	7,815	10,240		150,883
Local	7,302	1,832	-2,613	11	3,561	26,520	16,416	11	242	15,847	11,006	29		80,165
Interfund Transfer & Sale of Assets		1				12,106					4,933			17,039
Accounts Receivable/Accruals	2,153	3,603	8,988	4,209	4,396	711	-5,599	375	-100	6,207	185	-119		25,010
Total Receipts	20,931	14,295	26,419	12,519	15,868	54,367	42,097	10,568	13,899	30,162	24,196	10,236		275,558
Disbursements														
Academic Salaries	19	3,563	5,352	6,149	6,470	6,332	6,328	5,497	6,043	6,358	6,295	11,209		69,616
Classified Salaries	3,511	3,940	3,493	4,692	4,194	4,441	4,161	3,758	3,746	4,215	4,298	4,886		49,335
Benefits	1,863	3,275	3,569	3,840	3,851	3,797	3,866	3,771	3,843	3,899	3,957	5,551		45,081
Supplies & Materials	90	184	267	431	265	159	181	302	360	398	509	197		3,344
Other Operating Exp	4,897	2,123	2,244	2,892	2,993	1,242	2,282	1,870	3,066	2,839	2,619	1,224		30,291
Capital Outlay	185	478	512	234	357	48	464	233	1,014	488	610	551		5,174
Other Outgo	209	4,659	2,894	2,331	1,077	1,185	1,138	1,288	1,444	1,284	1,714	3,826		23,050
Longterm Post-Employment Benefits	-7	-10	-10	-7	-7	17	-11	-11	-11	-11	11	35		-21
Accounts Payable/Accruals	11,497	2,218	1,524	2,994	253	2,649	28,893	73	-34	4,168	253	-9,197		45,291
Total Disbursements	22,263	20,430	19,846	23,556	19,453	19,871	47,302	16,780	19,472	23,639	20,265	18,282		271,160
Increase / (Decrease) in Cash Balance	-1,332	-6,134	6,573	-11,037	-3,586	34,497	-5,205	-6,212	-5,573	6,523	3,931	-8,047		
Estimated Ending Cash Balance	56,280	50,146	56,719	45,682	42,096	76,593	71,388	65,176	59,603	66,126	70,057	62,010		

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Angel Rodriguez, Associate Vice Chancellor of Strategic Communications, Government Relations and Grants

PREPARED BY: Burt Peachy, District Director of Grants

DATE: November 12, 2026

SUBJECT: Monthly Grants Board Report – September–October 2026

RECOMMENDATION

This item is for information only. No action is necessary.

OVERVIEW

This report provides a summary of grant activity for September–October 2026, including new awards and overall funding totals. The report reflects the San Bernardino Community College District's continued success in securing external funding aligned with institutional priorities.

ANALYSIS

The District secured four (4) new grants totaling $3,267,438.00 during the September–October 2026 period. September awards include three (3) grants totaling $2,067,438.00: funding for student food security, the College Corps civic engagement program, and a U.S. Department of Labor Strengthening Institutions Program (SIP) award for SBVC supporting AI integration in instruction and student services. In October, the District received one (1) additional SIP award of $1,200,000.00 for Crafton Hills College, supporting workforce development. Nine grant applications submitted in September totaling $3,823,758.00 (plus one amount pending) are awaiting funder decisions.

SBCCD GOALS

Use those that apply from the list.
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

New grant awards for the September–October 2026 period total $3,267,438.00 across four (4) grants. September awards total $2,067,438.00, including the SBVC SIP award of $590,495.00 from the U.S. Department of Labor. October awards total $1,200,000.00 for the CHC SIP grant. Nine September submissions totaling $3,823,758.00 (plus one amount to be determined) remain pending.

San Bernardino Community College District

FY 2026-27 Grant Updates Board Report

Reporting Period: September 1 to October 31, 2026

Executive Summary

- Grant applications submitted during the September 2026 reporting period include nine (9) submissions total: eight (8) requesting $3,823,758.00, plus one with an amount to be determined by the funder. No applications were submitted in October 2026.
- New awards confirmed during the reporting period include four (4) awards totaling $3,267,438.00: three (3) in September 2026 ($2,067,438.00) and one (1) in October 2026 ($1,200,000.00).
- Potential upcoming submissions are tracked separately for internal planning and are not included in this Board-facing report.
- Grant narratives are condensed for readability while preserving key facts, including purpose, funding source, lead entity, and strategic alignment.

Summary Table (September–October 2026)

Category	Count	Total Amount	Notes
New Awards (September 2026)	3	$2,067,438.00	Awards confirmed September 1–30, 2026
New Awards (October 2026)	1	$1,200,000.00	Awards confirmed October 1–31, 2026
Monthly Submissions (September 2026)	9	$3,823,758.00 (+1 TBD)	Applications submitted during the September 2026 reporting period
Monthly Submissions (October 2026)	0	—	No applications submitted in October 2026

Strategic Alignment Reference Codes (Legend)

Alignment is referenced with short codes to reduce duplication. Each grant entry includes the relevant codes and a one-sentence plain-language alignment summary.

SBCCD District Strategic Plan Goals (SBCCD Codes)

- **SBCCD-G1:** Eliminate barriers to student access and success.
- **SBCCD-G2:** Be a diverse, equitable, inclusive, and anti-racist institution.
- **SBCCD-G3:** Lead and partner on regional issues.
- **SBCCD-G4:** Ensure fiscal accountability and sustainability.

Crafton Hills College – Educational Master Plan Priorities (CHC Codes)

- **CHC-1:** Increase Student Enrollment.
- **CHC-2:** Engage in Practices that Prioritize and Promote Inclusivity, Equity, Anti-Racism, and Human Sustainability.
- **CHC-3:** Increase Student Success & Equity.
- **CHC-4:** Develop a Campus Culture that Engages Students, Employees, and the Broader Community.
- **CHC-5:** Foster and Support Inquiry, Accountability, and Campus Sustainability.

San Bernardino Valley College – Educational Master Plan Priorities (SBVC Codes)

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

Reporting Period: September 2026

New Grant Awards

Hunger Free Campus Support

- **Purpose:** This funding addresses food insecurity. The college must designate campus employees to help ensure that students have the information they need to enroll in CalFresh. The college must also host a food pantry or regular food distributions on campus.
- **Grantor:** California Community Colleges Chancellor's Office (CCCCO)
- **Lead Entity:** SBVC
- **Amount:** Awarded $9,775.00
- **Status:** Awarded
- **Alignment:** SBVC-3

2026 Californians for All College Corps

- **Purpose:** This funding supports College Corps fellows to become the next generation of civic leaders and engages fellows from all backgrounds in meaningful paid service. The grant provides a total award of $1,467,168.00 across both CHC and SBVC over three years ($489,056 per year).
- **Grantor:** California Volunteers
- **Lead Entity:** SBCCD (CHC and SBVC)
- **Amount:** Awarded $1,467,168.00 (total award for three years)
- **Status:** Awarded
- **Alignment:** SBCCD-G1 and SBCCD-G3

(SIP) Strengthening Institutions Program FY 2026 Competition – SBVC

- **Purpose:** To build institutional capacity for the responsible, ethical, and effective use of AI in teaching, learning, and student services. This award supports SBVC in integrating AI tools and practices across instructional and student support programs.
- **Grantor:** U.S. Department of Labor (US DOL)
- **Lead Entity:** SBVC
- **Amount:** Awarded $590,495.00
- **Status:** Awarded
- **Alignment:** SBCCD-G1, SBVC-2

Monthly Submissions

Nursing Enrollment Growth and Retention – FY 26-27

- **Purpose:** This grant is to increase the number of students in the nursing program.
- **Grantor:** California Community Colleges Chancellor's Office (CCCCO)
- **Lead Entity:** SBVC
- **Amount Requested:** $215,258.00
- **Status:** Submitted
- **Alignment:** SBVC-3

Community Betterment

- **Purpose:** Electronic Theatre Controls (ETC) supports communities throughout the United States by awarding cash grants annually to non-profit entities. A diverse committee of ETC employee volunteer's reviews applications and selects grant recipients. At SBVC, this funding would support the Theatre Arts program's community engagement and outreach activities.
- **Grantor:** ETC
- **Lead Entity:** SBVC
- **Amount Requested:** $4,500.00
- **Status:** Submitted
- **Alignment:** SBVC-3

Performing Arts Funding Grant Program

- **Purpose:** ETC supports the arts throughout the United States by awarding cash grants to non-profit performance groups. At SBVC, this funding would support Theatre Arts productions and performance programming.
- **Grantor:** ETC
- **Lead Entity:** SBVC
- **Amount Requested:** $4,000.00
- **Status:** Submitted
- **Alignment:** SBVC-3

Light the Way Grant Program

- **Purpose:** ETC's Light the Way Program aims to support the next generation of lighting design and technology professionals by providing equipment grants to selected non-profit organizations. At SBVC, this funding would provide stage lighting equipment for the Theatre Arts program.
- **Grantor:** ETC
- **Lead Entity:** SBVC
- **Amount Requested:** Varies (amount to be determined by funder)
- **Status:** Submitted
- **Alignment:** SBVC-3

Transformational AI Learning Grant

- **Purpose:** To fund the growth of a Regional Support Initiative (RSI) tool to help faculty use AI on Canvas.
- **Grantor:** Gates Foundation
- **Lead Entity:** CHC
- **Amount Requested:** $200,000.00
- **Status:** Submitted
- **Alignment:** CHC-3, SBCCD-G1

Innovative Postsecondary Models (IPM) Fund

- **Purpose:** To help expand the Nursing Services department, which uses a non-traditional approach to class offerings.
- **Grantor:** Collaboration of Foundations
- **Lead Entity:** CHC
- **Amount Requested:** $1,000,000.00
- **Status:** Submitted
- **Alignment:** CHC-1, SBCCD-G1

Innovative Postsecondary Models (IPM) Fund

- **Purpose:** Pilot training in not-for-credit delivery with the target of sustainability through Workforce Pell eligibility, and partnership with SBVC for development into credit/noncredit pathways.
- **Grantor:** Collaboration of Foundations
- **Lead Entity:** EDCT
- **Amount Requested:** $750,000.00
- **Status:** Submitted
- **Alignment:** SBCCD-G1

Employment Training Panel (ETP) Core Contract

- **Purpose:** Funding to provide incumbent worker training for employees of local companies facing out-of-state competition. Training is short-term, industry-responsive content focused on business, commercial skills, computer software, continuous improvement, management/leadership, and safety. This will be SBCCD's 13th ETP contract.
- **Grantor:** Employment Training Panel (ETP)
- **Lead Entity:** EDCT
- **Amount Requested:** $900,000.00
- **Status:** Submitted
- **Alignment:** SBCCD-G1, SBCCD-G2

Innovative Postsecondary Models (IPM) Fund

- **Purpose:** The Innovative Postsecondary Models (IPM) Fund supports innovative postsecondary education models that are rethinking how education is designed, delivered, financed, and assessed for learners in the United States. The funding will support the BS program in Water Resources Management.
- **Grantor:** Collaboration of Foundations, managed by Panorama Global
- **Lead Entity:** SBVC
- **Amount Requested:** $750,000.00
- **Status:** Submitted
- **Alignment:** SBVC-2

Reporting Period: October 2026

New Grant Awards

(SIP) Strengthening Institutions Program FY 2026 Competition – CHC

- **Purpose:** To support and expand workforce development at CHC. This five-year federal award strengthens institutional capacity to develop and deliver workforce-aligned programs and supports students in attaining industry credentials.
- **Grantor:** U.S. Department of Labor (US DOL)
- **Lead Entity:** CHC
- **Amount:** Awarded $1,200,000.00 (five-year award, October 1, 2026 – September 30, 2031)
- **Status:** Awarded
- **Alignment:** SBCCD-G1, CHC-1

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Angel Rodriguez, Associate Vice Chancellor of Government Relations, Strategic Communications & Grants

PREPARED BY: Ynez D. Canela, Associate Director of Legislative & Community Relations

DATE: November 12, 2026

SUBJECT: SBCCD's 2027 Legislative and Budget Priorities for Affordable College, Career Training and Good Jobs

RECOMMENDATION

It is recommended that the Board of Trustees approve SBCCD's 2027 Legislative and Budget Priorities for Workforce Development and Community Prosperity.

OVERVIEW

The 2027 Legislative and Budget Priorities advance SBCCD's mission and districtwide goals by focusing advocacy on college affordability, workforce and career pathways, equity, basic needs, and public investment in community colleges. These priorities are guided by the Board's legislative principles:

- Improve college affordability and basic needs support.
- Eliminate barriers to student access and success.
- Increase public investment in community colleges and students.
- Support local decision-making.
- Strengthen state and federal partnerships.
- Promote civic engagement.

ANALYSIS

SBCCD adopts annual legislative and budget priorities to guide advocacy with local, state, and federal policymakers. Board approval will give the Board Legislative Committee and Chancellor's Office a clear framework for addressing legislation, budget proposals, and policy issues during the 2027–28 cycle.

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

None.

San Bernardino Community College District
2027 Legislative and Budget Priorities
for Affordable College, Career Training and Good Jobs

Overview: SBCCD's 2027 Legislative and Budget Priorities advance the district's mission to positively impact students, families, and the prosperity of our region through high-quality education and training. These priorities focus SBCCD's advocacy on expanding college affordability, strengthening workforce and career pathways, advancing equity, supporting student basic needs, and protecting the public investments that help our colleges serve the Inland Empire. SBCCD will use these priorities to guide engagement with policymakers and key stakeholders throughout the 2027–28 legislative and budget cycle.

Let's Make College & Career Education More Affordable

- **Make College More Affordable by Streamlining Student Access to Essential Resources:** SBCCD supports policies and stronger agency coordination that make it easier for eligible students to access financial aid, housing assistance, CalFresh, Medi-Cal, Covered California, and other basic needs supports. Better coordination can reduce the total cost of attending college and help students balancing work, family, and education stay enrolled, complete degrees and certificates, and move into good-paying careers.
- **Expand State Financial Aid to Strengthen the Talent Pipeline:** SBCCD supports expanding and simplifying state financial aid so more recent high school graduates and adult learners can afford college and career training. This includes continued implementation of Cal Grant reform and other efforts to broaden eligibility, reduce barriers, and make education and workforce training more affordable. Expanding financial aid will help more Inland Empire residents prepare for high-demand careers and strengthen economic mobility.
- **Expand Access to Workforce Pell:** SBCCD supports successful implementation of Workforce Pell and Cal Grant C for eligible short-term workforce programs, including policies that make it easier for students to access financial aid for high-quality training that leads to good-paying careers.

- **Promote Affordable Access to Textbooks and Learning Materials:** SBCCD supports policies, funding, and partnerships that make textbooks and learning materials more affordable and accessible for students. By negotiating agreements with textbook companies to lower costs and expanding initiatives like open educational resources (OER), the Zero Textbook Cost initiative, textbook rental programs, and digital access options, we can reduce financial burdens on students. These efforts help ensure students have the tools to succeed in their studies and develop the skills essential for the workforce.

Let's Prepare Students for Good-Paying Careers

- **Protect Equitable Access to Affordable Bachelor's Degrees:** SBCCD supports implementation of California's new community college baccalaureate framework in a way that does not reduce access for Inland Empire students. Where a student lives should not mean fewer choices to earn an affordable bachelor's degree or prepare for a good-paying career. SBCCD supports preserving community colleges' ability to offer lower-cost bachelor's degree pathways that respond to regional workforce needs.

- **Strengthen Apprenticeship and Earn-and-Learn Pathways:** SBCCD supports ongoing funding and greater flexibility for the California Apprenticeship Initiative, along with investments that connect registered apprenticeships to community college certificates and degrees.

- **Restore Funding for the Strong Workforce Program:** SBCCD supports restoring $60 million in state funding for the Strong Workforce Program so community colleges can continue expanding career education, apprenticeships, work-based learning, and employer partnerships in high-demand industries. Restoring these resources will help colleges respond to regional workforce needs and connect more students to family-sustaining careers. The 2027–28 Board of Governors budget request notes that colleges have experienced approximately a 20% reduction in Strong Workforce Program funding.

- **Improve the portability of Credit for Prior Learning:** SBCCD supports clearer statewide standards so students who earn validated CPL at a California community college know how that credit will apply when they transfer to another public college or university. Greater consistency would help working adults, veterans, and apprentices avoid unnecessary coursework and complete degrees more efficiently.

- **Promote Economic Mobility:** Support lifelong learning and workforce reskilling initiatives that create clear pathways to family-sustaining careers. SBCCD advocates for policies that advance economic mobility, strengthen workforce development, and help individuals achieve long-term career success and self-sufficiency.

- **Strengthen SBCCD's Economic Development and Corporate Training (EDCT) Programs:** Expand education and workforce training opportunities into mountain communities while continuing to meet the evolving needs of regional employers. Support efforts to secure grants and resources that help upskill workers, foster lifelong learning,

and strengthen the local economy.

Let's Build Affordable Student Housing and Lead Basic Needs Efforts

- **Continue to Seek Partnerships for the Affordable Student and Workforce Housing Project:** SBCCD is seeking partnerships to complete funding for Legacy Village at San Bernardino Valley College, which will provide affordable housing for students and local workers along with access to essential basic needs services. We also urge the state to revise its community college housing policies to better reflect today's students, many of whom are working adults and parents. State housing programs should support family-friendly units in addition to traditional dorm-style housing.

- **Support the Hot Meals for College Students Act of 2026 to Expand CalFresh Access at Community College Cafeterias for a Healthy Future Workforce:** SBCCD supports policy changes that allow community college campuses to accept EBT for a broader range of affordable, healthy food options. Many students work while attending school, balancing multiple responsibilities, and need convenient access to nutritious meals to stay productive. Current restrictions classify campus cafeterias with over 50% prepared foods as restaurants, limiting EBT usage, despite these cafeterias' focus on accessible and healthy options. SBCCD advocates for granting an exemption for campus settings to ensure students have the resources to focus on their studies, complete their programs, and enter the workforce better prepared. Allowing EBT access in these unique environments is a practical investment in the state's talent pipeline, improving workforce readiness and reducing barriers to success for students who will contribute to our economic growth.

Let's Open Doors of Opportunity for Everyone

- **Empower All Students to Build Community and Achieve Success:** At SBCCD, we are committed to creating an environment where students, employees, and guests of all backgrounds feel welcomed, respected, and valued. SBCCD supports funding and policies that provide every student with access to higher education, career training, financial aid, support services, and on-campus networks—including learning communities that foster belonging and educational growth. By promoting inclusive educational practices and encouraging social and intellectual exchange among people of diverse cultures, races, genders, ages, religions, political perspectives, sexual orientations, immigration statuses, and abilities, we cultivate a strong, connected community. Together, we empower each member of SBCCD to realize their potential, build meaningful relationships, and prepare for success in the workforce, contributing to the prosperity of our local communities.

- **Strengthen California's Talent Pipeline by Investing in Underserved Students:** SBCCD supports state and federal investment in Minority-Serving Institutions,

California's serving-institution designations, and proven equity programs that help more students persist, complete degrees, transfer, and enter high-demand careers. This includes Hispanic-Serving Institutions, Black-Serving Institutions, Asian American and Native Hawaiian Pacific Islander-Serving Institutions, and statewide initiatives that expand opportunity for historically underserved students while strengthening California's workforce.

- **Support Funding to Strengthen Equal Employment Opportunity Best Practices**: SBCCD supports ongoing funding to align hiring practices with statewide equal employment opportunity goals, fostering a workplace and learning environment where everyone has the opportunity to succeed and experience a sense of belonging. This investment creates spaces where employees and students can thrive and contribute meaningfully to our communities.

- **Expand Access to Dual Enrollment:** SBCCD supports policies that expand the pool of qualified instructors available to teach college courses at high schools while maintaining rigorous academic standards. California should explore more consistent and flexible pathways for experienced high school educators to demonstrate that they meet the qualifications to teach community college courses. We also advocate for policies that enable more students to earn college credit during the regular school day, helping to strengthen college readiness, accelerate educational pathways, and improve equitable access to higher education. Finding high school instructors who meet community college minimum qualifications has been identified as a barrier to expanding dual enrollment (Career Ladders Project, 2025).

Let's Safeguard the Financial Stability of Our Community Colleges

- **Invest in Safe, Modern Classrooms, Labs, and Training Equipment:** SBCCD supports ongoing state investment in deferred maintenance and instructional equipment so community colleges can maintain safe facilities and provide students with industry-standard learning environments. The California Community Colleges report more than $2.2 billion in deferred maintenance needs statewide, and the Board of Governors is requesting $60 million in ongoing Proposition 98 funding to address the backlog and replace outdated instructional equipment.

- **Ensure Emergency Preparedness and Immediate Relief for Our Community Colleges:** SBCCD supports partnerships and funding at all levels—local, state, federal, and public-private—to quickly address the safety and technology needs of our students, faculty, and staff. In times of crisis, from wildfires and extreme heat to snowstorms and pandemics, rapid access to emergency funds is crucial to keep our colleges operational and able to serve our community. By securing timely resources, we help our colleges not only navigate emergencies but also emerge stronger and ready to support the Inland Empire's recovery and growth.

- **Protect Stable Funding for Community Colleges:** SBCCD supports protecting Proposition 98 funding and providing stable base resources, enrollment growth funding, cost-of-living adjustments, and investments that allow colleges to meet rising student and workforce demand.

- **Improve State Funding Model for Part-Time Faculty Health Insurance Program:** SBCCD supports state policy changes aimed at enhancing the funding structure of the Part-Time Faculty Health Insurance Program in California and advocates for a system where the state directly provides the necessary funding to community college districts instead of reimbursing them later. The Part-Time Faculty Health Insurance Program's current reimbursement model heavily burdens districts like SBCCD with substantial upfront costs before receiving state reimbursements. This creates financial uncertainty and makes it challenging for SBCCD to manage other significant financial commitments. To provide health benefits to all part-time faculty members, SBCCD would need an upfront expenditure of $13.2 million, which exceeds the district's current capacity. Therefore, it is vital that the state adjusts the funding mechanism by providing upfront funding to districts. This change would reduce financial uncertainty and enable SBCCD to enhance the educational experience for all.

- **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.

- **Support Ongoing Funding for KVCR TV/FM:** SBCCD owns and operates KVCR, the Inland Empire's NPR and PBS affiliate station, and the headquarters of FNX, the nation's only TV channel devoted to Native American and World Indigenous programming. SBCCD requests ongoing public investment to enhance KVCR TV/FM's ability to provide long-term educational content, local news, and diverse cultural programs to our region and beyond.

- **Support the CCC's 2027-28 Systemwide Budget and Legislative Request:** SBCCD supports the California Community Colleges' shared advocacy request to strengthen core operations, expand affordable student housing, increase baccalaureate attainment, invest in workforce and career education, and prepare colleges and students for an increasingly AI-driven economy.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources, Police Services, Emergency/Employee Risk Management & Payroll Services

DATE: November 12, 2026

SUBJECT: MOU(s) 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

SBCCD and the CSEA met and entered into the attached Memorandums of Understanding, also known as MOU(s).

ANALYSIS

The attached MOU(s) constitutes the full and complete Agreement between SBCCD 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(s) is included in the appropriate budgets, where applicable.

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

September 8, 2026

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.

In accordance with **Article 15.6 – District-Initiated Transfers** of the CSEA Collective Bargaining Agreement, the Parties agree to the District-initiated transfers of Aida Gil and Marvellee Diaz, referred to as "unit member(s)." The Parties further agree that, notwithstanding the District-initiated transfer of each unit member to a new department, both unit members shall continue to perform duties within their existing job classifications. The duties assigned in their respective new departments are consistent with and within the scope of their current job classifications. Accordingly, these District-initiated transfers shall not result in any change to either unit member's job classification.

The specific details of the District-initiated transfers are outlined below:

Aida Gil	
Current	**New, effective Thursday, October 1, 2026**
Job Classification: Administrative Assistant III Supervisor: April Dale, Associate Dean, Student Support Services Department: Student Services, SBVC Work Schedule: Monday–Friday, 8:00 a.m. – 5:00 p.m.	Job Classification: Administrative Assistant III (unchanged) Supervisor: Pavel Bratulin, Campus Director of Marketing, Creative Services & Public Affairs Department: Marketing/Public Affairs, SBVC Work Schedule: Monday–Friday, 8:00 a.m. – 5:00 p.m. (unchanged)

Marvellee Diaz	
Current	**New, effective Thursday, October 1, 2026**
Job Classification: Administrative Assistant II Supervisor: Pavel Bratulin, Campus Director of Marketing, Creative Services & Public Affairs Department: Marketing/Public Affairs, SBVC Work Schedule: Monday–Friday, 7:30 a.m. – 4:00 p.m. (unchanged)	Job Classification: Administrative Assistant II (unchanged) Supervisor: April Dale, Associate Dean, Student Support Services Department: Student Services, SBVC Work Schedule: Monday–Friday, 7:30 a.m. – 4:00 p.m. (unchanged)

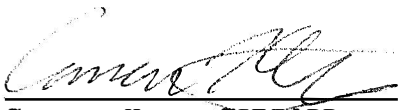
This agreement is subject to all approvals required by the CSEA 610 policy and the District.

For the District

Kristina Hannon, SBCCD
Vice Chancellor, Human Resources,
Police Services, Emergency/Employee
Risk Management & Payroll Services

For CSEA

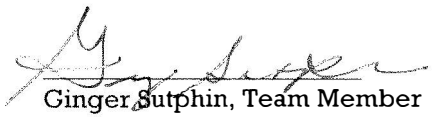
Ernest Guillen, President CSEA #291



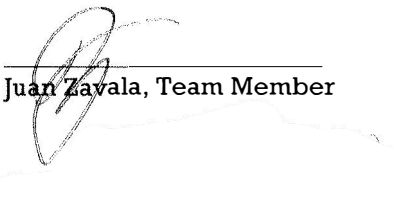
Cameron Kroetz, CSEA LRR



Diana Vaichis, Team Member



Ginger Sutphin, Team Member



Juan Zavala, Team Member

MEMORANDUM OF UNDERSTANDING
By and Between
SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
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SAN BERNARDINO COMMUNITY COLLEGE DISTRICT CHAPTER #291

September 8, 2026

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In accordance with **Article 16.3- Reclassification** of the CSEA Collective Bargaining Agreement it has been determined that the following unit members shall be reclassified.

1. Effective October 1, 2023, unit member Ruby Zuniga, Research Data Specialist, Range 42 Step F, 8 hours/260-day work year in the Research and Planning Department at Crafton Hills College, will be reclassified to the classification of Research Assistant, Range 48 Step D, 8 hours/260-day work year.

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, Emergency/Employee
Risk Management & Payroll Services

For CSEA

Ernest Guillen, President CSEA #291

Cameron Kroetz, CSEA LRR

Diana Vaichis, Team Member

Ginger Sutphin, Team Member

Juan Zavala, Team Member

Aida Gil, Team Member

MEMORANDUM OF UNDERSTANDING
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SAN BERNARDINO COMMUNITY COLLEGE DISTRICT CHAPTER #291

September 8, 2026

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The Parties agree to approve the Management Out-of-Class assignment for Marie Christina Maghuyop, Student Engagement Specialist, to the Interim Director of Student Life, SBVC, under the following stipulations:

1. The length of the assignment will be effective from September 9, 2026, through March 9, 2027, or until the Employee or management makes a decision to end the assignment.

2. The Employee will be compensated from the Management Salary Schedule Range 19, Step A.

3. The Parties agree that the Employee, while performing the Out-of-Class Managerial assignment, remains a unit member and may benefit from any and all rights and representation afforded them through affiliation with CSEA; however, the Employee will be ineligible to receive the following special compensation: shift differential or bilingual/bi-literate during the length of Out-of-Class service.

4. The Parties agree that the Employee will not take part in any classified employee evaluations or employee discipline proceedings during the Out-of-Class Managerial assignment, as the Interim Director of Student Life, or be evaluated during this Out-of-Class Managerial service.

5. Upon completion of the Out-of-Class Managerial assignment, the Employee shall return to their regular classified position as Student Engagement Specialist.

6. The Parties agree that during the Out-of-Class Managerial assignment, the Employee's seniority as Student Engagement Specialist will continue to accrue, and the Out-of-Class Managerial 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 Out-of-Class Managerial assignment of Marie Christina Maghuyop.

This agreement is subject to all approvals required by the CSEA 610 policy and the District.

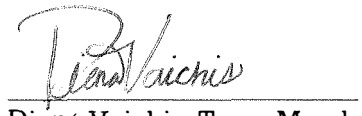
For the District

Kristina Hannon, SBCCD
Vice Chancellor, Human Resources,
Police Services, Emergency/Employee
Risk Management & Payroll Services

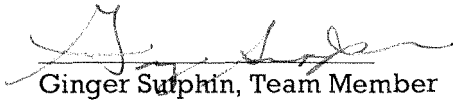
For CSEA

Ernest Guillen, President CSEA #291

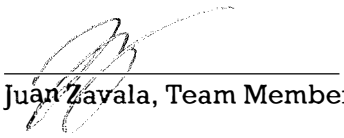
Cameron Kroetz, CSEA LRR



Diana Vaichis, Team Member



Ginger Sutphin, Team Member



Juan Zavala, Team Member



Aida Gil, Team Member

MEMORANDUM OF UNDERSTANDING
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SAN BERNARDINO COMMUNITY COLLEGE DISTRICT CHAPTER #291

September 8, 2026

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Permanent Schedule Change: Administrative Services -San Bernardino Valley College

In accordance with **Article 6.4 - Permanent Changes to Work Schedule**, of the CSEA Collective Bargaining Agreement, the Parties have reached an agreement regarding unit member Karol Pasillas permanent work schedule, which will take effect on **Monday, September 21, 2026.** The specific details of the work schedule are outlined below:

Current Work Schedule
Monday - Friday, 7:00 a.m. – 3:30 p.m.

New Work Schedule
Monday - Friday, 7:30 a.m. – 4:00 p.m.

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, Emergency/Employee
Risk Management & Payroll Services

For CSEA

Ernest Guillen, President CSEA #291

Cameron Kroetz, CSEA ERR

Diana Vaichis, Team Member

Ginger Sutphin, Team Member

Juan Zavala, Team Member

Aida Gil, Team Member

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Permanent Schedule Change: Student Life- Crafton Hills College

In accordance with **Article 6.4 - Permanent Changes to Work Schedule**, of the CSEA Collective Bargaining Agreement, the Parties have reached an agreement regarding the permanent work schedules of unit members Kaila Wheeler, Jennifer Solis, and Erika Sherman. The specific details of the work schedules and effective dates are outlined below:

Kaila Wheeler	
Current Work Schedule Monday, Tuesday, Thursday, 9:00 a.m. – 6:00 p.m. Wednesday, 10:00 a.m. – 7:00 p.m. Friday, 8:00 a.m. – 4:30 p.m.	**New Work Schedule, effective Friday, September 11, 2026** Monday, Tuesday, Thursday, 9:00 a.m. – 6:00 p.m. Wednesday, 10:00 a.m. – 7:00 p.m. Friday, 8:30 a.m. – 5:00 p.m.

Jennifer Solis	
Current Work Schedule Monday, Wednesday, Thursday, 9:00 a.m. – 6:00 p.m. Tuesday, 10:00 a.m. – 7:00 p.m. Friday, 8:00 a.m. – 4:30 p.m.	**New Work Schedule, effective Friday, September 25, 2026** Monday, Tuesday, 9:00 a.m. – 6:00 p.m. Wednesday, 10:00 a.m. – 7:00 p.m. Thursday, 8:30 a.m. – 5:00 p.m. Friday, 8:00 a.m. – 4:30 p.m.

Erika Sherman	
Current Work Schedule Monday, Tuesday, Thursday, 9:00 a.m. – 6:00 p.m. Wednesday, 10:00 a.m. – 7:00 p.m. Friday, 8:00 a.m. – 4:30 p.m.	**New Work Schedule, effective Friday, September 25, 2026** Monday, Wednesday, Thursday, 9:00 a.m. – 6:00 p.m. Tuesday, 10:00 a.m. – 7:00 p.m. Friday, 8:00 a.m. – 4:30 p.m.

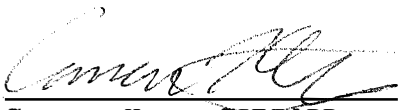
This agreement is subject to all approvals required by the CSEA 610 policy and the District.

For the District

Kristina Hannon, SBCCD
Vice Chancellor, Human Resources,
Police Services, Emergency/Employee
Risk Management & Payroll Services

For CSEA

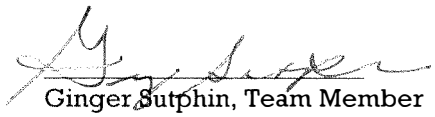
Ernest Guillen, President CSEA #291



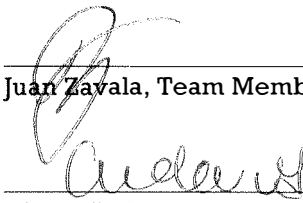
Cameron Kroetz, CSEA LRR



Diana Vaichis, Team Member



Ginger Sutphin, Team Member



Juan Zavala, Team Member

Aida Gil, Team Member

MEMORANDUM OF UNDERSTANDING
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September 8, 2026

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It is Hereby Agreed:

There will be changes to the Research Data Specialist job description (attached herein), which shall include a retitle to Research Assistant and placement at Range 48 from Range 42 of the CSEA Salary Schedule.

The Research Assistant will be added to the 2023-2026 CSEA Collective Bargaining Agreement Article 1: Recognition, section 1.1, and Appendix "A."

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, Emergency/Employee
Risk Management & Payroll Services

For CSEA

Ernest Guillen, President CSEA #291

Cameron Kroetz, CSEA LRR

Diana Vaichis, Team Member

Ginger Sutphin, Team Member

Juan Zavala, Team Member

Aida Gil, Team Member

KA

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District Counter Proposal #1 9.08.2026

Research ~~Data Specialist~~Assistant

Classified Range: ~~42~~48

Board Approved: 11/18/21 P. 115

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

SUMMARY DESCRIPTION

Performs a variety of technical and administrative duties in support of a college research office; assists in the preparation, collection, preliminary analyses, and reporting of results on studies.

SUPERVISION RECEIVED AND EXERCISED

Receives general direction from appropriate supervisor; checks with supervisor regarding non-routine assignments. May provide technical and functional direction to assigned student workers.

REPRESENTATIVE DUTIES

The following duties are typical for this classification.

1. ~~1.~~ ~~Coordinates~~ Completes assigned research or data-related activities; ensures tasks are completed accurately and within established timelines; exercises independent judgment to provide data summaries, recommendations, or information as requested.

2. Collects, compiles, and analyzes data using established scientific and statistical techniques to support research projects and institutional studies; assists in developing queries or programs to process datasets.

3. Inputs, formats, and maintains institutional information within databases and dashboards; performs statistical analysis and generates recurring reports to monitor enrollment, retention, and other key performance indicators.

3. May support analyst in conducting ~~Conducts~~ literature reviews on data utilization, educational research methods, and program-specific topics to support research design, survey development, and institutional improvement efforts.

4. Prepares tables, charts, graphs, and summary presentations using Excel, SPSS, PowerPoint, and other analytical tools; drafts written materials and visual summaries for review.~~Assists in data collection, data review, data search, and other research as requested; inputs, formats, and prepares quantitative and qualitative data for use in outcomes assessment at the course, program, and institutional levels.~~

5. Collects, verifies, and compiles quantitative and qualitative information to conduct studies as assigned; assists faculty and staff in survey design, data collection, and results interpretation to support student learning outcomes and program review processes.~~2.Collects, classifies, tallies, inputs, and audits a variety of data, including quantitative and qualitative data.~~

~~3. Sets up and maintains accurate confidential data files in both hard copy and electronic form.~~

47. Assists in developing and modifying survey instruments, research procedures, and data collection

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District Counter Proposal #1 9.08.2026

Research Data SpecialistAssistant

Classified Range: 4248

Board Approved: 11/19/21 P. 26

tools to ensure validity, reliability, and alignment with institutional goals and changing program needs.Assists in conducting focus group interviews, the modification of assessments and survey instruments, and the implementation and administration of large surveys, such as student satisfaction and campus climate surveys.

58. Collects and inputs survey and evaluation data using scannable publishing software, online survey platforms, and mobile-enabled tools; verifies data accuracy and completeness prior to analysis.Assists other research staff in developing data collection instruments, databases, and data collection procedures; assists with survey scanning, data processing, and creation of data files for use by other research staff.

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6. Utilizes various computer applications and software packages, such as outcomes assessment data management systems and survey software, to assist with outcomes assessment, survey design and distribution, and the cleaning of data; enters, updates, corrects, and extracts information; maintains and generates reports from a database or network system.

710. Updates and maintains the department and committee web sites, posting agendas, minutes, and research-related materials in coordination with assigned staff.

8. Collects, researches, compiles, verifies, summarizes, records, and evaluates information; prepares and distributes narrative, statistical and financial data, recommendations, and alternatives as requested; completes reports; verifies and reviews forms and reports for completeness and conformance with established regulations and procedures.

9. Coordinates and oversees specialized functions or projects independently as assigned; assures that work is performed in a timely and accurate manner; uses independent judgment to develop and provide recommendations, suggestions, or information as appropriate.

10. Provides input for the preparation and administration of program budget(s); assists in preparing cost estimates for budget recommendations; assists in submitting justifications for budget items; allocates funds to proper budget codes; monitors and tracks expenditures in a timely manner; provides regular budget reports to executive for control of expenditures; assists in resolving budget issues and problems; prepares budget/expense transfers; recommends budget revisions.

1114. Recommends expenditures for office equipment, materials, and supplies; may initiate contact with vendors for various products and services.

1215. Attends standing and ad hoc committees and other groups as assigned. Assists in the development of written reports and/or oral presentations.

13. Performs other duties related to the primary job duties.

MINIMUM QUALIFICATIONS

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

District Counter Proposal #1 9.08.2026

Research ~~Data Specialist~~Assistant

Classified Range: ~~42~~48

Board Approved: 11/18/21 P. 3|5

CORE COMPETENCIES:

Mathematical Facility

- Performs operations involving counting, adding, subtracting, multiplication and division
- Follow multi-step computational procedures and apply formulas
- Apply basic algebraic or geometric reasoning and problem solving
- Recognize approaches and algorithms for finding real world computational solutions**
- Computes and interprets descriptive statistics**

Critical Thinking

- Analytically and logically evaluates information to resolve problems
- Follow guide, SOP or other step by step procedures for locating the source of a problem and fixing it
- May detect ambiguous, incomplete, or conflicting information or instructions**

Attention to Detail

- Focusing on the details of work content
- Shows care and thoroughness in adhering to process and procedures that assure quality
- Applies knowledge and skill in recognizing and evaluating details of work**
- Applies skilled final touches on products

Analyzing and Interpreting Data

- Apply sorting, coding and categorizing rules
- Analyze data
- Read reports
- Draw meaning and conclusions from quantitative and/or qualitative data

Professional Integrity and Ethics

- Follows a clear-cut set of rules
- Understands practical necessity of rules and ethical guidelines
- Shows consistency in behavior and judgement over a long term and varied situations

Legal and Regulatory Navigation

- Understanding, interpreting, and ensuring compliance with laws and regulations
- Locates, understands, or provides factual regulator information**
- Works within the bounds and limits of what is permissible

Using Technology

District Counter Proposal #1 9.08 2026

Research ~~Data Specialist~~Assistant

Classified Range: **4248**

Board Approved 11.18.21 P. 4.5

- Working with electronic hardware and software applications
- Using basic features and functions of software and hardware
- Experiments and finds novel uses for standard features and functions **
- Adds, improves, modifies, or develops features and functionality**

Adaptability

- Responding positively to change and modifying behavior as the situation requires**
- Accept and adjust to changes and the unfamiliar

Innovation

- Imagining and devising new and better ways of doing things**
- Fix what is broken; find solutions and fixes with resources at hand
- Finds new approaches to performing familiar tasks
- Create and invent new ideas; envision the unexpected, unexplored, untried**

Listening

- Comprehend and verbal instructions and orally presented information
- Recalls or retrieves key points in a conversation
- Listen actively by rephrasing others' input cogently and accurately**

Professional and Technical Expertise

- Applying technical subject matter to the job **
- Knows the rudimentary concepts of performing the essential technical operations
- Possess recognized expertise outside of the organization**

Self-Management

- Follows through on instructions and assignments
- Self-directed and self- monitored in commitments and accomplishments
- Redefines or reprioritizes activities within scope of responsibility

Valuing Diversity

- Shows acceptance of individual differences
- Welcomes input and inclusion of others who may be different from oneself
- Shows understanding and empathy for the challenges of groups seeking inclusion or dealing with perceived discrimination

***Lead, Advanced or Senior Level Positions*

Education and Experience Guidelines

District Counter Proposal #1 9.08.2026

Research ~~Data Specialist~~Assistant
Classified Range: ~~42~~48
Board Approved: 11/18/21 P. 5|5

Education/Training:

~~Equivalent to the completion of high school supplemented by twelve (12) units of college level course work~~A Bachelor's degree from an accredited institution in Statistics, Business, Mathematics, or a related field.

Experience:

~~One (1)~~Three (3) years of experience in ~~collecting and maintaining data~~the collection, analysis, reporting, and presentation of research data.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

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

Environment: Work is performed primarily in a standard office setting.

Physical: Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to occasionally lift, carry, push, and/or pull light to moderate amounts of weight up to 25 pounds; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

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

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

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

September 8, 2026

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."

Temporary Increase in Full-Time Equivalency Hours

On or about August 11, 2026, the Parties entered into an agreement approving an Out-of-Class Assignment for unit member Moses Gonzalez, Tool Room Specialist (PCN: C141201) at SBVC, for the period of August 12, 2026, through February 12, 2027. Consequently, in Moses Gonzalez's absence, the District will temporarily assign unit member Albert Perez, Tool Room Specialist (PCN: C141204) at SBVC, to work in Moses Gonzalez's PCN, effective Wednesday, September 9, 2026, to ensure continuous coverage in the department.

As a result of this temporary assignment, Albert Perez's full-time equivalency ("FTE") hours will be temporarily increased, and his work schedule will be temporarily changed. The Parties acknowledge and agree that the temporary FTE increase, and schedule change are solely the result of Moses Gonzalez's Out-of-Class Assignment and are contingent upon its continuation. The District reserves the right to end or modify the Out-of-Class Assignment at any time, which shall result in the corresponding modification or termination of Albert Perez's temporary FTE increase and schedule change.

The Parties acknowledge and agree that the temporary FTE increase and any associated benefits or entitlements, including, but not limited to, health benefits and increased accruals for Albert Perez, shall automatically end upon the conclusion or termination of Moses Gonzalez's Out-of-Class Assignment. The Parties further agree that the temporary FTE increase and associated benefits do not constitute a permanent increase in Albert Perez's FTE, a change to his regular position or PCN, or a permanent modification of his job assignment. Nothing in this Memorandum of Understanding shall be construed as establishing any right, benefit, or entitlement for Albert Perez beyond the duration of this temporary assignment.

The specific details of the temporary increase in FTE status and schedule are outlined below:

Albert Perez	
Current Job Classification: Tool Room Specialist FTE: .475 PCN:C141204 Supervisor: Patricia Quach, Division Dean Department: Tool Room, SBVC Working Schedule: Monday–Wednesday, 5:00 p.m.–10:00 p.m.; Thursday, 6:00 p.m.–10:00 p.m.	**Temporary Change, effective Wednesday, September 9, 2026** Job Classification: Tool Room Specialist FTE: 1.0 (temporarily increased) PCN: C141201 (temporarily changed) Supervisor: Patricia Quach, Division Dean Department: Tool Room, SBVC Working Schedule: Monday–Friday, 1:30 p.m. -10:00 p.m. (temporarily changed)

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, Emergency/Employee
Risk Management & Payroll Services

For CSEA

Ernest Guillen, President CSEA #291

Cameron Kroetz, CSEA LRR

Diana Vaichis, Team Member

Ginger Sutphin, Team Member

Juan Zavala, Team Member

Aida Gil, 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

September 15, 2026

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 Alexis Gradillas, Administrative Assistant I, to the Administrative Assistant II, EDCT, under the following stipulations:

1. The length of the assignment will be October 16, 2026, through June 30, 2027, or until the Employee or management makes a decision to end the assignment. The Employee began working Out-of-Class on April 15, 2026, as an Administrative Assistant II.

2. The Employee will be compensated at Range 37, Step C. The salary range and step referenced in this MOU have been predetermined by the CSEA Collective Bargaining Agreement. The Employee will be afforded all the rights, privileges, powers, and leave accruals appropriate for the position, except for those expressly stated herein.

3. Upon completion of the Out-of-Class assignment, the Employee shall return to their regular classified position as Administrative Assistant I.

4. The District and the Association agree that during the Out-of-Class assignment, the Employee's seniority as Administrative Assistant I will continue to accrue, and the Out-of-Class assignment will not be construed in any manner as a break in service.

This Memorandum of Understanding constitutes the full and complete Agreement regarding the Out-of-Class assignment of Alexis Gradillas.

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, Emergency/Employee
Risk Management & Payroll Services

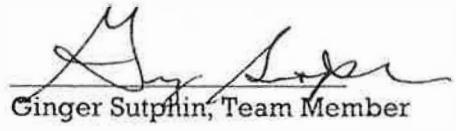
For CSEA

Ernest Guillen, President CSEA #291

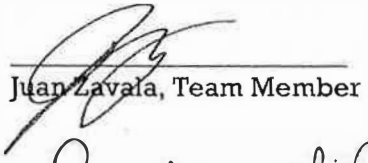
Cameron Kroetz, CSEA LRR 9/16/26

Diana Vaichis

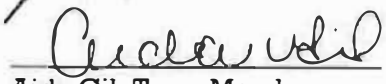
Diana Vaichis, Team Member



Ginger Sutphin, Team Member



Juan Zavala, Team Member



Aida Gil, 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

October 13, 2026

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 Confidential Out-of-Class assignment for Amber Velasco, Administrative Clerk, to the Human Resources Coordinator, DSO, under the following stipulations:

1. The length of the assignment will be effective from November 5, 2026, through May 5, 2027, or until the Employee or management decides to end the assignment.

2. The Employee will be compensated from the Confidential/Supervisory Salary Schedule at Range 10, Step A.

3. The Parties agree that the Employee, while performing the Confidential Out-of-Class assignment, remains a unit member and may benefit from any and all rights and representation afforded to them through affiliation with CSEA; however, the Employee will be ineligible to receive the following special compensation: shift differential or bilingual/bi-literate during the length of Confidential Out-of-Class service.

4. The Parties agree that the Employee will not be evaluated during this Confidential Out-of-Class service.

5. Upon completion of the Out-of-Class assignment, the Employee shall return to their regular classified position as Administrative Clerk.

6. The District and the Association agree that during the Confidential Out-of-Class assignment, the Employee's seniority as Administrative Clerk will continue to accrue, and the Confidential Out-of-Class assignment will not be construed in any manner as a break in service.

This Memorandum of Understanding constitutes the full and complete Agreement regarding the Confidential Out-of-Class assignment of Amber Velasco.

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, Emergency/Employee
Risk Management & Payroll Services

For CSEA

Ernest Guillen, President CSEA #291

Cameron Kroetz, CSEA LRR

Diana Vaichis, Team Member

Ginger Sutphin, Team Member

Juan Zavala, Team Member

Aida Gil, Team Member

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources, Police Services, Emergency/Employee Risk Management & Payroll Service

DATE: November 12, 2026

SUBJECT: MOU(s) between SBCCD and the San Bernardino Community College District Teachers Association (CTA)

RECOMMENDATION

This item is for information only and no action is required.

OVERVIEW

The District and the CTA met and entered into the attached Memorandums of Understanding, also known as MOU(s).

ANALYSIS

The attached MOU(s) constitute the full and complete Agreement between the District and the CTA.

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 a MOU(s) is included in the appropriate budgets, where applicable.

MEMORANDUM OF UNDERSTANDING
By and Between
San Bernardino Community College District Teachers Association
And San Bernardino Community College District
Compensation for Large Lecture Sections
May 11, 2026

WHEREAS, the parties previously entered into a Memorandum of Understanding (MOU) dated June 4, 2025, regarding Compensation for Large Lecture Sections, which included an agreement to meet and extend the MOU if a new process and/or compensation structure for stacked courses was not finalized by May 30, 2026; and

WHEREAS, the parties recognize that large lecture sections—whether created through stacked sections or otherwise—require additional faculty workload and instructional effort; and

WHEREAS, the parties acknowledge that large lecture conditions may arise through various scheduling practices and are not limited solely to stacked sections; and

WHEREAS, the parties agree to continue ongoing discussions regarding Article 13.C.2: Maximum Class Size, including the development of a long-term approach to class size and compensation;

IT IS THEREFORE AGREED THAT:

The parties agree to extend the Large Lecture Stipend pilot through the 2026–2027 Academic Year while negotiations continue. To receive the additional FTEF/stipend in, the course cap would have to exceed forty-nine (49).

Effective Fall 2026 through Spring 2027, any lecture section in which the actual enrollment at census exceeds the established optimum class size, regardless of whether the section results from stacked sections, shall qualify for compensation in accordance with the Large Lecture Section Compensation Chart below:

Actual Enrollment at Census	Up to 1 Unit Lecture	2 Units Lecture	3 Units Lecture	4 Units Lecture	5+ Units Lecture
50-59	$275	$400	$525	$650	$775
60-69	$475	$800	$1125	$1450	$1775
70+	$800	$1450	$2100	$2750	$3400

This MOU will sunset at the end of Spring 2027. Both parties agree to meet to extend this MOU if a new process/compensation for stacked courses is not finalized by May 30, 2027.

For SBCCD:



Kristina Hannon (Aug 24, 2026 12:19:53 PDT) Date: 5/11/2026

Kristina Hannon
Vice Chancellor, Human Resources & Police Services,
SBCCD Lead Negotiator

For SBCCDTA:



Jamie Salyer (Aug 24, 2026 12:21:14 PDT) Date: 5/11/2026

Jamie Salyer
SBCCDTA Lead Negotiator

MEMORANDUM OF UNDERSTANDING
By and Between
San Bernardino Community College District Teachers Association
And San Bernardino Community College District
Compressed Calendar Days
May 11, 2026

WHEREAS, the District and the Association recognize moving to the compressed calendar created twelve (12) workdays that need to be accounted for; and

WHEREAS, the compressed calendar has resulted in an increase in weekly instructional minutes taking away from prep time and grading that would typically happen during the current 17 week calendar.

IT IS THEREFORE AGREED THAT:

Instructional faculty will be allotted three (3) days prior to each semester and three (3) days after for independent work including but not limited to class preparation, grading, SLO's, Program Review, curriculum, development of OER and/or Canvas content, department or committee work as determined by the chair, cross departmental/intercollege work, training, advising or mentorship, technology or LMS Updates, and academic research and development, and coordination with Student Accessibility Services to review and process student accommodation requests prior to the start of the semester.

This one-time agreement shall not affect any future negotiations regarding work that will be completed during the twelve (12) days. It is an interim measure designed to address immediate needs and will not set a precedent for future assignments.

For SBCCD:

Kristina Hannon (Aug 26, 2026 15:05:42 PDT) Date: 5/11/2026

Kristina Hannon
Vice Chancellor, Human Resources & Police Services,
SBCCD Lead Negotiator

For SBCCDTA:

Jamie Salyer (Aug 26, 2026 13:50:18 PDT) Date: 5/11/2026

Jamie Salyer
SBCCDTA Lead Negotiator

2026-2027 ACADEMIC CALENDAR

FALL 2026 AUGUST 24 – DECEMBER 18

REGISTRATION FOR CLASSES

	16-Week Session 08/24 - 12/18	8-Week Session: 1 08/24 - 10/17	8-Week Session: 2 10/19 - 12/18
Application Period Begins (Open CCC)	October 01, 2025		
Registration Period Begins	April 09, 2026		
Instruction Begins	August 24	August 24	October 19
Final Examinations	December 12-18	October 12-18	December 12-18
Instruction Ends	December 18	October 16	December 18
Grades due from Faculty	**Grades are due 5 working days after the last class.**		
2026 Commencement	May 14, 2027		

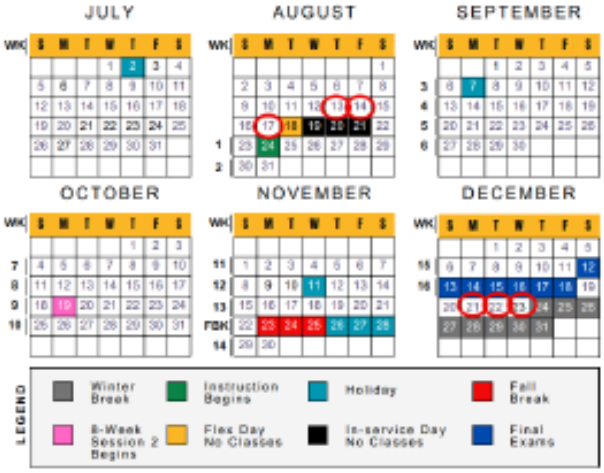
HOLIDAYS

Independence Day (Campus Closed)	July 4th, 2026 (Observed July 2)
Labor Day (Campus Closed)	September 7, 2026
Veterans Day (Campus Closed)	November 11, 2026
Thanksgiving (Campus Closed)	November 26-28, 2026
Winter Break (Campus Closed)	December 24, 2026 - January 3, 2027

Weekend classes meet after Friday holidays and before Monday holidays unless designated as a holiday on this calendar.

OTHER IMPORTANT DATES

Emergency Drill	TBD
Fall Census Date	September 14, 2026
Final Exams (Regular Classes)	December 12-18, 2026
Graduation applications due to Admissions and Records	September 30, 2026
Semester Ends	December 18, 2026



CAMPUS DRILLS

The Great CA ShakeOut Earthquake	October 15, 2026

INSTRUCTIONAL FLEX DAYS

Flex Day	August 19, 2026
Faculty In-Service	August 19-21, 2026

Updated: 10.2.2025

2026-2027 ACADEMIC CALENDAR

SPRING 2027 JANUARY 19 – MAY 13

REGISTRATION FOR CLASSES

	16-Week Session 01/19 - 05/13	8-Week Session: 1 01/19 - 03/13	8-Week Session: 2 03/22 - 05/13
Application Period Begins (Open CCC)	TBD		
Registration Period Begins	TBD		
Instruction Begins	January 19	January 19	March 22
Final Examinations	May 07 -13	March 05-12	May 07-13
Instruction Ends	May 13	March 12	May 13
Grades due from Faculty	**Grades are due 5 working days after the last class.**		
2027 Commencement	May 14, 2027		

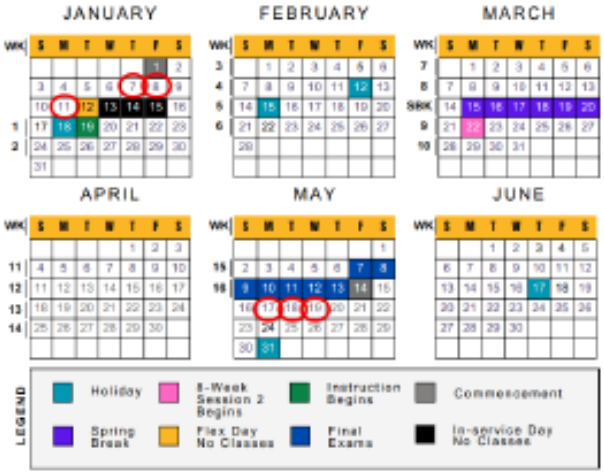
HOLIDAYS

Martin Luther King, Jr. Day (Campus Closed)	January 18, 2027
Lincoln's Birthday (Campus Closed)	February 12, 2027
Washington's Birthday (Campus Closed)	February 15, 2027
Memorial Day	May 31
Juneteenth (Campus Closed)	June 19, 2027 (Observed June 17)

Weekend classes meet after Friday holidays and before Monday holidays unless designated as a holiday on this calendar.

OTHER IMPORTANT DATES

Instruction Begins	January 19, 2027
Spring Census Day	February 8, 2027
Final Exams (Saturday Classes)	May 8, 2027
Final Exams (Regular Classes)	May 07-13, 2027
Graduation application due to Admissions & Records	February 26, 2027
Semester Ends	May 14, 2027
Summer Session (VPIs will confirm)	Starts May 24, Ends August 13



CAMPUS DRILLS

INSTRUCTIONAL FLEX DAYS

Flex Day	January 12, 2027
Faculty In-Service	January 13-15, 2027

Updated: 10.2.2025

MEMORANDUM OF UNDERSTANDING
By and Between
San Bernardino Community College District Teachers Association
And San Bernardino Community College District
Load Calculations
May 11, 2026

WHEREAS, the parties acknowledge that load calculation for full-time faculty is in Article 13.D.1 Load Calculations; and

WHEREAS, the parties recognize the need for clarity and consistency in the application of load calculation provisions for the purposes of determining overload;

IT IS THEREFORE AGREED THAT:

The language below is intended to replace the applicable load calculation language in Article 13.D.1 Load Calculations, unless otherwise modified through mutual agreement. Except as expressly modified by this MOU, all other provisions of Article 13 shall remain in full force and effect:

The District may assign full-time faculty loads between 0.950 and 1.050 without reduction of or addition to compensation. The District may also calculate load based on the average of two consecutive semesters in an academic year in order to allow for some flexibility in assignments. The District shall allow faculty assignment(s) to be adjusted to accommodate projects and other necessary work of the District as released or reassigned time. This provision shall not be used to circumvent overload compensation; overload shall begin at 1.0.

Accordingly, if the load exceeds 1.05, then the calculation of overload will start at 1.0 except in cases of minor variances due to rounding in Colleague of less than 0.01.

For purposes of calculating overload, faculty assignments shall be counted in the following order until cumulative load reaches 1.000:

a. Released time *
b. Reassigned time *
c. Lecture hours (Table I, 15-hour divisor)
d. High Intensity Laboratory hours (Table I, 18-hour divisor)
e. Laboratory/Clinical hours (Table I, 21-hour divisor)
f. Non-instructional hours with student contact (Table I, 30-hour divisor)
g. Non-instructional hours without student contact (Table I, 35-hour divisor)

* If a and b are in overload — Non-Teaching (NT) rate applies.

The District shall provide, upon request, a written load calculation to the faculty member showing: all assignments in order, cumulative load calculation, threshold type (if applicable), overload hours by type, and overload compensation.

This MOU will sunset at the end of Spring 2027. Both parties agree to meet to extend this MOU if a Tentative Agreement for Article 13 is not finalized by May 30, 2027.

For SBCCD:

Kristina Hannon (Sep 11, 2026 10:19:47 PDT)

Date: 5/11/2026

Kristina Hannon
Vice Chancellor, Human Resources & Police Services,
SBCCD Lead Negotiator

For SBCCDTA:

Jamie Salyer (Sep 11, 2026 10:20:43 PDT)

Date: 5/11/2026

Jamie Salyer
SBCCDTA Lead Negotiator

SBCCD Proposal
MEMORANDUM OF UNDERSTANDING
By and Between
San Bernardino Community College District Teachers Association
And San Bernardino Community College District
Part-Time Faculty Reimbursement for Microsoft 365
August 24, 2026

WHEREAS: The District provides part-time faculty with a license for the web version of the Microsoft Office 365 Suite, and

WHEREAS: The Parties acknowledge that part-time faculty may need access to the installed version of the Microsoft Office 365 Suite, and

WHEREAS: Part-Time faculty may purchase the installed version of the Microsoft Office 365 Personal for a discounted price at https://www.microsoft.com/en-us/workplace-discount-program.

IT IS THEREFORE AGREED THAT:

Part-time faculty who purchase a yearly subscription to the installed version of Microsoft Office 365 Personal are eligible for reimbursement, not to exceed $75.00 per year.

To be eligible for reimbursement:

- The faculty member must be actively employed by the District at the time of purchase.
- Only annual subscriptions will be reimbursed. Monthly plans will be reimbursed only after proof of full yearly payment is provided.

Reimbursement requests must be submitted using the designated District form, available on the District Wiki at: https://wiki.sbccd.edu/human-resources/documents/academic-forms/adjunct-faculty-reimbursement-form-microsoft-365.pdf

This MOU shall sunset June 30, 2027. Either party may request to negotiate or extend the terms of this MOU prior to the sunset date.

For SBCCD:

Kristina Hannon (Aug 24, 2026 12:36:40 PDT) Date: 8/24/2026
Kristina Hannon
Vice Chancellor, Human Resources & Police Services,
SBCCD Lead Negotiator

For SBCCDTA:

Jamie Salyer (Aug 24, 2026 12:33:40 PDT) Date: 8/24/2026
Jamie Salyer
SBCCDTA Lead Negotiator

MEMORANDUM OF UNDERSTANDING
By and Between
San Bernardino Community College District Teachers Association
And San Bernardino Community College District
Psychiatric Technology Program – Reassigned Time
August 24, 2026

WHEREAS: The California Board of Vocational Nursing and Psychiatric Technicians (BVNPT), approved the SBVC's Psychiatric Technology Program's continued provisional approval but denied the program's proposed fall start until a revised curriculum is completed and submitted; and

WHEREAS: The BVNPT has placed the revised curriculum and approval of a full-time class beginning Spring 2027 on its October 2, 2026 Board agenda, and has required the Program to complete substantial additional work, including a comprehensive analysis addressing terminal objectives, the curriculum and instructional plan, daily lesson plans, student policies, evaluation methodologies, clinical facilities, faculty meeting methodology, and documentation of faculty and facility resources; and

WHEREAS: The absence of classes for fall provides an opportunity to utilize Psychiatric Technology Program faculty time to address this programmatic and regulatory work in preparation for the Program's next student cohort;

IT IS THEREFORE AGREED THAT:

Two (2) Psychiatric Technology Program faculty members will be provided 100% reassigned time to work collaboratively on the deliverables and associated BVNPT requirements described below.

The reassigned time will be used for work including, but not limited to:

- Completion and refinement of the revised Psychiatric Technology curriculum;
- Development and revision of instructional plans and daily lesson plans;
- Review and revision of student policies;
- Development and alignment of terminal objectives and evaluation methodologies;
- Review and documentation of clinical education requirements and clinical facilities;
- Documentation of faculty and facility resources;
- Development of faculty meeting methodology and related program processes; and
- Completion of other deliverables necessary to satisfy BVNPT requirements and prepare the Program for consideration of a Spring 2027 cohort.

If additional time, resources, or adjustments to the time commitment are required, San Bernardino Community College District Teachers Association (SBCCDTA) and the District agree to renegotiate the terms of this MOU.

This MOU will sunset December 31, 2026. The parties agree to come together in October to discuss the outcome and impact to the remaining workload for the fall 2026 semester.

For SBCCD:

Kristina Hannon (Aug 24, 2026 14:51:29 PDT) Date: 8/24/2026

Kristina Hannon
Vice Chancellor, Human Resources & Police Services,
SBCCD Lead Negotiator

For SBCCDTA:

Jamie Salyer (Aug 24, 2026 14:18:33 PDT) Date: 8/24/2026

Jamie Salyer
SBCCDTA Lead Negotiator

MOU
By and Between
San Bernardino Community College District Teachers Association
And
San Bernardino Community College District
Part-Time Faculty Compensation for Mandatory Training in NeoEd
September 25, 2026

WHEREAS: The District requires part-time faculty to complete trainings assigned through the NeoEd platform, which may include up to twenty-six (26) individual trainings; and

WHEREAS: Part-time faculty receive between four (4) and eight (8) hours of professional development time per semester, which they use in part to attend department meetings, and should retain discretion over the use of that time; and

WHEREAS: Completing required NeoEd trainings within existing professional development time would substantially reduce or exhaust that discretionary time;

IT IS THEREFORE AGREED THAT:

Part-time faculty shall be compensated at the non-teaching hourly rate of $57.89, for time spent completing NeoEd trainings required of that individual, up to a maximum of thirteen (13) hours for the term of this agreement.

Part-time faculty who are actively employed by the District and assigned to teach during the fall 2026 or spring 2027 semester shall be eligible for compensation under this MOU.

Required trainings with a completion date on or before Friday, May 7, 2027 must be completed by Friday, May 7, 2027. Compensation for required trainings with later due dates are not covered by this MOU and will be addressed in future contractual langauge.

Faculty shall submit the Professional Development Form, with NeoEd completion records attached, to their Dean no later than Monday, May 10, 2027.

This MOU shall sunset on Monday, May 10, 2027. Either party may request to reopen negotiations to modify or extend this MOU before the sunset date.

For SBCCDTA:

Jamie Salyer

Jamie Salyer (Sep 25, 2026 10:19:03 PDT) Date:

Jamie Salyer
SBCCDTA Lead Negotiator

For SBCCD:

Kristina Hannon (Oct 26, 2026 11:40:33 PDT) Date: 10/26/2026

Kristina Hannon
Vice Chancellor, Human Resources & Police Services, SBCCD Lead Negotiator

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources, Police Services, Emergency/Employee Risk Management & Payroll Services

DATE: November 12, 2026

SUBJECT: Professional Expert, Short-Term, and Substitute Employees

RECOMMENDATION

This item is for information only.

OVERVIEW

Per SBCCD Administrative Procedure 7110, in the case of short-term hourly/substitute and student employees, the Board has delegated the Chancellor or his/her designee as the authorizing agent for hire.

California Education Code section 88003 outlines the criterion for hiring an employee on a temporary basis. The length of temporary employment is less than 75% of the college year, which amounts to 195 working days. Types of temporary employment include:

- Professional Expert: Districts can go outside the classified service when the scope of work is discrete, temporary, and requires expertise not available within the classified service. Requesting departments certify these by defining the project and identifying an end date for the project. Continued employment is contingent on continued demand and/or funding.
- Short-Term: Districts can use short-term employees on a temporary basis to perform a service upon completion of which, the service, or similar services, will not be extended or needed on a continuous basis.
- Substitute: Districts can employ substitute employees to fill in for a classified employee that is temporarily absent from duty, or if the district is recruiting to hire a vacant position.

ANALYSIS

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

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 2026-2027 budgets.

Professional Expert, Short-Term & Substitute Employees

Presented for Information on November 12, 2026

[v.10.21.2026.p.1|7]

Professional Expert

Employee Name Location Assignment & Department	Duties	From	To	Hourly Rate
Fellenz, Kathryn J CHC Aquatics	Program Assistant	08/25/26	06/30/27	$45.00
Zamudio, Martin CHC Athletics	Assistant Coach, Men's Swimming	08/24/26	06/30/27	$10,000/ semester
Reese, Helga CHC Dual Enrollment	Program Assistant	09/28/26	06/30/27	$20.00
Wesmor, Antonio Jose P CHC Emergency Medical Services	Primary Instructor	09/01/26	06/30/27	$45.00
Summers, Jessica CHC Public Safety & Emergency Services	EMS Specialist	07/11/26	06/30/27	$55.00
Timbol, Daryl CHC Public Safety & Emergency Services	EMS Specialist	07/11/26	06/30/27	$55.00
Roach, Craig CHC Public Safety & Emergency Services	Primary Instructor	08/19/26	06/30/27	$45.00
Sevilleno, Jaime C CHC Respiratory Care	Respiratory Care Clinical	10/01/26	06/30/27	$57.13
Woodburn, Tyler CHC Respiratory Care	Respiratory Care Clinical	10/01/26	06/30/27	$57.13
Cardenas Rios, Alberto CHC Tutoring Center	Tutor III	09/10/26	06/30/27	$20.00
Cruz, Giselle M CHC Tutoring Center	Tutor III	08/31/26	06/30/27	$20.00
Garcia Gomez, Brian R CHC Tutoring Center	Tutor III	09/16/26	06/30/27	$20.00
Lataeanu, Michelle CHC Tutoring Center	Tutor III	08/18/26	06/30/27	$20.00
Madrigal, Jessica CHC Tutoring Center	Tutor III	07/01/26	06/30/27	$20.00
Radillo, Thalia CHC Tutoring Center	Tutor III	07/01/26	06/30/27	$20.00
Rangel, Isaac J CHC Tutoring Center	Tutor III	07/01/26	06/30/27	$20.00
Ruiz, Oscar CHC Tutoring Center	Tutor III	07/01/26	06/30/27	$20.00
Smaw, Alexandra E CHC Tutoring Center	Tutor III	08/18/26	06/30/27	$20.00
Smith, Glenn P CHC Tutoring Center	Tutor III	08/24/26	06/30/27	$20.00

Professional Expert, Short-Term & Substitute Employees

Presented for Information on November 12, 2026

[v.10.21.2026.p.2|7]

Professional Expert

Employee Name Location Assignment & Department	Duties	From	To	Hourly Rate
Tongpo, Joshua A CHC Tutoring Center	Tutor III	08/27/26	06/30/27	$20.00
Wroolie, Strawberry L CHC Tutoring Center	Tutor III	08/24/26	06/30/27	$20.00
Amendola, Alyssa CHC Tutoring Center	Tutor IV	08/18/02	06/30/27	$23.00
Corilla, Joe Bryan CHC Tutoring Center	Tutor IV	08/24/26	06/30/27	$23.00
DeSoucy, Justin CHC Tutoring Center	Tutor IV	07/01/26	06/30/27	$23.00
Fam, Flopater CHC Tutoring Center	Tutor IV	09/08/26	06/30/27	$23.00
Probst, Brandon CHC Tutoring Center	Tutor IV	07/01/26	06/30/27	$23.00
Buzenes-Argo, Alexis DIST KVCR	Content Specialist	07/11/26	06/30/27	$23.00
Garcia, Jazmyn M DSO Government Relations, Strategic Communication & Grants	Program Assistant	07/01/26	06/30/27	$20.00
Spears, Alexis N SBVC Art Gallery	Program Assistant	09/17/26	06/30/27	$25.00
Aldama, Edward SBVC Athletics	Assistant Coach, Baseball	07/06/26	06/30/27	$5,000/ semester
Aldama, Edward SBVC Athletics	Assistant Coach, Baseball	07/06/26	06/30/27	$5,000/ semester
Gonzales, Joseph A SBVC Athletics	Assistant Coach, Baseball	07/06/26	06/30/27	$10,000/ semester
Lundgren, Carson Jonas SBVC Athletics	Assistant Coach, Football	09/01/26	06/30/27	$5,000/ semester
Berry, Gilbert A SBVC Athletics	Assistant Coach, Men's Basketball	09/26/26	06/30/27	$5,000/ semester
Duenas-Manzo, Fernando SBVC Athletics	Assistant Coach, Men's Cross Country	09/04/26	06/30/27	$10,000/ semester
Jones, Stirley SBVC Athletics	Assistant Coach, Men's Track & Field	10/12/26	06/30/27	$16,000/ semester
Ballew-Leyvas, Chelsea D SBVC Athletics	Assistant Coach, Softball	09/18/26	06/30/27	$5,000/ semester
Divine, Jeffery A SBVC Athletics	Assistant Coach, Softball	09/26/26	06/30/27	$10,000/ semester
Gonzalez, Sofia I SBVC Athletics	Assistant Coach, Softball	09/11/26	06/30/27	$5,000/ semester
Gonzalez, Sofia I SBVC Athletics	Assistant Coach, Softball	09/11/26	06/30/27	$5,000/ semester

Professional Expert, Short-Term & Substitute Employees

Presented for Information on November 12, 2026

[v.10.21.2026.p.3|7]

Professional Expert

Employee Name Location Assignment & Department	Duties	From	To	Hourly Rate
Calbo, Benjamin T SBVC Athletics	Assistant Coach, Women's Basketball	09/08/26	06/30/27	$10,000/ semester
Martinez, Ximena SBVC Athletics	Assistant Coach, Women's Cross Country	09/04/26	06/30/27	$10,000/ semester
Harp, Travis Paul SBVC Athletics	Assistant Coach, Women's Water Polo	08/27/26	06/30/27	$6,250/ semester
Estrada, Andrew SBVC English	Tutor III	09/30/26	06/30/27	$20.00
Medrano, Jennifer G SBVC English/Writing Center	Tutor III	09/01/26	06/30/27	$20.00
Taylor, John P SBVC English/Writing Center	Tutor III	09/03/26	06/30/27	$20.00
Lua, Phoebe V SBVC Flim, TV and Media	Intern II	08/12/26	06/30/27	$17.90
Ventura, Esmeralda De Jesus SBVC Fresh Success	Program Assistant	09/28/26	06/30/27	$25.00
Hosea, Keith SBVC Froster & Kinship Care Education	Foster Parenting Education	07/01/26	06/30/27	$45.00
Martinez, Rosalinda SBVC Froster & Kinship Care Education	Foster Parenting Education	07/01/26	06/30/27	$45.00
Olmos Jr, Jose G SBVC Instructional Support Services	Tutor II	10/12/26	06/30/27	$18.00
Staff, Michael D SBVC Music/Theatre/Dance	Program Assistant	09/30/26	06/30/27	$45.00
Metzgar, Stevianne D SBVC Nursing	Tutor III	10/01/26	06/30/27	$20.00
Brown, Timothy S SBVC Police Academy/Criminal Justice	PS Facilitator/Evaluator or Police Tactical Officer/RTO	09/21/26	06/30/27	$0.85
Dowler, Matthew P SBVC Police Academy/Criminal Justice	PS Facilitator/Evaluator or Police Tactical Officer/RTO	10/15/26	06/30/27	$0.85
Hedrick, Jesse H SBVC Police Academy/Criminal Justice	PS Facilitator/Evaluator or Police Tactical Officer/RTO	10/01/26	06/30/27	$0.85
Jimenez, Eduardo G SBVC Police Academy/Criminal Justice	PS Facilitator/Evaluator or Police Tactical Officer/RTO	07/01/26	06/30/27	$0.85
Aguiar, Maria F SBVC STEM-MESA	Tutor I	08/31/26	06/30/27	$17.00

Professional Expert, Short-Term & Substitute Employees

Presented for Information on November 12, 2026

[v.10.21.2026.p.4|7]

Professional Expert

Employee Name Location Assignment & Department	Duties	From	To	Hourly Rate
Baker, Daeawwnna SBVC STEM-MESA	Tutor I	09/16/26	06/30/27	$17.00
Cortes, Vanessa L SBVC STEM-MESA	Tutor I	09/21/26	06/30/27	$17.00
Delgado, Jonathan M SBVC STEM-MESA	Tutor I	09/28/26	06/30/27	$17.00
Estrada, Adrian SBVC STEM-MESA	Tutor I	09/16/26	06/30/27	$17.00
Gutierrez Morales Jr, Luis SBVC STEM-MESA	Tutor I	09/28/26	06/30/27	$17.00
Jordan, Aaron Wiliiam SBVC STEM-MESA	Tutor I	09/28/26	06/30/27	$17.00
Lopez, Santiago SBVC STEM-MESA	Tutor I	08/31/26	06/30/27	$17.00
Lopez, Santiago SBVC STEM-MESA	Tutor I	08/31/26	06/30/27	$17.00
Mendoza, Vivian D SBVC STEM-MESA	Tutor I	09/28/26	06/30/27	$17.00
Olmos, Jocelyn Arianna SBVC STEM-MESA	Tutor I	09/28/26	06/30/27	$17.00
Patel, Nancy K SBVC STEM-MESA	Tutor I	10/12/26	06/30/27	$17.00
Perales, Nayan SBVC STEM-MESA	Tutor I	09/21/26	06/30/27	$17.00
Zarate. Ethan, M SBVC STEM-MESA	Tutor I	10/12/26	06/30/27	$17.00
Blanco, Anthony C SBVC STEM-MESA	Tutor III	08/31/26	06/30/27	$20.00
Gonzalez, Jaime Jr SBVC STEM-MESA	Tutor III	09/10/26	06/30/27	$20.00
Pautz, Matthew SBVC STEM-MESA	Tutor III	08/31/26	06/30/27	$20.00
Santillan, Diana M SBVC STEM-MESA	Tutor III	08/31/26	06/30/27	$20.00
Arevalo, Cynthia D SBVC Strategic Communications & Marketing	Project Liaison	08/11/26	06/30/27	$42.00
Ortiz Oscegueda, Gilberto SBVC Strategic Communications & Marketing	Project Liaison	08/11/26	06/30/27	$55.00
Ramirez, Rocio SBVC Student Accessibility Services	Interpreting/Transliterating Level V	09/08/26	06/30/27	$45.00

Professional Expert, Short-Term & Substitute Employees

Presented for Information on November 12, 2026

[v.10.21.2026.p.5|7]

Professional Expert

Employee Name Location Assignment & Department	Duties	From	To	Hourly Rate
Gonzalez, David A SBVC Student Health Services	Counseling Trainee	08/24/26	06/30/27	$2100
Wheeler, Dominique A SBVC Student Health Services	Counseling Trainee	08/27/26	06/30/27	$21.00
Brescia, Louis A SBVC Student Health Services	Project Liaison	09/10/26	06/30/27	$55.00

Short-Term

Employee Name Location Assignment & Department	Duties	From	To	Hourly Rate
Marine, Kacey CHC Art	Life Drawing Model	09/03/26	06/30/27	$25.00
Salinas, Jareth CHC Athletics	Project Assistant III	09/11/26	06/30/27	$19.90
Wagner, Kathryn C CHC Athletics	Project Assistant III	09/11/26	06/30/27	$19.90

Substitute

Employee Name Location Assignment & Department Justification	Duties	From	To	Hourly Rate
Pacheco, Gabriel CHC Anatomy and Physiology *Sick*	Lab Technician	08/03/26	08/06/26	$38.07
Bravo, Emmanuel CHC Custodial *Vacancy*	Custodian	08/19/26	10/18/26	$22.69
Bravo, Emmanuel CHC Custodial *Vacancy*	Custodian	10/19/26	12/18/26	$22.69
Bustamante, Petra CHC Custodial *Vacancy*	Custodian	10/03/26	12/02/26	$22.69
Jiles, Kylie CHC Custodial *Vacancy*	Custodian	10/23/26	12/20/26	$22.69
Lehman, Kyle CHC Custodial *Vacancy*	Custodian	09/08/26	11/07/26	$22.69

Professional Expert, Short-Term & Substitute Employees

Presented for Information on November 12, 2026

[v.10.21.2026.p.6|7]

Substitute

Employee Name Location Assignment & Department Justification	Duties	From	To	Hourly Rate
Jordan, Lisamarie CHC STEM/MESA *LOA*	Admin Assistant II	08/22/26	11/21/26	$27.61
Padilla, Marissa DIST Facilities Planning *Other - Out of Class coverage*	Administrative Clerk	11/02/26	01/02/27	$22.69
Chow, Michelle SBVC Admissions and Records *Vacancy*	Admissions and Records Technician	10/16/26	12/15/26	$25.03
Valentine, O'Nesha SBVC Admissions and Records *Vacancy*	Admissions and Records Technician	10/05/26	12/04/26	$25.03
Villarreal, Sophia SBVC Athletics *Vacancy*	Athletic Trainer	09/01/26	11/01/26	$38.07
Bock, Timothy SBVC Custodial *Vacancy*	Custodian	09/01/26	10/31/26	$22.69
Cabrera, Rosa SBVC Custodial *Vacancy*	Custodian	09/02/26	11/02/26	$22.69
Knox, Selby SBVC Custodial *Vacancy*	Custodian	09/01/26	10/31/26	$22.69
Martinez, Luis SBVC Custodial *Vacancy*	Custodian	09/01/26	10/31/26	$22.69
Medina, Zondrea SBVC Custodial *Vacancy*	Custodian	09/01/26	10/31/26	$22.69
Mendoza, Derek SBVC Custodial *Vacancy*	Custodian	09/01/26	10/31/26	$22.69
Rojas Bustamante, Sergio SBVC Custodial *Vacancy*	Custodian	09/17/26	11/17/26	$22.69
Ikeda, Claire SBVC Health Science *Vacancy*	Administrative Assistant III	09/02/26	11/01/26	$30.48

Professional Expert, Short-Term & Substitute Employees

Presented for Information on November 12, 2026

[v.10.21.2026.p.7|7]

Substitute

Employee Name Location Assignment & Department Justification	Duties	From	To	Hourly Rate
Garrido, Paola SBVC Science *Vacancy*	Administrative Assistant III	08/26/26	10/25/26	$30.48
Moreira, Samantha SBVC Social Science *Other - Out of Class coverage*	Administrative Assistant I	08/31/26	10/29/26	$25.03
Greer, Sierra SBVC Athletics *Vacancy*	Athletic Trainer	10/10/26	12/09/26	$38.07
Pettway, Alexis SBVC Athletics *Vacancy*	Athletic Trainer	10/10/26	12/09/26	$38.07
Contreras, Felipe SBVC Athletics *Vacancy*	Athletic Trainer	10/10/26	12/09/26	$38.07
Bracamontes, Yvette SBVC Child Development Center *Sick/Vacation*	Child Development Assistant	11/06/26	01/04/27	$18.60
Bracamontes, Yvette SBVC Child Development Center *Sick/Vacation*	Child Development Teacher	11/06/26	01/04/27	$26.27
Murguia, Ashely SBVC Child Development Center *Sick/Vacation*	Child Development Assistant	10/23/26	12/21/26	$18.60
Rivera, Veronica SBVC Child Development Center *Sick/Vacation*	Child Development Assistant	11/06/26	01/04/27	$18.60
Rivera, Veronica SBVC Child Development Center *Sick/Vacation*	Child Development Teacher	11/06/26	01/04/27	$26.27

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

PREPARED BY: Steven J. Sutorus, Executive Director, Business & Fiscal Services

DATE: November 12, 2026

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 8/13/2026 – 10/18/2026 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.

Purchase Order Report
November 12, 2026

PO#	Supplier Name	Amount
PO2701004	GONZALEZ, ELLIOT	368.00
PO2701005	LOOP, CURTIS	368.00
PO2701006	LOPEZ, ESPERANZA	368.00
PO2701007	MATAMOROS, EMMA	368.00
PO2701008	MORALES, FRANCISCO	368.00
PO2701009	MOREIRA, JUNO	368.00
PO2701010	PEREZ, INGRID	368.00
PO2701011	ROJAS, LESLIE	368.00
PO2701012	RUIZ, JULIA	368.00
PO2701013	RUIZ, JULIA	368.00
PO2701014	SOLANO, ALMA	368.00
PO2701015	VERA, BRANDY	368.00
PO2701016	ZEPEDA, CATALINA	368.00
PO2701017	ULINE INC	662.60
PO2701019	HACH COMPANY	837.92
PO2701020	HACH COMPANY	393.20
PO2701021	NATIONAL SCHOLARSHIP PROVIDERS ASSOCIATION	858.00
PO2701022	STELLAR CURRICULUM CONSULTING LLC	6,500.00
PO2701023	CA ASSOCIATION FOR POST SECONDARY EDUCATION AND DISABILITY	595.00
PO2701025	STAPLES BUSINESS ADVANTAGE	78.45
PO2701026	MOTOROLA SOLUTIONS INC	2,421.16
PO2701027	FOLLETT CORPORATION	13,000.00
PO2701028	UNITED RENTALS NORTH AMERICA INC	5,999.74
PO2701030	R.I.S. ELECTRICAL CONTRACTORS INC	1,797.81
PO2701031	TENNESSEE, UNIVERSITY OF	250.00
PO2701033	CRISP IMAGING	2,000.00
PO2701034	G/M BUSINESS INTERIORS	26,947.79
PO2701035	PRIME PROMOS LLC	344.19
PO2701036	CARLOS, RAYMOND	342.16
PO2701038	GOLDEN STAR TECHNOLOGY INC	26,728.41
PO2701040	SAN BERNARDINO, COUNTY OF	316.25
PO2701041	LA SPECIALTY PRODUCE CO INC	55,000.00
PO2701042	EMBROIDERY IN MOTION	482.85
PO2701043	C&F SHAVED ENTERPRISES	1,675.00
PO2701044	NORTH ORANGE COUNTY CCD	400.00
PO2701045	SAN BERNARDINO CCD	537.44
PO2701046	SAN BERNARDINO, COUNTY OF	401.25
PO2701047	NORTH ORANGE COUNTY CCD	700.00
PO2701052	XPRESS RENT-A-CAR	383.71
PO2701053	XPRESS RENT-A-CAR	389.16
PO2701054	STAPLES BUSINESS ADVANTAGE	84.62
PO2701055	STAPLES BUSINESS ADVANTAGE	56.64
PO2701056	FRONTIER COMMUNICATIONS	8,500.00
PO2701057	JOSE'S MEXICAN FOOD INC	727.49
PO2701058	BEST GOLF CARTS INC	1,570.00

Purchase Order Report
November 12, 2026

PO#	Supplier Name	Amount
PO2701059	CROWN LOCKSMITH INC	4,000.00
PO2701060	CDW LLC	1,517.81
PO2701061	STAPLES BUSINESS ADVANTAGE	314.30
PO2701062	SPORTS WAREHOUSE INC	5,593.67
PO2701063	ULINE INC	915.87
PO2701065	PANERA LLC	627.78
PO2701067	KLEIN EDUCATIONAL SYSTEMS INC	710.00
PO2701068	CLARKE, AYISIS	368.00
PO2701069	COLEMAN, ARIANA	368.00
PO2701070	CONTRERAS, CARLA	368.00
PO2701071	GARCIA, NATALIE	368.00
PO2701072	THINK ENVIRO INC	1,250.00
PO2701073	BLACK KNIGHT TERMITE & PEST CONTROL, INC	9,000.00
PO2701074	TEL SET COMMUNICATIONS INC	12,742.24
PO2701075	CRAFTON HILLS COLLEGE FOUNDATION	1,000.00
PO2701077	CROWN PROMOTIONS GROUP, INC	9,980.23
PO2701078	SAN BERNARDINO CCD	3,802.66
PO2701079	STAPLES BUSINESS ADVANTAGE	206.40
PO2701080	STAPLES BUSINESS ADVANTAGE	148.40
PO2701086	BIG BEAR CHAMBER OF COMMERCE	125.00
PO2701087	UNIVERSAL MEDICAL INC	8,079.08
PO2701089	CALIFORNIA COMMUNITY COLLEGE ASSOCIATION FOR OCC ED	9,950.00
PO2701101	CLANDESTINA LLC	1,695.00
PO2701102	MELENDEZ, DACIA	250.00
PO2701103	ROBLES, ROGER	250.00
PO2701104	SWAY MEDICAL INC	336.70
PO2701105	FISHER SCIENTIFIC COMPANY LLC	2,110.13
PO2701106	G/M BUSINESS INTERIORS	9,625.60
PO2701107	VERIZON WIRELESS	8,000.00
PO2701108	CAROLINA BIOLOGICAL SUPPLY CO	161.50
PO2701109	HARDY DIAGNOSTICS	480.75
PO2701111	COAST COMMUNITY COLLEGE DISTRICT	300.00
PO2701112	SAN BERNARDINO VALLEY COLLEGE FOUNDATION	200.00
PO2701113	TOUCHBISTRO USA INC	703.80
PO2701114	TOUCHBISTRO USA INC	3,578.81
PO2701115	TOUCHBISTRO USA INC	1,238.40
PO2701116	BLUE RIBBON INK & THREAD INC	1,109.25
PO2701118	TOUCHBISTRO USA INC	239.40
PO2701119	TOUCHBISTRO USA INC	239.40
PO2701120	PRINT & FINISHING SOLUTIONS	2,043.41
PO2701121	DISH FACTORY INC, THE	730.70
PO2701122	WIZARD SPORTS EQUIPMENT INC	206.60
PO2701123	ENDURA STEEL INC	10,000.00
PO2701124	LINCOLN ELECTRIC COMPANY, THE	11,600.00
PO2701125	CONSOLIDATED ELECTRICAL DISTRIBUTORS INC	1,275.38

Purchase Order Report
November 12, 2026

PO#	Supplier Name	Amount
PO2701126	VEIKALAS, ELVIS	350.00
PO2701127	STAPLES BUSINESS ADVANTAGE	613.90
PO2701128	STAPLES BUSINESS ADVANTAGE	170.82
PO2701129	SIEMENS INDUSTRY INC	15,730.00
PO2701130	PARSONSKELLOGG LLC	2,670.75
PO2701131	FERGUSON US HOLDINGS INC	6,000.00
PO2701132	RP GROUP, THE	7,500.00
PO2701134	ASHLEY CATERING	9,624.38
PO2701135	ORANGE COUNTY SHERIFF DEPT	175.00
PO2701136	NATIONAL ASSOC OF STUDENT FINANCIAL AID ADMINISTRATORS	2,776.00
PO2701137	SAN BERNARDINO CCD	5,363.69
PO2701138	SAN BERNARDINO CCD	488.49
PO2701139	DELL MARKETING LP	906.69
PO2701142	SAN BERNARDINO CCD	195.75
PO2701144	DOING GOOD WORKS	5,825.97
PO2701146	WIRZ & COMPANY PRINTING INC	8,129.41
PO2701147	TRULYCREATIVE NETWORK SOLUTIONS INC	3,792.03
PO2701148	SAN BERNARDINO CCD	124.19
PO2701149	SAN BERNARDINO CCD	6,500.00
PO2701150	TRETO, PABLO	500.00
PO2701151	FOLLETT CORPORATION	6,000.00
PO2701152	EVERTZ USA INC	3,630.00
PO2701153	COMMUNITY COLLEGE ASSOCIATION OF MESA DIRECTORS	750.00
PO2701156	CAPTURE TECHNOLOGIES	3,000.00
PO2701157	BPS TACTICAL INC	810.19
PO2701158	ATKINSON ANDELSON LOYA RUUD & ROMO	5,000.00
PO2701159	VERIZON WIRELESS	451.00
PO2701160	AFFORDABLE SOLAR CLEANING PROS LLC	1,999.00
PO2701161	FOLLETT CORPORATION	2,100.00
PO2701162	SAN BERNARDINO CCD	900.00
PO2701163	STAPLES BUSINESS ADVANTAGE	67.59
PO2701164	HARDY DIAGNOSTICS	3,236.32
PO2701165	DOING GOOD WORKS	48,955.08
PO2701166	FISHER SCIENTIFIC COMPANY LLC	6,423.57
PO2701167	NESTLE USA INC	4,362.00
PO2701168	NESTLE USA INC	26,024.00
PO2701169	CHUBZIES SMASHBURGER	3,480.00
PO2701170	CARD INTEGRATORS CORP	1,639.94
PO2701171	SYSCO RIVERSIDE INC	619.10
PO2701173	SAN BERNARDINO, COUNTY OF	251.00
PO2701174	OLD TOWN BAKING COMPANY INC	25,000.00
PO2701175	RODRIGUEZ, NELKY	150.00
PO2701176	DELEON, CHRISTOPHER ALFRED	152.25
PO2701179	DUCK & OWL LLC	375.19
PO2701180	AYANGBAH, SHIRLEY	500.00

Purchase Order Report
November 12, 2026

PO#	Supplier Name	Amount
PO2701181	STAPLES BUSINESS ADVANTAGE	582.63
PO2701182	ESPINOZA MARKET	4,948.13
PO2701183	STAPLES BUSINESS ADVANTAGE	348.62
PO2701192	BLACKHAWK NETWORK INC	17,092.79
PO2701193	BLACKHAWK NETWORK INC	2,482.85
PO2701194	BLACKHAWK NETWORK INC	2,463.84
PO2701195	SAN BERNARDINO, COUNTY OF	251.00
PO2701197	SAN BERNARDINO CCD	750.38
PO2701198	SAN BERNARDINO CCD	12,000.00
PO2701199	CHUBZIES SMASHBURGER	3,045.00
PO2701200	NETWORK OF CA COMMUNITY COLLEGE FOUNDATIONS	800.00
PO2701201	SAN BERNARDINO, COUNTY OF	251.00
PO2701202	STATE CENTER COMMUNITY COLLEGE DISTRICT	30.00
PO2701204	KITCHELL/CEM INC	9,550.80
PO2701205	SAN BERNARDINO CCD	15,000.00
PO2701206	GRAINGER INC	4,281.95
PO2701207	HISPANIC COALITION OF SMALL BUSINESSES	2,000.00
PO2701212	PANERA LLC	160.96
PO2701213	GRAINGER INC	610.22
PO2701214	FOLLETT CORPORATION	10,000.00
PO2701215	THOMAS SCIENTIFIC LLC	300.00
PO2701216	KAP 7 INTERNATIONAL INC	121.88
PO2701217	STAPLES BUSINESS ADVANTAGE	307.62
PO2701218	WEST COAST ENERGY SYSTEMS LLC	1,100.00
PO2701219	ASCEND LEARNING HOLDINGS LLC	3,750.00
PO2701221	SAN BERNARDINO CCD	1,124.69
PO2701222	SAN BERNARDINO CCD	156.82
PO2701223	DIAMEDICAL USA EQUIPMENT LLC	6,057.47
PO2701224	MP ACQUISITION LLC DBA MOPEC	609.71
PO2701226	CALIFORNIA DEPT OF FORESTRY AND FIRE PROTECTION	27,000.00
PO2701227	FOLLETT CORPORATION	2,000.00
PO2701228	FOLLETT CORPORATION	500.00
PO2701229	DIAMEDICAL USA EQUIPMENT LLC	38,466.65
PO2701230	DIAMEDICAL USA EQUIPMENT LLC	17,154.75
PO2701234	ULINE INC	338.70
PO2701237	ATKINSON ANDELSON LOYA RUUD & ROMO	50,000.00
PO2701239	SAN BERNARDINO CCD	141.38
PO2701241	STAPLES BUSINESS ADVANTAGE	265.83
PO2701242	STAPLES BUSINESS ADVANTAGE	957.49
PO2701243	RIVERSIDE WINNELSON COMPANY	3,967.80
PO2701244	HISPANIC ASSOCIATION OF COLLEGES & UNIVERSITIES	4,680.00
PO2701245	UNITED STATES PLASTIC CORP	392.74
PO2701247	ATKINSON ANDELSON LOYA RUUD & ROMO	82,000.00
PO2701248	SAN BERNARDINO CCD	253.33
PO2701249	SAN BERNARDINO CCD	3,802.66

Purchase Order Report
November 12, 2026

PO#	Supplier Name	Amount
PO2701250	SAN BERNARDINO CCD	659.78
PO2701251	AT&T	6,050.00
PO2701252	RIVER CITY SERVICES	7,000.00
PO2701257	CHAVEZ, FERNANDO RAMIREZ	3,250.00
PO2701258	PACHECO-MORENO, TERESA D	1,390.00
PO2701259	INLAND EMPIRE COMMUNITY FOUNDATION	5,000.00
PO2701261	STAPLES BUSINESS ADVANTAGE	59.76
PO2701262	CINTAS CORPORATION NO. 2	2,000.00
PO2701263	BOUND TREE MEDICAL LLC	894.83
PO2701264	FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES	11,751.60
PO2701265	STAPLES BUSINESS ADVANTAGE	131.45
PO2701266	INTERNATIONAL NAME PLATE U.S. INC	815.63
PO2701267	BLUE RIBBON INK & THREAD INC	402.38
PO2701268	SPORTS ENDEAVORS INC	642.89
PO2701270	AARDVARK CLAY & SUPPLIES INC	966.55
PO2701272	INLAND HARVEST	2,500.00
PO2701273	SAN BERNARDINO CCD	2,400.00
PO2701274	SAN BERNARDINO CCD	347.13
PO2701275	JONES, HEATHER	139.85
PO2701276	SAN BERNARDINO CCD	2,000.00
PO2701277	DUCK & OWL LLC	218.91
PO2701278	FOLLETT CORPORATION	10,000.00
PO2701284	ROTARY CLUB OF YUCAIPA	900.00
PO2701286	LAW OFFICES OF MARGARET A. CHIDESTER & ASSOCIATES	5,407.25
PO2701287	COMMUNITY COLLEGE INTERNAL AUDITORS	200.00
PO2701288	TRAVEL EXPERIENCE TRANSPORTATION	2,600.00
PO2701290	VITAL RECORDS CONTROL	16,170.78
PO2701291	RESPONSIS PTY LTD	11,760.00
PO2701292	CALIFORNIA COMMUNITY COLLEGE ATHLETIC ASSOCIATION	70.50
PO2701293	MT. SAN ANTONIO COMMUNITY COLLEGE DISTRICT	750.00
PO2701294	THOMAS SCIENTIFIC LLC	370.99
PO2701295	STAPLES BUSINESS ADVANTAGE	420.04
PO2701296	STAPLES BUSINESS ADVANTAGE	414.24
PO2701297	ASB Sports Acquisition Inc	212.73
PO2701298	ASB Sports Acquisition Inc	522.34
PO2701299	ASB Sports Acquisition Inc	786.53
PO2701300	HARDY DIAGNOSTICS	2,368.62
PO2701301	HEMOSTAT LABORATORIES INC	1,082.25
PO2701302	CAROLINA BIOLOGICAL SUPPLY CO	10,831.04
PO2701303	STAPLES BUSINESS ADVANTAGE	751.56
PO2701304	STAPLES BUSINESS ADVANTAGE	175.32
PO2701307	DICKEYS BARBECUE PIT	1,334.80
PO2701310	DENNIS, PAUL	375.00
PO2701311	GONZALES, AMELIA	300.00
PO2701312	GONZALEZ, CAROL	300.00

Purchase Order Report
November 12, 2026

PO#	Supplier Name	Amount
PO2701313	STAPLES BUSINESS ADVANTAGE	131.50
PO2701319	REDLANDS PLUMBING HEATING & A/C INC	11,000.00
PO2701320	CDW LLC	3,434.33
PO2701321	SAN BERNARDINO CCD	401.50
PO2701322	STAPLES BUSINESS ADVANTAGE	64.98
PO2701324	FOLLETT CORPORATION	3,000.00
PO2701325	STAPLES BUSINESS ADVANTAGE	304.30
PO2701326	DIAMEDICAL USA EQUIPMENT LLC	4,184.92
PO2701327	IRWIN INTERNATIONAL INC	2,477.79
PO2701328	CDW LLC	1,301.40
PO2701330	PANERA LLC	52.18
PO2701332	MANAGED MOBILE INC	8,449.88
PO2701333	IE GOURMET FOOD TRUCKS LLC	6,086.19
PO2701334	HARDY DIAGNOSTICS	528.17
PO2701335	IRWIN INTERNATIONAL INC	600.00
PO2701336	DATIX (USA) INC	4,129.42
PO2701340	TACOS CHICANX LLC	4,800.00
PO2701341	BOOT BARN INC	2,340.00
PO2701342	STAPLES BUSINESS ADVANTAGE	439.75
PO2701343	AMERICAN RED CROSS	639.70
PO2701344	CRAFTON HILLS COLLEGE FOUNDATION	5,000.00
PO2701346	STAPLES BUSINESS ADVANTAGE	33.22
PO2701347	CALIFORNIA LIBRARY ASSOCIATION	1,275.00
PO2701348	RIVERSIDE COMMUNITY COLLEGE DISTRICT	600.00
PO2701349	MT. SAN ANTONIO COMMUNITY COLLEGE DISTRICT	750.00
PO2701350	FULGHAM, ABE	1,000.00
PO2701351	HORTI'S TACOS LLC	3,000.00
PO2701352	STAPLES BUSINESS ADVANTAGE	79.50
PO2701353	FOLLETT CORPORATION	4,000.00
PO2701354	DELEON, CHRISTOPHER ALFRED	2,649.15
PO2701355	CDW LLC	970.25
PO2701356	WESTERN INTERSTATE COMMISSION FOR HIGHER ED	775.00
PO2701358	ASSISTANCE LEAGUE OF SAN BERNARDINO	1,600.00
PO2701359	SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS	2,500.00
PO2701361	HISPANIC ASSOCIATION OF COLLEGES & UNIVERSITIES	1,600.00
PO2701362	DELL MARKETING LP	6,848.37
PO2701366	B&H PHOTO VIDEO	2,964.37
PO2701368	BENALLY, RAZELLE	27,400.00
PO2701369	MFAC LLC	1,020.90
PO2701370	APPLE INC	15,500.00
PO2701371	COMMUNITY COLLEGE FACILITY COALITION	695.00
PO2701372	STAPLES BUSINESS ADVANTAGE	271.79
PO2701375	STAPLES BUSINESS ADVANTAGE	53.11
PO2701385	STAPLES BUSINESS ADVANTAGE	170.67
PO2701387	STAPLES BUSINESS ADVANTAGE	283.58

Purchase Order Report
November 12, 2026

PO#	Supplier Name	Amount
PO2701388	STAPLES BUSINESS ADVANTAGE	87.57
PO2701389	STAPLES BUSINESS ADVANTAGE	218.21
PO2701390	STAPLES BUSINESS ADVANTAGE	410.93
PO2701391	STAPLES BUSINESS ADVANTAGE	1,002.87
PO2701392	STAPLES BUSINESS ADVANTAGE	496.91
PO2701393	STAPLES BUSINESS ADVANTAGE	1,939.86
PO2701394	FRESH CUT FOODS LLC	2,999.13
PO2701395	JACQUES, PAUL	94,535.70
PO2701396	RP GROUP, THE	925.00
PO2701397	ASB Sports Acquisition Inc	2,249.49
PO2701398	RP GROUP, THE	715.00
PO2701399	LIVE365 BROADCASTER LLC	1,286.40
PO2701401	CONVERGEONE INC	18,922.50
PO2701402	VWR INTERNATIONAL LLC	2,500.00
PO2701404	FOLLETT CORPORATION	5,000.00
PO2701406	TERRACON CONSULTANTS INC	10,590.00
PO2701410	BERG FIRE PROTECTION INC	4,000.00
PO2701411	CDW LLC	96.78
PO2701412	STAPLES BUSINESS ADVANTAGE	301.54
PO2701413	FLINN SCIENTIFIC INC	66.46
PO2701414	GTSIMULATORS BY GLOBAL TECHNOLOGIES	1,244.19
PO2701415	PANERA LLC	159.44
PO2701416	SAN BERNARDINO CCD	204.66
PO2701418	LAERDAL MEDICAL CORPORATION	520.33
PO2701420	SUMMERLAND BAGS, LLC	11,138.72
PO2701421	STAPLES BUSINESS ADVANTAGE	189.81
PO2701422	STAPLES BUSINESS ADVANTAGE	334.13
PO2701423	CDW LLC	302.92
PO2701424	SAN BERNARDINO AREA CHAMBER OF COMMERCE	250.00
PO2701425	SAN BERNARDINO CCD	226.20
PO2701426	ALL AMERICAN EQUIPMENT & SERVICES INC	8,000.00
PO2701427	AUTO MATIC KINGS INC	1,903.13
PO2701428	GENUINE AUTO PARTS	1,000.00
PO2701439	SWEETWATER SOUND HOLDINGS LLC	453.87
PO2701440	PANERA LLC	416.15
PO2701441	DOING GOOD WORKS	1,527.23
PO2701442	ULINE INC	1,355.53
PO2701443	ELIAS, MANUEL	2,500.00
PO2701444	QUINN COMPANY	1,724.48
PO2701448	STAPLES BUSINESS ADVANTAGE	265.31
PO2701449	STAPLES BUSINESS ADVANTAGE	100.32
PO2701452	STAPLES BUSINESS ADVANTAGE	76.11
PO2701453	STAPLES BUSINESS ADVANTAGE	729.80
PO2701454	ULINE INC	1,652.51
PO2701455	CROWN PROMOTIONS GROUP, INC	1,270.20

Purchase Order Report
November 12, 2026

PO#	Supplier Name	Amount
PO2701456	HISPANIC ASSOCIATION OF COLLEGES & UNIVERSITIES	8,235.00
PO2701457	ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES	8,379.00
PO2701458	SAN BERNARDINO CCD	1,363.94
PO2701460	CRISP IMAGING	3,015.65
PO2701463	CABRERA, YAJAIRA	368.00
PO2701465	IGLESIAS, ADRIAN	368.00
PO2701466	RUIZ, JOLENE	368.00
PO2701467	TORRES, MANUEL	368.00
PO2701468	CHAVEZ, RAFAEL	368.00
PO2701469	SAN BERNARDINO CCD	1,694.33
PO2701470	ULINE INC	636.18
PO2701473	CDW LLC	1,626.02
PO2701474	PANERA LLC	256.62
PO2701475	PANERA LLC	256.62
PO2701476	GABRIEL, GEORGE	4,950.00
PO2701477	GABRIEL, GEORGE	4,684.00
PO2701478	CREATION ENGINE INC	300.00
PO2701479	E-OSCAR-WEB	210.00
PO2701480	FLINN SCIENTIFIC INC	259.24
PO2701488	SAN BERNARDINO CCD	887.91
PO2701489	CDW LLC	1,951.64
PO2701491	SOUTHERN CALIFORNIA LANDSCAPE INC	9,233.41
PO2701492	STAPLES BUSINESS ADVANTAGE	548.26
PO2701493	STAPLES BUSINESS ADVANTAGE	78.41
PO2701494	ULINE INC	3,277.55
PO2701495	KLEIN EDUCATIONAL SYSTEMS INC	3,605.00
PO2701497	CAL ASSOC OF COMM COLLEGE REGISTRARS AND ADMISSION	500.00
PO2701499	SAN BERNARDINO AREA CHAMBER OF COMMERCE	550.00
PO2701500	4IMPRINT INC	3,097.79
PO2701501	STAPLES BUSINESS ADVANTAGE	955.12
PO2701502	STAPLES BUSINESS ADVANTAGE	157.31
PO2701503	GUITAR CENTER STORES INC	1,050.74
PO2701504	CINTAS CORPORATION NO. 2	2,791.20
PO2701506	STAPLES BUSINESS ADVANTAGE	171.41
PO2701507	HARDY DIAGNOSTICS	88.22
PO2701508	WALTERRY INSURANCE BROKERS	6,521.34
PO2701509	CONTRA COSTA COMMUNITY COLLEGE DISTRICT	300.00
PO2701510	STAPLES BUSINESS ADVANTAGE	185.39
PO2701511	CAYETANO, NOLBY G	101.00
PO2701512	FULL COMPASS SYSTEMS LTD	2,231.69
PO2701513	BOUND TREE MEDICAL LLC	426.02
PO2701514	MUSSON THEATRICAL	1,817.97
PO2701515	CDW LLC	2,496.00
PO2701516	MUSSON THEATRICAL	1,219.09
PO2701517	SAN BERNARDINO CCD	1,107.50

Purchase Order Report
November 12, 2026

PO#	Supplier Name	Amount
PO2701519	MCMASTER-CARR SUPPLY CO	3,000.00
PO2701520	SITELOGIQ INC	10,000.00
PO2701521	SAN BERNARDINO, COUNTY OF	122.50
PO2701523	AYANGBAH, SHIRLEY	84.00
PO2701524	GERHARTZ, DAVID M	52.00
PO2701525	MCKEE, JULIE	74.00
PO2701526	STAPLES BUSINESS ADVANTAGE	141.40
PO2701527	LAUNDIS, BRIAN	82.00
PO2701528	XAYAPHANTHONG, SOUTSAKHONE	89.00
PO2701529	MILLAN, CHRISTOPHER	71.00
PO2701530	ABDELHAMEED, MOHANNED	71.00
PO2701531	ROCHA, SARAH	84.00
PO2701532	FRANCK, JADE	69.00
PO2701533	ORTIZ, VIVIANA	84.00
PO2701534	VONK, DAVID	84.00
PO2701535	EDBERG, HEATHER	82.00
PO2701536	MOJICA, LUCY	70.00
PO2701537	CLEMENT, BROOKE	84.00
PO2701538	HAYNES, VICTOR	70.00
PO2701539	KRAHN, KATIE	94.00
PO2701540	GUZMAN, DANIELA	81.00
PO2701541	ROESSLER, HEATHER	97.00
PO2701542	BUTTE COUNTY OFFICE OF EDUCATION	9,500.00
PO2701557	STAPLES BUSINESS ADVANTAGE	95.40
PO2701558	SOS SURVIVAL PRODUCTS INC	2,200.88
PO2701559	MEDLINE INDUSTRIES INC	1,462.61
PO2701560	FASHIONABLE SCRUBS FOR LESS	1,521.30
PO2701561	UNITED RENTALS NORTH AMERICA INC	2,936.25
PO2701563	CDW LLC	2,049.50
PO2701564	PANERA LLC	131.28
PO2701565	VWR INTERNATIONAL LLC	726.23
PO2701566	CDW LLC	2,000.00
PO2701567	CDW LLC	944.69
PO2701568	CONVERGEONE INC	2,782.91
PO2701569	CDW LLC	1,951.64
PO2701572	THECHAMOYBAR	835.00
PO2701575	STAPLES BUSINESS ADVANTAGE	145.95
PO2701576	STAPLES BUSINESS ADVANTAGE	108.52
PO2701579	RIDE THE WAVE LLC	6,750.00
PO2701580	SOCIETY FOR COLLEGE & UNIVERSITY PLANNING	1,335.00
PO2701581	CDW LLC	944.69
PO2701585	BPS TACTICAL INC	810.19
PO2701586	CONCEPT3D INC	1,800.00
PO2701588	STAPLES BUSINESS ADVANTAGE	193.88
PO2701589	STAPLES BUSINESS ADVANTAGE	123.12

Purchase Order Report
November 12, 2026

PO#	Supplier Name	Amount
PO2701597	STAPLES BUSINESS ADVANTAGE	296.29
PO2701598	ASB Sports Acquisition Inc	545.80
PO2701599	ULINE INC	1,152.81
PO2701600	ASB Sports Acquisition Inc	251.14
PO2701601	ATKINSON ANDELSON LOYA RUUD & ROMO	5,000.00
PO2701602	MCLAREN, MERIDYTH	1,600.00
PO2701603	MCVEY, CODY	84.00
PO2701604	CORRAL, MELINDA	84.00
PO2701605	STAPLES BUSINESS ADVANTAGE	254.08
PO2701606	PHOENIX GROUP INFORMATION SYSTEMS	10,386.25
PO2701607	ASB Sports Acquisition Inc	2,878.20
PO2701610	FOLLETT CORPORATION	500.00
PO2701613	BOUND TREE MEDICAL LLC	671.52
PO2701614	CDW LLC	2,685.16
PO2701615	ULINE INC	174.12
PO2701617	CA COMM COLLEGE PHYSICAL ED KINSIOLOGY & DANCE ASSOC	250.00
PO2701618	GRAINGER INC	218.04
PO2701619	PRITCHARD, BEKKI JO	85.00
PO2701620	NETWORK OF CA COMMUNITY COLLEGE FOUNDATIONS	499.00
PO2701621	GRAINGER INC	2,113.97
PO2701622	GRAINGER INC	2,570.51
PO2701623	PRINT & FINISHING SOLUTIONS	800.00
PO2701624	XEROX BUSINESS SOLUTIONS	2,855.78
PO2701625	SAN BERNARDINO CCD	336.25
PO2701626	STAPLES BUSINESS ADVANTAGE	135.22
PO2701627	STAPLES BUSINESS ADVANTAGE	96.58
PO2701628	STAPLES BUSINESS ADVANTAGE	491.05
PO2701629	AIRGAS INC	2,000.00
PO2701631	BEAUMONT CHAMBER OF COMMERCE	235.00
PO2701632	SAN BERNARDINO CCD	497.74
PO2701635	STAPLES BUSINESS ADVANTAGE	195.17
PO2701636	CRISP IMAGING	15,000.00
PO2701637	STAPLES BUSINESS ADVANTAGE	471.92
PO2701641	HORTI'S TACOS LLC	1,750.00
PO2701642	CA COMM COLLEGE COUNCIL FOR STAFF DEVELOPMENT	675.00
PO2701649	MAXON COMPUTER INC	7,884.00
PO2701650	ULINE INC	1,322.51
PO2701651	XPRESS RENT-A-CAR	250.01
PO2701653	SAN BERNARDINO, COUNTY OF	37,704.00
PO2701654	SAN BERNARDINO, COUNTY OF	180.00
PO2701657	SAN BERNARDINO CCD	9,600.00
PO2701658	TRUMBA CORPORATION	13,822.56
PO2701660	STAPLES BUSINESS ADVANTAGE	402.64
PO2701662	SAN BERNARDINO CCD	1,060.48
PO2701663	RP GROUP, THE	985.00

Purchase Order Report
November 12, 2026

PO#	Supplier Name	Amount
PO2701666	STAPLES BUSINESS ADVANTAGE	316.58
PO2701668	SANCHEZ, JACQUELINE	368.00
PO2701669	CAMPOS, JASMINE	368.00
PO2701670	AWAD, ASHRAF	368.00
PO2701671	ADEGOKE, JULIUS	368.00
PO2701672	SUCCESSORIES INC	222.50
PO2701673	VWR INTERNATIONAL LLC	2,453.72
PO2701674	STAPLES BUSINESS ADVANTAGE	57.49
PO2701675	STAPLES BUSINESS ADVANTAGE	1,043.67
PO2701676	LA VERNE POWER EQUIPMENT INC	2,625.00
PO2701677	PANERA LLC	1,801.53
PO2701678	SAN BERNARDINO CCD	904.22
PO2701679	SAN BERNARDINO CCD	904.22
PO2701680	CITY ELECTRIC SUPPLY COMPANY	697.04
PO2701681	PANERA LLC	590.19
PO2701682	SAN BERNARDINO CCD	904.22
PO2701684	JIMENEZ, MARIA	500.00
PO2701685	IE GOURMET FOOD TRUCKS LLC	6,520.65
PO2701686	SAN BERNARDINO CCD	2,529.62
PO2701687	SAUCEDO JR, ANTONIO	69.00
PO2701688	CASTILLO, ANDREW	81.00
PO2701690	US BANK	25,000.00
PO2701691	ALL AMERICAN PUBLISHING	295.00
PO2701692	ALL AMERICAN PUBLISHING	295.00
PO2701693	CALIFORNIA STATE UNIVERSITY - SACRAMENTO	1,000.00
PO2701694	SAN BERNARDINO CCD	904.22
PO2701697	ISLAND ADVERTISING INC	10,681.39
PO2701698	REAN, KESHANNA	460.00
PO2701699	STAPLES BUSINESS ADVANTAGE	101.07
PO2701700	STAPLES BUSINESS ADVANTAGE	67.15
PO2701701	GRAFXOLUTION INC	12,029.98
PO2701702	CA COMM COLLEGE COUNCIL FOR STAFF DEVELOPMENT	725.00
PO2701703	RP GROUP, THE	1,235.00
PO2701704	STAPLES BUSINESS ADVANTAGE	122.34
PO2701711	STAPLES BUSINESS ADVANTAGE	139.38
PO2701712	STAPLES BUSINESS ADVANTAGE	1,066.36
PO2701738	STAPLES BUSINESS ADVANTAGE	245.70
PO2701739	AXON ENTERPRISE INC	18,935.42
PO2701740	ROCKLER RETAIL GROUP INC	684.80
PO2701741	SUNBELT CONTROLS, INC	10,598.52
PO2701743	HORTI'S TACOS LLC	2,520.00
PO2701745	STAPLES BUSINESS ADVANTAGE	115.66
PO2701746	SAN BERNARDINO, COUNTY OF	348.00
PO2701747	STAPLES BUSINESS ADVANTAGE	817.85
PO2701748	MEDICAL SHIPMENT LLC	3,710.09

Purchase Order Report
November 12, 2026

PO#	Supplier Name	Amount
PO2701749	ACADEMIC SENATE FOR CA COMMUNITY COLLEGES, THE	3,188.15
PO2701750	INTELLISTACK ACQUISITION CO	8,014.36
PO2701751	ASSOCIATION OF ACADEMIC MUSEUMS & GALLERIES	190.00
PO2701752	FRONIUS USA LLC	191.84
PO2701753	FISHER SCIENTIFIC COMPANY LLC	290.23
PO2701754	FOLLETT CORPORATION	10,000.00
PO2701756	INTELLISTACK ACQUISITION CO	8,014.36
PO2701757	HEALTHSTREAM INC	2,525.50
PO2701759	SAN BERNARDINO CCD	1,960.98
PO2701760	BOUND TREE MEDICAL LLC	402.36
PO2701761	CRAFTON HILLS COLLEGE FOUNDATION	5,222.10
PO2701762	EDCERT LLC	42,500.00
PO2701763	STAPLES BUSINESS ADVANTAGE	329.61
PO2701764	STAPLES BUSINESS ADVANTAGE	272.52
PO2701765	ASB Sports Acquisition Inc	2,978.43
PO2701766	ASB Sports Acquisition Inc	548.50
PO2701767	STAPLES BUSINESS ADVANTAGE	145.95
PO2701769	ASB Sports Acquisition Inc	202.44
PO2701770	THRONSON, GLEN	76.91
PO2701772	FASHIONABLE SCRUBS FOR LESS	814.32
PO2701773	PANERA LLC	487.37
PO2701774	SAN BERNARDINO CCD	519.76
PO2701775	SAN BERNARDINO CCD	237.30
PO2701776	BSN SPORTS INC	5,615.58
PO2701778	SAN BERNARDINO CCD	1,800.00
PO2701783	STAPLES BUSINESS ADVANTAGE	61.92
PO2701793	PANERA LLC	159.44
PO2701794	SAN LUIS OBISPO CCD	750.00
PO2701795	JAMWORKS PLATFORM LTD	4,666.00
PO2701796	STAPLES BUSINESS ADVANTAGE	184.92
PO2701797	STAPLES BUSINESS ADVANTAGE	113.57
PO2701798	STAPLES BUSINESS ADVANTAGE	462.36
PO2701805	STAPLES BUSINESS ADVANTAGE	57.82
PO2701806	CDW LLC	261.30
PO2701807	SAN BERNARDINO CCD	12,000.00
PO2701808	FOLLETT CORPORATION	10,000.00
PO2701809	GWEN MARLOWE FOODS & CATERING	1,670.40
PO2701810	ORNELAS-MORA, KRISTA	1,000.00
PO2701811	AMERICAN TECHNOLOGIES INC	11,795.76
PO2701812	AMERICAN TECHNOLOGIES INC	13,106.40
PO2701813	AMERICAN TECHNOLOGIES INC	11,358.88
PO2701814	SAN BERNARDINO VALLEY COLLEGE FOUNDATION	1,403.16
PO2701815	SAN BERNARDINO CCD	826.50
PO2701816	BIO-RAD LABORATORIES INC	379.69
PO2701817	LMS LABORATORY MICROSCOPE SPECIALIST	2,389.00

Purchase Order Report
November 12, 2026

PO#	Supplier Name	Amount
PO2701818	CRISP IMAGING	520.00
PO2701821	ROSE BRAND WIPERS INC	418.84
PO2701822	STARKEY, REESE	234.53
PO2701823	STAPLES BUSINESS ADVANTAGE	228.12
PO2701825	GARCIA, JAZMYN	400.00
PO2701826	GARCIA, NATALIE	400.00
PO2701827	HONORS TRANSFER COUNCIL OF CA, THE	200.00
PO2701828	INLAND EMPIRE COMMUNITY COLLABORATIVE INC	5,000.00
PO2701829	FRIENDS OF SANTA CLAUS INC	1,500.00
PO2701831	SAN BERNARDINO VALLEY COLLEGE FOUNDATION	7,770.00
PO2701832	CAROLINA BIOLOGICAL SUPPLY CO	55.79
PO2701833	ORGANIZATION FOR ASSOCIATE DEGREE NURSING INC	830.00
PO2701834	ORGANIZATION FOR ASSOCIATE DEGREE NURSING INC	830.00
PO2701835	TOP GOLF USA INC	2,413.40
PO2701836	CERTERRA RMA GROUP	10,082.44
PO2701839	STAPLES BUSINESS ADVANTAGE	84.91
PO2701844	STAPLES BUSINESS ADVANTAGE	597.51
PO2701845	STAPLES BUSINESS ADVANTAGE	145.02
PO2701846	MARQUEZ, EVELYN	85.00
PO2701847	MACIAS, CINDY	69.00
PO2701848	ARREOLA-JAUREGUI, MELISSA	85.00
PO2701849	BAUER, ABIGAIL E	84.00
PO2701851	CHIEM, VINH	71.00
PO2701852	DAVIS, JESSICA	84.00
PO2701853	STAPLES BUSINESS ADVANTAGE	102.55
PO2701854	DAVIS, JESSICA	79.00
PO2701855	DAVIS, JESSICA	89.00
PO2701856	FORKNER, DAMIAN	85.00
PO2701857	FRIAS, MAYRA	85.00
PO2701858	GARCIA, JAIME	84.00
PO2701859	GHARIB, MEHRAN	71.00
PO2701860	GODWIN, ANGELINA	79.00
PO2701861	GONZAGA, SAMANTHA	85.00
PO2701862	JACKSON, JADE	79.00
PO2701863	LEBIG, ELYSON GAVIN	84.00
PO2701864	LEONARD, TINA	79.00
PO2701865	LICHTENFELD, DESISLAVA	71.00
PO2701866	CHICK-FIL-A YUCAIPA	1,817.43
PO2701868	ACCREDITING COMMISSION FOR COMM & JUNIOR COLLEGES	5,075.00
PO2701869	SAN BERNARDINO CCD	254.68
PO2701870	THECHAMOYBAR	1,410.00
PO2701871	U HAUL CO OF CALIFORNIA	450.00
PO2701872	INSPIRE SCHOOL SERVICES	17,500.00
PO2701873	CROWN PROMOTIONS GROUP, INC	2,462.05
PO2701874	GROWING INLAND ACHIEVEMENT INC	5,000.00

Purchase Order Report
November 12, 2026

PO#	Supplier Name	Amount
PO2701876	FILMTOOLS INC	382.91
PO2701877	TRUJILLO, HECTOR	200.00
PO2701883	CALIFORNIA NARCOTIC OFFICERS' ASSOCIATION	587.25
PO2701885	STUDENT VETERANS OF AMERICA	1,550.00
PO2701886	GARRITY, CAMILLA SALDANHA	368.00
PO2701887	HONORS TRANSFER COUNCIL OF CA, THE	200.00
PO2701888	SAN BERNARDINO CCD	336.25
PO2701889	CHAVEZ, FERNANDO RAMIREZ	850.00
PO2701890	SAN BERNARDINO CCD	390.63
PO2701891	PANERA LLC	104.39
PO2701896	ALARCON, DANIEL	85.00
PO2701897	SAN BERNARDINO CCD	205.75
PO2701899	SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT	4,000.00
PO2701900	ESPINOZA MARKET	3,045.00
PO2701901	RAMIREZ, FERMIN	16,279.46
PO2701902	BEAR COMMUNICATIONS INC	951.56
PO2701903	AXON ENTERPRISE INC	4,750.48
PO2701904	YGLESIAS, LUCILLE	368.00
PO2701905	H & S MOBILE FIRE EQUIPMENT REPAIR	10,000.00
PO2701907	ANDREW, STEPHEN	84.00
PO2701908	MATAVAO, ULAVALE	82.00
PO2701909	MAZON, RAFAEL	99.00
PO2701910	MILIAN, ARACELI	71.00
PO2701911	MORCOS, MIRETTE	71.00
PO2701912	MURTADA, SAMIRA	84.00
PO2701913	NEALON, DENISE	84.00
PO2701914	NEALON, DENISE	69.00
PO2701915	ORTIZ, MARIA G	81.00
PO2701916	NGUYEN, DUC	84.00
PO2701917	NGUYEN, THUAN	84.00
PO2701918	STAPLES BUSINESS ADVANTAGE	1,638.61
PO2701919	PARAMO, PATRICK	84.00
PO2701920	PENA, KYLE	92.00
PO2701921	PEREZ, ALBERTO	82.00
PO2701922	PRECIADO, IVAN	71.00
PO2701923	RAMIREZ, JUAN	84.00
PO2701924	RIVERA, AMAIRANY	85.00
PO2701925	RODRIGUEZ, MIKE	71.00
PO2701926	SHULTZ, BENJAMIN	71.00
PO2701927	SLATER, SEAN	69.00
PO2701928	WAGNER, TAMARA	84.00
PO2701929	WEIGLE, SARAH	85.00
PO2701930	WILLIAMSON, ASIA	74.00
PO2701931	VIRBEN, JOSE	84.00
PO2701932	SANCHEZ, VICTORIA	85.00

Purchase Order Report
November 12, 2026

PO#	Supplier Name	Amount
PO2701934	FISHER SCIENTIFIC COMPANY LLC	2,363.24
PO2701935	FLINN SCIENTIFIC INC	1,410.24
PO2701938	LEATHAM FAMILY LLC	647.25
PO2701940	STAPLES BUSINESS ADVANTAGE	105.73
PO2701941	MCGRATH'S CATERING	4,371.75
PO2701943	XPRESS RENT-A-CAR	310.89
PO2701945	CAPPO	657.91
PO2701954	STAPLES BUSINESS ADVANTAGE	508.11
PO2701955	COUNCIL OF CHIEF LIBRARIANS	250.00
PO2701956	CCC WOMEN'S BASKETBALL COACHES ASSOCIATION	350.00
PO2701958	STAPLES BUSINESS ADVANTAGE	2,143.02
PO2701959	STAPLES BUSINESS ADVANTAGE	433.06
PO2701960	SAN BERNARDINO CCD	574.04
PO2701961	CRITERION AUTOMATION INC	16,255.95
PO2701962	STAPLES BUSINESS ADVANTAGE	193.14
PO2701963	STAPLES BUSINESS ADVANTAGE	79.42
PO2701964	GORDON, JORDAN	179.32
PO2701965	XPRESS RENT-A-CAR	908.74
PO2701966	VERDANTAS INC	9,300.00
PO2701967	NETWORK OF CALIFORNIA COMM COLLEGE FOUNDATIONS	800.00
PO2701968	AMERICAN MATHEMATICAL ASSOC OF TWO YEAR COLLEGES	654.00
PO2701969	VASQUEZ, ROBERT	3,648.75
PO2701974	MADOLE, HEATHER M	88.32
PO2701975	ESPINOZA MARKET	5,138.43

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources, Police Services, Emergency/Employee Risk Management & Payroll Services

DATE: November 12, 2026

SUBJECT: Resignations

RECOMMENDATION

This item is for information only. No action necessary.

OVERVIEW

In accordance with Board Policies 2430 and 7350 the Chancellor or designee is authorized by the Board of Trustees to accept the resignation of any employee.

ANALYSIS

The employee on the attached list tendered their resignation to the District.

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.

Resignations

Presented for Information November 12, 2026

[v.10.22.2026.p.2|2]

Employee Name	Location Assignment & Department	Years of Service	Last Date of Employment
D'Arcangelo, Diana Library Technical Assistant I	SBVC Library	1	10/01/26
Hamilton, Amber Administrative Assistant II	SBVC Science	3	08/31/26
Jacoby, Janae Associate Director, Employee Health and Wellness, Compliance, and College Support Services	DSO Human Resources	8	09/17/26
Ramirez, Fermin Financial Aid Coordinator	SBVC Financial Aid	19	09/30/26

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, Emergency/Employee Risk Management & Payroll Services

DATE: November 12, 2026

SUBJECT: Sabbatical Leave 2025-2026 Academic Year Report

RECOMMENDATION

This item is for information only. No action necessary.

OVERVIEW

The process for awarding sabbatical leaves is based on the bargaining agreement, Article 18, Section H.1. (a) between SBCCD and the CTA. The Sabbatical Leave Committee at each college will evaluate each proposal and forward the applications and recommendations to the District Sabbatical Leave Committee. The District Sabbatical Leave Committee shall forward its recommendations to the Chancellor for review and any recommendation to the Board.

Per the bargaining agreement between the District and the CTA, the recipient of a sabbatical leave must complete a comprehensive written report with specific evaluation of the leave in terms of each of the purposes stated in the original application. The report must identify as clearly a possible the benefits to students of the district that have accrued from the sabbatical leave.

ANALYSIS

On January 9, 2025, the SBCCD Board of Trustees approved the sabbatical leave of Michael Torrez, Matthew Robles, Kenneth George, and Gwendolyn Diponio, for the 2025/2026 academic year. The purpose of this report is to provide the Board of Trustees with an update on the professional activities conducted by these Faculty members during their sabbatical leaves.

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.

Sabbatical Report Cover Sheet

Name: Michael B. Torrez

Position/Campus: Professor of Chemistry, SBVC

Sabbatical Term: Fall 2025

A. Executive Summary:

The Fall 2025 sabbatical was used to create a new Allied Health Organic/Biochemistry Lab Manual containing safe, low-cost, green labs. This has now contributed to allied health student safety, student and department savings, and expansion of allied health labs availability (as these labs can be used in any lab without special organic chemistry fume hood requirements).

B. Purpose of this presentation/report:

To provide a summary of the newly, created Allied Health Organic/Biochem Lab Manual and corresponding labs used in Spring 2026

C. What are the outcomes and next steps?

Outcomes: During Spring 2026, All Chm 104/105 Labs at SBVC adopted new Allied Health Organic/Biochem lab manual and new experiments (with Chemistry stockroom acquiring and deploying new lab items/reagents to conduct the experiments).

Errors found during the Spring 2026 semester were fixed and a new revised Lab Manual was created for the Fall 2026 semester.

DEMONSTRATION OF OUTCOMES RELATED TO SBCCD GOALS

1. Eliminate Barriers to Student Access and Success: Two chemistry students were given opportunities to conduct research no safe/green organic chemistry experiments.
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution: Research was made available to tutors/chemistry students regardless of experience in research.
3. Be a Leader and Partner in Addressing Regional Issues: The sabbatical role was used to harness division resources for completing the lab manual.
4. Ensure Fiscal Accountability/Sustainability: Using inside division resources allowed for fiscal accountability. In addition, an emphasis on safe/green reagents for the

experiments while creating an in-house (non-proprietary) lab manual ensure long-term sustainability.

5. Next Steps: While work on the Allied Health Organic/Biochem Lab manual has been successfully completed and implemented for all Chm 104/105 Lab, the strategy of implementing division team work and resources should be showcased for future sabbatical assignments. By utilizing the existing resources within the division (including multiple faculty, chemistry technicians, and student researchers), the lab manual was successfully completed and adopted for SBVC.

D. What can the Board do to help?

I would like to thank the board for providing means (through the sabbatical) to complete the needed allied health labs and lab manual. I would also like to inform the board of trustees that many projects intended for SBVC/Crafton can be completed by utilizing existing resources within SBVC district during future sabbaticals.

Torrez- Fall 2025 Sabbatical Project Report

Creating all new green, non-toxic Allied Health themed, Organic Biochemistry Labs and Chm 104/105 Lab Manual

The sabbatical project was the creation, testing, and revising of 12 experiments. The 12 experiments were converted into a printed free lab manual for use by allied health students. Each of the 12 experiments share the following components:

Medical Molecules: Most experiments open with a "Medical Molecules" allied health theme that provides clinical relevance to the lab, such as activated charcoal for poisoning and overdose (Exp 1), salicylic acid and aspirin for acne treatment and anti-platelet therapy (Exp 2), and mRNA/DNA vaccines (Exp 11). These examples demonstrate their use with allied health professions (eg., nurses, EMT's, etc.). The section primes students to view the day's tests as diagnostic tools rather than abstract reactions.

Introduction: (including Functional Group and detection): The "introduction" section provides the background to organic functional group(s) under study and the method for detecting them (e.g., aliphatic vs. aromatic molecules, phenols, carbonyls, amines, carbohydrates, etc). Experimental results for identifying functional groups of molecules are consistently framed around recognizable signals such as color changes, bubbling, precipitates, fluorescence, or the absence of these signals. The lab manual repeatedly contrasts "positive results" (the expected reaction occurs) with "pertinent negatives" (absent or negative test results, which is itself informative). This trains students to read both action and inaction as evidence and to tie a specific observation to a specific structural feature. Positive tests vs. "pertinent negative" tests (used in medicine) are taught for identification of "unknowns" using interpretation tables, diagrams, illustrations and detailed explanations for ease of student.

Objectives: The "objectives" section lists measurable learning goals in bulleted form for what concrete actions or experimental interpretations students should be able to do by the end of the experiment. (e.g., distinguishing ketoses from aldoses for sugar identification).

Materials and Reagents: These "materials and reagents" section lists specific chemicals, indicators, glassware, and equipment for each experiment. The lists are intended for use by faculty and chemistry technicians to ensure all lab items are ready for use before the experiment begins.

Safety Precautions: The "safety precautions" section provides important safety practices covers standard PPE use (goggles, gloves, lab coat) and waste disposal. This sections also covers potential reagent/equipment hazards specific to the lab. For example, warnings include addressing flammability issues such as ethanol, dust inhalation (activated charcoal), corrosives (NaOH), careful handling of chemical strips, and proper waste disposal. While danger to one's self and the environment is low for these experiments, proper safety procedures are still enforced

Procedure Summary: The "procedures" section is divided into lettered Parts (A, B, C…), each frequently headed with a stated Purpose and written as numbered step-by-step instructions specifying quantities, glassware sizes, and expected readings (e.g., "should read 1.36"). Steps interweave equipment setup (e.g., filtration techniques, refractometer operation, etc.), testing, and cleanup/disposal notes. Next, the procedures walks students from physical-property observations to

specific chemical tests, recording their results in a data table. The procedures also provides steps to students for unknown identification (using the interpretation table to identify their unknown). The procedure steps usually end in waste cleanup procedures.

Data Table: The “data table” section provides data tables (A, B, C…) with blank cells for recording observations such as color, odor, physical state, refractive index, and before/after-filtration results. Many tables include a dedicated column for classifying each result as a positive test or a pertinent negative, reinforcing the manual's central interpretive framework. The tables are ordered to mirror the procedure parts, so data cells for recording results are sequential, and each entry is directly traceable to the test that produced it.

Unknown Identification and Post-Lab Questions: The “Unknown Identification” section allows students to select the identity of their unknown based on their experimental results and interpretation of the results. The “Post-lab Questions” sections close each experiment with multiple-choice items that require circling a letter and writing an explanation on the provided blank line to justify their answer. Standing instructions for each lab directs students to base their answers on the introduction and procedure section to encourage students to read their lab before performing the experiment.

Appendix: An “Appendix” section was added at the end of the lab manual which includes:

- Check-in Sheet
- Safety Sheet and NFPA diamond label
- Rules of Conduct and Laboratory Procedures
- Chemistry Laboratory Student Contract
- Periodic Table of the Elements

The experiments were generated (from scratch) with intense laboratory testing to ensure safety, viability, and good experimental results. Initial formatting mirrored formatting of previous organic/biochem lab manuals, but reagent content of labs were novel, where most having never used in student college labs. The experiments were initially tested by student researchers Martin Luvia and Dae'awnna Baker. During their extensive weekly testing, they found errors or invented/tested new experimental procedure for optimal experimental results. The experiments were all tested and completed by November. At the same time, Professor Sandeep Sati and his class volunteered to test out the revised labs (given to them in individual lab packets. All experiments were tested and revised again for errors when Professor Sati’s students tested the experiments. New Allied Health chm 104/105 lab manuals and reagents for those labs were prepared and used for Spring 2026 (replacing all old lab manual and unneeded reagents). Spring 2026 was completed successfully using the new lab manual for all chm 104/105 classes. Minor errors (mostly formatting) were discovered by Professors’ Zhiqiang “Susan” Zhu, Dr. Amy Avelar, and Dr. Carol Jones and fixed for revised lab manual use in Fall 2026/2027 year.

Special thanks to the SBVC and CHC Chemistry Departments including our Chemistry laboratory technicians, Cassandra Thomas and Sandra Robles for providing reagents and setting up the experiments, STEM/MESA director Dan Mayo and Dean Lorrie Burnham for arranging times of availability for research, for the student researchers Martin Luvia and Dae'awnna Baker. In addition, special thank to Professor Sati and his class for testing the experiments, as well as my colleagues Professors’ Zhiqiang “Susan” Zhu, Dr. Amy Avelar, and Dr. Carol Jones for their extra feedback during the revision process.

Sabbatical Report Cover Sheet

Name: Matthew Robles

Position/Campus: Associate Professor, Department of Earth and Spatial Sciences, SBVC

Sabbatical Term: Spring 2026

Sabbatical Completion Report: Zero-Cost Lab Manuals for Introductory Geology and Oceanography Lab Sections

1. Introduction and Summary

This report documents the work completed during my 2026 sabbatical leave, the purpose of which was to develop two zero-cost lab manuals for students enrolled in our introductory geology and oceanography lab courses at San Bernardino Valley College. The project addressed two linked problems: the financial burden that commercial lab manuals place on our students, and the absence of Open Educational Resources tailored to the geology and oceanography of southern California.

While significant progress was made toward the completion of both manuals only the Oceanography manual is ready and currently in the “piloting phase”. The Geology manual is only partially completed, and work is ongoing to finalize some of the more complex lab exercises.

As stated, the Oceanography lab manual is currently being piloted in my current Elements of Oceanography lab section (OCEAN-111-70) during the Fall 2026 semester, with 28 students enrolled. The Geology lab manual is anticipated to be completed by the end of next term, Spring 27, and scheduled for pilot in Fall 2027.

Objectives related to content research and curation, zero-cost exercise design, and alignment with institutional learning outcomes and California Community College OER standards are complete. However, due to ongoing construction on campus, the objective related to multimedia and outdoor-space integration is on hold until work has concluded. The pilot and feedback cycle is underway as designed for the oceanography manual and will conclude at the end of the Spring 2027 term.

Based on the replacement cost of the materials previously required, this project is projected to save students approximately $135/student per semester, or roughly $13,500 annually across all affected sections. This amount will increase as the number of lab sections increase.

2. Work Completed

During the sabbatical much of my time was spent curating data sets, identifying live links to relevant course material, and analyzing current lab exercises and determining areas where adaptions could be made to relate material more directly to southern California and SBVC student experiences.

Additionally, a substantial amount of time was spent constructing “Bathymetry Boxes” for a specific lab exercise related to how early ocean scientists determined the depth of certain oceanic locations. This project was made possible with significant assistance from my colleague in the Architecture department, Professor Nicole Lambrou. For these boxes I designed bathymetric profiles then uploaded them to AutoCAD so that the department laser cutters could cut the appropriate designs for construction of 14 individual boxes. These then needed to be assembled. The amount of time for this project was underestimated and is ongoing; specific lab associated with this project will be piloted in the Spring 2027 semester.

Divergences from the Original Proposal

One slight adjustment to the final design of the lab manual was that instead of having an actual lab manual that progressed from one lab to the next I developed individual labs that instructors can utilize in whatever order suits them.

This was determined after consultation with adjunct faculty that would be affected by the implementation of such a lab manual and in order to maintain academic freedom and the non-linear nature of the lab courses themselves, the ability for instructors to determine the order in which they wanted to conduct their lab made sense to abandon the strict nature of a set lab manual.

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7. Next Steps

- Complete the Fall 2026 and Spring 2027 pilot for the Oceanography Labs and collect end-of-term student feedback (December 2026 and May 2027).
- Solicit structured faculty feedback from geology department colleagues on labs already designed.
- Revise oceanography labs based on pilot results during Fall and Spring 2027 semesters.
- Pilot the Geology lab manual in Fall 2027.

8. Conclusion

While not 100% completed, our lab classes for Oceanography and Geology are moving towards a more equitable and affordable lab option for SBVC students as they seek to complete their general education science requirement.

Not only will the implementation of these labs create a more accessible and cost-effective educational environment for SBVC students but having specific lab assignments that are related to southern California allows students to become more connected to our community.

I am grateful to the San Bernardino Valley Community College District for providing the opportunity to take a sabbatical leave to work on this valuable project.

Thank you,



Matthew Robles
Associate Professor
Geology and Oceanography Department
San Bernardino Valley College

Sabbatical Report Cover Sheet

Name: Dr. Kenneth George
Position/Campus: Business Faculty and Department Chair, CHC
Sabbatical Term: Fall 2025

A. Executive Summary:

This sabbatical developed a Non-Credit Business Workforce Readiness Certificate Program that combines ESL support with practical business training. It helps Inland Empire students close language, knowledge, and skills gaps so they can enter the workforce with confidence.

B. Purpose of this presentation/report:

To share the completed program design and how it benefits students, the college, and the community.

C. What are the outcomes and next steps?

Outcomes: Build and approve a six-month hybrid/online curriculum (five core courses and two electives), clear student learning outcomes, and a funding model projecting about $1.48 million per year at the enhanced non-credit rate. Next steps: curriculum approval, program launch, and building industry partnerships toward a $100,000 student-support fundraising goal.

D. What can the Board do to help?

Support curriculum approval and launch of the program, and help connect it with local employers and community partners.

Sabbatical Report Cover Sheet

Name: Gwendolyn Diponio

Position/Campus: Faculty/Professor of English, CHC

Sabbatical Term: Fall 2025

A. Executive Summary: There are several key factors to effective Regular and Substantive Interaction (RSI) for online teaching:

   a. One is the purpose of using RSI.

   b. Two is methods of using RSI.

   c. Three is training faculty to understand and employ these methods.

   d. Four is ongoing effective support for faculty for their online course development and sustainability.

   e. Five is before, during, and after the evaluation process to further support faculty in employing best practices for online teaching.

   While RSI is an important component of effective online teaching, it is one of many key factors, such as course design, in creating and sustaining effective online courses. The focus of this summary will be on the key points outlined above regarding RSI in online teaching, which was the proposal for my sabbatical.

B. Purpose of this presentation/report:

   The purpose of this presentation/report is to inform the board and other interested parties about the research and activities I engaged in while on sabbatical. My focus was on the aforementioned factors of RSI for effective online teaching. At the same time, the college was intensifying training and resources for faculty on RSI matters specifically. I worked closely with our DEP lead and took a recertification course for online teaching.

C. What are the outcomes and next steps? The outcomes of my sabbatical were to add to existing training materials for RSI and further develop research to support the campus' efforts to develop effective processes for ongoing support for faculty regarding Regular and Substantive Interaction practices, including more training, sustainability, communication, and reflection. My aim is to offer manageable as-needed guidance for faculty who
D. What can the Board do to help? Faculty need a clear line of communication and effective ongoing support regarding RSI practices. Distance Education certification and training embeds best practices for RSI in many areas and faculty currently can earn POCR badges to ensure their courses are in line with best RSI practices, but we need more supportive measures in place for the follow-up with faculty during their time teaching and being evaluated, and we need clearer instructions and guidance that ensures evaluators know how to recognize RSI efforts in online courses. And give faculty the chance to note where those efforts are made in case they are missed or not able to be seen by evaluators (such as in feedback on grades or LMS messages or emails). While the campus itself is working on these matters, support from the Board when they appear on the reports is needed. A key area where we could use support are an instructional design specialist who has dedicated hours physically on our CHC campus for ongoing support.
E. I added this section to note that I have compiled numerous resources and connections with other colleges on RSI development and support. I joined the DEP committee and offered my input on effective ways to support faculty teaching online courses. While accreditation has been a key motivator in developing further training and resources for RSI, we also aim to embed ongoing supportive measures for faculty teaching online classes and provide that support year-round in multiple ways. We will continue to offer training, support materials, and best practices in an ongoing effort to offer

A BRIEF OVERVIEW OF THE WORK FOR THE RSI RESEARCH AND DEVELOPMENT OF SUPPORT DURING FALL 2025 SABBATICAL

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10-10-10 Coursework from 10-13-25 to 11-9-25

Below is the welcome email to the course I took during my sabbatical to research and experience both sides of the RSI framework. The course is designed to not only instruct faculty to think in terms of student's experience in the first 10 minutes, 10 hours, and 10 days of any course. The modules not only ask us to reflect on our own understanding of these blocks of time but how we can them employ them in our Canvas courses. For example, in the first 10 minutes of a course, students need to feel welcomed. For the first 10 hours, faculty need to find a way to discover if they do indeed feel that way. So not only developing a strong activity and materials with a balanced tone of voice, but checking in with them through surveys or replies to messages, discussions, and so on.

Getting Started

Hello, colleagues! The 10-10-10 cohort officially begins Monday, October 13, 2025, but if you're as excited to begin as I am, you may want a sneak peek or to get a head start, so I'll open the course on Saturday (10/11) at 8 AM for those who want to get going ASAP. *Please read this entire email for important information about how to get started.*

If you'll be enjoying your weekend - no worries! Please plan to log in to the course on Monday 10/13 so we can ensure everyone has access to the course materials. Our first assignment - a Meet & Greet discussion - is due Tuesday 10/14, so please give yourself enough time to complete your introduction.

Everything in this course - including the welcome email you're reading right now - is modeled on best practices for online teaching and up for discussion. 😊

Planning your time

I know your time is important to you. This 4-week cohort is designed to take approximately 6-8 hours per week (depending on your experience with Canvas and technology in general), and much of that time will be spent developing elements of your online course. If you already have established course materials similar to what is asked for by our assignments, you are encouraged to *revise* them instead of starting from scratch, if possible! To finish this course, you'll need to complete readings, discussions, and assignments - some in a Canvas sample course (called a Sandbox or developmental shell).

To help you balance the workload of this course, we'll follow a pattern in our due dates:

- Discussions are due on **Wednesdays,** discussion *responses* on **Saturdays** (Sunday is OK, too), and Assignments due on **Sundays.** Our final assignments will be due on the **last Saturday** of the course (10/8). **The exception to this pattern is in Week 1, when a few preparatory tasks are due on Tuesday 10/14.**

To learn more about the assignments and due dates, log in to the course (once it's open) and review the Course Syllabus module and Module 0: Orientation. Here's just a brief look at some of the topics addressed in the orientation module:

- Due dates for all assignments. See the Course Summary section of the Syllabus or (better yet) the Calendar section in the global menu;
- Contact numbers for help with Canvas.

Tips for Success

This cohort is being led by Cynthia Hamlett, CHC Interim Director of DE. I am dedicated to your success and have a few tips for you as we get rolling:

- Start the course by reviewing the Course Syllabus module and Module 0: Orientation.
- Work through the modules chronologically. Start with the Module Overview each week, and then use the Next button to work through the material in the order provided. Modules for the upcoming week will open each Saturday (sometimes a bit earlier).
- *Actually read* the course content. This is the #1 advice from experienced online students and probably an admonition you already make in your own classes: if you want to spend less time doing the assignments themselves, carefully reading/viewing the supporting materials will set you up for success.
- Set up your notifications in Canvas. You will receive regular feedback from your cohort and I send out weekly announcements, the reading of which is crucial to your successful progress in the course. Setting your notifications will ensure you receive this important information quickly.
- Each discussion forum is designed to spark timely dialogue, exchange of ideas, and sharing of your teaching experiences. Course design may be a new area that you are exploring, or you may have a great deal of information to share with the class. I look forward to learning from you about how you work with your students.
- Due dates help us all stay on track, but I know life sometimes gets in the way. If your work will be late by more than a day or two, let me know ASAP, and please note that the last day

to submit work for this class is November 8, 2025. **_Some assignments, like peer review and peer discussion, cannot be submitted after the assignment deadlines_.

- I strongly encourage you to use the Canvas Student app (Android or iOS) where possible, on phone *and* tablet (if you have both), especially to get a glimpse into your students' experience with it (and they *are* using it)...but also *to ease your own burden*. Who wants to read course materials at a computer desk? (Much more pleasing on the couch, in bed, or somewhere else comfortable...am I right?!)
- Our course is, indeed, designed to be friendly to the app but there are some things it doesn't do elegantly (or at all, like peer review), so some of our assignments may need to be accessed on a computer in a standard web browser.
- *Use me as a resource* – I'm here to help and very friendly about it!

ALL assignments must be successfully completed according to the rubric criteria to earn the 10-10-10 completion badge.

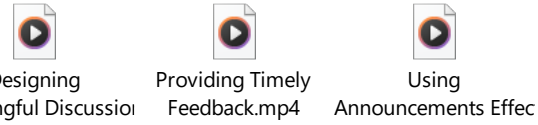
Ready to get started? I hope so and can't wait to meet you or see you again. Once the course is published (8am on Saturday 10/11 at the latest), you should see a notification in your Canvas Dashboard that you need to accept your invitation. After you do so, the course will be visible on your SBCCD Canvas dashboard.

Have questions? Reach out to me, if necessary. It would be a great idea to flag this email for future reference!

Again, welcome to *10-10-10: Communication That Matters*!

Videos Created for RSI:

In working closely with our DEP lead, Cynthia Hamlet, for the semester, we agreed upon a plan of action for me to build off of the resources in the Canvas, adding instructional videos on how to ensure RSI appears in online courses. Links to these videos were attached to the RSI Micro-Courses on the CHC web site's Online Learning home page.



In addition to creating the videos, I also joined the DEP committee upon returning from my sabbatical and supported DEP workshops on RSI training and support.

USEFUL INSTRUCTIONAL MATERIALS FOR RSI PROFESSIONAL DEVELOPMENT

Below is a list of resources that can be used for RSI Professional Development workshops on campus.

Championing RSI for Online Success

RSI Micro-Lecture 3: Academic Monitoring & Regular Interaction in Online Instruction

A Self-Checklist for Faculty

How A Regulatory Requirement Can Be a Celebratory Achievement

Regular and Substantive Interaction in Online Classes

Getting to Know You Survey

The Power of Announcements

What is an isn't RSI

CONTACTS FOR RSI BEST PRACTICES

Sandra Nebulega https://search.asu.edu/profile/2998774

Tamamra Bourdo https://search.asu.edu/profile/1251730

Linda Crimson https://search.asu.edu/profile/2141393

Brian Hoffner https://search.asu.edu/profile/846944

Ashley Katikos https://search.asu.edu/profile/2744358

Peggy Nelson https://search.asu.edu/profile/327465

Derrick Platt https://search.asu.edu/profile/90232

Aimee Sulit https://search.asu.edu/profile/3846988

Adriana Arce: Topic: RSI Discussion Time: May 5, 2025 09:00 AM Pacific Time (US and Canada)

SELF EVALUATION TOOL

This tool shared with me by our DEP lead can be used as a self-evaluation tool for how RSI appears in faculty courses. Below are the results of my own experience using the tool.

Hitting the Road with Multiple RSI Methods

Excellent, Gwendolyn! Just like our heroes hitting the road with determination, you're already implementing multiple forms of RSI in your courses. You're using:

- Regularly scheduled class discussions
- Regular feedback on students' submitted work
- Responding to student questions in a timely manner
- Regular use of Canvas announcements

That's fantastic! You've already met the minimum requirement of using at least two RSI methods. Now, let's explore each of these in more depth to see where you are on your journey.

Let's talk about your class discussions

Choose-Your-Own RSI Adventure!



Just like Harold and Kumar planning their quest from their apartment, let's start by looking at what RSI methods you're currently using in your online courses.

Which of the following RSI activities are you currently implementing in your online classes?

1. Regularly scheduled live instruction (e.g., Zoom lectures in real time)
2. Regularly scheduled class discussions (via Zoom or Canvas discussions)
3. Regular feedback on students' submitted work
4. Responding to student questions in a timely manner
5. Regular use of Canvas announcements

Please let me know which ones you're using, and feel free to share details about how you implement them!

Enter Message

AI can make mistakes, including bias. Check important information.

Now, let's explore your feedback practices

How would you describe the feedback you provide on students' work?

1️⃣ I provide grades with minimal non-automated feedback on some assignments
2️⃣ I provide meaningful comments on some coursework and assignments
3️⃣ I consistently provide meaningful comments on most work, including constructive feedback for improvement
4️⃣ I consistently provide prompt, personalized, detailed feedback (written comments, detailed rubrics, audio/video notes, examples for improvement)

4

Finally, let's explore your use of Canvas announcements

How would you describe your use of Canvas announcements?

1️⃣ I occasionally post basic announcements about deadlines or logistics
2️⃣ I regularly post announcements about course content and upcoming assignments
3️⃣ I frequently post detailed announcements that include content explanations and learning tips
4️⃣ I consistently post comprehensive announcements that connect to course content, provide additional resources, and offer personalized guidance

🌟 LEGENDARY STATUS: HIGHLY DEVELOPED 🌟

Gwendolyn, based on your responses, your RSI practices are consistently at the **HIGHLY DEVELOPED** level on the ACCJC's Quality Continuum Rubric! This is the highest level of achievement, demonstrating your exceptional commitment to student engagement and success in online learning.

Announcement Extraordinaire!

Congratulations, Gwendolyn! Just like Harold and Kumar finally reaching White Castle and savoring those perfect sliders, you've reached the pinnacle of RSI excellence! Your consistent practice of posting comprehensive announcements that connect to course content, provide additional resources, and offer personalized guidance shows your exceptional commitment to student success.

This places your announcement strategy firmly in the "Highly Developed" category on the ACCJC's rubric. Your students benefit tremendously from this level of communication and guidance.

Communication Champion!

Fantastic, Gwendolyn! Just like our heroes getting closer to their destination, you're showing excellence in student communication! Your practice of frequently encouraging participation and questions while providing timely, detailed responses with rich information and ideas demonstrates your commitment to student success.

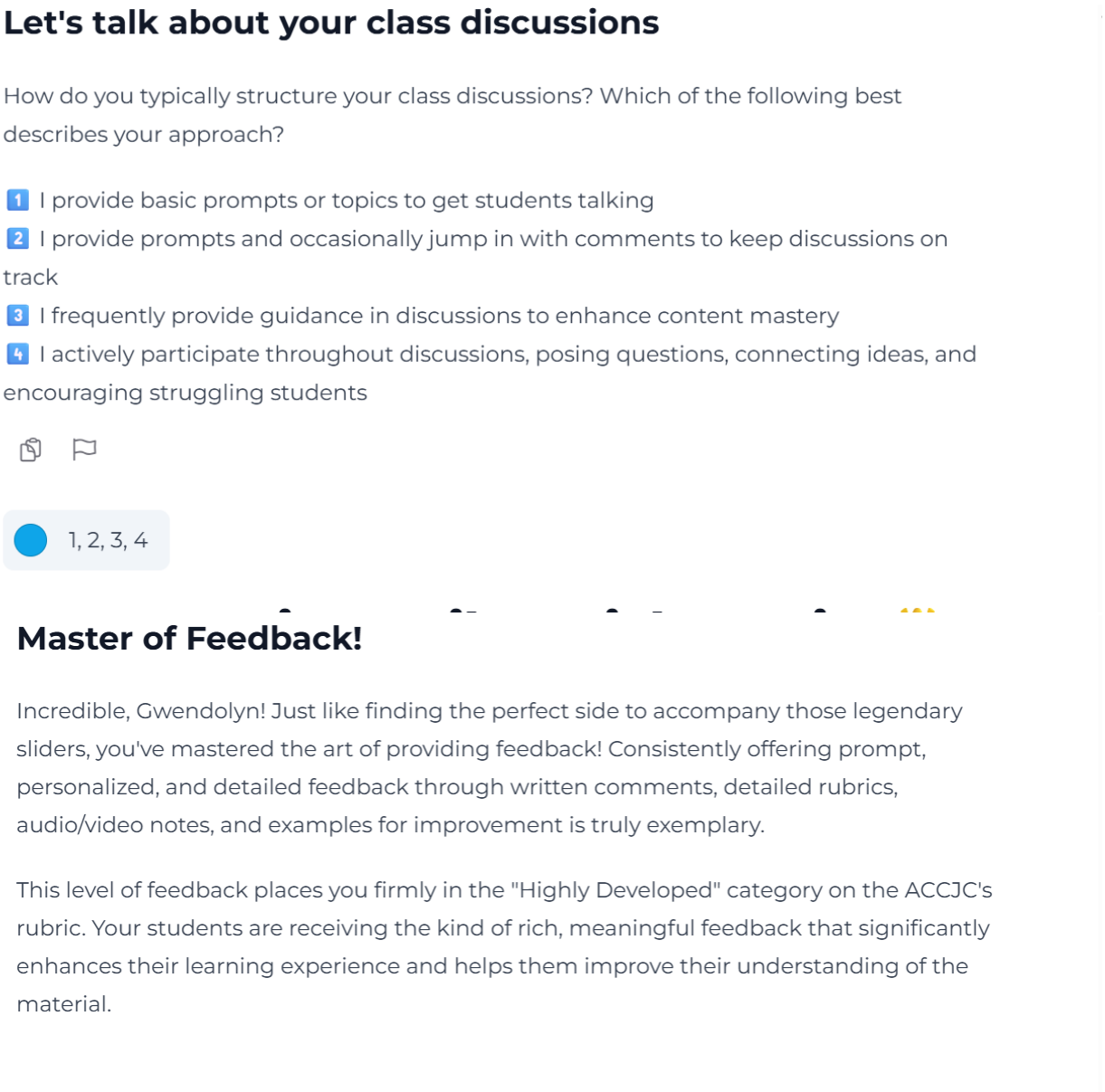
This approach to responding to student questions places you firmly in the "Highly Developed" category on the ACCJC's rubric. Your students know they can count on you for thoughtful, comprehensive responses that enhance their learning experience.

Let's talk about responding to student questions

How would you characterize your approach to responding to student questions?

1. I respond to questions about course content
2. I periodically encourage participation and questions and respond in a timely manner
3. I frequently encourage participation and questions and respond in a timely manner
4. I frequently encourage participation and questions and respond in a timely manner with detailed information and ideas

Diponio 8



COMMUNICATION STATEMENT

This communication statement outlines several ways regular and substantive interaction may occur in your course. Copy and paste into your syllabus and edit each section to reflect how communication will work in your specific class.

How I Will Communicate and Support Your Learning

This course is designed so that you are not learning alone. I will regularly interact with students and provide guidance, feedback, and opportunities for discussion throughout the semester.

Canvas Inbox and Email

My preferred method of individual communication is through the Canvas Inbox. If you need to contact me outside of Canvas, then feel free to email me at <your email address>. You should hear back from me within 48 hours. If you don't, please feel free to kindly nudge with a follow-

up message. (Faculty: if you also communicate with students by phone or any other method (Pronto?), add that information here with any qualifiers such as hours when you will be available for a call/text, whether they need to identify themselves so you'll know who they are, whether you want them to give their number for you to call or if it's OK for them to call, etc.)

Weekly Announcements

Each week I will post announcements that preview upcoming topics, highlight important ideas from the previous week, and clarify common questions. Please be sure your Canvas notifications are set so you will receive this important information right away.

Office Hours and Meetings

I hold weekly office hours over Zoom where you can ask questions about course material or assignments. You may join during the scheduled time or request an individual appointment. My Zoom Office is open Wednesdays from 3:00-4:00. [← Create an accessible link that is not just a URL and include the day(s) and time(s) you will be logged in]

Course Questions

For general questions about assignments or course concepts, please post them on the Q&A discussion board. I monitor this board frequently and will respond within two business days.

Discussions and Engagement

Discussions allow you to explore course topics and learn from your classmates. I will participate by guiding conversations, responding to themes that emerge, and helping connect ideas to course concepts.

Assignment Feedback

You will receive feedback on assignments through Canvas submission comments (text, audio, or video) and rubrics. This feedback may include suggestions for improvement, clarification of key concepts, or additional resources. Your responses to submission comments can facilitate helpful conversations for improving your work.

Checking in on Progress

Throughout the semester I monitor participation and assignment completion. If I notice you may need support, I will contact you to check in and help you stay engaged with the course.

Notifications

Please use this information about our Communication Plan to set your Canvas Notification settings so you can be notified of these communications in whatever way best meets your needs. How do I manage my communication settings as a student?

Workshop Development materials

Regular and Substantive Interaction in Online and Distance Learning

What are the expectations for faculty-student interaction in an online class?

Faculty often ask this question as they are developing new online courses or online versions of current courses. Indeed, the question is a valid one, as the Department of Education's Office of Inspector General has set regulations for what they call "regular and substantive interaction."

Three Elements of Regular and Substantive Interaction

- **Interaction initiated by instructor:** While in distance courses students have a heightened responsibility to take ownership of their learning, the faculty presence, guidance, and initiation of contact is critical. In distance courses, the flow, sequence, and deadlines of the course must be directed by the instructor and the timing of the course set through use of learning activities, online discussion, lectures, etc.

- **Initiation of interaction must be regular and pretty frequent:** This element is probably one of the least defined of the bunch. Essentially interaction with students should happen fairly frequently and regularly where students are likely to grow to expect it. A weekly interaction is a good baseline.

- **Interaction must be meaningful or of an academic nature:** Essentially, the interaction should lead toward increased learning and might consist of things like:
    - Regularly scheduled synchronous activities. This might equate to regular use of Zoom for “office hours” or student conferences.
    - Facilitating a study group or online discussion forum.
    - Facilitating faculty-guided independent study.
    - Announcements, email, or social media check-ins initiated by the instructor about aspects of the course, additional guidance, etc.

The Plain and Simple

Distance Education can only be successful with a strong instructor presence and regular constructive interactions with qualified faculty. The myth that online learning is a solitary experience is from an earlier day when we knew much less about how people learn and succeed online. Now we know more, and the regulatory bodies are driving higher quality interactions and experiences.

Knowing this, here's what you can do as a faculty member:

- Design your course **from the ground up** to integrate strategic points for faculty interaction, perhaps on a weekly basis.
- Develop a **communication plan** to help guide and manage your interactions.
- Set up regular announcements to go out **automatically** at strategic points.
- **Identify students** struggling to reach mastery through observation of discussion activity, assessment completion, or even user activity and offer additional opportunities for interaction.

ACCJC RSI Rubric Item	Instructional Method or Strategy	Canvas or Edtech Tools	Making It Obvious in Canvas
Substantive Interaction: 2–3 must be present for Online Classes			
Direct Instruction -- ***This criterion applies to synchronous instruction only***	• Synchronous lecture or Instruction • Office Hours with Instruction	• Zoom or other synchronous conferencing tool	• Add language in the syllabus stating where/how direct instruction will occur • Add language to module intro pages, announcements, and weekly agenda (as relevant) stating where/how direct instruction will occur

Assessing or Providing Feedback on Student Work	• Text feedback
	• Audio and video feedback
	• Office Hours and Student Conferences
	• Individual and whole-class feedback
		• SpeedGrader
		• Announcements
		• Message Students Who
		• Content Pages
			• Add language in the Home page, syllabus, and all Assessments stating the following:
			  ○ Where the feedback can be found
			  ○ When the feedback will be provided
			  ○ How students should use the feedback to improve
			• Include redirection to relevant course content in feedback as needed
			• Include common errors with advice for improvement on the top mistakes made by all students in whole-class feedback
			• Enable relevant Notification settings
			• Use SpeedGrader annotation tools
			• Leverage SpeedGrader Comment library
			• Rubrics

Providing Info or Responding to Student Inquiry about Course Content	• Q&A Discussion Board
	• FAQ
	• Office Hours and Student Conferences
	• Summary announcements
	• Student feedback surveys
		• Discussion Board
		• Content Page
		• Zoom or another video conferencing tool
		• SpeedGrader
		• Announcements
		• Quiz Surveys
			• Add language in the Home page, syllabus, and all Assessments about the following:
			  ○ How they can contact you with questions
			  ○ Your preferred contact method
			• Enable relevant Notification settings
			• Add links on the Home Page and Course Navigation menu to any discussion boards for class questions and any FAQ pages
			• Add Office Hours info and links to the Home page, syllabus, and throughout the course
			• In Announcements, include information about how students can contact you and links to any discussion boards for class questions
			• In Announcements, clarify concepts
			• In Announcements, summarize and respond to student survey responses
			• Check SpeedGrader comments to ensure student questions submitted there are answered

Facilitating Group Discussion regarding Course Content	• Discussion Board interactions
	• Feedback on overall student assessments
		• Discussions
		• Other discussion tools, such as Studio, VoiceThread, or PlayPosit
			• Add language in the Home page, syllabus, and all Assessments stating the following:
			  ○ Where discussion facilitation can be found
			  ○ When discussion facilitation will be provided
			  ○ How students should use discussion facilitation to improve
			• Enable relevant Notification settings
			• Enable relevant Discussion permissions
			• Add a clear header to discussion facilitation posts to indicate they are group/class comments rather than individual responses

			• Consider having students respond to your discussion facilitation posts with questions to increase engagement
Regular Interaction: Both must be present for Online Classes			
Providing regular opportunities for substantive interactions	• Provide regular, consistent course content • Create a repeating pattern of interactions • Send a repeating pattern of announcements	• Modules • Pages • Studio or other video/audio tool • Announcements	• Utilize Modules to chunk and organize content • Create Module Intro and Wrap-up pages to provide regular overviews of the Module Content. • Enable relevant Notification settings • Create content pages with instructional guidance and context • Add Module lock date to release content on a regular basis • Embed in Canvas Pages instructor-created and instructor-curated content in text, video, or audio format • Embed and link content in Announcements

Monitor student engagement & follow-up based on engagement	• Monitor the following weekly:
	  ○ Assessments
	  ○ Student engagement
	  ○ Grades
	• Reach out to individual students to offer the following:
		• SpeedGrader
		• Message Students Who
		• Course Analytics
		• People Index page
			• Add language in the Home page, syllabus, and all Assessments about how and when you will monitor student engagement
			• Enable relevant Notification settings
			• In Announcements and Module Wrap-up Pages, add kudos for engagement and encouragement for additional engagement that will increase learning

	○ Additional assistance with content/SLO ○ Tutoring info ○ Additional feedback on assessments ● As needed, use “early alert” tools to connect students with resources		

California Community Colleges

MEMORANDUM
September 24, 2024

FS 24-08 | Via Website and Email

TO: Chief Executive Officers
Chief Business Officers
Chief Instructional Officers
Academic Senate Presidents

FROM: Wrenna Finche, Vice Chancellor, College Finance and Facilities
Office of Institutional Supports and Success

Dr. John Stanskas, Vice Chancellor of Academic Affairs,
Office of Equitable Student Learning, Experience, and Impact

RE: Standardized Attendance Accounting Regulations Updates

The Board of Governors recently approved new regulations that will alter how districts calculate Full-Time Equivalent Students (FTES) for credit courses. On January 22, 2024, the Standardized Attendance Accounting Method regulations were presented at the Board of Governors for first reading. The regulations were approved by the Board of Governors on March 25, 2024. The approved regulations were filed with the Office of Administrative Law and the California Secretary of State on July 22, 2024, and become effective 30 days from the July 22, 2024, filing date, on August 21, 2024. The updates to Title 5, Section 58003.1, and the addition of Section 58003.2 introduce the new Standardized Attendance Accounting Method, which will replace some existing attendance accounting methods for credit courses. This memorandum provides information on the forthcoming changes, the implementation timeline, and next steps as we transition to the new FTES calculations.

Vision 2030 and the Working Learners Project

The California Community Colleges Vision 2030 includes the Working Learners Systems Development Project, which aims to enhance strategies to support the success of low-income adults and working learners by establishing favorable policy and funding conditions. Serving working learners requires institutional action to build programs of study that are flexible and provide support in innovative, non-traditional formats. The recently approved regulatory changes are designed to assist working learners by eliminating existing fiscal barriers and disincentives to college funding structures, thereby facilitating more flexible course scheduling including variable term lengths.

The Working Learner Taskforce launched in August 2023 in alignment with the Vision 2030 goal of *Equity in Success*. The group focused on removing policy and funding barriers associated with shorter-length courses and flexible scheduling which are proven to support the success of working learners. The goal of these newly approved regulations is to simplify attendance

accounting methods and increase the number of students attending full-time by promoting and incentivizing flexible scheduling. Our office will persist in encouraging districts to use these regulations to create schedules that better serve all students, including working learners.

Overview of Attendance Accounting Regulatory Updates

Attendance accounting regulations are designed to compute the FTES served by an institution. Currently, under title 5, section 58003.1, there are five methodologies available to calculate FTES based on course type, scheduling format, and course duration.

Amendments to Title 5 sections 58000-58164 simplify existing attendance accounting policies by reducing the number of methodologies from five to three and replacing the following methods: weekly census, daily census, and the alternative attendance accounting method for credit courses. The new regulations introduce a single methodology for all credit courses, called the "Standardized Attendance Accounting Method." This method will be used for all credit courses, except open-entry /open-exit credit courses which will still be required to use the Actual Hours of Attendance procedure (commonly referred to as positive attendance).

Prior Attendance Accounting Methods

According to the prior regulations, each course uses one attendance accounting method to calculate the FTES generated in the course. The method used to compute FTES for apportionment purposes is determined by the type of course (including those delivered by distance education pursuant to Title 5, Section 55200 et seq.), the way the course is scheduled, and the length of the course. The attendance accounting method must be applied consistently for any course section (i.e., only one attendance accounting method can be applied per course section). Currently, every credit or noncredit course section to be reported for apportionment funding must use one of the following attendance accounting methods to compute FTES:

a) Weekly Student Contact Hour Procedure (credit courses only, one census point); Title 5, Section 58003.1 (b).
b) Daily Student Contact Hour Procedure (credit courses only, one census point); Title 5, Section 58003.1 (c).
c) Actual Hours of Attendance Procedure – Positive Attendance (credit and noncredit courses, no census); Title 5, Section 58003.1 (d) and (e).
d) Alternative Attendance Accounting Procedure – Credit (credit asynchronous distance education courses only, one census point); Title 5, Section 58003.1 (f)(1).
e) Alternative Attendance Accounting Procedure – Noncredit (noncredit asynchronous distance education and noncredit independent study courses, two census points); Title 5, Section 58003.1 (f)(2).

New Standardized Attendance Accounting Method

Under the newly approved regulations, all credit courses will use the Standardized Attendance Accounting Method to compute FTES, except for certain credit courses that use the actual hours

of attendance procedure, commonly known as positive attendance. The following is the updated list of attendance accounting methods outlined in Title 5, Section 58003.2:

a) Standardized Student Contact Hour Procedure (credit courses only, one census point).
b) Actual Hours of Attendance Procedure – Positive Attendance (credit and noncredit courses, no census) Note: Positive attendance will still be required for credit courses that are open entry/ open exit. All other credit courses would use the Standardized Attendance Accounting Method.
c) Alternative Attendance Accounting Procedure – Noncredit (noncredit asynchronous distance education and noncredit independent study courses, two census points)

The new regulations replace Weekly Census, Daily Census, and the Alternative Attendance Accounting Method for Credit methodologies with the Standardized Attendance Accounting methodology.

The calculation for the new Standardized Attendance Accounting Method is as follows:

$$\text{FTES} = \frac{\text{Total Standardized Hours X Number of Students Enrolled at Census}}{525}$$

The total standardized hours are based on the number and type of units identified in the Course Outline of Record and are calculated by multiplying the number of units of lecture and lab (as stated in the COR) by the standardized hours defined in the regulation.

- Standard hours per unit of lecture = 18 hours for semester colleges and 12 hours for quarter colleges.

- Standard hours per unit of lab = 54 hours for semester colleges and 36 hours for quarter colleges.

These standard hours are used regardless of the term length (standard or compressed) or the course duration (term length or short term).

Standardized Attendance Accounting Method Examples

Method Calculation:

$$\text{FTES} = \frac{\text{Total Standardized Hours X Number of Students Enrolled at Census}}{525}$$

The census date for credit courses means the day closest to the end of the first twenty (20) percent of a course's length. Students who are actively enrolled on the census date may be claimed for apportionment.

Standard hours for unit of lecture:

- 18 for semester colleges

- 12 for quarter colleges

Standard hours for unit of lab:

- 54 for semester colleges
- 36 for quarter colleges

Examples:

3 unit course, semester college
3 units * 18 hours =54 standardized total hours
54 total hours x 30 students = 1620 / 525 = 3.09 FTES

1 unit lab course, semester college
1 unit * 54 hours =54 standardized total hours
54 total hours x 30 students = 1620 / 525 = 3.09 FTES

3 unit lecture course with 1 unit of lab, semester college
3 units * 18 hours =54 standardized total hours (lecture)
1 unit * 54 hours =54 standardized total hours (lab)
54 + 54 = 108 standardized total hours (lecture and lab) x 30 students = 3240 / 525 = 6.17 FTES

Positive Attendance

The majority of credit courses that calculate FTES using the Actual Hours of Attendance procedure (positive attendance) under the prior attendance accounting rules will transition to the Standardized Attendance Accounting method. However, credit courses that are open-entry/ open-exit must continue to use the positive attendance method in calculating FTES (title 5, section 58164). All credit courses may at the option of the district, use the positive attendance method to calculate FTES.

College Term Length Multipliers (TLM)

College Term Length Multipliers (TLM) are not used in the calculation of FTES under the Standardized Attendance Accounting Method. Colleges will maintain their current TLM which should be used in determining appropriate scheduling patterns based on their term length and flexible calendar configuration. Once the district transitions to the Standardized Attendance Accounting Method, they will use the standard multipliers outlined in the regulation, rather than the TLM in the calculation of FTES.

Flexible Time Adjustment (F-Factor)

The F-factor is a multiplier used in the CCFS-320 to adjust the units of FTES, so that districts do not lose FTES as a result of employees participating in flexible calendar activities. Adoption of a Flexible Calendar is intended to fund colleges for professional development activities despite the

loss of student contact hours and therefore provide no loss or gain in funding. Title 5 Section 55729 provides procedures for adjusting the actual apportionment eligible FTES to what would have been generated had the flexible activities not been permitted and instruction had taken place instead. The FTES adjustment is based on the type of courses affected by the flex activities.

Under the prior attendance accounting rules, districts had the option to apply the F-factor to the units of actual FTES generated in courses (other than those assigned to the Weekly Census or Alternative Attendance Accounting Weekly Census procedure). This option will remain until districts transition to the new Standardized Attendance Accounting Method. Districts do not have the option to apply the F-factor to FTES generated during the summer or other intersessions since flex days are not scheduled during these terms.

Once a district transitions to the Standardized Attendance Accounting Method, they will continue to have the option to apply an F-factor for courses using positive attendance and those using the alternative attendance accounting method for noncredit. There will be no option to apply an F-factor for courses using the new Standardized Attendance Accounting Method. Since the Standardized Attendance Accounting Method uses standard multipliers of 18 hours/12 hours per unit of lecture and 54 hours/36 hours per unit of Lab, districts will not experience a loss in FTES generated in courses using this method to calculate FTES as a result of cancelling classes for faculty to participate in flex activities, and therefore will not need an F-factor adjustment to these FTES.

Course Scheduling and the Course Outline of Record

The revisions make updates to the sections related to attendance accounting, specifically the formula used to calculate FTES; however, no changes were made to the sections on course scheduling. Colleges should continue scheduling courses in accordance with the minimum requirements of 48-54 hours listed in the Course Outline of Record, as stipulated in § 55002.5, where one credit hour of community college work (one unit of credit) shall require a minimum of 48 semester hours or 33 quarter hours of total student work, which may include both in-class and out-of-class hours. Therefore, the checks and balances used by colleges to ensure that credit courses meet instructional unit requirements do not need to be modified due to these regulatory revisions.

Enrollment Management

The revisions, in practice, allow community colleges to collect the same apportionment for credit courses regardless of modality or term length. This flexibility allows colleges to design credit instructional offerings that meet the needs of their community without penalizing them for creating flexible scheduling options that nontraditional students and working learners often need to complete their educational goals. As colleges implement these new regulations, the focus should be on creating a student-centered approach to scheduling that removes consideration of policy barriers that limit access and success for students. Strategies should include:

- Review enrollment management policies and procedures;

- Apply a holistic approach that focuses on the student journey with an emphasis on retention and completion;
- Examine data to inform enrollment management strategies;
- Engage students for input;
- Evaluate community needs and potential students not accessing higher education due to current scheduling decisions.

Examples may include expanding course offerings that combine different modalities, such as asynchronous online lectures paired with in-person laboratory sessions, delivered in a shorter term-length format and offered in the evenings or weekends. Another example colleges may wish to explore is block scheduling or sets of courses in a half semester format such that the student can focus on one course to completion in the first half of the term and another course during the second half of the term. One last example may be a partnership with local employers to offer courses in a modified format and term-length to meet their employee schedules and fulfill the needs of the employer for additional training or advancement. This regulatory change frees concerns about potential apportionment loss due to scheduling formats, allowing the college to focus on whether these formats effectively serve working learners in the community.

By implementing these strategies and allowing colleges to innovate in course modalities and term lengths, colleges can increase access, shorten students' time to completion, and help reduce the accumulation of excess units needed for degrees and credentials.

Chancellor's Office Implementation Timeline

In the 2024-25 and 2025-26 fiscal years, districts have the option of using the current attendance accounting methods or transitioning to the new Standardized Attendance Accounting Method. However, all credit courses must fully transition to the new method in a single fiscal year.

In 2024-25, districts have the option to transition to the Standardized Attendance Accounting Method at either P2 reporting period or Recal. To transition at P2, districts must notify the Chancellor's Office via the CCFS-320 Application during the P2 reporting window in late February or early March 2025.

In 2025-26, districts transition at either P1 reporting period or Recal. Any district that does not transition in 2024-25 or 2025-26 will be required to adopt the Standardized Attendance Accounting Method starting with the 2026-27 P1 reporting period.

Districts are not permitted to use the Standardized Attendance Accounting Method for some courses while continuing with existing methods for other credit courses. Once a district adopts the Standardized Attendance Accounting Method, there is no option to revert back to the previous attendance accounting methods. It is important for districts to choose the option that best aligns with their specific needs.

Updates to the Student Attendance Accounting Manual and the CCFS-320 Reporting System

The Student Attendance Accounting Manual (SAAM) is published in compliance with Education Code provisions, including Sections 66700, 68044, 70901, and 78401. It includes setting the minimum conditions required for community college districts to receive state aid. The Chancellor's Office will update the SAAM by 2024-25 P2 to align with the new standardized attendance accounting regulations.

Districts will continue to report contact hours and FTES through the CCFS-320 application, which will be updated to accommodate the new standardized attendance accounting methodologies. These updates are expected to take several months, with the goal of having the updated application ready by **2024-25 P2 due April 20th, 2025**.

The revised CCFS-320 application will include prompts for districts to indicate whether they will transition in 2024-25 or defer until the next fiscal year. Flexibility will be provided in 2024-25 by allowing districts that are not ready by P2 to submit data by R1. Districts will also be provided flexibility in 2025-26 by allowing districts that are not ready by P1 to submit data by R1. The updated application will feature new District and College Forms for submitting contact hours under the Standardized Attendance Accounting Method.

Once contact hours are submitted, the CCFS-320 application will calculate the resulting FTES.

District Implementation Steps

Districts will need to decide the best time to transition to the new Standardized Attendance Accounting Method. The first step would be to work with their Student Information Systems company to determine a plan for tracking student enrollment data in a format that aligns with the new Standardized Attendance Accounting Method. The Student Information Systems will need to update the calculations and then transition all credit courses, other than those that will continue to use the positive attendance method, to the new Standardized Attendance Accounting Method. Once the necessary updates are made to the Student Information Systems, the district can transition to the new Standardized Attendance Accounting Method and begin reporting under that method in the CCFS-320 system and MIS.

As a reminder, transitioning to the new method in 2024-25 or 2025-26 is a local decision. Districts do not have the option to go back to the old attendance accounting methods once they have transitioned to the Standardized Attendance Accounting Method.

Webinars

Please join the Chancellor's Office at our Fiscal and Policy Webinar on September 26, 2024, from 11:00 a.m. -12:00 p.m. This webinar will cover the implementation of the Standardized Attendance Accounting Method, updates to the CCFS-320 and changes to course scheduling. You

can register for the webinar here. A recording of this webinar will be available afterwards on our Fiscal and Policy Updates webpage and the Vision Resource Center.

Contact

For questions on attendance accounting and the CCFS-320, please contact Natalie Wagner at nwagner@cccco.edu or Rafael Artiga Meza at rartiga@cccco.edu. For questions on course scheduling or minimum hours to award a unit of credit, please contact Dr. John Stanskas at jstanskas@cccco.edu or Raul Arambula at rarambula@cccco.edu.

Cc: Dr. Sonya Christian, Chancellor
Wrenna Finche, Vice Chancellor of College Finance and Facilities
Rebecca Ruan-O'Shaughnessy, Vice Chancellor, Educational Services and Support
Lorena Romero, Director of Fiscal Standards and Accountability
Raul Arambula, Dean of Equitable Student Learning, Experience and Impact

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EXAMPLES OF SOME OF THE ARTICLES RESEARCHED SUPPORTING FACULTY IN THE USE OF RSI

For Those Who Need it Most: Using Active Inclusivity to Increase Office Hour Attendance and Extracurricular Activities

- **December 9, 2020**
- **Katherine Robertson, PhD, and Timothy Smith, BS**



Student-faculty interaction outside of the classroom can improve student learning and retention (Lundberg and Schreiner, 2004; Griffin et al., 2014), and in most colleges and universities office hours are required. Likewise, participation in extracurricular

activities positively influences retention and success (Pascarella & Terenzini, 1991, Schelbe et al., 2019). These findings are particularly true of first generation and minority students (Lundberg and Schreiner, 2004, Schelbe et al., 2019). However, faculty frequently report that their office hours are poorly attended (Lundberg and Schreiner, 2004; Griffin et al., 2014; Weimer 2019) and that students who most need their support are less likely to come (Weimer, 2019). First-generation and minority students in particular, are less likely join extracurricular activities and study groups, and four times more likely to drop out (Davis, 1991, Schelbe et al., 2019). Office hours and extracurricular activities, which should be inclusive, may actually be excluding the students whom they are most intended to benefit.

While many studies recommend improving accessibility (location, scheduling etc.) of office hours/activities to enhance attendance, fewer address the effects of student-related factors such as low self-esteem on students' hesitancy to attend. At-risk students have a great deal to overcome. Some students may have never experienced a positive interaction with a faculty member or have no idea how to approach a faculty member. Students from minority groups may find it difficult to approach faculty who are different than themselves in terms of racial identity (Lundberg & Schreiner, 2004; Kim and Sax, 2009). In particular, African American students report that they're afraid that faculty may hold negative opinions of their racial group (Lundberg and Schreiner, 2004).

Clearly, making office hours and other activities accessible is a necessary step toward improving inclusivity. However, reports indicate that these measures don't significantly improve attendance (Griffin et al., 2014). This "*passive inclusivity*" is not enough; faculty may need to be more intentional about fostering a sense of belonging. Moreover, an atmosphere which focuses on remedial and corrective outcomes is very likely to interact poorly with students of low self-esteem. However, if one re-envisions the purpose of office hours and other activities, it's possible to create an atmosphere which actively encourages positive behaviors, improvements, and successes while at the same time opportunistically focusing on students' needs.
Here, we recommend taking an approach of "*active inclusivity*" to improve attendance at office hours and other activities. We're not suggesting such measures as attaching a grade to attendance; this is more likely to contribute further to lowered self-esteem and unsurprisingly, positive feedback better improves motivation (Lundberg and Schreiner, 2004). Rather, we recommend an approach we borrowed and modified from the *One Minute Manager* (Blanchard and Johnson, 1982), which revolves around emphasizing students' strengths, or as Blanchard and Johnson would phrase it, "Catching students doing something right."
This approach requires mindfulness, understanding, commitment, and action.

1. **Be mindful**. Re-envision the purpose of office hours. Explore fresh ways to have a positive impact on all students regardless of their performance rather than focusing on remedial intervention.Consider changing the name "office hours" to reflect this paradigm shift (e.g. springboard sessions or break-out sessions). Be mindful that grades don't tell all; a student with apparently good grades may still

be struggling to meet his/her full potential. For some students, your interest may make the difference between a GPA of 3.5 and a GPA of 4.0. Consider using another tip from the *One Minute Manager,* which is to "manage by walking around." Casually engage students outside of expected locations and scripts. Be mindful of warning signs of a student who was doing well and is now floundering. Such signs include sudden absences, failure to complete assignments on time, withdrawal, lowered enthusiasm, or reduced interactions with peers.

2. **Gain better understanding (of students' strengths)**. Take note of what students ask in class or write in their assignments. While educators are typically trained to form an acute awareness of at-risk behaviors, this approach additionally encourages us to become aware of moment-to-moment positive behaviors so that they might be used as a basis for reinforcement and inclusivity. In short, continually hone the mindfulness to "catch them doing something right." Compliment them on their strengths and invite them to your office hours or activity on the basis of those strengths. For instance, "You asked an interesting question in class, I would like to meet with you to discuss it a bit more," or "You raised an interesting idea in your last assignment. I'd like you to come to X activity and share it with the other students," or "Your data is well presented in your lab report, can you join X activity and give the other students some tips?"
3. **Commit** to inviting at least one student to your office hours or other activity at least once per week.
4. **Take action**. To begin this, practice immediately and stick to it until it becomes habitual.

Students are more likely to attend if they feel they have something to contribute. When you express your confidence in their ability to contribute something meaningful, you also give them the confidence to ask questions and reap something meaningful in return. This approach creates an atmosphere in which students and faculty learn together. It empowers students to reflect on their own strengths and weaknesses and to take ownership of their learning. More importantly, it fosters a sense of belonging.

Katherine Robertson is director of faculty affairs at Duke Kunshan University, China, and was previously an associate professor of biology. Timothy Smith is project manager for the Humanities Research Center at Duke Kunshan University, China.

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Virtual Office Hours Should Be Here to Stay

There are compelling reasons related to accessibility and equity to continue them even as we return to full in-person classes, writes Michael Furman.

By Michael Furman

As vaccines increase in availability and universities begin to make their plans for a fully in-person fall semester, faculty around the country are deciding how the lessons of the pandemic will affect their teaching going forward. Many are relishing the prospect of a return to "normality" and see the measures taken during the pandemic as a temporary detour in their teaching practices.

But we should not be so hasty to return to our pre-pandemic routines. Teaching during the pandemic brought issues of accessibility and equity to the forefront of pedagogical practices, and we would be doing our students a disservice if we did not integrate our solutions to those issues into our pedagogy moving forward. One of the easiest pandemic-born practices to engage in as we move forward is holding virtual office hours, and there are compelling reasons for implementing them even as we return to full in-person classes.

In fact, you have no compelling reason not to incorporate virtual office hours, because:

- **You don't have to give up in-person office hours.** Remember that the goal is to integrate old practices with the new, not replace them. We all miss having students drop by our offices for face-to-face conversations where a simple question can lead to a 30-minute discussion, and we shouldn't stop that practice. Such interaction is a key component in engaging in the sociality that builds a productive academic community, as demonstrated by authors like Joshua Eyler in *How Humans Learn*.

- **It's not hard.** Unless you continued to teach in person throughout the pandemic, you already know how to set up virtual office hours. My institution uses Zoom as its primary virtual platform, and it is even integrated into our LMS (Canvas). Simply schedule a recurring meeting for whenever your regular office hours are and add an "Office Hours" button to your course page that automatically sends students to your virtual waiting room. You can spend five minutes setting this up at the beginning of the semester, and all you will have to do is start the meeting when you open your door for office hours to begin. After that, it is just a matter of monitoring your waiting room and regulating the flow of traffic, be it in person or virtually.

- **More students will show up.** Tell me if this sounds familiar -- the clock strikes the hour as your office hours start. You prop open your door to be greeted by the cold silence of the hallway. "Well," you think, "a student could come by any minute, so I probably shouldn't start anything that I really need to concentrate on." Fifteen minutes go by. No students. Thirty. No students. You wonder, "Do they not want to talk to me? Are they not engaged in my class?" Office hours ends, and you

have not accomplished anything. You have not done any of your work, and you have not interacted with any students. You might feel a bit hurt, a bit annoyed or even a bit resentful.

This used to happen all the time when I only offered in-person office hours, but it has *never* happened since I switched to virtual office hours in response to the pandemic. That's not to say I have a constant stream of students, but a student (more often more than one) almost always pops up in the waiting room as soon as I open the meeting. More students must be showing up because they find virtual office hours convenient and beneficial.

So which students do virtual office hours benefit the most?

- **Students who don't live on the campus.** According to the National Center for Education Statistics, 76 percent of all undergraduate students lived off campus -- either on their own or with their parents -- while taking classes in 2016, the latest year for which those data are available. Living off the campus creates many challenges for students if only in-person office hours are offered. If office hours means finding transportation (either public or private), then navigating through the campus and often a labyrinthine academic office building, and then perhaps having to wait, students will reasonably begin to evaluate whether their question or concern is "worth it." Virtual office hours place these students on equal footing with their on-campus peers, allowing them to engage with the instructor without conducting a cost-benefit analysis of their time, money and effort.

- **First-generation students.** The challenges first-generation students face are significant enough that they must discover what Buffy Smith has termed the "hidden curriculum." Part of that includes their intimidation of one-on-one interactions with their professors. Your office, however you might attempt to make it inviting, is still a foreign, rather scary place to many students. Virtual office hours, in contrast, allow students to remain in an environment where they feel comfortable yet can still build a relationship with their instructor. If you have any doubts that students are more relaxed, open and direct in a digital forum, just browse through your university's subreddit -- or if you are particularly brave, your RateMyProfessor page.

- **Students with jobs.** Turning once again to the National Center for Educational Statistics, 43 percent of full-time students were employed in 2018, of which 27 percent worked more than 20 hours a week. The pandemic has been destroying the economies of many college towns, including the businesses that employ students during their studies. Student employment will probably continue to be unstable in terms of scheduling and hours even after we return to fully in-person learning. Students need every bit of flexibility that they can get, and offering virtual office hours can allow them that flexibility. This is anecdotal, but students have joined from their phones during their commute to work and told me that they would never have been able to make office hours if they were only held in person. This made me wonder, just how many students are we underserving by insisting on in-person office hours?

- **Students with a disability.** Every student should receive the accommodations and accessibility arrangements they require in order to succeed academically and personally at your institution. Students are not always willing to make those disclosures, however, in part due to the perceived effect on their relationship with a faculty member or instructor. Offering only in-person office hours can deny access to many of these students, whether their disabilities are mobility related, psychological or from the lingering fatigue of a COVID-19 infection. Offering virtual office hours allows these students to access faculty one on one and build relationships crucial to learning and academic success while still being empowered as to where, when and to whom they disclose their disability.

As faculty members, we must constantly evaluate how we can best serve our students and promote diversity, equity and inclusion in our teaching practices. My own field, classics, is currently embroiled in a debate over those exact issues. We take our experiences and use them to shape our teaching for the betterment of our students, for the betterment of our institutions and for the betterment of our fields. We then cannot afford to jettison wholesale the practices we have developed through our experiences in the past year.

No magic elixir will cure all the challenges placed before us, and none of us individually have all the answers. But we can live our values every day in every classroom we enter, be it virtual or physical. Those daily actions, like continuing virtual office hours, can make all the difference to the student who can’t get to campus, to the student who just finished pulling a double shift, to the student who is paralyzed with fear at the thought of physically coming to

your office. When the cost to ourselves is so minimal, we simply cannot afford to leave these students behind yet again.

Using Announcements to Give Narrative Shape to your Online Course

- **June 1, 2020**
- **Nathan Pritts, PhD**



Instructors, and instructional designers, spend a lot of time thinking about the flow of a classroom and how to create an intuitive sensibility that paves the progression a student might take through their course work. But there's value in calling attention to the workflow. In order to ensure that students know where to center their attention when they "click" into the classroom, we need to tell them. We need to craft a narrative for our classes, one that hinges on content but connects with our students. And while instructors may feel as if they need to overload every interaction with course content, the online classroom requires instructors to develop and implement a comprehensive communication strategy—something separate from content and grounded in pedagogy. The announcement feature is one tool that many learning management systems allow the instructor to operationalize for this purpose.

In any online course, the announcements you post form an essential first point of contact, a touchstone for students every time they log into the classroom. And because these announcements are so visible, in such a high traffic area of the course, it's important to use this real estate for more than just a weekly greeting or rundown of course policies. Having a robust slate of announcements in your course is one way to enhance instructor presence in the classroom, which leads to heightened student engagement and builds rapport as well. Additionally, your "presence" will implicitly communicate high expectations for student work! You can leverage your online platform by using announcements to deliver just-in-time logistical broadcasts, concentrated bursts of instructional content, and to expand on underlying themes to enrich a sense of the educational journey students are on.

Thoughts on Frequency and Function

While it may be useful to think about the different categories of announcements you may post in the online classroom, there are some general best practices to keep in mind as well. In most learning management systems, announcements are placed front and center for students to see when they "enter" the classroom. But this very advantage can lead to a logjam, as important information might get cluttered or pushed down to the bottom of the list—especially in the early weeks of your class when you're more likely to be posting a stream of essential start up and support options. Ultimately, consider if the information you're posting makes more sense as an email rather than taking up Announcement space.

Generally, think of a number of announcements you'll post during each class week and stick with that throughout the course so students can start to expect the cadence you've established. For example, you might always post an announcement on the first day of each week to provide some kick-off orientation and lecture content. Most learning management systems support robust tools that can be used in creating announcements. Consider using enriched media as a way to engage students more dynamically, and try to integrate a variety of media options, like hyperlinks, source existing audio/video clips, or create your own in your weekly Announcements. And don't just tell students to click into your lecture, or to proceed to the discussion board. Make sure you create a narrative for the week or unit and build some context by explaining how a student might benefit.

A Road Map to Follow

Setting expectations is an important part of managing the delivery of instruction in your classroom. We do it when we provide scaffolded prompts for written assignments and other deliverables, so there's no reason why we shouldn't do the same in other areas of the classroom. Students need to sort through course policies and instructional content, stay aware of deadlines, and work hard to be part of a diverse community of learners! It's a tall order unless we establish parameters.

That's why I provide students with a road map. Of course, first you have to develop a sense of that map for yourself! But here's what works for me, and what I tell students

to expect. First, I let them know that they can expect around three announcements from me during each class week. Then I explain when I will post these—always on the first day of the week (to kick things off), then again about three days later (positioned to help motivate and encourage forward progress), and finally, right at the end of the week (to provide some closure and open a channel for any last questions).

I go a step further, though, and share with students the types of announcements they can expect from me. In fact, I label the announcements when I post them so students can process and sort at a glance. I create announcements labeled *Course Policies* as a way to deliver just-in-time logistical broadcasts, items relating to upkeep, and general information about classroom requirements. I might talk about discussion board expectations, separate from the actual prompt or outcomes being tested, or how to best utilize tutoring and library services, in an effort to keep these ideas present to refer back to as students move through the class, anchoring their learning and performance.

Instructional Content is the heading I use to indicate that I'm posting ideas and resources directly related to the learning outcomes and assignments that week. Since this is typically the first announcement of the week, the kick-off, I also preview some of the important things coming up that week and provide additional information and motivation to keep students on track. These concentrated bursts of instructional content also encourage students to *Dig Deeper*—another label I use. Posts labeled this way provide extra information on weekly course topics to provide students with the advanced tools they need to broaden their understanding. Typically, these pop up at the midpoint of a week, which is when students are likely starting to get serious about their pending deadlines. That way, they've got the intellectual vitamins needed to strengthen their work!

But announcements also provide an opportunity to foreground a success mindset, ensuring that students recognize the educational journey they are on and take ownership over it. Since I predominantly teach general education classes, which students take in the first year of their educational journey, I like to parallel process an ongoing conversation centered on the overarching knowledge a student is building through the course work—those durable skills and translatable abilities that will serve them in their education. I've been labeling these announcements differently from course to course (as I do a little A/B testing to see if the impact varies), but they always have aspirational tags like *The Road You're On* or *Lighting the Path*. These are the types of announcements I like to open up for student interaction—so, if your LMS supports the ability for students to comment on announcements, this is the place to try it! Ask some questions to generate discussion, or prompt some deeper thinking. By opening up a channel for students to talk about the other courses they've taken, their study habits, as well as their anxieties and stumbling blocks, you'll tap into what really motivates them, and you'll acknowledge them as the whole learner they are.

It's important to realize that the announcement functionality in your online class can be more than just a greeting, or a way to wrangle a list of due dates. Students need to understand the narrative of your course and announcements are one of the most important tools instructors have to craft that story. By creating a roadmap—not only

to your course but to a larger idea of academic and personal success—announcements in your online classes can support students in their day-to-day work while preparing them for a brighter and more fulfilling tomorrow.

Dr. Nathan Pritts is a professor and lead faculty in the Center for the Enhancement of the First Year Experience at Ashford University. He brings expertise in business communication, advertising & marketing, and online user experience to the General Education classroom, infusing curriculum with foundational outcomes bolstered by clear ties to a student's academic and career path. He's building a handbook of the strategies and best practices essential for designing and delivering meaningful learning experiences to students online one chapter at a time at www.Radical-Humanity.carrd.co

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Dr. Kevin Horan, President, CHC
Dr. Gilbert Contreras, President, SBVC
Kristina Hannon, Vice Chancellor, Human Resources, Police Services, Emergency/Employee Risk Management & Payroll Services

DATE: November 12, 2026

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.

Volunteers

Presented for Information November 12, 2026

[v.10.27.2026.p.2|2]

Name	Location Assignment	Department	From	To
Angel, Melanie	SBVC	Student Accessibility Services	11/13/26	06/30/27
Avalos, Alex*	SBVC	Baseball	11/03/26	06/30/27
Espinoza, Janira*	SBVC	English	10/01/26	12/18/26
Fabiola Treto	SBVC	Counseling	11/13/26	06/30/27
Melendez, Diana	SBVC	Counseling	11/13/26	06/30/27
Oliveira, Gustavo Campos*	SBVC	Women's Soccer	10/09/26	06/30/27
Ruano, Moises*	SBVC	Student Accessibility Services	10/05/26	12/18/26
Solis, Aketzaly*	SBVC	Enrollment Services	9/30/26	06/30/27
Thi, Mikaila*	SBVC	Enrollment Services	9/30/26	06/30/27
Torres, Yanei*	SBVC	Enrollment Services	9/30/26	06/30/27
Uribe, Nicolas*	SBVC	Enrollment Services	9/30/26	06/30/27
Vazquez, Asia*	SBVC	Enrollment Services	9/30/26	06/30/27
Vera, Oscar*	SBVC	Enrollment Services	09/30/26	06/30/27
Wildasinn, Patricia*	SBVC	Art	10/01/26	06/30/27
Zamarripa, Sebastian*	SBVC	Enrollment Services	09/30/26	06/30/27
Minjares, Amy*	CHC	Nursing Services	09/03/26	06/30/27
Snowhite, Mark*	CHC	Nursing Services	09/03/26	06/30/27
Yamamoto, June*	CHC	Nursing Services	09/03/26	06/30/27

**Ratification: Paperwork for these volunteers was submitted after the prior Board deadlines*



November 2026

CRAFTON HILLS COLLEGE

BOARD OF TRUSTEES REPORT

Annual Crafton Hills College Gala raises $211,000 for student success, campus upgrades

Hundreds of generous donors turned out on Sept. 23 for the Crafton Hills College (CHC) Foundation's annual fundraiser "Bright Nights, Brighter Futures." The gala raised $211,000 for the Roadrunner community through the Foundation's scholarships and funding for campus programs.



Last year, the Foundation awarded more than $330,000 in scholarships to attending Roadrunners and an additional $156,000 in direct support to students through emergency funding, textbook loans and program support.

This year, dozens of silent auction items enticed guests to give big, and they did with many items being scooped up within just a few bids. A live auction brought in close to $12,000 thanks to big-ticket items like a San Diego Weekend Escape, a three-night stay for up to four guests at Club Wyndham's Inn; an Angels Diamond Club Experience for six with behind-home-plate seating; and an Evening at the Burrage Mansion Bistro, a private six-course tasting and whiskey pairing private party at one of Redlands' historic homes.

Thousands more were raised with dozens joining Crafton's President's Circle, a group of individuals, organizations and business leaders committed to the mission of the Yucaipa-based college and its Foundation.The mission of the Crafton Hills College Foundation is to cultivate meaningful relationships and raise funds that remove barriers, enhance opportunities and empower students to strengthen our communities. Goals 1 & 4.

Photo: Foundation Members at Gala

From Crafton Student at 15 to Award-Winning Educator



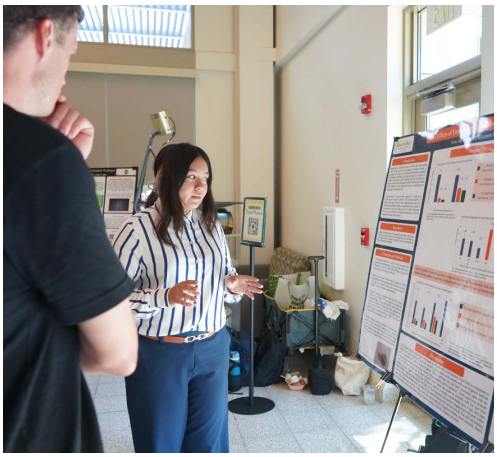
Long before Teresa Thompson became an award-winning accounting professor, author and national presenter, she was a 15-year-old Crafton Hills College student struggling with math. Thompson grew up around Crafton. Her father, longtime faculty member T.L. Brink, joined the College in 1989.

Today, Thompson is nationally recognized for finding creative ways to make accounting more engaging and accessible. She has co-authored an open educational resource accounting textbook and created "8-Bit Accounting," a series of interactive learning games inspired by classic arcade games.

When Thompson received the J. Michael and Mary Anne Cook/ Deloitte Foundation Prize—one of the accounting profession's highest teaching honors—she thanked her father for showing her that teaching at a community college could be fun and engaging. For Thompson, Crafton was where those possibilities first began to take shape. Goal 1.

Photo:Teresa Thompson and Family

More Than Research: MESA Students Build Confidence, Community, and Their Futures



On September 15, Crafton Hills College (CHC) held the MESA Research Symposium in the Roadrunner Café. This event was organized as a means of offering STEM/MESA students the opportunity to showcase the research projects they completed over the summer. The event included 14 student presenters and over 100 attendees, as people filled the Roadrunner Café, eager to learn about the students' research experience and findings.

The presenters included MESA students who participated in an 8-week research experience at CHC, California State University San Bernardino (CSUSB), and the University of California Riverside (UCR) across various disciplines, including biology, chemistry, entomology, physics & astronomy, material science, and microbiology. There was also a team of 11 STEM students who participated in the CA Space Grant project, who designed and built Project Heimdall, a low-cost radio telescope observatory, with the goal of detecting neutral hydrogen in the Milky Way.

Students participating in the MESA Research Program completed up to 22 hours of hands-on field and lab research, along with weekly professional development, to support them in preparing a formal research poster. This opportunity allowed students to experience collegiate-level research firsthand, contribute to the real-world application of the concepts they have been learning in class, and start building a network as they prepare for transfer.

One of the student presenters shared that this experience made her feel recognized and capable as a Hispanic woman pursuing a degree in chemistry and that every day, she would leave her lab and want to tell her family about the work she was doing. She explained that being able to do chemistry outside of class has been very motivating, and she now believes in herself more than she ever did.

Furthermore, CHC's CA Space Grant team was invited to NASA's Armstrong Flight and Research Center over the summer to present their radio telescope and explore the applications of their project to the aerospace industry. Goal 1.

Photo: Students at MESA Research Symposium

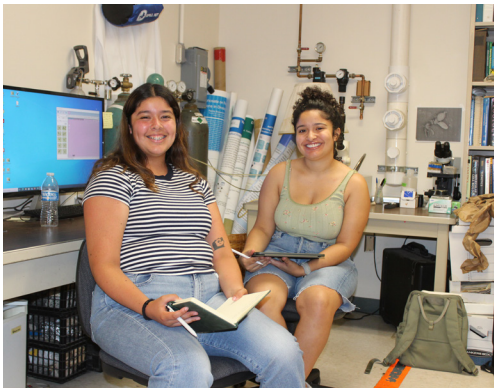
Crafton Hills College Students Co-Author Published Scientific Research Study

Crafton Hills College (CHC) students Giselle Cruz and Jazmyn Garcia co-authored a scientific research study examining the environmental effects of commonly used herbicides, published in the 2025 edition of Trends in Entomology. The research was conducted through the college's Mathematics, Engineering, Science Achievement (MESA) program while working with Dr. Becky Talyn of California State University, San Bernardino.

The study, "Toxicological Effects of Glyphosate-Based Roundup® and New Roundup on Drosophila melanogaster Lifespan and Healthspan," was a collaborative research effort involving Cruz, Garcia, and Dr. Talyn. The publication highlights the valuable opportunities available to community college students to participate in scientific research alongside university faculty.

Their initial research experience inspired both students to pursue additional opportunities. Cruz is continuing her research during the fall and spring semesters alongside CHC microbiology professor Dr. Christopher Olivera, while Garcia completed another research project at the University of California, Riverside, over the summer. These experiences are helping both students strengthen their research skills and prepare for transfer to four-year universities and future academic and professional success.

Both Cruz and Garcia are members of CHC's MESA program and Honors Institute. Garcia also serves as the Student Trustee on the San Bernardino Community College District Board of Trustees, representing her fellow students and bringing a student perspective to district leadership. The published study also acknowledges



CHC MESA Director Dr. Krysten Audibert for her support. The accomplishments of Cruz and Garcia demonstrate how programs such as MESA and the Honors Institute, along with partnerships with four-year universities, provide students with meaningful research experiences and a strong foundation for continued success in STEM fields. Goal 3.

Photo: Students Conducting Research

Crafton Hills College Professor Selected for Prestigious Television Academy Fellowship



CHC Sociology and Ethnic Studies Professor Nancy Wang Yuen has been selected as a 2026 Alex Trebek Legacy Fellow by the Television Academy Foundation. Yuen is one of just 18 educators from colleges and universities nationwide chosen for the prestigious fellowship, which recognizes faculty who are helping shape the next generation of media professionals.

The fellowship provides support for educators from community colleges and minority-serving institutions to attend the Television Academy Foundation's annual Media Educators Conference, held October 21–23 at the Television Academy's campus in North Hollywood. The three-day conference brings together educators and entertainment industry leaders for seminars and discussions exploring the latest developments in television production, storytelling, technology and the business of entertainment.

Yuen brings an impressive background in media research, representation and diversity to her work at CHC. She is the author of Reel Inequality: Hollywood Actors and Racism and co-author of The Prevalence and Portrayal of Asian and Pacific Islanders Across 1,300 Popular Films. Her research examines racial representation in Hollywood and the experiences of underrepresented communities in the entertainment industry.

A nationally recognized expert, Yuen has appeared on PBS, NPR, MSNBC, BBC World and Turner Classic Movies. She has also consulted on diversity issues for major entertainment companies, including Amazon, Disney, DreamWorks, Lionsgate and Netflix. Her writing has appeared in CNN, Elle, the Los Angeles Times, NBC, Newsweek, Today and Vanity Fair.

Her selection for the Alex Trebek Legacy Fellowship highlights the expertise CHC faculty bring to the classroom and their continued engagement with research, industry leaders and national conversations. Through opportunities like the Media Educators Conference, faculty gain new perspectives and connections that enrich the educational experience for Crafton students. Goal 2.

Photo: Nancy Yuen

CHC Foundation Receives $26,000 Grant to Support Respiratory Care Students

The Crafton Hills College Foundation has received a $26,000 grant from the Golden State Environmental Justice Alliance to help 26 Respiratory Care students cross the finish line into the healthcare workforce.

Each student in the college's Respiratory Therapy cohort graduating in December 2026 will receive $1,000, roughly half of the out-of-pocket costs they face for certifications, licensing exams, clinical requirements, and other expenses of completing the program.

The grant responds to a growing demand for respiratory therapists across the Inland Empire and Southern California, where poor air quality, wildfire smoke, traffic pollution, and industrial emissions contribute to respiratory health challenges. Respiratory therapists care for patients with asthma, chronic lung disease, smoke inhalation, and other respiratory emergencies, and their work matters most in communities already affected by environmental conditions and limited access to healthcare.



By supporting students who will soon serve those communities, the Golden State Environmental Justice Alliance is linking environmental justice with workforce development.

"This partnership is about much more than helping students pay for exams and licensing," Riggs added. "It's about opening doors for students to build meaningful careers while strengthening the healthcare workforce in our region. These 26 future respiratory therapists will care for patients and families across our communities, and that impact will reach well beyond graduation."

Through partnerships like this one, the Crafton Hills College Foundation continues to remove financial barriers, expand educational opportunities, and help students move from the classroom into careers that make a difference. Goal 4.

Photo: Respiratory Care Students

Crafton Hills College Hosts Veterans Job & Resource Fair



Crafton Hills College welcomed more than 40 veterans and military-affiliated job seekers to its Veterans Job & Resource Fair on September 30, connecting attendees with employment opportunities, career training, and valuable community resources. Held at the Barbara L. Smith Event Center in partnership with the Redlands Chamber of Commerce, the event brought together more than 30 employers and community organizations committed to supporting veterans and their families.

Participating employers included CAL FIRE, the U.S. Secret Service, U.S. Border Patrol, San Bernardino County Sheriff's Department, Loma Linda University Health, CarMax, and Allied Universal Security Services. Resource providers, including CalVet, U.S.VETS, VA Loma Linda Healthcare System, and the San Bernardino Vet Center, shared information about educational opportunities, employment assistance, healthcare, and veteran services.

The event highlighted the importance of creating meaningful connections between veterans and employers who recognize the valuable skills and experience military service brings to the workforce. Crafton Hills College and its community partners remain committed to supporting veterans as they pursue education, employment, and new career opportunities. Goals 1 & 2.

Photo: Participants at Veterans Fair

Finkelstein Performing Arts Center Earns LEED Platinum Certification



Crafton Hills College's new Finkelstein Performing Arts Center (PAC) has earned LEED Platinum certification, the highest recognition awarded by the U.S. Green Building Council for sustainable building design. According to the project's architects, DLR Group, it is the first newly constructed performing arts facility in California to achieve this distinction under the current LEED rating system. This is a monumental accomplishment for a performing arts facility, which typically requires significantly more energy than a traditional building.

From the very beginning of the design process, the PAC was envisioned with sustainability in mind. The all-electric building is designed to run entirely on renewable energy generated by the campus's solar array and uses 42% less water than a comparable building. It also features improved air filtration, environmentally friendly building materials and landscaping that helps filter stormwater naturally. These features create a healthy environment for students, employees and visitors while helping the college save on long-term operating costs.

In addition to the building's LEED Platinum certification, it is now under consideration for a separate LEED Zero Energy certification, a designation that verifies that the building offsets all of its annual energy use with renewable energy. While that certification is still in progress, the facility was designed to achieve this goal, with the potential to eliminate its net annual electricity costs.

What makes this achievement especially meaningful is the impact the facility has on our students and community. The PAC is much more than a beautiful new building. It gives our students access to professional-quality performance and learning spaces while bringing music, theatre and cultural experiences to our surrounding communities. It is a place where students can discover their talents,families can enjoy performances and community members can connect with the college.

This accomplishment represents nearly six years of planning, creativity and teamwork among the district, college, architects and construction teams. Crafton Hills College is proud of what has been accomplished through this collaborative effort and looks forward to the many opportunities the facility will provide for students and the community for years to come. Goal 4.

Photo: Finkelstein Performing Arts Center

KVCR PUBLIC MEDIA

PBS npr FNX

November 2026

KVCR And The Community

3rd Annual Young Women's Conference
KVCR hosted its 3rd Annual Young Women's Leadership Conference on September 18, bringing together approximately 225 high school and college students, educators, and mentors for a day of learning, networking, and empowerment. Attendees enjoyed interactive workshops, guest speakers, networking opportunities, and swag gift bags. The free event included complimentary breakfast and lunch and concluded with a mixer in the KVCR Studio.

Inland Film Festival in the KVCR Studio
KVCR hosted the Inland Film Festival (IFF) Nominee Reveal on Friday, September 4. The event welcomed approximately 80 attendees wth resource tables were available information from the Hollywood Film Society, Actor Jobs, and Arts Connection.

Meet the Media Event in the KVCR Studio
KVCR hosted its second annual Meet the Media event in the studio on Wednesday, August 26. The event provided attendees with an opportunity to connect with leading media professionals and gain insight into how stories become news. About 80 participants learned strategies for purposeful pitching, effective interview preparation, and building authentic, lasting relationships with media professionals.

Your KVCR Newsroom

KVCR 91.9 FM Covering the Important Topics for our Region
A KVCR reporter stated Palm Springs has temporarily paused approvals for large-scale data centers, while the City of Coachella has voted to prohibit such developments. These actions reflect growing regional scrutiny of the potential infrastructure, environmental, and community impacts associated with large-scale data centers, as municipalities across Southern California evaluate appropriate development policies.

KVCR reported that Proposition 47, passed in 2014, reclassified certain drug offenses from felonies to misdemeanors with the goal of reducing incarceration and keeping individuals out of jails and prisons. Research cited in the report, however, suggest the policy may have contributed to an increase in individuals living on the streets.

California could become the first state in the nation to establish standards for wildfire smoke damage. Two bills passed by lawmakers would create clearer rules for testing and cleaning homes affected by smoke, ash, and soot, while requiring insurers to cover certain testing and temporary living expenses. The goal is to reduce disputes between homeowners and insurance companies and help wildfire survivors safely return home.









KVCR PUBLIC MEDIA

PBS npr FNX

November 2026

KVCR Financial Statement

Estimated Revenues & Expenditures For 3 Months Ended 09/30/2026

Revenues	
Contributions and Grants	15
Underwriting	18,600
Rentals and Leases	54,063
Estimated Revenues*	1,017,000
Transfers In--PARS Endowment	1,550,000
Total Revenues	2,639,678
Expenditures	
Classified Salaries	622,757
Employee Benefits	341,822
Books and Supplies	4,025
Services and Operating Expenditures	1,035,211
Capital Outlay	-
Other Outgo	9,500
Total Expenditures	2,013,315
Revenues Less Expenditures	626,363

**Estimated per YTD activity analysis.*

100 YEARS OF EXCELLENCE

November 2026

PRESIDENT'S BOARD OF TRUSTEES REPORT

The President's Monthly Report to the Board of Trustees, Campus, and Community

SBVC Celebrates Hispanic Heritage Month













San Bernardino Valley College celebrated Hispanic Heritage Month with food and creative cultural expressions.

The festivities began on September 15, the second day of Hispanic-Serving Institution (HSI) Week, and concluded on October 15 with a Flavors and Sounds of Hispanic Heritage Month event.

"Celebrating Hispanic Heritage Month is an opportunity for SBVC to recognize and honor the histories, cultures, contributions, and lived experiences of our Hispanic and Latino/a/x community members," said Dr. Ray Carlos, Dean of Student Engagement & Support Programs. "It also reminds us that being an HSI is a continuing commitment to do what we can so that our students feel seen, valued, supported, and empowered to succeed."

At the September kickoff events, students enjoyed snacks and drinks while learning about Hispanic and Latinx history and resources available to them as students at an HSI.

"I hope our Hispanic Heritage Month celebration reflects the richness and diversity of our students' identities and experiences, while creating meaningful opportunities for learning, connection, pride, and community," Carlos said.

Throughout the month, students, faculty, and staff also participated in a piñata-making workshop, a salsa contest, Hispanic Heritage Night at a men's soccer game, and a custom-made SBVC Lotería. Jennifer Verduzco, Karen Arellano, and Consuelo Zepeda won Lotería and Amber Barzak and Maria Jimenez won the salsa competition.

Rock the Vote Event Encourages Students to 'Make Voting a Habit'



San Bernardino Valley College students geared up for Election Day during a Rock the Vote event on September 15, National Voter Registration Day.

An SBVC Votes table was set up at the Greek Theater to register students to vote. Attendees also enjoyed tacos, music from Grace C. Elliot and DJ Les, and a photo booth, and were able to pick up additional information on voting and basic needs resources.

"We aim to make voting accessible and encourage students to make voting a habit, not a hobby," said Interim Director of Student Life & Leadership Marie Maghuyop.

Rock the Vote is a national movement encouraging young people to be involved in the democratic process.

SBVC Football Partners with Elementary School for Mentoring

The San Bernardino Valley College football team kicked off a mentorship collaboration with Urbita Elementary School, located just two blocks away from campus.

"Our football program will be coming and working with the students and reading and doing math, and really coming together as a community," SBVC President Dr. Gilbert J. Contreras said at Urbita Elementary School's Back to School night August 6.

The partnership will bring several SBVC football players to Urbita on the Friday before each home football game to mentor students. The elementary students will also receive a ticket to the game. The goal is to strengthen SBVC's connection with the community and create valuable experiences and opportunities for students.

"This is a great situation for us, a great situation for our guys," said James Griffin-Avant, SBVC Head Football Coach.

Urbita Principal Dennis Wolbert predicted a championship season for SBVC and encouraged parents and guardians to bring their kids to the games.





Nursing Students Thrive Through Loma Linda Partnership

Alexis Baltazar has been juggling work and being a military spouse with nursing classes — and thanks to San Bernardino Valley College's Loma Linda Concurrent Enrollment Program, she is earning her associate's and bachelor's degrees at the same time.

The collaboration allows SBVC nursing students to take Loma Linda University School of Nursing classes online in summer. LLU School of Nursing makes the concurrent process seamless, SBVC nursing counselor Nicole Jimenez said, and students enjoy being able to focus on their SBVC courses during fall and spring.

When the partnership was launched in 2025, 13 students were enrolled. This year, enrollment has tripled to 39. Its success shows "what is possible when we create intentional pathways that support students in reaching their educational and career goals," said SBVC Dean of Science Lorrie Burnham.

Baltazar would like to work in oncology and get a graduate degree, and has found she is now more disciplined with her time and more confident in herself as a nursing student.

"This creates a great balance and makes working toward my BSN alongside my ADN feel much more manageable and less overwhelming," she said.

Nancy Brashear, director of the RNBS and concurrent enrollment program at LLU School of Nursing, said the SBVC students are committed to their education and their communities. "Together, we are growing the local nursing workforce, strengthening health care, and better serving patients and families throughout the Inland Empire."

Foundation, CSUSB Establish Scholarship for Transfer Students

California State University, San Bernardino and the San Bernardino Valley College Foundation have established the ValleyUp2CSUSB Scholarship, designed to make transferring to CSUSB more accessible and affordable for San Bernardino Valley College students.

Through the partnership, the CSUSB Philanthropic Foundation will provide matching scholarship funds to eligible SBVC students who transfer to CSUSB.

Under the two-year agreement, each institution will contribute $25,000 per academic year, providing a combined $100,000 in scholarship funding. The SBVC Foundation has committed its first $25,000 to CSUSB, which will support eligible students transferring to the university during the 2026-27 academic year.

In the first round of awards, 25 SBVC transfer students have already been selected and received the ValleyUp2CSUSB Scholarship, marking a promising start to the two-year pilot program and demonstrating the immediate impact of the partnership.

“At the San Bernardino Valley College Foundation, we are committed to providing pathways for transfer and ensuring our students have opportunities to continue their education,” said Mike Layne, executive director of the SBVC Foundation.

The scholarship is available to undergraduate students in any academic discipline who are enrolled at SBVC. Preference will be given to students who have completed at least one year at SBVC and to students participating in SBVC’s Valley-Bound Commitment Program, although the scholarship is open to any enrolled SBVC student transferring to CSUSB who meets the program requirements.

The ValleyUp2CSUSB Scholarship will help students successfully navigate the transition from community college to a four-year university and remain on track toward graduation, ultimately improving educational access and degree attainment in the region.



CENTENNIAL SPOTLIGHT

Nori E. Sogomonian, Ed.D.



Nori E. Sogomonian, Ed.D.
Dean of Arts & Humanities

Before she was Dean of Arts and Humanities at San Bernardino Valley College, Dr. Nori E. Sogomonian was a kid playing in the fountain with her siblings at the liberal arts building.

Sogomonian's father, Aram M. Sogomonian, taught political science and law beginning in the late 1960s.

"Professors would say, 'I remember when you were little,'" she said.

Sogomonian and her siblings all took classes at SBVC, and Sogomonian earned a bachelor's and master's in Spanish — her mother's first language and one of four languages her father spoke. She later earned her doctorate in Educational Leadership at CSU San Bernardino.

She returned as an adjunct instructor in 1993, coming on board as a full-time Spanish faculty member a year later. An administrative assistant introduced Sogomonian to her nephew, who worked in the auditorium. They later got married. Sogomonian's husband — who also had cousins who worked on campus — Sogomonian, and her father later took classes at SBVC to brush up on new technology.

"Valley is like my home away from home ... I still meet people who say, 'I had your dad's class,'" said Sogomonian, who got to sign the wall of her father's office in the liberal arts building before it was torn down in 2025.

Like her father, Sogomonian is a "lifelong learner" and impactful teacher. She taught linguistics as a Fulbright Scholar in her mother's native Nicaragua in 1999 and was named Outstanding Professor at SBVC in 2024. She became Dean of Arts and Humanities in January 2026.

40 Years Later, SBVC Opens 1986 Time Capsules





It was a blast from the past as San Bernardino Valley College opened two time capsules from 1986.

This event was part of SBVC's centennial celebration, with the capsules opened by library staff at Coffee with the Cabinet on September 30.

The capsules, which were originally wooden boxes used to store archery equipment, included items like protest signs, a sign for a carnival that may have been a precursor to WinterFest, material about the college's 60th anniversary, tiles from the old admissions and records building, and ceiling moulding from the former library building.

"They were beautiful buildings so I'm glad we got to preserve some of that history here," said Library Technical Assistant Tim Hosford.

Many items from the capsules will be displayed in the library. A committee is working on putting together a new time capsule in honor of the centennial.