



District Assembly Meeting

November 5, 2019

3:00 – 4:00 p.m.

SBCCD Boardroom

550 E. Hospitality Ln., Suite 200, San Bernardino, CA 92408

AGENDA

1. **CALL TO ORDER** Mark McConnell, DA VP
2. **CHANCELLOR'S REPORT** Bruce Baron
3. **APPROVAL OF MINUTES**
 - A. October 1, 2019 minutes (p2)
4. **OLD BUSINESS**
 - A. I&EP Plan for 2nd Reading & Approval (p4)
 - B. Approval of APs & BPs for 2nd Reading & Approval
 - a. AP 3415 Immigration Enforcement Activities (p8)
 - b. AP 6345 Bids and Contracts - UPCCAA (p11)
 - c. AP 6350 Contracts – Construction (p15)
 - d. AP 6365 Contracts – Accessibility of Information Technology (p18)
 - e. AP/BP 7110 Delegation of Authority, Human Resources (p19, p21)
 - f. AP/BP 7236 Substitute and Short-Term Employees (p22, p24)
5. **NEW BUSINESS**
 - A. Approval of the 2021-22 Academic Calendar (p25)
 - B. Approval to Discontinue District Enrollment Management Committee (p27)
 - C. Approval of APs & BPs for 1st Reading & Approval
 - a. AP/BP 3540 Sexual Assaults on Campus (p29, p33)
 - b. AP/BP 6530 District Vehicles (p34, p37)
 - c. AP/BP 6750 Parking (p39, p42)
 - d. AP/BP 6751 Parking Citation Payment Plan (p43, p45)
 - e. AP/BP 7210 Academic Employees (p46, p64)
 - f. AP 7215 Academic Employees: Probationary Contract Faculty (p65)
6. **UPDATES & REPORTS**
 - A. Human Resources Update (oral presentation/handout)
 - B. District Strategic Plan – objectives with Targets (p66)
7. **PUBLIC COMMENTS**

Any member of the public who wishes to address the Committee on any matter is limited to five minutes. The total time for members of the public to speak on the same or a similar issue shall be limited to 20 minutes. Anyone who requires a disability-related modification or accommodation in order to participate in the public meeting should contact the Chancellor's Office at (909) 382-4091 as far in advance of the meeting as possible.
8. **ADJOURN**

Next Meeting: December 3, 2019



District Assembly Meeting

October 1, 2019

3:00 – 4:00 p.m.

SBCCD Boardroom

114 S. Del Rosa Dr., San Bernardino, CA 92408

MINUTES

1. **CALL TO ORDER** Jeremiah Gilbert, DA President
Jeremiah Gilbert called the meeting to order at 3:05pm.
2. **CHANCELLOR'S REPORT** Bruce Baron
Chancellor Baron reported on the status of the Student Centered Funding Formula. A letter was sent to the State Chancellor with two proposed solutions. A copy of the letter was distributed. Advertising College Promise at the high schools for next year. Due to the success of the program – working on projected costs over next 7 years. Reallocate non-general fund dollars and how we can sustain the promise. SBCCD was notified of \$3M grant from Economic Development Agency to purchase building on Highland Ave. for Maker Space and programs that promote jobs.
3. **APPROVAL OF MINUTES**
A. September 3, 2019 minutes (p3)
J. Torres moved approval of the September 3, 2019 minutes. TL Brink seconded the motion. Unanimous approval.
4. **OLD BUSINESS**
A. District Assembly Constitution for 2nd Reading & Approval (p6)
M. McConnell moved approval of the District Assembly Constitution. TL Brink seconded the motion. Unanimous approval. A clean version will be posted to the website.
B. Approval of APs & BPs for 2nd Reading & Approval
 - a. AP/BP 3430 Prohibition of Harassment (p17, p29) – pulled for discussion. It was determined the definitions provided were directly from the League – J. Torres moved approval of AP/BP 3430. K. Horan seconded the motion. -M. McConnell opposed. All others approved.
 - b. AP 3435 Discrimination and Harassment Complaints and Investigations (p31)
 - c. AP/BP 3440 Service Animals (p42, p44)
 - d. AP/BP 6750 Parking (p45, p48)
 - e. AP/BP 6751 Parking Citation Payment Plan (p49, p51)
 - f. AP/BP 7450 Mileage Reimbursement (p52, p54)
TL Brink moved approval of items B.b-f as amended. J. Torres seconded the motion. Unanimous approval.
5. **NEW BUSINESS**
A. PRT Draft Plan for 1st Reading (handout) completed by Drafting Group. To Senates in October for review. Return to DA in November for approval. If approved, senate presidents and chancellor to sign final document. PRT could provide IT infrastructure in comparison to other multi-college districts. Would like budget to be explicitly stated.
B. Approval of APs & BPs for 1st Reading & Approval
 - a. AP 3415 Immigration Enforcement Activities (p55)
 - b. AP 6345 Bids and Contracts – UPCCAA (p58)
 - c. AP 6350 Contracts – Construction (p62)
 - d. AP 6365 Contracts – Accessibility of Information Technology (p65)
 - e. AP/BP 7110 Delegation of Authority, Human Resources (p66, p68)
 - f. AP/BP 7236 Substitute and Short-Term Employees (p69, p71)
6. **UPDATES & REPORTS**
A. College Educational Master Plan Spring Updates (handout) – The handout was not included but can be found on the district website from the BOT Study Session
B. Police Department Update (p72). Just the Facts newsletter was distributed. ASR will be sent electronically district and campus-wide this evening.

- C. Bond Update (oral report). A handout on Measure CC timeline was distributed. Long term planning and consideration is purchasing Swap Meet parking at SBVC and vacant land at CHC.

7. **PUBLIC COMMENTS**

None

8. **ADJOURN**

Next Meeting: November 5, 2019

Meeting adjourned at 3:58pm



INSTITUTIONAL EFFECTIVENESS PARTNERSHIP INITIATIVE

Participate | Collaborate | Innovate

**Institutional Effectiveness Partnership Initiative
Partnership Resource Teams
Institutional Innovation and Effectiveness Plan
Date: September 2019**

Name of Institution: San Bernardino Community College District

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
A. District Wide IT Strategic Planning	<ol style="list-style-type: none"> 1. Establish current IT Strategic Plans at colleges 2. Establish current IT Strategic Plan at the District 3. Create an ongoing process that keeps these plans updated annually. 	CTO, College Directors	June 2020	<ol style="list-style-type: none"> a. Review other districts' IT strategic plans, meet with other districts to identify best practices for developing plans, determine applicability to SBCCD b. Develop, document and implement new planning process. c. Create the strategic plans for the colleges d. Create the strategic plan for the district 	<ol style="list-style-type: none"> a. Plan reviews and meetings with other districts completed; documentation of processes reviewed and evaluated for application in SBCCD b. New planning process implemented c. Drafts of the college and district IT strategic plans reviewed, feedback incorporated; final versions completed. d. Final versions of the IT strategic plans approved and disseminated 	<ol style="list-style-type: none"> a. b.

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
B. Technology Governance and Communication	<ol style="list-style-type: none"> 1. Redefine and clarify the roles and membership for the Exec Committee and the Working Group 2. Limit TESS Exec to only leadership. 3. Establish and communicate new IT governance process 	CTO	March 2020	<ol style="list-style-type: none"> a. Look at other districts' processes for technology governance and determine applicability to SBCCD b. Redefine the charter, and membership for the TESS Exec and DAWG committee's c. Revise SBCCD IT governance process d. Communicate the new governance process to the leadership and members of the committees e. Find meeting times that work for the entire group to maximize participation f. Communicate the results out to the community g. Notify the executives that have not been attending that the focus of the meetings has changed and will only be high-level. h. Encourage participation in the committees 	<ol style="list-style-type: none"> a. Review of other districts' tech governance completed; processes reviewed and evaluated for application in SBCCD b. Charters, membership, and processes of both committees revised c. IT governance processes revised; feedback from stakeholders at district and the colleges incorporated d. New governance process approved and disseminated e. Meeting times established and disseminated f. New governance process and minutes from both committees communicated widely g. Notifications completed h. Plan to encourage participation implemented 	<ol style="list-style-type: none"> a. b.
C. Organizational structure at the District and at the Colleges	<ol style="list-style-type: none"> 1. Create the organizational structure and clarify how TESS serves, interacts and relates to the colleges 2. Identify where Security fits in the organization 3. Identify where project management fits in the organization 4. Clarify the help desk at the district and the colleges. 5. Clarify the Systems and Networking roles at the district and at the colleges. 6. With redundant roles at the district and the colleges, define which teams are responsible for what areas of the network, servers and helpdesk. 	CTO	September 2020	<ol style="list-style-type: none"> a. Bring in a consultant to review current organization and make recommendations b. Meet with other districts to identify best practices and determine applicability to SBCCD c. In accord with the findings, develop, implement, and disseminate description of TESS organizational structure and services, including security, project management, help desk, systems, and networking at the district and the colleges d. Review and update job descriptions e. Fill the technology gap in TESS for newer technologies such as Oracle Cloud, new HR system, and new SIS. f. Develop and implement new training plan for technical staff on these new technologies. 	<ol style="list-style-type: none"> a. Consultant retained; review completed; recommendations presented and evaluated b. Completion of review of practices at other districts; organizations reviewed and evaluated for application in SBCCD c. Organizational structure developed, implemented, and disseminated d. Job descriptions updated in accord with new organizational structure e. Technology gaps filled f. Development and implementation of training plan completed 	<ol style="list-style-type: none"> a. b.
D. Software procurement at the district and at the Colleges	<ol style="list-style-type: none"> 1. Eliminate or reduce the redundant software solutions that are being implemented at the colleges and at the district 2. Develop and implement a process for software procurement at the colleges and at the district 3. Include TESS in the process for reviewing and approving technology. 4. Ensure that contracts and grant proposals do not bypass the process. 	CTO	July 2020	<ol style="list-style-type: none"> a. With the assistance of a consultant, create an inventory of software that is supported at the colleges and at the district. b. Identify the software that has been purchased but has never been implemented and take corrective action as needed. c. Meet with other districts to identify policies that address this area and determine applicability to SBCCD d. Develop, implement, document and communicate the new policies and procedures regarding software procurement at the colleges and the district 	<ol style="list-style-type: none"> a. Inventory completed and reviewed b. Unused software identified; corrective action initiated c. Findings from the other districts reviewed and evaluated for application in SBCCD d. New policies and procedures implemented, documented, and communicated widely 	<ol style="list-style-type: none"> a. b.

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
E. Plan and implement effective districtwide infrastructure, including network, physical servers and cloud infrastructure.	<ol style="list-style-type: none"> 1. Standardize on consistent hardware for servers, networking equipment, and configuration. 2. Establish inventory and asset tagging process for all computers, servers, networking equipment, tablets and mobile devices 	CTO	August 2020	<ol style="list-style-type: none"> a. Analyze existing hardware replacement procedures b. Conduct inventory and analysis of existing hardware c. Evaluate Cloud versus On Premise strategy for district and campuses. d. Establish written standards for servers, networking equipment, tablets and servers. 	<ol style="list-style-type: none"> a. Analysis completed b. Hardware inventory completed and analyzed. c. Evaluation completed and recommendations made d. Written standards approved and disseminated widely 	a.
F. Project management for software implementations	<ol style="list-style-type: none"> 1. TESS to provide leadership and ownership over software implementations 2. Eliminate the failed project implementations 3. Improve the ability for the district and the colleges to implement innovative solutions 	CTO	November 2020	<ol style="list-style-type: none"> a. Review other districts to identify best practices and lessons learned b. Create project portal and standard approach to managing projects c. Define standards for large, medium and small projects. d. Ensure that all projects, scope, priority and status are visible to the community. e. Apply new approach to the prioritized projects from the governance committees f. Ensure that the appropriate training is provided as part of every new IT project g. Implement Courseleaf Catalog and Curriculum modules and provide training. h. Implement Resource25 scheduling software and provide training. i. Identify gaps in the organization for supporting new initiatives and make improvements as needed 	<ol style="list-style-type: none"> a. Findings from the other districts reviewed and evaluated for application in SBCCD b. Project portal and project management approach established c. Standards defined d. Project visibility methods implemented e. New project management approach applied to requests from governance committees f. Training provided g. Courseleaf Catalog and Curriculum modules implemented; training provided h. Resource25 scheduling software implemented; training provided i. Gaps identified and improvements implemented 	b.
G. Support services to the end users	<ol style="list-style-type: none"> 1. Improve the climate survey scores 2. Create a customer service focus 	CTO	July 2020	<ol style="list-style-type: none"> a. Analyze the climate surveys and identify strengths and weaknesses in the support at the district and the colleges b. Develop and implement an action plan to build on the strengths and reduce the weaknesses. c. Establish Service Level Agreements (SLA) to ensure timely response for services d. With the assistance of a consultant, evaluate ticketing system options and implement a new system consistent with the findings e. Implement a customer service training program. 	<ol style="list-style-type: none"> a. Analysis of survey data completed; strengths and weaknesses identified b. Action plan completed and implemented c. SLA's established d. Evaluation completed and new system implemented e. Customer service training program implemented. 	c. d.

Request for IEPI Resources to Support Institutional Innovation and Effectiveness Plan

Applicable Area(s) of Focus <i>(Copy from table above.)</i>	Applicable Objective(s) <i>(Copy from table above.)</i>	Description of Resource Needed <i>(Refer to Action Steps above as appropriate.)</i>	Cost of Resource
District Wide IT Strategic Planning	<ol style="list-style-type: none"> 1. Establish current IT Strategic Plans at colleges 2. Establish current IT Strategic Plan at the District 3. Create an ongoing process that keeps these plans updated annually. 	Consulting support for collecting and compiling input from the colleges and the district.	\$10,000
Technology Governance and Communication	<ol style="list-style-type: none"> 1. Redefine and clarify the roles and membership for the Exec Committee and the Working Group 	No costs	\$0
Organizational structure at the District and at the Colleges	<ol style="list-style-type: none"> 1. Clarify the organizational structure and TESS serves, interacts and relates to the colleges 2. Identify where Security fits in the organization 3. Identify where project management fits in the organization 4. Clarify the help desk at the district and the colleges 5. Clarify the Systems and Networking roles at the district and at the colleges. 	Consulting support on organization structure \$15,000. Train existing staff on use of Oracle Finance Cloud \$25,000. Training for Oracle PL/SQL, .NET and ETL \$20,000.	\$60,000
Software procurement at the district and at the Colleges	<ol style="list-style-type: none"> 1. Eliminate or reduce the redundant software solutions that are being implemented at the colleges and at the district 2. Develop and implement a process for software procurement at the colleges and at the district 	Consulting to help document the full software inventory at the colleges and the district. In addition, create report that shows software not in use, duplicate software, and software where renegotiating the contract can save the district money.	\$45,000
Project management for software implementations	<ol style="list-style-type: none"> 1. TESS to provide leadership and ownership over software implementations 2. Eliminate the failed project implementations 3. Improve the ability for the district and the colleges to implement innovative solutions 	Costs to develop custom project portal that allows the submitting and reporting of the projects \$35,000. Training on Project Management for TESS team \$15,000.	\$50,000
Support services to the end users	<ol style="list-style-type: none"> 1. Improve the climate survey scores 2. Create a customer service focus 3. Measure and improve the response times for service 	Consulting costs to assist with implementing a new Help Desk ticketing system. \$15,000. Customer Service training for district and colleges for the Service Desk and the TESS team that interfaces with end users \$20,000.	\$35,000
Total IEPI Resource Request (not to exceed \$200,000 per college)			\$200,000

Approval	
Chief Executive Officer	
Name:	
Signature or E-signature:	Date:

Collegial Consultation with the Academic Senate	
Academic Senate President <i>Crafton Hills College</i>	
Name:	
Signature or E-signature:	Date:
Academic Senate President <i>San Bernardino Valley College</i>	
Name:	
Signature or E-signature:	Date:



Origination:	N/A
Last Approved:	N/A
Last Revised:	N/A
Next Review:	N/A
Owner:	<i>Policy Stat</i>
Policy Area:	<i>Chapter 3 General Institution</i>
References:	<i>Legally Required</i>

AP 3415 Immigration Enforcement Activities

Responding to Requests for Access for Immigration Enforcement Activities

District personnel shall provide guidance and offer to campus employees training addressing law enforcement access to campus buildings and student residences. This guide shall include the following required topics:

- Instructions that law enforcement officers cannot enter living quarters to make arrests without a judicial warrant, valid consent, or exigent circumstances.
- Instructions that District personnel, including campus police, cannot consent to the entry into a residence or dormitory for the purpose of a search or arrest, but a judicial warrant or exigent circumstances may authorize officer entry without consent.
- Campus police contact information to report concerns about the presence of officers engaged in immigration enforcement on any campus property.
- Samples of warrant and subpoena documents that could be used for access onto campus property, or to seize or arrest students or other individuals on campus.
- Sample responses for building personnel to use in response to officers seeking access for immigration enforcement purposes that avoids classroom interruptions, and that preserves the peaceful conduct of the school's activities.

District personnel shall advise all students, faculty, and staff to immediately notify the office of the Chancellor or President, or his/her designee, if he/she is advised that an officer engaged in immigration enforcement is expected to enter, will enter, or has entered the campus for immigration enforcement purposes. Campus police should also be notified as soon as possible.

No personnel may consent to entry of District facilities or portions thereof.

District personnel shall advise all students, faculty, and staff responding to or having contact with an officer engaged in immigration enforcement executing an immigration order, to refer the entity or individual to the office of the Chancellor or President, or his/her designee, for purposes of verifying the legality of any warrant, court order, or subpoena.

If the officer declares that exigent circumstances exist and demands immediate access to the campus, District personnel should not refuse the officer's orders and immediately contact the SBCCD Police Department.

The office or designee of the Chancellor's or President's Office shall determine what type of authorization is being provided to support the officer's request for access:

- A U.S. Immigrations and Customs Enforcement (ICE) "warrant." Immediate compliance is not required. District personnel shall inform the officer that he/she cannot consent to any request without first consulting

with the SBCCD Police Department. Provide copy of the warrant to the designated administrator (where possible, in consultation with legal counsel) as soon as possible.

- A federal judicial warrant (search-and-seizure warrant or arrest warrant): Prompt compliance with such a warrant is usually legally required, but where feasible, consult with the designated campus official before responding.
- A subpoena for production of documents or other evidence: Immediate compliance is not required. Inform the officer that the District cannot respond to the subpoena until after it has been reviewed by a designated administrator. Provide a copy of the subpoena to a designated administrator or legal counsel as soon as possible.
- A notice to appear: This document is not directed at the District. District personnel are under no obligation to deliver or facilitate service of this document to the person named in the document. If a copy of the document is received, it must be given to a designated administrator as soon as possible.

District personnel should not attempt to physically interfere with an officer, even if the officer appears to be acting without consent or exceeding the authorization given under a warrant or other document. If an officer enters the premises without consent, District personnel shall make a record of the contact and forward the information to the Office of the President or Chancellor.

In making record of the contact with an immigration enforcement officer, District personnel shall provide the following information:

- Name of the officer, and, if available, the officer's credentials and contact information;
- Identity of all school personnel who communicated with the officer;
- Details of the officer's request;
- Whether the officer presented a warrant, subpoena, or court order to accompany his/her request, what was requested in the warrant/subpoena/court order, and whether the warrant/subpoena/court order was signed by a judge;
- District personnel's response to the officer's request;
- Any further action taken by the immigration officer; and
- Photo or copy of any documents presented by the agent.

District personnel shall provide a copy of those notes, and associated documents collected from the officer, to the SBCCD Police Department.

In turn, the SBCCD Police Department shall submit a timely report to the District's governing board and the campus public safety office regarding the officer's requests and actions and the District's response(s).

Responding to Immigration Acts Against Students or Family Members

If there is reason to suspect that a student, faculty member, or staff person has been taken into custody as the result of an immigration action, District personnel shall notify the person's emergency contact that the person may have been taken into custody.

District personnel shall designate a staff person as a point of contact for any student, faculty member, or staff person who may or could be subject to an immigration order or inquiry.

District personnel shall not discuss the personal information, including immigration status information, of any student, faculty member, or staff person with anyone, or reveal the personal information to anyone, unless disclosing this information is permitted by federal and state law.

District personnel shall maintain a contact list of legal service providers who provide legal immigration representation and provide this list free of charge to any student who requests it. At minimum, the list shall

include the legal service provider's name and contact number, e-mail address, and office address.

If a student is detained or deported, or is unable to attend to his/her academic requirements because of an immigration order, District shall make all reasonable efforts to assist the student in retaining any eligibility for financial aid, fellowship stipends, exemption from nonresident tuition fees, funding for research or other educational projects, housing stipends or services, or other benefits the student has been awarded or received subject to and in compliance with its policy.

District personnel shall permit a student who is subject to an immigration order to re-enroll if and when the student is able to return to the District, subject to and in compliance with its policy and will make reasonable and good-faith efforts to provide for a seamless transition in the student's re-enrollment and reacquisition of campus services and support.

District personnel shall be available to assist any student, faculty, and staff who may be subject to an immigration order or inquiry, or who may face similar issues, and whose education or employment is at risk because of immigration enforcement actions.

References:

Education Code Sections 66093 and 66093.3

Attachments:



Origination:	N/A
Last Approved:	N/A
Last Revised:	N/A
Next Review:	N/A
Owner:	<i>Business & Fiscal Services</i> <i>Business & Fiscal Services</i>
Policy Area:	<i>Chapter 6 General Institution</i>
References:	<i>Legally Required</i>

AP 6345 Bids and Contracts - UPCCAA

Informal and Formal Bidding Procedures under the Uniform Public Construction Cost Accounting Act (UPCCAA)

~~**NOTE:** Procedures on bids and contracting are **legally required**. Local practice may be inserted. Districts which, by proper resolution and notification to the Controller, have elected to adopt the Uniform Public Construction Cost Accounting Act, are subject to the procedures described in detail in Public Contract Code Sections 22000 et seq. **The following template is only for use by districts that have adopted such a resolution.** In September 2007, SBCCD adopted a resolution that elected the use of Uniform Public Construction Cost Accounting Act and became subject to the procedures described in detail in Public Contract Code Sections 22000 et seq.~~

~~Informal and Formal Bidding Procedures under the Uniform Public Construction Cost Accounting Act, adopted by resolution by the Board of Trustees~~

~~Public Projects are defined in Public Contract Code (PCC) Section 22002(c) as construction, reconstruction, erection, alteration, renovation, improvement, demolition, repair work, or painting or repainting of or involving any publicly owned, leased or operated facility. Public projects estimated to cost up to \$175,000¹ shall be let to contract by procedures described below.~~

~~It is unlawful to split or separate into smaller work orders or projects any project for the purpose of evading the provisions of the this Procedure requiring work to be done by contract after competitive bidding.~~

~~All bid notices for work to be done shall contain an affirmative statement requiring compliance with Labor Code Sections 1775 and 1776 governing payment of prevailing wages and Labor Code Section 1777.5 governing employment of apprentices. All bid submissions must contain all documents necessary to assure compliance with these Labor Code sections. Failure to provide such documentation shall cause any such bid to be deemed incomplete.~~

~~Public Projects funded by the Kindergarten-University Public Education Bond Acts of 2002 and 2004 and any future State Bond funds require that the District initiate and enforce a labor compliance program pursuant to~~

Labor Code Section 1771.5.

~~Procedures Not Covered by this AP~~

~~When this procedure does not establish a process for bidding Public Projects, the procedures described in AP 6430 titled Bids and Contracts shall govern.~~

~~Contractors List~~

~~Lists of contractors shall be developed and maintained.~~

~~Award to Low Bidder; No Bids~~

~~All contracts must be awarded to the lowest responsible bidders. If two or more bids are the same and lowest, the District may accept the one it chooses. When no bids are received, the District may perform Public Projects with District employees or through a negotiated contract without further complying with this procedure.~~

~~Notice Inviting Informal Bids~~

~~When a Public Project anticipated to cost less than \$175,000 is to be performed, the District shall prepare a notice of the opportunity to bid. The notice must describe the project in general terms, state the time and place for the submission of bids and describe how to obtain more detailed information about the Project. The District shall mail the notice to all contractors for the category of work to be bid, as shown on the Contractors List. The District may also mail the notice to all construction trade journals. Other contractors and/or construction trade journals may also be notified at the discretion of the department soliciting bids. Mailing shall be completed at least ten days before bids are due.~~

~~Award of Informally Bid Contracts~~

~~The Chancellor or designee is authorized to award informal contracts (defined as contracts for less than \$175,000.00), except those contracts described below.~~

~~Bids Exceed Informal Bidding Limit~~

~~If all informal bids received exceed \$175,000, and the District determines that the cost estimate was reasonable, the District may award the contract at up to \$187,500 to the lowest responsible bidder. The contract must be approved by Resolution receiving a four-fifths (4/5) vote of the Board of Trustees.~~

~~Bid Documents for Formal Bids~~

~~The Chancellor or designee, will see that plans, specifications and working details for all Public Projects estimated to cost more than \$175,000 are adopted.~~

~~Notice Inviting Formal Bids~~

~~When a Public Project, which is anticipated to cost in excess of \$175,000 is to be performed, the District shall publish a notice inviting formal bids in a newspaper of general circulation. The notice shall be published at least 14 calendar days before the date of bid opening. The notice shall also be sent electronically, if available, by facsimile or electronic mail and mailed to all construction trade journals. The notice to construction trade journals shall be sent at least 15 calendar days before the date of bid opening. Other contractors and/or~~

~~construction trade journals may also be notified, at the discretion of the department soliciting bids. Mailing shall be completed at least 30 days before the date of bid opening.~~

~~When Contractors List Has Not Been Prepared: Proprietary Product or Service~~

~~Notwithstanding the above:~~

- ~~• If the District has not prepared a list of contractors for the particular category of work to be performed, the notice inviting bids shall be sent to each of the construction trade journals.~~
- ~~• If the product or service is proprietary in nature, such that it can be legally obtained only from a certain contractor(s) pursuant to Public Contract Code Section 3400, the notice inviting informal bids may be sent exclusively to such contractors.~~

~~Contracts for Maintenance Work~~

~~Contracts for Maintenance Work may be bid pursuant to the Informal Bidding Procedures described above. Maintenance Work is routine, recurring work done for the preservation or protection of a public facility; minor repainting; landscape maintenance including mowing, watering, trimming, pruning, planting or replacement of plants, and servicing of irrigation systems; work performed to keep, operate, or maintain publicly owned water, power, or waste disposal systems.~~

~~Rejection of Bids: Re-solicitation; Use of District Employees~~

~~If the District intends to reject all bids, it must mail the apparent low bidder a written notice of the District's intent to reject the bid at least two business days prior to the hearing at which the bids will be considered.~~

~~After rejecting all bids, the District may:~~

- ~~• abandon the project;~~
- ~~• re-advertise the project; or~~
- ~~• perform the work with District employees, after passing a resolution by a four-fifths (4/5) majority of the Board of Trustees declaring that the project can be performed more economically by District employees.~~

~~Emergency Procedures~~

~~When an emergency necessitates repair or replacement, contracts shall be awarded pursuant to the procedures described in AP 6340 titled Bids and Contracts.~~

~~[Refer to AP 6350 Contracts - Construction, under which SBCCD maintains procedures for both Uniform Construction Cost Accounting Procedures \(UCCAP\) contracts and those over the UCCAP limit.](#)~~

References:

Education Code Sections 81641 et seq.;

Labor Code Sections 1770 et seq.;

Public Contract Code Sections 20110 et seq., 20650 et seq., 22000 et seq. (Uniform Public Construction Cost Accounting Act (Act))

¹The California Uniform Construction Cost Accounting Commission (Commission) may recommend that the State Controller amend these amounts. Public Contract Code section 22032 authorizes public projects of \$45,000 or less to be performed by District employees by force account, by negotiated contract, or by purchase order. Public projects up to \$175,000 may be let to contract by informal procedures. Public projects in excess of \$175,000, with limited exceptions, shall be let to contract by formal bidding procedure. PCC 22032.

Attachments:



Origination:	02/2004
Last Approved:	06/2019
Last Revised:	06/2019
Next Review:	06/2025
Owner:	Business & Fiscal Services Business & Fiscal Services
Policy Area:	Chapter 6 General Institution
References:	Legally Advised

AP 6350 Contracts - Construction

The San Bernardino Community College District (SBCCD) follows the California Uniform Public Construction Cost Accounting Act Procedures (UCCAAP) under Public Contract Code (PCC) Section 22000 et seq. for the bidding of public works projects.

Public projects are defined in PCC Section 22002(c) as construction, reconstruction, erection, alteration, renovation, improvement, demolition, repair work, or painting or repainting of or involving any publicly owned, leased or operated facility. Public projects do not include maintenance work as defined in Section 22002(d).

In addition, SBCCD uses a Pre-Qualification Program for the bidding of construction projects pursuant to PCC Section 20101 et seq. The Pre-Qualification Program shall apply district-wide to any construction expenditure that meets the specified threshold, regardless of the funding source and the construction delivery method (e.g., low bid; design-build; lease lease-back; etc.).

I. General Contract Procedures

Refer to AP 6340 titled Bids and Contracts section "General Contract Procedures", parts A through G.

II. Bid Limits for UCCAAP & Pre-Qualification Program

The bid limits set in place by the State of California Uniform Construction Cost Accounting Commission will apply.

- If a contemplated expenditure is less than the UCCAAP limit, please refer to the applicable purchasing procedures in **AP 6330** titled **Purchasing**.
- If a contemplated expenditure falls within the UCCAAP limits, the informal bid process established by in PCC Section 22034 must be utilized.
- If a contemplated expenditure is falls between the upper UCCAAP limit and \$3.0 million, the Pre-Qualification Program process established by the Board of Trustees pursuant to PCC Section 20101 et seq. may be utilized.
- If a contemplated expenditure is more than \$3.0 million, the formal bid process established by UCCAAP in PCC Section 22037 must be utilized.

III. Unlawful to Split Bids

Pursuant to PCC Section 22033, it is unlawful to split or separate into smaller work orders or projects any project for the purpose of evading the provisions of the this procedure requiring work to be done by contract after competitive bidding.

IV. Labor Code Compliance

All bid notices for work to be done shall contain an affirmative statement requiring compliance with Labor Code Sections 1775 and 1776 governing payment of prevailing wages and Labor Code Section 1777.5 governing employment of apprentices. All bid submissions must contain all documents necessary to

assure compliance with these Labor Code sections. Failure to provide such documentation shall cause any such bid to be deemed incomplete.

Public Projects funded by any future State Bond funds require that the District initiate and enforce a labor compliance program pursuant to Labor Code Section 1771.5.

V. Award to Low Bidder; No Bids

All contracts must be awarded to the lowest responsible bidders. If two or more bids are the same and the lowest, SBCCD may accept the one it chooses.

If no bids are received through the formal or informal procedure, the project may be performed by SBCCD employees by force account, or through a negotiated contract without further complying with this procedure.

VI. Informal Bid Procedures for UCCAAP

Pursuant to PCC Section 22034, SBCCD will maintain a list of qualified contractors, identified according to categories of work. All contractors on the list for the category of work being bid will be mailed, faxed, or emailed a notice inviting informal bids unless the product or service is proprietary. All mailing of notices to contractors will be completed not less than 10 calendar days before bids are due.

In addition, or alternatively, SBCCD may mail, fax, or email a notice inviting informal bids to all construction trade journal specified in PCC Section 22036.

The notice inviting informal bids should describe the project in general terms and how to obtain more detailed information about the project, and state the time and place for the submission of bids.

VII. Award of Informally-Bid Contracts

The Chancellor or designee is authorized to award informal contracts (defined as contracts that fall within the UCCAAP limits).

VIII. Bids Exceed Informal Bidding Limit

If all informal bids received exceed UCCAAP limits, and SBCCD determines that the cost estimate was reasonable, SBCCD may award the contract to the lowest responsible bidder, but only up to the limited amount specified by the California Uniform Construction Cost Accounting Commission. Such an award must be approved by a resolution receiving a four-fifths majority vote of the Board of Trustees.

IX. Pre-Qualification Program Process

SBCCD will maintain pre-qualified pools of general contractors and subcontractors based on a Pre-Qualification Questionnaire and a uniform rating system.

General contractors and subcontractors are permitted to pre-qualify in more than one pre-qualified pool/ category, depending upon its/their experience, skill, licensing, and other relevant factors.

As projects arise, the pre-qualified contractors and subcontractors, as applicable, will be issued a Request for Bids and/or Proposals for each specific project.

Pre-qualification status may be revoked at any time if SBCCD learns the contractor or subcontractor does not meet the pre-qualification criteria.

Contractors and subcontractors will be required to renew their pre-qualification status with SBCCD on an annual basis.

Appeals Process

Prospective bidders may appeal their proposed prequalification rating prior to the closing time for receipt of bids. Upon request of the prospective bidder, SBCCD will provide notification to the prospective bidder in writing of the basis for the prospective bidder's disqualification and any supporting evidence that has been received from others or adduced as a result of an investigation by SBCCD. The prospective bidder will be given the opportunity to rebut any evidence used as a basis for disqualification and to present evidence to SBCCD as to why the prospective bidder should be found qualified. If the prospective bidder

chooses not to use this appeals process, the proposed prequalification rating may be assumed without further proceeding.

X. Formal Bid Procedures for UCCAAP (for bids over \$3.0 million)

Pursuant to PCC Section 22037, the notice inviting formal bids will state the time and place for the receiving and opening of sealed bids and distinctly describe the project. The notice will be published at least 14 calendar days before the date of opening the bids in a newspaper of general circulation, printed and published in the jurisdiction of SBCCD; or, if there is no newspaper printed and published within the jurisdiction of SBCCD, publication will be by posting the notice in at least three places within the jurisdiction of SBCCD as have been designated by ordinance or regulation of SBCCD as places for the posting of its notices. The notice inviting bids will also be sent electronically, if available, by either facsimile or electronic mail and mailed to all construction trade journals specified in Section 22036. The notice will be sent at least 15 calendar days before the date of opening the bids. In addition, SBCCD may give notice as it deems appropriate.

XI. Bid Documents for Pre-Qualification & Formal Bids

The Chancellor or designee, shall approve plans, specifications and working details for all public projects estimated to cost more than the UCCAAP limits.

XII. When Contractors List Has Not Been Prepared: Proprietary Product or Service

- If the District has not prepared a list of contractors for the particular category of work to be performed, the notice inviting bids shall be sent to each of the construction trade journals.
- If the product or service is proprietary in nature, such that it can be legally obtained only from a certain contractor(s) pursuant to Public Contract Code Section 3400, the notice inviting informal bids may be sent exclusively to such contractors.

XIII. Contracts for Maintenance

Contracts for maintenance work may be bid pursuant to the Informal Bidding Procedures described above. Maintenance work is routine, recurring work done for the preservation or protection of a public facility; minor repainting; landscape maintenance including mowing, watering, trimming, pruning, planting or replacement of plants, and servicing of irrigation systems; work performed to keep, operate, or maintain publicly owned water, power, or waste disposal systems.

XIV. Rejection of Bids; Re-solicitation; Use of SBCCD Employees

If SBCCD intends to reject all bids, it must mail the apparent low bidder a written notice of SBCCD's intent to reject the bid at least two business days prior to the hearing at which the bids will be considered. After rejecting all bids, SBCCD may:

- Abandon the project;
- Re-advertise the project; or
- Perform the work with District employees, after passing a resolution by a four-fifths (4/5) majority of the Board of Trustees declaring that the project can be performed more economically by District employees.

References:

Education Code Sections 81641 et seq.;

Labor Code Sections 1770 et seq.;

Public Contract Code Sections 20110 et seq., 20650 et seq., 22000 et seq. (Uniform Public Construction Cost Accounting Act (UPCCAA))

Attachments:

[AP 6350 Bids and Contracts - Construction.docx](#)



Origination:	N/A
Last Approved:	N/A
Last Revised:	N/A
Next Review:	N/A
Owner:	<i>Business & Fiscal Services</i> <i>Business & Fiscal Services</i>
Policy Area:	<i>Chapter 6 General Institution</i>
References:	<i>Legally Required</i>

AP 6365 Contracts - Accessibility of Information Technology

Whenever the District enters into a contract for the purchase, development, procurement, maintenance, or use of any electronic or information technology, the vendor shall certify that it complies with the requirements of Section 508 of the Rehabilitation Act of 1973 and its related regulations. This requirement shall apply to software applications, operating systems, web-based intranet and internet information and applications, telecommunications products, video or multimedia products, self-contained closed products such as copiers, and desktop and portable computers.

Each contract or purchase order with such a vendor shall contain the following provision:

"The vendor hereby warrants that the products or services to be provided under this agreement comply with the accessibility requirements of Section 508 of the Rehabilitation Act of 1973, as amended, and its implementing regulations. Vendor agrees to respond promptly to and resolve any complaints regarding accessibility of its products or services that are brought to its attention. Vendor further agrees to indemnify and hold harmless the District from and against any claim arising out of its failure to comply with these requirements. Failure to comply with these requirements shall constitute a breach and be grounds for termination of this agreement."

References:

Section 508 of the Rehabilitation Act of 1973 (29 U.S. Code Section 794 subdivision d);

36 Code of Federal Regulations Sections 1194.1 et seq.;

Government Code Sections 7405 and 11135;

Title 5 Sections 59300 et seq.

Attachments:

[AP 6365 Accessibility of Information Technology.doc](#)



Origination:	06/1999
Last Approved:	N/A
Last Revised:	09/2019
Next Review:	08/2017
Owner:	Human Resources Human Resources
Policy Area:	Chapter 7 Human Resources
References:	

AP 7110 Delegation of Authority, Human Resources

(Replaces current SBCCD AP 7110)

NOTE: The language in red ink is **legally advised**. Local practice may be inserted. The following language will satisfy requirements.

The Chief Human Resources Officer is delegated responsibility from the Chancellor to [recommend or authorize] employment, develop job responsibilities, and perform other personnel actions provided that all federal and state law and regulations, board policies, and administrative procedures are followed.

- From current SBCCD AP 7110 titled Delegation, Human Resources

A. Authorization to Hire

The authority to contract for employee services is vested in the Board of Trustees. No employment is final until the Board takes official action. In the case of short-term hourly/substitute and student employees, the Board delegates the Chancellor or his/her designee as the authorizing agent for hire.

B. Recommendation for Hire

Recommendations to fill vacant positions or establish new positions may come from the Chancellor, the College Presidents, or the Executive Vice Chancellor ~~of Human Resources~~. The recommending agent must ensure that funds are available to cover the cost of replacement or new positions. The Human Resources Office is responsible for the filling of authorized positions through the established hiring policies and procedures.

C. Recommendation to Hire Student Employees

The Career Center at SBVC and the Campus Business Office at CHC are responsible for processing of student employees including placement, classification, and interface with the Human Resources and Payroll offices.

D. Employee Categories

Employees are assigned to various categories of employment according to Education Code definitions and provisions.

1. Academic Employees

Probationary and regular academic employees are teaching faculty, non-teaching faculty, and Board designated management, and supervisory employees who are paid a monthly salary.

2. Academic Hourly Employees

Academic hourly employees are teaching faculty, non-teaching faculty and Board designated management and supervisory employees who are employed on a temporary basis at an hourly rate. This category includes overload assignments paid on an hourly basis to regular and probationary academic employees. Limitations on hourly assignments for academic bargaining unit members are stated in the SBCDDTA contract. Each hourly academic employee shall file a statement of Minimum Qualification with the Human Resources Office before any service is performed or any payment for services is made. Full-time classified employees who work in an academic hourly capacity must reduce their classified contract by the same number of hours per week.

3. Academic Substitute Employees

Academic substitutes are employed in short- and long-term assignments. Compensation shall be at the appropriate hourly instructional rate for short-term substitutes or at the appropriate monthly salary for long-term substitutes. Each academic substitute shall file a statement of Minimum Qualification with the Human Resources Office before any service is performed or any payment for services is made. Any substitute must be approved by the Human Resources Office and the Board.

4. Regular and Probationary Classified Employees

The regular and probationary classified service includes those employees who do not serve in academic positions but have a designated title, a regular minimum number of assigned hours per day and a specific statement of required duties. These employees are salaried personnel.

5. Short-Term Hourly Employees (non-student)

These employees are employed in positions where the work is usually of a short duration or intermittent in nature. They are paid on an hourly basis. A Request for Short-Term/Substitute Employee must be approved before any work is begun. Specific provisions for short-term hourly employees are listed in Board Policy.

6. Classified Substitutes

Classified substitutes may be provided when a position becomes vacant or when an employee is sick or on vacation. The Request for Short-Term/Substitute Employee is required before a substitute begins work. Substitutes must be approved by the Vice Chancellor of Human Resources. Classified substitutes start on Step A unless previously employed in the District within the previous 24 months. Substitutes shall be employed on an hourly basis. Substitutes in a vacant position shall be employed for no more than 60 calendar days in the assignment.

7. Student Employees

Student employees perform duties assisting an academic program or other general labor or general office duties. Students may be hired as student hourly or work-study employees. Special eligibility criteria and limited use conditions apply as listed in Board Policy. These employees are treated as classified hourly personnel for payroll purposes.

Reference:

Education Code Section 70902(d) ;
ACCJC Accreditation Standard III.A.11

Attachments:

[AP 7110 Delegation of Authority, Human Resources - Comments](#)
[AP 7110 Delegation of Authority, Human Resources - Legal Citations](#)
[AP7110 -OLD.pdf](#)



Origination: 06/2004
Last Approved: N/A
Last Revised: 09/2019
Next Review: 08/2017
Owner: [Human Resources Human Resources](#)
Policy Area: [Chapter 7 Human Resources](#)
References:

BP 7110 Delegation of Authority, Human Resources

(Replaces current SBCCD BP 7110)

~~**NOTE:** Current SBCCD BP 7110 parallels the language recommended by the Policy and Procedure Service.~~

- ~~From current SBCCD BP 7110 titled Delegation, Human Resources~~

The Board ~~of Trustees~~ [Trustees](#) delegates authority to the Chancellor to authorize employment, fix job responsibilities, and perform other personnel actions provided that all federal and state laws and regulations and board policies and administrative procedures have been followed, subject to confirmation by the Board.

Reference:

Education Code Section 70902(d)

Attachments:

- [BP 7110 Delegation of Authority, HR- Comments](#)
- [BP 7110 Delegation of Authority, HR- Legal Citations](#)
- [BP7110 -OLD.pdf](#)

Approval Signatures

Step Description	Approver	Date
Chapter owners are notified	Kristina Hannon	02/2018



Origination:	06/1999
Last Approved:	N/A
Last Revised:	09/2019
Next Review:	10 years after approval
Owner:	Human Resources Human Resources
Policy Area:	Chapter 7 Human Resources
References:	

AP 7236 Substitute and Short Term Employees

~~(Replaces current SBCCD AP 7245)~~

~~**NOTE:** Since statute covers substitute and short term employees, it is **optional** to have a separate procedure. Local practice, if any, may be inserted. The following reflects the requirements of the statute. This procedure applies only to districts not incorporating the merit system.~~

~~**"Substitute employee"** means any person employed to replace any classified employee who is temporarily absent from duty. In addition, one or more substitute employees may be hired for not more than [60 calendar days or the period that is in the collection bargaining agreement] if the District is engaged in a procedure to hire a permanent employee to fill a vacancy in any classified position.~~

~~**"Short term employee"** means any person who is employed to perform a service for the District upon the completion of which the service required or similar services will not be extended or needed on a continuing basis.~~

- ~~▪ From current SBCCD AP 7245 titled Short-Term Hourly Employees~~

SHORT-TERM/SUBSTITUTE HOURLY EMPLOYEES

A. Definition

A short term or substitute employee is any person who is employed to perform a service for the District, upon completion of which, the service required or similar service will not be extended or needed on a continuing basis. (Ed Code 88003) Short-term employees include hourly employees hired under grant provisions or with special funds and professional experts.

B. Term

- Short term employees shall be employed on an hourly basis and shall be employed for less than 175 working days in any school year, including holidays, sick leave, vacation and other leaves of absence irrespective of number of hours worked in a day.
- Short-term employees working over 30 days per semester may not work over 60 hours per monthly pay period without written approval of the Chancellor or designee.
- Short-term employees shall be assigned from a pool of candidates maintained in the Office of Human Resources. Supervisors may request a list of eligible short-term employees by category.
- Substitute employees shall be employed in a classified position in the absence of the regularly

assigned personnel. When the absence is caused by a vacancy, the substitute shall not be employed for more than 60 calendar days.

C. Authorization

Short-term and substitute employment must be approved by the Chancellor or his/her designee before an employee may be assigned.

D. Benefits

Short-term and substitute employees do not earn District health and welfare benefits.

E. Shift Differential

Short-term and substitute employees will be paid a shift differential on the same basis as members of the classified service.

F. Rates

- 1. The Office of Human Resources shall maintain a list of Board approved short-term hourly positions and rates of pay.*
- 2. Compensation for substitute employees shall be at the hourly rate for the first step of the appropriate range on the regular classified salary schedule.*
- 3. Any former employee of the classified service brought back to the District as a substitute employee in the same job classification he/she left will be paid up to the range and step held upon leaving the District, depending upon the recency of experience and the nature of the assignment.*
- 4. No one will be placed higher than the hourly rate for the first step if they have not been a member of the classified service in the District within the last two years.*

G. Assignments

Short-term and substitute employees shall be assigned from a pool of candidates maintained in the Office of Human Resources. Supervisors may request a list of eligible short-term and substitute employees by category.

~~Reference:~~ Reference:

Education Code Section 88003

Attachments:



Origination: N/A
Last Approved: N/A
Last Revised: N/A
Next Review: N/A
Owner: [Human Resources Human Resources](#)
Policy Area: [Chapter 7 Human Resources](#)
References:

BP 7236 Substitute and Short Term Employees

(Replaces current SBCCD BP 7245)

The Chancellor is responsible for authorizing the hiring of short-term employees. A short-term employee is a person employed to perform a service for the District, upon completion of which, the service required or similar service will not be extended or needed on a continuing basis.

Before employing a short-term employee, the Board ~~of Trustees~~[of Trustees](#), at a regularly scheduled ~~Bboard~~[Board](#) meeting, shall specify the service required to be performed by the employee and shall certify the ending date of the service. The ending date may be shortened or extended by the Board, but shall not extend beyond seventy-five percent of an ~~school academic~~[academic](#) year.

Reference:

Education Code ~~Section~~[Section](#) 88003

Attachments:

- [BP 7236 Substitute and Short Term Employees - Comments](#)
- [BP 7236 Substitute and Short Term Employees - Legal Citations](#)
- [BP7236-OLD.pdf](#)

Jul 2021						
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LEGEND

Flex Days	Aug 10, Jan 12		
In-Service Days	Aug 11 – 13, Jan 13 – 14, Apr 12, May 25 (Commencement)		
Term Start Days	Aug 16 (Fall) and Jan 18 (Spring)		
Final Exam Weeks	Dec 11 – 17 (Fall) and May 18 – 24 (Spring)		
Recesses	Nov 22 – 24 (Thanksgiving) and March 21 – 26 (Spring Break)		
Holidays	Jul 5 (Ind. Day Observed)	Sep 6 (Labor Day)	Nov 11 (Veterans Day)
	Nov 25 – 27 (Thanksgiving)	Dec 24 – Jan 1 (Winter Break)	Jan 17 (MLK Day)
	Feb 11 (Lincoln's Bday)	Feb 21 (Washington's Bday)	May 30 (Memorial Day)

This side is for quick reference only (see reverse for the Official SBCCD Academic Calendar)

San Bernardino Community College District

2021-2022 Academic Year

Fall Semester 2021:

Flex Day	August 10
Faculty In-Service Days	August 11 – 13
Instruction Begins	August 16
Labor Day	September 6
Fall Census Day	September 7
Veterans Day	November 11
Thanksgiving Recess	November 22 – 27
Final Exams/Saturday Classes.....	December 11
Final Exams	December 13 – 17
Fall Semester Ends	December 17
Fall Semester Grades Due	December 22
Campus Closed	December 24 – January 1

Spring Semester 2022:

Flex Day	January 12
Faculty In-Service Days	January 13 – 14
Martin Luther King Day	January 17
Instruction Begins.....	January 18
Spring Census Day	February 7
Lincoln’s Birthday	February 11
Washington’s Birthday	February 21
Spring Recess	March 21 – 26
Faculty In-Service Day (no classes in session)	April 12
Final Exams	May 18 – 24
Final Exams/Saturday Classes.....	May 21
Spring Semester Ends	May 24
CHC & SBVC Campus Graduation	May 25
Faculty In-Service Day.....	May 25
Memorial Day	May 30
Spring Grades Due	May 31

Short Term Courses Grades due 5 calendar days after last day of class
Flex Days 2 days of Required Flex to be completed by contract faculty



To: District Assembly
From: Jeremiah Gilbert, President, District Assembly
Chair, Districtwide Institutional Effectiveness Comm.
Date: 11/5/2019
Re: District Enrollment Management Committee

On September 26, 2019 the Districtwide Institutional Effectiveness Committee (DIEC) reviewed the membership and charge of the District Enrollment Management Committee, which has not met since July 19, 2018. After discussion, and taking into account that both campuses have committees that include enrollment management in their charges (Enrollment Strategies Committee at CHC and Enrollment Management & Student Equity Committee at SBVC), the DIEC felt that the work of the District Enrollment Management Committee could be done by the DIEC, the District Budget Committee, and/or District Assembly. As such, the recommendation of the DIEC is to disband the District Enrollment Management Committee.

Attachment: District Enrollment Committee charge and membership

District Enrollment Management Committee (DEMC)

Charge

The District Enrollment Management Committee (DEMC) is charged with operating on a strategic level focusing on districtwide enrollment management issues, including:

1. Developing a comprehensive and integrated District Enrollment Management Plan that:
 - Aligns with the colleges' strategic and educational plans and serves as a guide for enrollment planning at the college level,
 - Supports the colleges' and District's strategic and educational plan,
 - Incorporates board strategic directions as appropriate,
 - Provides for sufficient input from major constituency groups, and
 - Balances strategic scope with measurable objectives/outcomes.
2. Recommending to chancellor's cabinet districtwide initiatives and enrollment strategies to support the achievement of the District's annual enrollment goals.
3. Recommending to the District Budget Committee annual enrollment goals to be incorporated into the Resource Allocation Model.

Membership

- Executive Vice Chancellor (chair)
- Vice Chancellor, Workforce Development, Advancement & Media Systems
- Executive Director, Technology & Educational Support Services
- Executive Director of Research, Planning & Institutional Effectiveness
- Director of Marketing, Public Affairs Government Relations
- Director, Fiscal Services
- Business Manager
- President, SBVC & CHC
- Vice President, Administrative Services, SBVC & CHC
- Vice President, Instruction, SBVC & CHC
- Vice President, Student Services, SBVC & CHC
- Academic Senate Appointee, SBVC & CHC
- Classified Senate Appointee, SBVC & CHC
- CTA Appointee
- CSEA Appointee
- Dean, Institutional Effectiveness, Research, & Planning, SBVC & CHC
- Director, Marketing & Public Relations, SBVC & CHC

Last met: July 19, 2018

Source: http://www.sbccd.org/District_Faculty_-a-,_Staff_Information-Forms/District_Committee_Minutes/enrollment-management



Origination:	N/A
Last Approved:	N/A
Last Revised:	N/A
Next Review:	N/A
Owner:	Chancellor's Cabinet Chancellor's Cabinet:
Policy Area:	Chapter 3 General Institution
References:	Legally Required

AP 3540 Sexual and Other Assaults on Campus

For additional information and resources on sexual assault, domestic violence, dating violence, and stalking in the educational/campus environment, the Department of Justice has established a clearinghouse of resources geared towards colleges and universities, which can be accessed at the California Attorney General's website.

Any sexual assault or physical abuse, including, but not limited to, rape, domestic violence, dating violence, sexual assault, or stalking, as defined by California law, whether committed by an employee, student, or member of the public, occurring on District property, in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District's facilities or at another location, or on an off-campus site or facility maintained by the District, or on grounds or facilities maintained by a student organization, is a violation of District policies and regulations, and is subject to all applicable punishment, including criminal procedures and employee or student discipline procedures. (See also AP 5500 titled Standards of Student Conduct.)

"Sexual assault" includes but is not limited to, rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, or threat of sexual assault.

"Dating violence" means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of a romantic or intimate relationship will be determined based on the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship.

"Domestic violence" includes felony or misdemeanor crimes of violence committed by:

- a current or former spouse of the victim;
- a person with whom the victim shares a child in common;
- a person who is cohabitating with or has cohabitated with the victim as a spouse;
- a person similarly situated to a spouse of the victim under California law; or
- any other person against an adult or youth victim who is protected from that person's acts under California law.

"Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others, or to suffer substantial emotional distress.

It is the responsibility of each person involved in sexual activity to ensure that he or she has the affirmative consent of the other or others to engage in the sexual activity. Lack of protest or resistance does not mean consent, nor does silence mean consent. Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent.

"Affirmative consent" means affirmative, conscious, and voluntary agreement to engage in sexual activity.

These written procedures and protocols are designed to ensure victims of domestic violence, dating violence, sexual assault, or stalking receive treatment and information. (For physical assaults/violence, see also AP 3500, 3510, and 3515)

All students, faculty members or staff members who allege they are the victims of domestic violence, dating violence, sexual assault or stalking on District property shall be provided with information regarding options and assistance available to them. Information shall be available from the District Police, which shall maintain the identity and other information about alleged sexual assault victims as confidential unless and until the District Police is authorized to release such information.

The Office of Student Life, Student Health Services, Health & Welfare Center, District Police, Title IX Coordinator and Human Resources shall provide all alleged victims of domestic violence, dating violence, sexual assault, or stalking with the following:

- A copy of the District's policy and procedure regarding domestic violence, dating violence, sexual assault, or stalking;
- A list of personnel on campus who should be notified and procedures for such notification, if the alleged victim consents;
 - Office of Student Life,
 - Student Health Services,
 - Health & Wellness Center,
 - District Police,
 - Title IX Coordinator
 - Human Resources
- A description of available services, and the persons on campus available to provide those services if requested. Services and those responsible for provided or arranging them include:
 - transportation to a hospital, if necessary by Local Police, District Police or San Bernardino Sexual Assault Services;
 - counseling by Student Health Services, Health & Wellness Center or referral to a counseling center, San Bernardino Sexual Assault Services or Option House;
 - notice to the police, if desired, by Local Police or District Police;
 - a list of other available campus resources or appropriate off-campus resources at the Office of Student Life, Student Health Services, Health & Wellness Center, District Police, Title IX Coordinator and Human Resources.
- A description of each of the following procedures:
 - criminal prosecution;
 - civil prosecution (i.e., lawsuit);
 - District disciplinary procedures, both student and employee;
 - modification of class schedules;
 - tutoring, if necessary.

The Title IX Coordinator should be available to provide assistance to District law enforcement unit employees regarding how to respond appropriately to reports of sexual violence.

The District Title IX Coordinator or Human Resources will investigate all complaints alleging sexual assault under the procedures for sexual harassment investigations described in AP 3435, regardless of whether a complaint is filed with local law enforcement. All alleged victims of domestic violence, dating violence, sexual assault, or stalking on District property shall be kept informed, through the Office of Student Services, District

Police, Title IX Coordinator or Human Resources, of any ongoing investigation. Information shall include the status of any student or employee disciplinary proceedings or appeal; alleged victims of domestic violence, dating violence, sexual assault, or stalking are required to maintain any such information in confidence, unless the alleged assailant has waived rights to confidentiality.

The District shall maintain the identity of any alleged victim or witness of domestic violence, dating violence, sexual assault, or stalking on District property, as defined above, in confidence unless the alleged victim or witness specifically waives that right to confidentiality. All inquiries from reporters or other media representatives about alleged domestic violence, dating violence, sexual assaults, or stalking on District property shall be referred to the District's Public Information Officer which shall work with the Office of Student Services, Student Health Services, Health & Wellness, District Police, Title IX Coordinator or Human Resources to assure that all confidentiality rights are maintained.

Additionally, the Annual Security Report will include a statement regarding the District's programs to prevent sex offenses and procedures that should be followed after a sex offense occurs. The statement must include the following:

- A description of educational programs to promote the awareness of rape, acquaintance rape, other forcible and non-forcible sex offenses, domestic violence, dating violence, or stalking;
- Procedures to follow if a domestic violence, dating violence, sex offense, or stalking occurs, including who should be contacted, the importance of preserving evidence to prove a criminal offense, and to whom the alleged offense should be reported;
- Information on a student's right to notify appropriate law enforcement authorities, including on-campus and local police, and a statement that campus personnel will assist the student in notifying these authorities, if the student so requests;
- Information for students about existing on- and off-campus counseling, mental health, or other student services for victims of sex offenses;
- Notice to students that the campus will change a victim's academic situation after an alleged domestic violence, dating violence, sex offense, or stalking and of the options for those changes, if those changes are requested by the victim and are reasonably available;
- Procedures for campus disciplinary action in cases of an alleged domestic violence, dating violence, sex offense, or stalking including a clear statement that:
 - The accuser and the accused are entitled to the same opportunities to have others present during a disciplinary proceeding; and
 - Both the accuser and the accused must be informed of the outcome of any institutional disciplinary proceeding resulting from an alleged sex offense. Compliance with this paragraph does not violate the Family Educational Rights and Privacy Act. For the purposes of this paragraph, the outcome of a disciplinary proceeding means the final determination with respect to the alleged domestic violence, dating violence, sex offense, or stalking and any sanction that is imposed against the accused.
- A description of the sanctions the campus may impose following a final determination by a campus disciplinary proceeding regarding rape, acquaintance rape, or other forcible or non-forcible sex offenses, domestic violence, dating violence, or stalking.

Education and Prevention Information

The Office of Student Life, Human Resources and the District Police shall:

- Provide, as part of each campus' established on-campus orientation program, education and prevention information about domestic violence, dating violence, sexual assault, or stalking. The information shall be

developed in collaboration with campus-based and community-based victim advocacy organizations.

- Post sexual violence prevention and education information on the campus internet website regarding domestic violence, dating violence, sexual assault and stalking.

References:

Education Code Sections 67385, 67385.7, and 67386;

20 U.S. Code Section 1092(f);

34 Code of Federal Regulations Section 668.46(b)(11)

Attachments:

[AP 3540 Sexual and Other Assaults on Campus
- Comments](#)

[AP 3540 Sexual and Other Assaults on Campus
- Legal Citations](#)

[Legal Update 33 Overview Rev. 10-25-18.docx](#)



Origination: N/A
Last Approved: N/A
Last Revised: N/A
Next Review: N/A
Owner: [Chancellor's Cabinet](#)
[Chancellor's Cabinet:](#)
Policy Area: [Chapter 3 General Institution](#)
References: [Legally Required](#)

BP 3540 Sexual and Other Assaults on Campus

Any sexual assault or physical abuse, including, but not limited to rape as defined by California law, whether committed by an employee, student or member of the public, that occurs on District property, is a violation of District policies and procedures, and is subject to all applicable punishment, including criminal procedures and employee or student discipline procedures. Students, faculty, and staff who may be victims of sexual and other assaults shall be treated with dignity and provided comprehensive assistance.

The Chancellor shall establish administrative procedures that ensure that students, faculty, and staff who are victims of sexual and other assaults receive appropriate information and treatment, and that educational information about preventing sexual violence is provided and publicized as required by law.

The procedures shall meet the criteria contained in Education Code Sections 67385 and 67385.7, AND 67386 and 34 Code of Federal Regulations Section 668.46.

References:

Education Code Sections 67382, 67385, and 67386;
 20 U.S. Code Section 1092(f);
 34 Code of Federal Regulations Section 668.46(b)(11)

Attachments:

[BP 3540 Sexual and Other Assaults on Campus - Comments](#)
[BP 3540 Sexual and Other Assaults on Campus - Legal Citations](#)



Origination:	N/A
Last Approved:	N/A
Last Revised:	N/A
Next Review:	N/A
Owner:	<i>Business & Fiscal Services</i> <i>Business & Fiscal Services</i>
Policy Area:	<i>Chapter 6 General Institution</i>
References:	<i>Legally Advised</i>

AP 6530 District Vehicles

(Replaces current SBCCD AP 6760)

~~All District vehicles and drivers must comply with the California Vehicle Code and Title 13 (Motor Carrier Safety).~~ All District vehicles and drivers must comply with the California Vehicle Code and Title 13 (Motor Carrier Safety).

~~All drivers of District-owned or leased vehicles both on and off campus must have a current license appropriate for the vehicle to be driven.~~ All drivers of District-owned or leased vehicles both on and off campus must have a current license appropriate for the vehicle to be driven.

~~All drivers of District-owned or leased vehicles that carry fifteen or more persons including the driver must have a current Class B license, a current medical certificate and a current First Aid Certificate.~~ All drivers of District-owned or leased vehicles that carry fifteen or more persons including the driver must have a current Class B license, a current medical certificate and a current First Aid Certificate.

~~All District facilities maintaining vehicles defined as buses must keep records of driver's hours, vehicle maintenance, and vehicle inspection records. All of these records must be made available to the California Highway Patrol (CHP). The CHP is required to inspect the records at least once every 13 months.~~ All District facilities maintaining vehicles defined as buses must keep records of driver's hours, vehicle maintenance, and vehicle inspection records. All of these records must be made available to the California Highway Patrol (CHP). The CHP is required to inspect the records at least once every 13 months.

~~All District vehicles with equipment for transporting the disabled must comply with all applicable laws and regulations regarding such vehicles.~~ All District vehicles with equipment for transporting the disabled must comply with all applicable laws and regulations regarding such vehicles.

~~The District shall not operate or lease a 15-passenger van unless the driver holds both a valid class B driver's license, and an endorsement for operating a passenger transportation vehicle issued by the Department of Motor Vehicles.~~ The District shall not operate or lease a 15-passenger van unless the driver holds both a valid class B driver's license, and an endorsement for operating a passenger transportation vehicle issued by the Department of Motor Vehicles.

~~Vehicles made available to the District personnel are for use in the conduct and operation of District business.~~ Vehicles made available to the District personnel are for use in the conduct and operation of District business.

~~Automobiles owned by the District and operated by District personnel may be replaced after _____ miles or _____ model years in age, whichever occurs first.~~ Automobiles owned by the

District and operated by District personnel may be replaced after _____ miles or _____ model years in age, whichever occurs first. (~~NOTE:NOTE:~~ This procedure may also be part of the budget planning process.)

~~Regular or occasional garaging of District-owned vehicles at any location other than the one assigned is permitted only with prior written approval. Home garaging shall meet any one of the criteria listed below:~~ Regular or occasional garaging of District-owned vehicles at any location other than the one assigned is permitted only with prior written approval. Home garaging shall meet any one of the criteria listed below:

- ~~Employees whose duties require regular or frequent reporting to locations other than their regular headquarters before or after regular working hours.~~ Employees whose duties require regular or frequent reporting to locations other than their regular headquarters before or after regular working hours.
- ~~Employees who are regularly or frequently subject to call before or after regular working hours.~~ Employees who are regularly or frequently subject to call before or after regular working hours.
- ~~Employees with assigned vehicles who are headquartered at locations lacking secured overnight garaging facilities.~~ Employees with assigned vehicles who are headquartered at locations lacking secured overnight garaging facilities.

~~The [chief administrative officer] of a location is responsible for controlling access to and use of all District vehicles assigned to that location.~~ The department manager of a location is responsible for controlling access to and use of all District vehicles assigned to that location.

~~The name, home address, employee number, California driver's license number and social security number of any employee to be authorized to drive District vehicles must be submitted to the [designate position] prior to final granting of authorization.~~ The name, home address, employee number, California driver's license number and social security number of any employee to be authorized to drive District vehicles must be submitted to the department manager prior to final granting of authorization.

- ~~From current SBCCD AP 6760 titled Use of Private Vehicles for College Business~~

Use of Private Vehicles for College Business

A. Authorization

Any employee who drives his/her private vehicle on college business must be included on the Approved Drivers List. College business includes any authorized vehicle use in the "line of duty" while driving to conferences, meetings, or other business necessities. No employee shall transport any student in his/her private vehicle on college business.

B. Insurance

- Employees who drive their private vehicle(s) on college business shall maintain in full force the required California minimum insurance on the vehicle in question.
- In case of an accident, the employee's insurance provides primary coverage for both liability and property damage. District insurance provides secondary coverage only for liability or property damage caused by the employee. Repair or damage to the employee's vehicle is the sole responsibility of the employee or the employee's insurance company.
- Employees who sustain an injury as a result of an accident while on authorized District business are covered by Workers' Compensation provisions.

References:

~~Insurance Code Section 11580.1(b);~~

~~Title 13, California Code of Regulations, Division 1, Chapter 1~~[Insurance Code Section 11580.1\(b\);](#)

[Title 13, California Code of Regulations, Division 1, Chapter 1](#)

Attachments:

[AP 6530 District Vehicles - Comments](#)

[AP 6530 District Vehicles - Legal Citations](#)



Origination:	N/A
Last Approved:	N/A
Last Revised:	N/A
Next Review:	N/A
Owner:	<i>Business & Fiscal Services</i> <i>Business & Fiscal Services</i>
Policy Area:	<i>Chapter 6 General Institution</i>
References:	<i>Legally Required</i>

BP 6530 District Vehicles

(Replaces current SBCCD BP 6760)

NOTE: ~~This policy is unique to the SBCCD.~~ NOTE: This policy is unique to the SBCCD.

- ~~From current SBCCD BP 6760 titled Use of Private Vehicles for College Business~~ From current SBCCD BP 6760 titled Use of Private Vehicles for College Business

~~The Chancellor shall create procedures to ensure that each person required by their job description to drive a District-owned vehicle shall maintain a safe driving record. An employee's continuing compliance with such procedures shall be a condition of continued employment in any position requiring the driving of District vehicles.~~ The Chancellor shall create procedures to ensure that each person required by their job description to drive a District-owned vehicle shall maintain a safe driving record. An employee's continuing compliance with such procedures shall be a condition of continued employment in any position requiring the driving of District vehicles.

~~Clearance to drive District-owned vehicles requires the driver/District employee to have in their possession an appropriate, valid California Drivers' License. Verification must be obtainable through the California Department of Motor Vehicles.~~ Clearance to drive District-owned vehicles requires the driver/District employee to have in their possession an appropriate, valid California Drivers' License. Verification must be obtainable through the California Department of Motor Vehicles.

~~The District shall provide vehicles consisting of: vans, sedans, truck/vans, trucks, or other modes of transportation as deemed appropriate to the requirements of the particular job, and patrol cars for District police services.~~ The District shall provide vehicles consisting of: vans, sedans, truck/vans, trucks, or other modes of transportation as deemed appropriate to the requirements of the particular job, and patrol cars for District police services.

~~In the event the District fleet is not adequate in either size or number, the Chancellor may authorize the use of charter buses from private companies in that business and/or the rental of vehicles from a recognized auto/truck rental firm.~~ In the event the District fleet is not adequate in either size or number, the Chancellor may authorize the use of charter buses from private companies in that business and/or the rental of vehicles from a recognized auto/truck rental firm.

Use of Private Vehicles for College Business

Any employee who drives his/her private vehicle on college business must be included on the approved Drivers List, in accordance with administrative regulations provided by the Chancellor.

No employee shall transport any student in his/her private vehicle on college business.

~~Also see BP/AP 4300 titled Field Trips and Excursions~~ Also see [BP/AP 4300 titled Field Trips and Excursions](#)

References:

~~Insurance Code Section 11580.1(b);~~

~~Title 13, California Code of Regulations, Division 1, Chapter 4~~ [Insurance Code Section 11580.1\(b\);](#)

[Title 13, California Code of Regulations, Division 1, Chapter 1](#)

Attachments:

[BP 6530 District Vehicles - Comments](#)

[BP 6530 District Vehicles - Legal Citations](#)

[BP6530- OLD.pdf](#)



Origination:	N/A
Last Approved:	N/A
Last Revised:	N/A
Next Review:	N/A
Owner:	<i>Business & Fiscal Services</i> <i>Business & Fiscal Services</i>
Policy Area:	<i>Chapter 6 General Institution</i>
References:	<i>Legally Required</i>

AP 6750 Parking

(Replaces current SBCCD AP 6750)

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~~

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.

~~B. Parking Permit~~

B. 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

~~Parking citations shall not be issued during regular and late registration periods.~~ "Special Events" parking permits ~~shall~~may be made available free of charge for non-students who participate in such things as theater productions, and "no cite" ~~grace~~ periods ~~shall~~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

~~One-day guest~~ Guest permits are available through the District Office and through the office of College Administrative Services at each campus Department. It is the responsibility of the individual inviting an off-campus guest to secure a ~~one-day~~ parking permit ~~a minimum of 3 days~~ prior to the event.

~~C. Violations/Citations~~

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.

~~D. Liability~~

Student/Public parking areas: Parking citations shall not be issued during the first two weeks of fall and spring semesters, during the first week of each summer session, or when classes are not in session.

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~~

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. ~~No~~ Unless by special permit, no vehicles are permitted on inner campus walks ~~and roadways~~ except for emergency vehicles, authorized construction/maintenance or district owned vehicles, ~~authorized special event support vehicles and vehicles belonging to the District~~ performing assigned duties. ~~Non-District vehicles require a separate~~ The permit may specify that a guide to ensure pedestrian safety is required to walk in front of or beside the vehicle while ~~operating~~ moving on ~~District property~~ 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~~

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, ~~bumper~~ 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/~~employees~~ may purchase parking permits on-line.
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~~line specified in the Fee Refund Policy. ~~Refunds are not provided to employees unless they qualify under the AQMD Ride-Sharing 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 Disabled Student Services Office. It is the responsibility of DSP&S to inform the Police of any such privileges.~~
- ~~7~~6. Vehicles are to be parked in properly marked stalls only. Taking up more than one parking stall is prohibited.
- ~~8~~7. Parking is prohibited in loading zones, posted areas, along red curbing, or red lined areas.
- ~~9~~8. 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~~9. Vehicles parked illegally in reserved parking stalls will be cited for illegal parking.
- ~~11~~10. 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~~11. 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;

Current Status: Pending

PolicyStat ID: 4391930



Origination: 02/2016
Last Approved: N/A
Last Revised: 02/2016
Next Review: 6 years after approval
Owner: Business & Fiscal Services
Business & Fiscal Services
Policy Area: Chapter 6 General Institution
References:

BP 6750 Parking

(Replaces current SBCCD BP 6750)

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

Attachments:

[BP 6750 Parking - Comments](#)
[BP 6750 Parking - Legal Citations](#)



Origination:	08/2018
Last Approved:	01/2019
Last Revised:	01/2019
Next Review:	09/2019
Owner:	<i>Business & Fiscal Services</i> <i>Business & Fiscal Services</i>
Policy Area:	<i>Chapter 6 General Institution</i>
References:	<i>Legally Required</i>

AP 6751 Parking Citation Payment Plan

A registered owner (CVC 460, 505) or person responsible for vehicle citations received on San Bernardino Community College District property shall be eligible to enroll in a payment plan when they have multiple unpaid parking citations.

- A. Once this threshold is met, any citations associated with this vehicle, registered owner, or person responsible may be added to the payment plan, at the time of enrollment.
- B. If additional citations are accrued during the payment plan period, the plan may not be modified to include these citations, nor will a concurrent payment plan be offered.
- C. Citations in a payment plan will not count towards immobilization/tow/impound eligibility pursuant to CVC 22651(i)(l).
- D. Once a vehicle is towed/impounded due to other violations, all citations, including those on a payment plan, are immediately due pursuant to CVC 22551(i)(l)(C).

The fee to enroll in a payment plan is \$25.

Applied late fees, as well as any late fees not yet applied, will be placed in abeyance while the payment plan is in place. If the individual adheres to the plan terms, these late fees will be waived once the payment plan is complete.

- A. If an individual defaults on the payment plan, a subsequent payment plan will not be offered for those citations and any late fees placed in abeyance will be immediately reinstated. The total amount due, including all late fees, will be submitted to the appropriate Department of Motor Vehicles for a Registration hold on the vehicle. An Academic Hold will be placed on the Students records until the total fees are paid in full.
- B. The request for a payment plan must be made before the citation is transferred to DMV for collection. (21 days after issue of the citation}.

Once the payment plan is in place and the individual is adhering to its terms, an itemization of unpaid parking penalties and service fees will not be filed with the DMV (also known as a "DMV Registration Hold") and any DMV Registration Hold in place will be temporarily removed pending satisfactorily completing the payment plan.

At plan enrollment, an initial payment of \$25 or 10% of the amount owed (whichever amount is greater), plus the \$25 enrollment fee, is required.

Payments must be made each calendar month.

- A. There is no grace period for late payments.
- B. For mailed payments, a postmark is acceptable to meet this requirement.

Payment plan duration

1st months payment will be \$25 or 10% of unpaid fines (whichever amount is greater) plus the \$25 enrollment plan fee. Subsequent month payments will be determined by dividing the remaining balance by 4.

Definitions

Late: The citation is past 21 days from issuance and 14 days from mailing of the reminder notice and additional fees may be applied.

Delinquent: The citation is unpaid. Late fees may or may not have been applied. Person responsible: The individual who has opted to enter into the payment plan with the campus.

Reference:

California Assembly Bill No. 503 (Chapter 741)

Attachments:

Approval Signatures

Step Description	Approver	Date
	Stacey Nikac: Administrator	08/2018
	Stacey Nikac: Administrator	08/2018
	Stacey Nikac: Administrator	08/2018
	Stacey Nikac: Administrator	08/2018
	Stacey Nikac: Administrator	08/2018
	Stacey Nikac: Administrator	08/2018



Origination: 08/2018
Last Approved: 01/2019
Last Revised: 01/2019
Next Review: 09/2019
Owner: Policy Stat
Policy Area: Chapter 6 General Institution
References: Legally Required

BP 6751 Parking Citation Payment Plan

The Board shall establish an Administrative Procedure where a registered owner (CVC 460, 505) or person responsible for vehicle citations received on San Bernardino Community College District property shall be eligible to enroll in a payment plan when they have multiple unpaid parking citations.

Reference:

California Assembly Bill No. 503 (Chapter 741)

Attachments:

Approval Signatures

Step Description	Approver	Date
	Stacey Nikac: Administrator	08/2018
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	Stacey Nikac: Administrator	08/2018
	Stacey Nikac: Administrator	08/2018
	Stacey Nikac: Administrator	08/2018
	Stacey Nikac: Administrator	08/2018



Origination: N/A
Last Approved: N/A
Last Revised: N/A
Next Review: N/A
Owner: Human Resources Human Resources
Policy Area: Chapter 7 Human Resources
References: Good Practice/Optional

AP 7210 Academic Employees

(Replaces current SBCCD AP 7210 and from current AP 7240 titled Academic Employees, Non-Management AP 7210)

- ~~From current SBCCD AP 7240 titled Academic Employees, Non-Management~~

~~HIRING OF FULL-TIME FACULTY~~ HIRING OF FULL-TIME FACULTY

~~The San Bernardino Community College -District seeks a qualified and diverse administration, faculty, and staff dedicated to student success. The District is committed to an open and inclusive hiring process that supports the goals of equal opportunity and diversity, providing equal consideration and opportunities for all qualified candidates. The goal of every hiring process is to select the qualified candidate who best meets the needs of our students.~~ The San Bernardino Community College -District seeks a qualified and diverse administration, faculty, and staff dedicated to student success. The District is committed to an open and inclusive hiring process that supports the goals of equal opportunity and diversity, providing equal consideration and opportunities for all qualified candidates. The goal of every hiring process is to select the qualified candidate who best meets the needs of our students.

~~The faculty, staff, and administration recognize the importance of an effective hiring process that reflects mutual professional responsibility and interest in achieving the common goal of hiring outstanding faculty that will enhance the learning experience for all students and fulfill the mission and goals of the College and the District.~~ The faculty, staff, and administration recognize the importance of an effective hiring process that reflects mutual professional responsibility and interest in achieving the common goal of hiring outstanding faculty that will enhance the learning experience for all students and fulfill the mission and goals of the College and the District.

~~Hiring faculty, classified staff, and administrators is accomplished through selection committees, which produce a recommendation of a final candidate from the President, or other appropriate administrator, to the Chancellor to recommend to the Board for employment.~~ Hiring faculty, classified staff, and administrators is accomplished through selection committees, which produce a recommendation of a final candidate from the President, or other appropriate administrator, to the Chancellor to recommend to the Board for employment.

~~HIRING QUALIFICATIONS~~ HIRING QUALIFICATIONS

~~Minimum Qualifications~~ Minimum Qualifications

~~The San Bernardino Community College District has established the following hiring qualifications for all faculty positions:~~ The San Bernardino Community College District has established the following hiring qualifications for all faculty positions:

- ~~1. Demonstrated sensitivity to, understanding of and respect for the diverse academic, socioeconomic, cultural, religious, sexual orientation, disability, and ethnic backgrounds of community college students.~~ Demonstrated sensitivity to, understanding of and respect for the diverse academic, socioeconomic, cultural, religious, sexual orientation, disability, and ethnic backgrounds of community college students.
- ~~2. The Minimum Qualifications 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.~~ The Minimum Qualifications 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 equivalent qualifications reviewed and considered for meeting minimum qualifications.~~ All applicants will be provided the opportunity to have equivalent qualifications reviewed and considered for meeting minimum qualifications.

~~Application Procedure~~ Application Procedure

- ~~1. The Human Resources Office will determine which applicants meet minimum qualifications as set forth in the job announcement based on information provided on the official application for employment and verified by copies of transcripts provided by the applicant. Applicants not having minimum qualifications but requesting consideration of equivalent qualifications will be separated from those determined to meet minimum qualifications. If there is any discrepancy between the established minimum qualifications and the qualifications presented by an applicant as meeting minimum qualifications, that applicant's file will be grouped with the applications requesting consideration of equivalent qualifications. Applicant groups for equivalency review will have their qualifications evaluated by the Equivalency Committee, in accordance with the Equivalency Policy and Procedures.~~ The Human Resources Office will determine which applicants meet minimum qualifications as set forth in the job announcement based on information provided on the official application for employment and verified by copies of transcripts provided by the applicant. Applicants not having minimum qualifications but requesting consideration of equivalent qualifications will be separated from those determined to meet minimum qualifications. If there is any discrepancy between the established minimum qualifications and the qualifications presented by an applicant as meeting minimum qualifications, that applicant's file will be grouped with the applications requesting consideration of equivalent qualifications. Applicant groups for equivalency review will have their qualifications evaluated by the Equivalency Committee, in accordance with the Equivalency Policy and Procedures.
- ~~2. The files of all applicants who meet minimum qualifications or who have had equivalent qualifications determined by the Equivalency Committee will be reviewed by the selection committee. The selection committee will not review the file of any applicant who does not meet minimum qualifications or who has~~

~~not been determined as possessing equivalent qualifications by the Equivalency Committee. Should the selection committee have any concern about the pool or process, the selection committee chair may confer with the Vice Chancellor of Human Resources & Employee Relations regarding these concerns.~~The files of all applicants who meet minimum qualifications or who have had equivalent qualifications determined by the Equivalency Committee will be reviewed by the selection committee. The selection committee will not review the file of any applicant who does not meet minimum qualifications or who has not been determined as possessing equivalent qualifications by the Equivalency Committee. Should the selection committee have any concern about the pool or process, the selection committee chair may confer with the Vice Chancellor of Human Resources & Employee Relations regarding these concerns.

3. ~~For disciplines for which the master's degree is not generally expected or available (as designated in Minimum Qualifications for Faculty & Administrators in California Community Colleges, adopted by the Board of Governors), a "year of professional experience" shall be considered the period of time which the District accepts as a regular work year on a full-time basis. One year of professional experience must have been completed within the three years prior to the closing date for applications for the position. The minimum qualifications listed on the job announcement should identify the specific types of professional experience required for the position.~~For disciplines for which the master's degree is not generally expected or available (as designated in Minimum Qualifications for Faculty & Administrators in California Community Colleges, adopted by the Board of Governors), a "year of professional experience" shall be considered the period of time which the District accepts as a regular work year on a full-time basis. One year of professional experience must have been completed within the three years prior to the closing date for applications for the position. The minimum qualifications listed on the job announcement should identify the specific types of professional experience required for the position.
4. ~~For disciplines for which the master's degree is not generally expected or available (as designated in Minimum Qualifications for Faculty & Administrators in California Community Colleges, adopted by the Board of Governors), the appropriate, valid certification or license to practice shall be stipulated based on the instructional responsibilities of the position. If no certificate or license is appropriate to the position, no certificate or license will be listed as a minimum qualification.~~For disciplines for which the master's degree is not generally expected or available (as designated in Minimum Qualifications for Faculty & Administrators in California Community Colleges, adopted by the Board of Governors), the appropriate, valid certification or license to practice shall be stipulated based on the instructional responsibilities of the position. If no certificate or license is appropriate to the position, no certificate or license will be listed as a minimum qualification.

~~Desirable Qualifications:~~Desirable Qualifications:

1. ~~Job announcements may include a set of "desirable qualifications," separate from the minimum qualifications. These desirable characteristics that support the responsibilities of the position.~~Job announcements may include a set of "desirable qualifications," separate from the minimum qualifications. These desirable characteristics that support the responsibilities of the position.
2. ~~The combination of the minimum qualifications and the job-related desirable qualifications will be used as the basis for decision-making throughout the selection, interview, and recommendation of applicants.~~The combination of the minimum qualifications and the job-related desirable qualifications will be used as the basis for decision-making throughout the selection, interview, and recommendation of applicants.

~~Establishing Minimum and Desirable Qualifications (See AP 7211 titled Faculty Service Areas, Minimum Qualifications, and Equivalencies)~~Establishing Minimum and Desirable Qualifications (See AP 7211 titled

Faculty Service Areas, Minimum Qualifications, and Equivalencies)

- ~~The minimum and desirable qualifications will be identified by discipline faculty in consultation with the Division/Department Dean or other appropriate administrator and included in an initial draft. When no full-time faculty member currently teaches the discipline, at least two full-time faculty in a reasonably related discipline will draft the desirable qualifications in consultation with the Division/Department Dean or appropriate administrator.~~
The minimum and desirable qualifications will be identified by discipline faculty in consultation with the Division/Department Dean or other appropriate administrator and included in an initial draft. When no full-time faculty member currently teaches the discipline, at least two full-time faculty in a reasonably related discipline will draft the desirable qualifications in consultation with the Division/Department Dean or appropriate administrator.
- ~~The Vice Chancellor of Human Resources and Employee Relations or her/his designee will monitor the minimum and desirable qualifications for adverse impact on groups that have been historically under-represented. If the Vice Chancellor of Human Resources and Employee Relations or designee believes the qualifications appear to be too restrictive, he/she will meet with the discipline faculty and the Division/Department Dean or appropriate administrator to review the qualifications. If discriminatory intent or effect is identified, the Vice Chancellor of Human Resources and Employee Relations shall confer with the appropriate Vice President and the Academic Senate President to determine necessary remedies.~~
The Vice Chancellor of Human Resources and Employee Relations or her/his designee will monitor the minimum and desirable qualifications for adverse impact on groups that have been historically under-represented. If the Vice Chancellor of Human Resources and Employee Relations or designee believes the qualifications appear to be too restrictive, he/she will meet with the discipline faculty and the Division/Department Dean or appropriate administrator to review the qualifications. If discriminatory intent or effect is identified, the Vice Chancellor of Human Resources and Employee Relations shall confer with the appropriate Vice President and the Academic Senate President to determine necessary remedies.

~~PROCEDURES~~ PROCEDURES

~~The goal of every hiring process is to select the qualified candidate who best meets the needs of our diverse student population.~~
The goal of every hiring process is to select the qualified candidate who best meets the needs of our diverse student population.

~~Establishing the Position~~ Establishing the Position

~~Any request to fill new or vacant positions must be processed through the appropriate Manager and the Human Resources Office, and must receive approval by the Chancellor before any position announcement is made.~~
Any request to fill new or vacant positions must be processed through the appropriate Manager and the Human Resources Office, and must receive approval by the Chancellor before any position announcement is made.

- ~~Faculty positions are identified by a process established by each College and Fiscal Services.~~
Faculty positions are identified by a process established by each College and Fiscal Services.
- ~~Chancellor approves faculty positions from those requested by the Colleges.~~
Chancellor approves faculty positions from those requested by the Colleges.
- ~~Human Resources receives the Staffing Requisition approved by the Chancellor and begins the search process.~~
Human Resources receives the Staffing Requisition approved by the Chancellor and begins the search process.

~~Position Announcement~~ Position Announcement

- ~~The Announcement of a Position will be drafted by the faculty of the discipline and the Division/ Department Dean or appropriate administrator who established the minimum and desirable qualifications for the position (See "Establishing Minimum and Desirable Qualifications") in consultation with the Vice Chancellor of Human Resources and Employee Relations or designee and the appropriate Vice President.~~

~~Job announcements shall clearly state job specifications setting forth the minimum and desired qualifications for the position. Job announcements including any "desired" qualifications beyond the minimums shall be reviewed by Human Resources before the position is announced to ensure conformity with the guidelines of the Board of Governors for the California Community Colleges, the requirements of Title 5 and State and Federal non-discrimination laws.~~ The Announcement of a Position will be drafted by the faculty of the discipline and the Division/Department Dean or appropriate administrator who established the minimum and desirable qualifications for the position (See "Establishing Minimum and Desirable Qualifications") in consultation with the Vice Chancellor of Human Resources and Employee Relations or designee and the appropriate Vice President.

Job announcements shall clearly state job specifications setting forth the minimum and desired qualifications for the position. Job announcements including any "desired" qualifications beyond the minimums shall be reviewed by Human Resources before the position is announced to ensure conformity with the guidelines of the Board of Governors for the California Community Colleges, the requirements of Title 5 and State and Federal non-discrimination laws.

- ~~Position announcements will include the following sections:~~ Position announcements will include the following sections:

~~Position Title~~ Position Title

~~Application Deadline~~

~~**Introduction:** A brief description of the position and the relationship of the position to college offerings and activities.~~

~~**Minimum Qualifications:**—A statement including the established minimum qualifications, the appropriate valid credential(s), the provision for equivalencies, and reference to "demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, ethnic background of community college students." (See Minimum Qualifications for Faculty and Administrators in California Community Colleges.)~~

~~**Desirable Qualifications:** Those job related qualifications that are desirable but not essential to perform the job.~~

~~**Duties of the Position:** A list of typical duties including the following:~~ **Application Deadline**

Introduction: A brief description of the position and the relationship of the position to college offerings and activities.

Minimum Qualifications:—A statement including the established minimum qualifications, the appropriate valid credential(s), the provision for equivalencies, and reference to "demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, ethnic background of community college students." (See Minimum Qualifications for Faculty and Administrators in California Community Colleges.)

Desirable Qualifications: Those job related qualifications that are desirable but not essential to perform the job.

Duties of the Position: A list of typical duties including the following:

- ~~A brief description of the primary responsibilities (e.g. Faculty will teach to the outline of record for the specific assignment and maintain a current syllabus).~~ A brief description of the primary responsibilities (e.g. Faculty will teach to the outline of record for the specific assignment and maintain a current syllabus).
- ~~A description of any co-curricular responsibilities (e.g. coaching, directing).~~ A description of any co-curricular responsibilities (e.g. coaching, directing).
- ~~Reference to scheduling considerations (e.g. assignment to evening duties).~~ Reference to scheduling considerations (e.g. assignment to evening duties).
- ~~Leadership responsibilities related to the academic and/or co-curricular assignment (e.g. advisory committee, standing committees, curriculum development).~~ Leadership responsibilities related to the academic and/or co-curricular assignment (e.g. advisory committee, standing committees, curriculum development).
- ~~A description of institutional service responsibilities (e.g. five hours of institutional service, five office hours).~~ A description of institutional service responsibilities (e.g. five hours of institutional service, five office hours).
- ~~A description of any other duties unique to the position.~~ A description of any other duties unique to the position.
- ~~Closing date and address for submission of application materials.~~ Closing date and address for submission of application materials.

~~**Salary and Benefits:** A statement of the salary range and a brief narrative description of fringe benefits in effect at the time of the announcement.~~

~~**Application Process:** Instructions regarding the completion of the application process and a statement that incomplete applications will not be considered by the selection committee.~~

~~The application process will include the following:~~ **Salary and Benefits:** A statement of the salary range and a brief narrative description of fringe benefits in effect at the time of the announcement.

Application Process: Instructions regarding the completion of the application process and a statement that incomplete applications will not be considered by the selection committee.

The application process will include the following:

- ~~An official district application form including a separate form for requests for equivalency along with a brief narrative description of the equivalency criteria appropriate to the minimum qualifications for the position Applicants will be instructed to provide a narrative description of their equivalent experience along with transcripts and other documentation to support their request for equivalency.~~ An official district application form including a separate form for requests for equivalency along with a brief narrative description of the equivalency criteria appropriate to the minimum qualifications for the position Applicants will be instructed to provide a narrative description of their equivalent experience along with transcripts and other documentation to support their request for equivalency.
- ~~A Letter of Application (A cover letter indicating explicitly how each of the minimum qualifications are met.)~~ A Letter of Application (A cover letter indicating explicitly how each of the minimum qualifications are met.)
- ~~Official or unofficial transcripts for all college course work, including those generated from the Internet, to establish an applicant's file (An official transcript will be required before any offer of employment for the applied-for position).~~ Official or unofficial transcripts for all college course work, including those generated from the Internet, to establish an applicant's file (An official transcript will be required before any offer of employment for the applied-for position).
- ~~A curriculum vitae or resume.~~ A curriculum vitae or resume.
- ~~When appropriate, verification of credentials (community college instructor credential, vocational credential, and/or license).~~ When appropriate, verification of credentials (community college instructor credential, vocational credential, and/or license).
- ~~When appropriate, verification of "professional experience" as articulated in the minimum and desirable qualifications.~~

~~When appropriate, additional support materials may be requested. Such materials may include letters of recommendation, work samples (e.g. videotapes, portfolios, written materials) and other materials directly related to the criteria established in the minimum and desirable qualifications.~~ When appropriate, verification of "professional experience" as articulated in the minimum and desirable qualifications.

When appropriate, additional support materials may be requested. Such materials may include letters of recommendation, work samples (e.g. videotapes, portfolios, written materials) and other materials directly related to the criteria established in the minimum and desirable qualifications.

Selection Process: ~~A brief description of the selection process including:~~ A brief description of the selection process including:

- ~~The review by a selection committee to select candidates for interviews~~ The review by a selection committee to select candidates for interviews
- ~~An interview of candidates by the selection committee of faculty, administration, academic senate representatives and other appropriate district personnel~~ An interview of candidates by the selection committee of faculty, administration, academic senate representatives and other appropriate district personnel
- ~~An interview of finalists by the President or designee~~ An interview of finalists by the President or designee
- ~~Final recommendation to the Board of Trustees by the Chancellor of the District~~ Final

recommendation to the Board of Trustees by the Chancellor of the District

- ~~A description of any other selection activities that are anticipated at the time of the announcement (e.g. a sample teaching demonstration, role playing, sample assignments, a questionnaire)~~A description of any other selection activities that are anticipated at the time of the announcement (e.g. a sample teaching demonstration, role playing, sample assignments, a questionnaire)
- ~~Notice to All Candidates:~~Notice to All Candidates:
 - ~~The requirements of the Immigration Reform and Control Act of 1987~~The requirements of the Immigration Reform and Control Act of 1987
 - ~~Initial assignment information~~Initial assignment information
 - ~~Reasonable accommodation notice:~~Reasonable accommodation notice:
 - ~~If accommodations are needed for the application process in compliance with the Americans with Disabilities Act, please inform the Human Resources Office. The application/interview process may involve speaking, reading, writing, and answering questions or other test taking procedures. If you believe you may need reasonable accommodation to perform any of these tasks, need to inquire as to the specific nature of the tasks, or to assure physical access to the interview site, please contact the Office of Human Resources at (909) 382-4040 and ask for the individual responsible for the scheduling and monitoring of employment interviews.~~If accommodations are needed for the application process in compliance with the Americans with Disabilities Act, please inform the Human Resources Office. The application/interview process may involve speaking, reading, writing, and answering questions or other test taking procedures. If you believe you may need reasonable accommodation to perform any of these tasks, need to inquire as to the specific nature of the tasks, or to assure physical access to the interview site, please contact the Office of Human Resources at (909) 382-4040 and ask for the individual responsible for the scheduling and monitoring of employment interviews.

~~Statement of Equal Employment Opportunity including reference to "encouraging applications from underrepresented minorities and the disabled."~~Statement of Equal Employment Opportunity including reference to "encouraging applications from underrepresented minorities and the disabled."

3. ~~The Vice Chancellor of Human Resources & Employee Relations or designee will review the draft of the job announcement for the potential for adverse impact pursuant to provisions in #2 of "Establishing Minimum and Desirable Qualifications."~~The Vice Chancellor of Human Resources & Employee Relations or designee will review the draft of the job announcement for the potential for adverse impact pursuant to provisions in #2 of "Establishing Minimum and Desirable Qualifications."
4. ~~The final draft of the job announcement will be reviewed by the discipline faculty and the Division Dean or appropriate administrator, and then returned to the Office of Human Resources.~~The final draft of the job announcement will be reviewed by the discipline faculty and the Division Dean or appropriate administrator, and then returned to the Office of Human Resources.
5. ~~Upon the approval of the final draft of the announcement, the Division/Department Dean or appropriate administrator for the position will set a tentative timetable for the hiring process (e.g. Selection committee orientation/training, application review) in consultation with the discipline faculty, the Vice Chancellor of Human Resources & Employee Relations or designee and the appropriate Vice President.~~Upon the approval of the final draft of the announcement, the Division/Department Dean or appropriate administrator for the position will set a tentative timetable for the hiring process (e.g. Selection committee orientation/training, application review) in consultation with the discipline faculty, the Vice Chancellor of

Human Resources & Employee Relations or designee and the appropriate Vice President.

~~Applications~~Applications

~~Human Resources accepts applications and supplemental materials until 4:30 pm on the closing date.~~Human Resources accepts applications and supplemental materials until 4:30 pm on the closing date.

~~Human Resources will review the composition of the applicant pool to ensure that any failure to obtain projected representation for any monitored group is not due to discriminatory recruitment procedures. If necessary to establish an adequate and representative pool, the application closing date shall be extended and additional recruitment shall be conducted. (A "monitored group" means those groups identified by state and federal regulations for which monitoring and reporting are required. According to the provisions of Title 5 53004 (B), each applicant shall be afforded the opportunity to identify his or her gender, ethnic group identification, and if applicable, his or her disability.) After the pool is approved, all complete applications will be forwarded to the Selection Committee for consideration.~~Human Resources will review the composition of the applicant pool to ensure that any failure to obtain projected representation for any monitored group is not due to discriminatory recruitment procedures. If necessary to establish an adequate and representative pool, the application closing date shall be extended and additional recruitment shall be conducted. (A "monitored group" means those groups identified by state and federal regulations for which monitoring and reporting are required. According to the provisions of Title 5 53004 (B), each applicant shall be afforded the opportunity to identify his or her gender, ethnic group identification, and if applicable, his or her disability.) After the pool is approved, all complete applications will be forwarded to the Selection Committee for consideration.

~~Recruitment and Advertising~~Recruitment and Advertising

~~Faculty positions are advertised for a minimum of thirty (30) days.~~Faculty positions are advertised for a minimum of thirty (30) days.

~~Any ads placed in publications will contain the statement "An Equal Opportunity Employer."~~Any ads placed in publications will contain the statement "An Equal Opportunity Employer."

~~New faculty will be recruited by means of wide dissemination of job announcements, with special efforts to contact referral sources for underrepresented minorities, persons with disabilities, and women. This dissemination will be the responsibility of the Office of Human Resources.~~New faculty will be recruited by means of wide dissemination of job announcements, with special efforts to contact referral sources for underrepresented minorities, persons with disabilities, and women. This dissemination will be the responsibility of the Office of Human Resources.

~~A complete record will be maintained of all efforts to disseminate information and the response regarding the job opportunity. The record to be kept by the Office of Human Resources includes: (1) recruitment sources, (2) number of applicants for a specific position, and (3) gender, race, and disability status of applicants.~~A complete record will be maintained of all efforts to disseminate information and the response regarding the job opportunity. The record to be kept by the Office of Human Resources includes: (1) recruitment sources, (2) number of applicants for a specific position, and (3) gender, race, and disability status of applicants.

~~Notification of position openings will be mailed to colleges, universities, and organizations committed to providing equal employment opportunities to a wide range of applicants. In addition, positions are advertised locally and in professional journals and related publications when appropriate, and the State Chancellor's Office Job Registry and on the internet as recommended by the appropriate Division/Department Dean or a Vice President.~~Notification of position openings will be mailed to colleges, universities, and organizations

committed to providing equal employment opportunities to a wide range of applicants. In addition, positions are advertised locally and in professional journals and related publications when appropriate, and the State Chancellor's Office Job Registry and on the internet as recommended by the appropriate Division/Department Dean or a Vice President.

~~SELECTION COMMITTEE~~ SELECTION COMMITTEE

~~Membership~~ Membership

~~Selection committees for faculty positions will be established and convened by the Division/Department Dean or other appropriate administrator or his/her designee.~~ Selection committees for faculty positions will be established and convened by the Division/Department Dean or other appropriate administrator or his/her designee.

- ~~The Division/Department Dean or appropriate administrator for the position will consult with the faculty in the discipline covered by the job announcement to formulate a preliminary list of candidates to serve as selection committee members. If no full-time faculty currently teaches in the discipline, the Division/Department Dean or appropriate administrator will consult with at least two full-time faculty in reasonably related disciplines.~~ The Division/Department Dean or appropriate administrator for the position will consult with the faculty in the discipline covered by the job announcement to formulate a preliminary list of candidates to serve as selection committee members. If no full-time faculty currently teaches in the discipline, the Division/Department Dean or appropriate administrator will consult with at least two full-time faculty in reasonably related disciplines.
- ~~The President of the Academic Senate, after consultation with faculty in the discipline of the position and with the appropriate Division Dean, will appoint the faculty to serve on the selection committee.~~

~~Membership on all selection committees is confidential.~~ The President of the Academic Senate, after consultation with faculty in the discipline of the position and with the appropriate Division Dean, will appoint the faculty to serve on the selection committee.

Membership on all selection committees is confidential.

- ~~An Equal Opportunity Representative from outside of the department/program shall be appointed to the Committee by the Vice Chancellor of Human Resources and Employee Relations or his/her designee. The Equal Opportunity Representative is a non-voting member.~~ An Equal Opportunity Representative from outside of the department/program shall be appointed to the Committee by the Vice Chancellor of Human Resources and Employee Relations or his/her designee. The Equal Opportunity Representative is a non-voting member.
- ~~The Committee should also include representation from those employees or employee groups who are served by or otherwise interact with the position. If a classified employee is selected to serve on the committee, the President of CSEA will provide the names of individuals nominated to serve as the representative from the Senate. The hiring supervisor will select appropriate committee member(s) from those nominees.~~ The Committee should also include representation from those employees or employee groups who are served by or otherwise interact with the position. If a classified employee is selected to serve on the committee, the President of CSEA will provide the names of individuals nominated to serve as the representative from the Senate. The hiring supervisor will select appropriate committee member(s) from those nominees.

- ~~The Search Committee should normally have no fewer than five (5) and no more than nine (9) members.~~ The Search Committee should normally have no fewer than five (5) and no more than nine (9) members.
- ~~A majority of the membership of the selection committee shall be faculty.~~ A majority of the membership of the selection committee shall be faculty.
- ~~Every Selection Committee will include the Division/Department Dean or appropriate administrator or their designee.~~ Every Selection Committee will include the Division/Department Dean or appropriate administrator or their designee.
- ~~The chair of the Committee will be chosen by a majority vote of the committee.~~ The chair of the Committee will be chosen by a majority vote of the committee.
- ~~When possible, every effort will be made, within the limits allowed by federal and state law, to ensure selection/screening committees include a diverse membership, which will bring a variety of perspectives to the assessment of application qualifications. Selection/screening committees will be encouraged to include members from monitored groups.~~ When possible, every effort will be made, within the limits allowed by federal and state law, to ensure selection/screening committees include a diverse membership, which will bring a variety of perspectives to the assessment of application qualifications. Selection/screening committees will be encouraged to include members from monitored groups.
- ~~The supervising administrator on the Committee will provide clerical/technical support and coordination.~~ The supervising administrator on the Committee will provide clerical/technical support and coordination.

~~If unusual circumstances prevent the formation of a Selection Committee as described herein, the Division/Department Dean or appropriate administrator for the position will consult with the Vice Chancellor of Human Resources and Employee Relations or designee to determine a reasonable representation. However, the final composition of the Selection committee shall remain confidential.~~ If unusual circumstances prevent the formation of a Selection Committee as described herein, the Division/Department Dean or appropriate administrator for the position will consult with the Vice Chancellor of Human Resources and Employee Relations or designee to determine a reasonable representation. However, the final composition of the Selection committee shall remain confidential.

~~The Selection committee membership list will be forwarded to the Vice Chancellor of Human Resources and Employee Relations or designee for review. If the Vice Chancellor of Human Resources and Employee Relations or designee has concerns about the membership list relative to the representation requirements set forth in this regulation, that officer will recommend changes to the Division/Department Dean or appropriate administrator. It will be the responsibility of the Division/Department Dean or appropriate administrator to communicate the resolution of any concerns to the individual(s) in question. The Human Resources Generalist will be copied on all membership lists.~~ The Selection committee membership list will be forwarded to the Vice Chancellor of Human Resources and Employee Relations or designee for review. If the Vice Chancellor of Human Resources and Employee Relations or designee has concerns about the membership list relative to the representation requirements set forth in this regulation, that officer will recommend changes to the Division/Department Dean or appropriate administrator. It will be the responsibility of the Division/Department Dean or appropriate administrator to communicate the resolution of any concerns to the individual(s) in question. The Human Resources Generalist will be copied on all membership lists.

Training

~~All faculty, staff, and administrators involved in hiring faculty must receive training on diversity and the employment process for each Committee on which they serve. Such training will be provided by the Office of Human Resources at the first meeting of the Committee. It is the responsibility of the Chair to insure that each~~

~~Committee member receives the required training that includes:~~All faculty, staff, and administrators involved in hiring faculty must receive training on diversity and the employment process for each Committee on which they serve. Such training will be provided by the Office of Human Resources at the first meeting of the Committee. It is the responsibility of the Chair to insure that each Committee member receives the required training that includes:

- ~~Discussion of District commitment to equal opportunity, diversity, and student success~~Discussion of District commitment to equal opportunity, diversity, and student success
- ~~The search and selection process~~The search and selection process
- ~~Role of the Selection Committee~~Role of the Selection Committee
- ~~Development of selection criteria~~Development of selection criteria
- ~~Writing effective interview questions~~Writing effective interview questions
- ~~Role of the Equal Opportunity Representative~~Role of the Equal Opportunity Representative
- ~~Confidentiality~~Confidentiality

~~Responsibilities of the Selection Committee~~Responsibilities of the Selection Committee

~~Members of the Search Committee have the following responsibilities:~~Members of the Search Committee have the following responsibilities:

- ~~Participate fully in all selection committee meetings.~~Participate fully in all selection committee meetings.
- ~~Disclose personal relationships with or knowledge of or potential conflict of interest regarding any applicant.~~

~~The relative or spouse or registered domestic partner of an applicant will not serve on a selection committee for which a relative/spouse/registered domestic partner is a candidate. For the purpose of this regulation, a relative is the mother, father, grandfather, grandmother, grandchild, son, daughter, son-in-law, daughter-in-law, brother, brother-in-law, sister, sister-in-law, niece, or nephew of the committee member. It is the responsibility of the committee member to notify the committee if it is not immediately clear that a candidate is a relative.~~Disclose personal relationships with or knowledge of or potential conflict of interest regarding any applicant.

The relative or spouse or registered domestic partner of an applicant will not serve on a selection committee for which a relative/spouse/registered domestic partner is a candidate. For the purpose of this regulation, a relative is the mother, father, grandfather, grandmother, grandchild, son, daughter, son-in-law, daughter-in-law, brother, brother-in-law, sister, sister-in-law, niece, or nephew of the committee member. It is the responsibility of the committee member to notify the committee if it is not immediately clear that a candidate is a relative.

- ~~Review the Administrative Regulations for hiring full-time faculty~~Review the Administrative Regulations for hiring full-time faculty
- ~~Review the position announcement.~~Review the position announcement.
- ~~Identify selection criteria based on the minimum and desired qualifications for the position. Selection criteria will include an evaluation of the extent to which applicants explicitly demonstrate sensitivity to and understanding of, the diverse academic, socioeconomic, cultural, disability, religious, sexual orientation, and ethnic backgrounds of community college students.~~Identify selection criteria based on the minimum

and desired qualifications for the position. Selection criteria will include an evaluation of the extent to which applicants explicitly demonstrate sensitivity to and understanding of, the diverse academic, socioeconomic, cultural, disability, religious, sexual orientation, and ethnic backgrounds of community college students.

- ~~6. Develop job related interview questions designed to distinguish candidates who will best meet the needs of the students, the department/division, the College, and the District as well as criteria by which to evaluate applicant responses. Interview questions will be forwarded from the chair of the committee to the Equal Opportunity Representative. In the interest of confidentiality, interview questions will not be forwarded to all committee members via e-mail. All interview questions will be returned to the Office of Human Resources.~~

~~All questions will be reviewed and approved by the Vice Chancellor of Human Resources and Employee Relations or designee. Interview questions are confidential and will not be shared outside of the committee.~~
Develop job related interview questions designed to distinguish candidates who will best meet the needs of the students, the department/division, the College, and the District as well as criteria by which to evaluate applicant responses. Interview questions will be forwarded from the chair of the committee to the Equal Opportunity Representative. In the interest of confidentiality, interview questions will not be forwarded to all committee members via e-mail. All interview questions will be returned to the Office of Human Resources.

All questions will be reviewed and approved by the Vice Chancellor of Human Resources and Employee Relations or designee. Interview questions are confidential and will not be shared outside of the committee.

- ~~7. Determine whether to require candidates to perform a skills test or make a presentation in addition to responding to interview questions. When appropriate, such demonstrations should reflect the candidate's ability to work effectively in a diverse community college environment. Criteria for evaluating and weighting work examples, such as writing samples, role play, or teaching demonstrations, will be established by the selection committee prior to interviewing the candidates.~~
Determine whether to require candidates to perform a skills test or make a presentation in addition to responding to interview questions. When appropriate, such demonstrations should reflect the candidate's ability to work effectively in a diverse community college environment. Criteria for evaluating and weighting work examples, such as writing samples, role play, or teaching demonstrations, will be established by the selection committee prior to interviewing the candidates.
- ~~8. Screen all applications to select candidates for interview. Establish an interview schedule that accommodates all committee members' schedules including the Equal Opportunity Representative.~~
Screen all applications to select candidates for interview. Establish an interview schedule that accommodates all committee members' schedules including the Equal Opportunity Representative.
- ~~9. Interview all selected candidates using only the questions previously agreed upon by the committee members. Follow-up questions may be used if they are based directly on a candidate's response to a question, if they are not leading, if they do not seek information outside of the scope of the established hiring criteria, if they do not impinge on the candidate's interview time, and if they are not in violation of equal opportunity guidelines. Refer to Appendix D-II for guidelines on follow-up questions.~~
Interview all selected candidates using only the questions previously agreed upon by the committee members. Follow-up questions may be used if they are based directly on a candidate's response to a question, if they are not leading, if they do not seek information outside of the scope of the established hiring criteria, if they do not impinge on the candidate's interview time, and if they are not in violation of equal opportunity

guidelines. Refer to Appendix D-II for guidelines on follow-up questions.

10. ~~Recommend no more than three candidates for selection to the College President or his/her designee. (In the event that the Selection Committee is recommending candidates for more than one position in a particular discipline, the committee will recommend no more than three names for each position to the College President or his/her designee.)~~ Recommend no more than three candidates for selection to the College President or his/her designee. (In the event that the Selection Committee is recommending candidates for more than one position in a particular discipline, the committee will recommend no more than three names for each position to the College President or his/her designee.)
11. ~~Fill out evaluation forms on all interviewees.~~ Fill out evaluation forms on all interviewees.
12. ~~Maintain confidentiality of the interviews as well as evaluative comments made during the selection process. Such information may be shared only with members of the Search Committee and the College President or his/her designee. Confidentiality must be maintained permanently. Each member of the committee will receive and agree to abide by the statement of guiding principles as noted in Appendix A.~~

~~If a committee member is found to have violated confidentiality or engaged in any misconduct, that committee member may be prevented from serving on future selection committees. Depending on the level and seriousness of the misconduct, the committee member may also be subject to disciplinary action.~~ Maintain confidentiality of the interviews as well as evaluative comments made during the selection process. Such information may be shared only with members of the Search Committee and the College President or his/her designee. Confidentiality must be maintained permanently. Each member of the committee will receive and agree to abide by the statement of guiding principles as noted in Appendix A.

If a committee member is found to have violated confidentiality or engaged in any misconduct, that committee member may be prevented from serving on future selection committees. Depending on the level and seriousness of the misconduct, the committee member may also be subject to disciplinary action.

~~Selection & Application Screening Criteria~~ Selection & Application Screening Criteria

~~Selection criteria and interview questions must be approved by the Equal Opportunity Representative before the Selection Committee can access the applications. Selection criteria must be job related and are developed from the position description and the qualifications and requirements listed in the position announcement. Selection criteria help members to review each application objectively. The selection criteria must be listed on an appropriate selection form that must be used by each member of the Committee. Each Committee member must participate in the selection process.~~ Selection criteria and interview questions must be approved by the Equal Opportunity Representative before the Selection Committee can access the applications. Selection criteria must be job related and are developed from the position description and the qualifications and requirements listed in the position announcement. Selection criteria help members to review each application objectively. The selection criteria must be listed on an appropriate selection form that must be used by each member of the Committee. Each Committee member must participate in the selection process.

~~After all applications have been reviewed by all committee members, the Selection Committee will determine which applicants shall be invited for an interview based on the established criteria.~~ After all applications have been reviewed by all committee members, the Selection Committee will determine which applicants shall be invited for an interview based on the established criteria.

~~The Committee selects applicants to interview who will best meet the needs of the students, the division, and the College. The committees will consider the special needs of the division/department/program and the student population to be served in the selection of candidates.~~ The Committee selects applicants to interview who will best meet the needs of the students, the division, and the College. The committees will consider the special needs of the division/department/program and the student population to be served in the selection of candidates.

~~The Committee will determine the number of candidates they wish to interview based on the pool of applicants and the apparent strengths and weaknesses of the candidates. Ideally, no fewer than (3) three candidates will be invited for interview. Each committee member will name by number the candidate or candidates he or she chooses. If more candidates are selected than the number determined for interview, the committee would discuss until consensus is reached on the highest three.~~ The Committee will determine the number of candidates they wish to interview based on the pool of applicants and the apparent strengths and weaknesses of the candidates. Ideally, no fewer than (3) three candidates will be invited for interview. Each committee member will name by number the candidate or candidates he or she chooses. If more candidates are selected than the number determined for interview, the committee would discuss until consensus is reached on the highest three.

~~The Equal Opportunity Representative reviews the pool selected for interview to ensure that no selection or selection criteria has adversely affected any monitored group. The Equal Opportunity Representative may recommend that additional candidates be interviewed or that further recruitment be initiated before proceeding.~~ The Equal Opportunity Representative reviews the pool selected for interview to ensure that no selection or selection criteria has adversely affected any monitored group. The Equal Opportunity Representative may recommend that additional candidates be interviewed or that further recruitment be initiated before proceeding.

~~Applications of those candidates who are not to be interviewed shall be filed in the Office of Human Resources.~~ Applications of those candidates who are not to be interviewed shall be filed in the Office of Human Resources.

~~Interviews~~ Interviews

~~Interviews are scheduled by the Human Resources Generalist—Each candidate must be provided the same interview information and offered a choice of interview times whenever possible.~~ Interviews are scheduled by the Human Resources Generalist—Each candidate must be provided the same interview information and offered a choice of interview times whenever possible.

~~Each member of the Search Committee must be present for all interviews. If a member misses an interview, that committee member is removed from the Search Committee.~~ Each member of the Search Committee must be present for all interviews. If a member misses an interview, that committee member is removed from the Search Committee.

~~Each member of the Committee documents the interview in a format agreed upon by the Committee.~~ Each member of the Committee documents the interview in a format agreed upon by the Committee.

~~The Selection Committee will interview all candidates using the list of questions formulated by the Committee. Appropriate job related "follow-up" questions that focus on the intent of the question or appropriate information in the initial response may be included in the interview so long as (1) they are based directly on the candidate's response to a question, (2) do not seek information outside of the scope of the established hiring criteria, (3) are not in violation of Equal Employment Opportunity guidelines and (4) do not exceed or truncate the time~~

~~allotted for the interview. See Appendix D II for guidelines on follow-up questions.~~ The Selection Committee will interview all candidates using the list of questions formulated by the Committee. Appropriate job related "follow-up" questions that focus on the intent of the question or appropriate information in the initial response may be included in the interview so long as (1) they are based directly on the candidate's response to a question, (2) do not seek information outside of the scope of the established hiring criteria, (3) are not in violation of Equal Employment Opportunity guidelines and (4) do not exceed or truncate the time allotted for the interview. See Appendix D II for guidelines on follow-up questions.

~~Each candidate will be asked the same questions, in the same way, for a fair and consistent basis in decision-making.~~ Each candidate will be asked the same questions, in the same way, for a fair and consistent basis in decision-making.

~~After interviews are completed, members of the selection committee discuss and evaluate the qualifications of the candidates including how candidates will meet the needs of a diverse student population. Consensus will be achieved in the same way as during the individual assessment.~~ After interviews are completed, members of the selection committee discuss and evaluate the qualifications of the candidates including how candidates will meet the needs of a diverse student population. Consensus will be achieved in the same way as during the individual assessment.

~~No discussion will occur until all candidates have been interviewed. If consensus is not possible, the Chair may request a vote or a prioritization by each selection committee member. Each selection committee member will have equal voting privileges. The committee chair will be responsible for documentation if less than three candidates are forwarded to the next level.~~ No discussion will occur until all candidates have been interviewed. If consensus is not possible, the Chair may request a vote or a prioritization by each selection committee member. Each selection committee member will have equal voting privileges. The committee chair will be responsible for documentation if less than three candidates are forwarded to the next level.

~~The Search Committee recommends no more than three (3) candidates, unranked, to the College President or his/her designee for second-level interview. Selection of the successful candidate will not be made by the committee.~~ The Search Committee recommends no more than three (3) candidates, unranked, to the College President or his/her designee for second-level interview. Selection of the successful candidate will not be made by the committee.

~~The Equal Opportunity Representative reviews the selected candidate(s) to determine whether any selection criteria or procedures used in the interview phase has had an adverse impact on any monitored group. If the Equal Opportunity Representative believes that adverse impact exists, he/she shall consult with the committee Chair, and the Vice Chancellor of Human Resources and Employee Relations or his/her designee to determine whether additional steps should be taken to ensure equal employment opportunity.~~ The Equal Opportunity Representative reviews the selected candidate(s) to determine whether any selection criteria or procedures used in the interview phase has had an adverse impact on any monitored group. If the Equal Opportunity Representative believes that adverse impact exists, he/she shall consult with the committee Chair, and the Vice Chancellor of Human Resources and Employee Relations or his/her designee to determine whether additional steps should be taken to ensure equal employment opportunity.

~~If, after the interviews, in consultation with the Vice Chancellor of Human Resources and Employee Relations or designee, the Search Committee is not satisfied with the interviewed candidates, the Committee may:~~ If, after the interviews, in consultation with the Vice Chancellor of Human Resources and Employee Relations or designee, the Search Committee is not satisfied with the interviewed candidates, the Committee may:

- ~~Review the applicant pool to ensure that qualified applicants have not been overlooked;~~ Review the

applicant pool to ensure that qualified applicants have not been overlooked;

- ~~On those positions that are opened until filled, request to have any additional complete applications that have been submitted since the first review date forwarded for selection;~~On those positions that are opened until filled, request to have any additional complete applications that have been submitted since the first review date forwarded for selection;
- ~~Request that Human Resources contact applicants with incomplete applications to request the missing application materials; or~~Request that Human Resources contact applicants with incomplete applications to request the missing application materials; or-
- ~~Extend or re-open the search.~~Extend or re-open the search.

~~Immediately following the interviews, the Committee Chair returns all the selection and interview forms and all other non-finalist application materials to Human Resources.~~Immediately following the interviews, the Committee Chair returns all the selection and interview forms and all other non-finalist application materials to Human Resources.

~~Selection~~Selection

~~The Committee Chair shall review with the College President or his or her designee the Committee's recommendation of candidates using a summary signed by each Committee member.~~The Committee Chair shall review with the College President or his or her designee the Committee's recommendation of candidates using a summary signed by each Committee member.

~~Second-Level Interview Procedures~~Second-Level Interview Procedures

~~Second level interviews will be conducted on all finalists by the College President or his/her designee with the academic senate president or his/her designee acting in an advisory capacity. In the case of the District office, second level interviews will be conducted by the appropriate administrator.~~Second level interviews will be conducted on all finalists by the College President or his/her designee with the academic senate president or his/her designee acting in an advisory capacity. In the case of the District office, second level interviews will be conducted by the appropriate administrator.

~~Following second level interviews, the College President or appropriate administrator may elect one of the following~~Following second level interviews, the College President or appropriate administrator may elect one of the following

1. ~~Select one of the finalists.~~Select one of the finalists.
2. ~~Review the applicant pool to ensure that qualified applicants have not been overlooked;~~Review the applicant pool to ensure that qualified applicants have not been overlooked;
3. ~~Extend or reopen the search.~~Extend or reopen the search.

~~Reference Checking~~Reference Checking

~~Reference checks are made by the Office of Human Resources upon the recommendation of the selected candidates by the Committee, and must be completed before a recommendation of employment is made to the Board of Trustees.~~Reference checks are made by the Office of Human Resources upon the recommendation of the selected candidates by the Committee, and must be completed before a recommendation of employment is made to the Board of Trustees.

~~Reference checks must be completed in accordance with the policies and principles of equal opportunity. Reference information must be held in strict confidence.~~ Reference checks must be completed in accordance with the policies and principles of equal opportunity. Reference information must be held in strict confidence.

~~Final Selection and Eligibility List~~ Final Selection and Eligibility List

~~The appropriate administrator will make the final decision on the candidates and notify the Human Resources Office to forward the selection to the Board of Trustees for approval. Those finalists not selected will be placed on an eligibility list that will be valid for 90 calendar days following the date a candidate is selected by the President or other appropriate district manager. In the event a vacancy occurs for the same position, the President or appropriate administrator will conduct second level interviews from those individuals on the eligibility list.~~ The appropriate administrator will make the final decision on the candidates and notify the Human Resources Office to forward the selection to the Board of Trustees for approval. Those finalists not selected will be placed on an eligibility list that will be valid for 90 calendar days following the date a candidate is selected by the President or other appropriate district manager. In the event a vacancy occurs for the same position, the President or appropriate administrator will conduct second level interviews from those individuals on the eligibility list.

~~The Human Resources Generalist will contact the successful candidate to make a provisional offer of employment, contingent upon passing reference checks and Board approval.~~ The Human Resources Generalist will contact the successful candidate to make a provisional offer of employment, contingent upon passing reference checks and Board approval.

~~The Human Resources Generalist will conduct all reference checks.~~ The Human Resources Generalist will conduct all reference checks.

~~Once the successful candidate has been hired and Board approved, the unsuccessful candidates will be notified by letter that they were not selected.~~ Once the successful candidate has been hired and Board approved, the unsuccessful candidates will be notified by letter that they were not selected.

~~During the lifetime of the selection committee, all applications for positions will be kept on file at a secure location at the hiring site and will be available to members of the committee for study.~~ During the lifetime of the selection committee, all applications for positions will be kept on file at a secure location at the hiring site and will be available to members of the committee for study.

~~NOTE: See the additional 23 pages of appendices in current AP 7210~~ NOTE: See the additional 23 pages of appendices in current AP 7210

~~Also see BP/AP 7120 titled Recruitment and Hiring as well as AP 7211 titled Faculty Service Areas, Minimum Qualifications, and Equivalencies~~ Also see BP/AP 7120 titled Recruitment and Hiring as well as AP 7211 titled Faculty Service Areas, Minimum Qualifications, and Equivalencies

~~References:~~ References:

~~Education Code Sections 87400 et seq., 87600 et seq., and 87482.8; Title 5 Section 51025~~ Education Code Sections 87400 et seq., 87600 et seq., and 87482.8; Title 5 Section 51025

Attachments:



Origination:	N/A
Last Approved:	N/A
Last Revised:	N/A
Next Review:	N/A
Owner:	Human Resources Human Resources
Policy Area:	Chapter 7 Human Resources
References:	

BP 7210 Academic Employees

(Replaces current SBCCD BP 7210)

~~Employees represented by CSEA and CTA should refer to their respective bargaining unit agreements for information specific to their unit.~~ [Employees represented by CSEA and CTA should refer to their respective bargaining unit agreements for information specific to their unit.](#)

Academic employees are all persons employed by the District in academic positions. Academic positions include every type of service, other than paraprofessional service, for which the Board of Governors has established minimum qualifications for the California Community Colleges.

Faculty members are those employees who are employed by the District in academic positions that are not designated as supervisory or management. Faculty employees include, but are not limited to, instructors, librarians, counselors, and professionals in health services, DSPPS, and EOPS.

Decisions regarding tenure of faculty shall be made in accordance with the evaluation procedures established for the evaluation of probationary faculty and in accordance with the requirements of the Education Code. The Board of Trustees reserves the right to determine whether a faculty member shall be granted tenure.

The District may employ temporary faculty from time to time as required by the interests of the District. Temporary faculty may be employed full time or part time. The Board delegates authority to the Chancellor to determine the extent of the District's needs for temporary faculty.

Notwithstanding this policy, the District shall comply with its goals under the Education Code regarding the ratio of full-time to part-time faculty to be employed by it and the for making progress toward the standard of 75% of total faculty work load hours taught by full-time faculty.

~~References:~~

References:

Education Code Sections 87400 et seq; 87419.1; 87482.8, and 87600 et seq;
Title 5, Section 51025

Attachments:

[BP 7210 Academic Employees- Comments](#)
[BP 7210 Academic Employees- Legal Citations](#)
[BP7210 -OLD.pdf](#)



Origination:	N/A
Last Approved:	N/A
Last Revised:	N/A
Next Review:	06/2018
Owner:	<i>Human Resources Human Resources</i>
Policy Area:	<i>Chapter 7 Human Resources</i>
References:	<i>Good Practice/Optional</i>

AP 7215 Academic Employees: Probationary Contract Faculty

The District shall employ a faculty member for the first academic year of his/her employment by contract. Any person who, at the time an employment contract is offered to him/her by the District, is neither a tenured employee of the District nor a probationary employee then serving under a second or third contract shall be deemed to be employed for "the first academic year of his or her employment."

A faculty member shall be deemed to have completed his/her first contract year if he/she provides service for 75 percent of the first academic year.

Before making a decision relating to the continued employment of a contract employee, the following requirements shall be satisfied:

- The employee shall be evaluated in accordance with the evaluation standards and procedures established in accordance with law. ~~(Insert or reference local evaluation procedures.)~~ and [BP 7150 and BP 7150](#)
- The Board shall receive statements of the most recent evaluations.
- The Board shall receive recommendations of the Superintendent-President.
- The Board shall consider the statement of evaluation and the recommendations in a lawful meeting of the Board of Trustees.

If a contract employee is working under his/her first contract, the Board, at its discretion, shall elect one of the following alternatives:

- Not enter into a contract for the following academic year.
- Enter into a contract for the following academic year.
- Employ the contract employee as a regular employee for all subsequent academic years.

If a contract employee is working under his/her second contract, the Board, at its discretion, shall elect one of the following alternatives:

- Not enter into a contract for the following academic year.
- Enter into a contract for the following two academic years.
- Employ the contract employee as a regular employee for all subsequent academic years.

If a contract employee is employed under his/her third consecutive contract, the Board shall elect one of the following alternatives:

- Employ the probationary employee as a tenured employee for all subsequent academic years.

- Not employ the probationary employee as a tenured employee.

The Board of Trustees shall give written notice of its decision and the reasons therefore to the employee on or before March 15 of the academic year covered by the existing contract. The notice shall be by registered or certified mail to the most recent address on file with Human Resources. Failure to give the notice as required to a contract employee under his/her first or second contract shall be deemed an extension of the existing contract without change for the following academic year.

The Board of Trustees shall give written notice of its decision under Education Code Section 87609 and the reasons therefore to the employee on or before March 15 of the last academic year covered by the existing contract. The notice shall be by registered or certified mail to the most recent address on file with Human Resources. Failure to give the notice as required to a contract employee under his/her third consecutive contract shall be deemed a decision to employ him/her as a regular employee for all subsequent academic years.

References:

Education Code Sections 87600 et seq.

Attachments:



2017-2022 District Support Services Strategic Plan: 2019 Update

Prepared by Jeremiah A. Gilbert, Ph.D.

Executive Director

Research, Planning & Institutional Effectiveness

October 24, 2019

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Executive Summary

The San Bernardino Community College District (SBCCD) 2017-2022 Districtwide Support Services Strategic Plan is a comprehensive document that establishes a clear direction for the district in supporting each college's future of academics and student support under changing internal and external conditions. Quantitative and qualitative data indicators are analyzed to rationally guide the planning process. Additionally, the plan is directed by core values and goals within other college and district-wide plans.

The District Strategic Plan includes four goals that contain many objectives to achieve those goals. Some of these objectives contain further objectives with targets, which are used to measure progress. As the academic landscape has changed since the development of this plan, including the release of the Student Centered Funding Formula and the implementation of AB 705 and Vision for Success, some of these targets need to be re-evaluated as they are no longer current. Others have targets that have already been met. Progress on these revisions are provided in this update.

In addition to the objectives with targets, there are many other ways in which progress is measured. The Key Performance Indicator (KPI) Dashboard, for instance, is composed of twenty KPIs each aligned with one of the goals from the District Strategic Plan. In addition, the plan contains seven vision statements. These vision statements represent a collective sense of the institutions' direction over the next decade. Eighteen Vision KPIs have been developed that are each aligned to one of the vision statements that further allow progress to be measured.

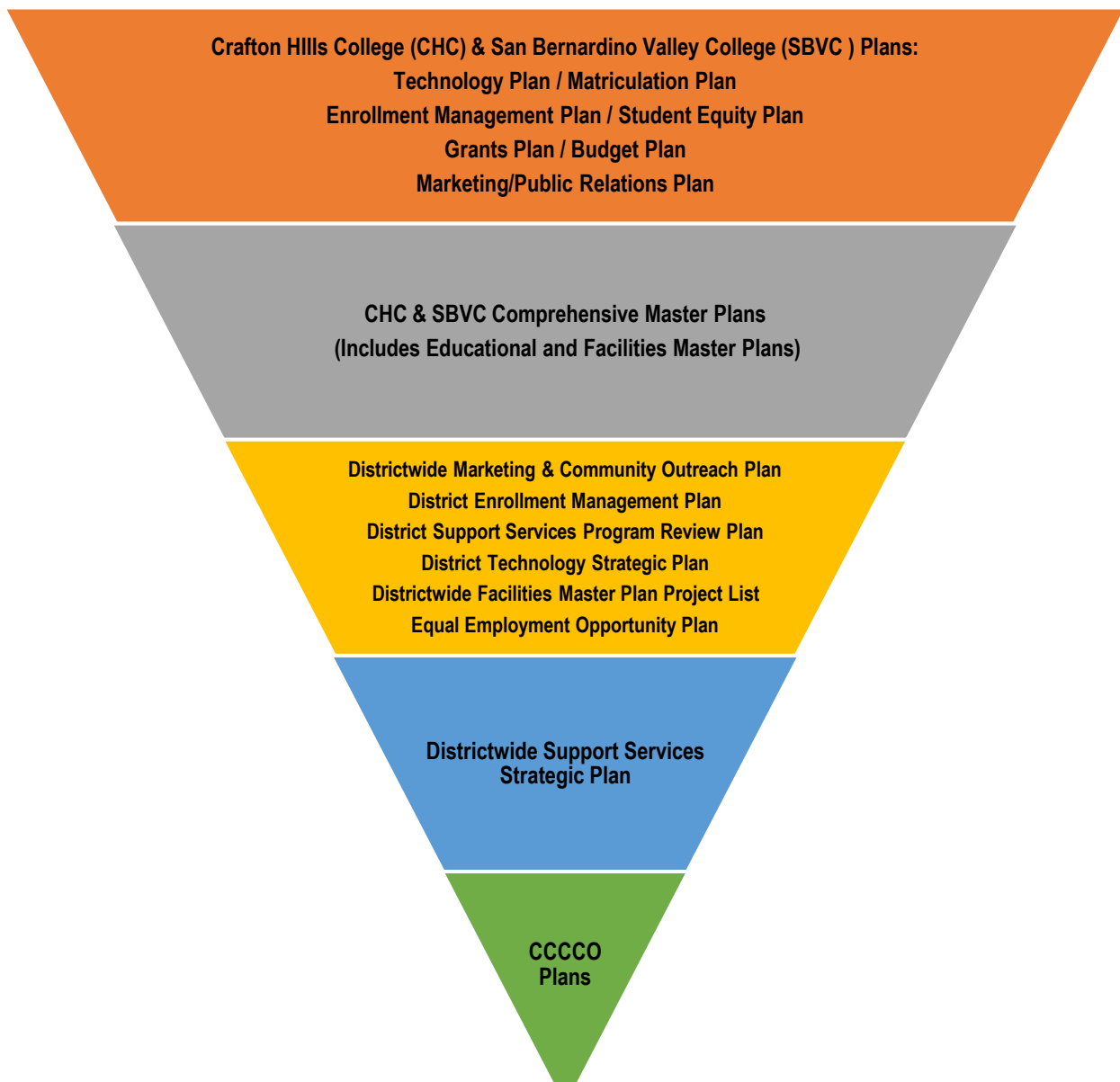
Purposes of the District Strategic Plan

The main purposes of the 2017-2022 Districtwide Support Services Strategic Plan are as follows:

- Provide a framework within which the District can work in coordinated fashion with each College toward achieving long-term strategic directions and goals.
- Integrate planning, not only with the Colleges and the State Chancellor's Office, but also with other District planning documents and the work of planning and consultation committees.
- Receive input from all stakeholders (faculty, staff, students, and the community) to inform the District's current situation and future planning decisions.
- Serve as an instrument to promote the District and communicate its strengths and capabilities to its community and other constituent groups.
- Guide further planning and decision-making at all levels, and remain a living, strategically useful document.

Alignment of Plans

The framework of the District's planning process is guided by an integrated approach. Goals and objectives of the 2017-2022 Districtwide Support Services Strategic Plan must align with a number of larger and smaller plans. Larger plans include the California Community College Chancellor's Office (CCCC) and numerous district plans, such as the District Support Services Program Review Plan, the District Technology Strategic Plan, and Equal Employment Opportunity Plan. College-level plans include Educational Master Plans, Facilities Master Plans, Enrollment Management Plans, and Student Equity Plans. This alignment can be seen below.



District Strategic Plan Goals and Objectives

GOAL 1: STUDENT SUCCESS

Provide the programs and services necessary to enable all students to achieve their educational and career goals.

Objective 1.1

Increase student success while preserving access, enhancing quality, and reducing attainment gaps associated with income, race, ethnicity, age, and gender.

Objective 1.2

Increase the number of students who complete developmental education programs and progress to successful completion of freshman-level courses.

GOAL 2: ENROLLMENT AND ACCESS

Increase access to higher education for populations in our region.

Objective 2.1

Increase our student population to improve the higher education participation rate and supply a well-equipped, educated workforce for our communities.

Objective 2.2

Provide transfer, career and technical, and developmental education access to meet student needs.

Objective 2.3

Enhance the public image of the San Bernardino Community College District.

Objective 2.4

Increase awareness of San Bernardino Valley College and Crafton Hills College as viable higher education options.

Objective 2.5

Continue to diversify the District's student and employee populations to be reflective of the community.

GOAL 3: PARTNERSHIPS OF STRATEGIC IMPORTANCE

Invest in strategic relationships and collaborate with partners in higher education, Pre-K-12 education, business and workforce development, government, and other community organizations.

Objective 3.1

Enhance existing and secure new higher education partnerships to improve student transfer rates.

Objective 3.2

Enhance existing and secure new Pre-K-12 partnerships to improve student pathways; increase awareness of SBVC and CHC as viable options for higher education; and enhance the image of the San Bernardino Community College District.

Objective 3.3

Enhance existing and secure new business and workforce development partnerships for student internship opportunities, student pathways, incumbent worker training, and to enhance career and technical education course curriculum.

Objective 3.4

Enhance existing and secure new government and community partnerships to increase funding for improving student success and increasing student access.

GOAL 4: DISTRICT OPERATIONAL SYSTEMS

Improve District systems to increase administrative and operational efficiency and effectiveness.

Objective 4.1

Improve District systems to increase administrative and operational efficiency and effectiveness with an emphasis on student records, human resources, facilities, technology, financial systems, and other workflow operational systems.

Objectives with Targets: Need for Revision

The 2017-2022 Districtwide Support Services Strategic Plan has a number of objectives with targets that were developed to measure progress. Since the development of this plan, many new initiatives, such as Vision for Success, AB 705, and the Student Centered Funding Formula, have come about that were not in place when these objectives were developed. These, along with some targets already being met, have caused the need for these objectives to be either replaced or revised.

Objectives Needing Replacement

Objective 1.1 contains Objectives 1.1.1 and 1.1.2, which have graduation rate and transfer rate targets based on data coming from the Student Success Scorecard. The Student Success Scorecard has been discontinued in favor of the new Student Success Metrics and the data used for these objectives is no longer available. Replacements that align with the colleges' goals established for Vision for Success are being developed as replacements.

Objective 1.2 contains Objectives 1.2.1 and 1.2.2, which measure three-year throughput rates for math and English. However, both AB 705 and the Student Centered Funding Formula focus on students completing transfer-level math and English courses within one year, not three. As such, both of these objectives should be revised to reflect these changes.

Objectives Needing Revision

Quite a number of objectives with targets have already met their 2019-2020 targets. It is recommended that these targets be re-evaluated and extended out to 2021-2022, the last year of the current District Support Services Strategic Plan. It should also be noted that the current targets were based on 2012-13 numbers and more recent numbers should be used to establish targets.

Next Steps

The Executive Director of Research, Planning, and Institutional Effectiveness has been working with campus and district researchers and the Districtwide Institutional Effectiveness Committee on the replacement and revision of the objectives with targets. Once this work has been completed, these revisions will come to District Assembly and then the Board of Trustees for review and approval as an addendum to the 2017-2022 District Support Services Strategic Plan. Once approved, a dashboard will be created using the approved objectives showing annual progress toward each target.

Other Ways to Measure Progress

In addition to the objectives with targets, the Office of Research, Planning, and Institutional Effectiveness has many other ways to measure progress related to the 2017-2022 Districtwide Support Services Strategic Plan. These include:

- Key Performance Indicator (KPI) Dashboard
- High School Capture Rate (Objective 2.4)
- Student/Staff Demographics (Objective 2.5)
- Vision Statement KPIs

The KPI Dashboard, for instance, is tied to each goal in the Districtwide Support Services Strategic Plan. While the dashboard comprises a single-page snapshot comparison of prior years, each KPI includes further detail. When possible, this detail includes college numbers along with equity data and several years' worth of data to help in seeing trends. The dashboard is currently being updated with 2018-19 data.

The Districtwide Support Services Strategic Plan also includes seven vision statements that have associated KPIs as a means of measuring progress using various data sources. These include:

- Vision KPI 1.4 – Median Change in Earnings (All CTE Programs)
- Vision KPI 2.1 – UC Acceptance Rate By College (San Bernardino and Riverside Counties)
- Vision KPI 3.3 – CSUSB Graduation Rate
- Vision KPI 4.1 – Secured Employment
- Vision KPI 5.2 – Attained the Living Wage
- Vision KPI 6.1 – Median Earning of SBCCD Alumni
- Vision KPI 7.1 – Overall Satisfaction (District Employee Climate Survey)

Key Performance Indicator (KPI) Dashboard

- = Net increase since 2016 - 2017 academic year (i.e., annual progress report)
- = No net change since 2016 - 2017 academic year (i.e., annual progress report)
- = Net decrease since 2016 - 2017 academic year (i.e., annual progress report)

Key Performance Indicators		2016 - 2017 Total	2017 - 2018 Total	Net Change Since 2016 - 2017	
GOAL 1	Student Success: Increase student success while preserving access, enhancing quality, and reducing attainment gaps associated with income, race, ethnicity, age, and gender.				
1.1	Percent of Students with a Student Ed Plan (SEP)	69.63%	76.49%	+6.89%	●
1.2	Fall to Spring Retention (i.e., Persistence)	73.25%	71.04%	-2.21%	●
1.3	Number of Degrees and Certificates awarded each year	2839	2797	-42	●
1.4	Number of Students Graduating within 3 years	1864	1914	+50	●
1.5	Number of Transfers to 4-year colleges each year	1298	1425	+127	●
1.6	Course Success Rate (i.e., grade of A, B, C, or P)	71.06%	70.06%	-1.00%	●
GOAL 2	Enrollment and Access: Increase our student population to improve the higher education participation rate and supply a well-equipped, educated workforce for our communities.				
2.1	Number of Full-Time Equivalent Students (FTES)	15,123.38	15,992.83	+869.45	●
2.2	Number of sections fully online (i.e., excluding hybrid sections)	897	990	+93	●
2.3	Number of unduplicated students receiving a California Promise Grant (formerly a BOG waiver)	16,264	16,565	+301	●
2.4	Number of unduplicated students receiving a Pell Grant	6467	6039	-428	●
2.5	Licensure/Certification Pass Rates	94.38%	89.24%	-5.11%	●
2.6	Participation Rate in Service Area	62.48%	62.78%	+0.30%	●
GOAL 3	Partnerships of Strategic Importance: Invest in strategic relationships and collaborative relationships in higher education, PK-12 education, business and workforce development, government, and other community organizations.				
3.1	Higher Education Relationships	NA	16	Baseline	●
3.2	PK - 12 Relationships	NA	31	Baseline	●
3.3	Business/Workforce Development Relationships	NA	77	Baseline	●
3.4	Government and Community Relationships	NA	73	Baseline	●
3.5	Relationships in the Developmental Stage	NA	33	Baseline	●
GOAL 4	District Operational Systems: Improve the district systems to increase administrative and operational efficiency and effectiveness with an emphasis on student records, human resources, facilities, technology, financial systems, and other workflow operational systems.				
4.1	Reserves at 12 - 15% level set by Board	20%	20%	—	●
4.2	50% law	51.12%	51.19%	+0.07%	●
4.3	Faculty Obligation Number (FON) Met	237.9	246.4	+8.5	●

High School Capture Rate (Objective 2.4)

Objective 2.4 in the Districtwide Support Services Strategic Plan states “Increase awareness of San Bernardino Valley College and Crafton Hills College as viable higher education options.” One way to measure the success of this objective is to look at High School Capture Rate, which measures the percent of recent graduates from feeder high schools that enrolled in either CHC or SBVC the year following graduation. In 2017-18, this rate was 26%. In 2018-19, this rate increased to 36%.

Full high school graduation (2017-18) and SBCCD enrollment (2018-19) information can be found in Appendix 1.

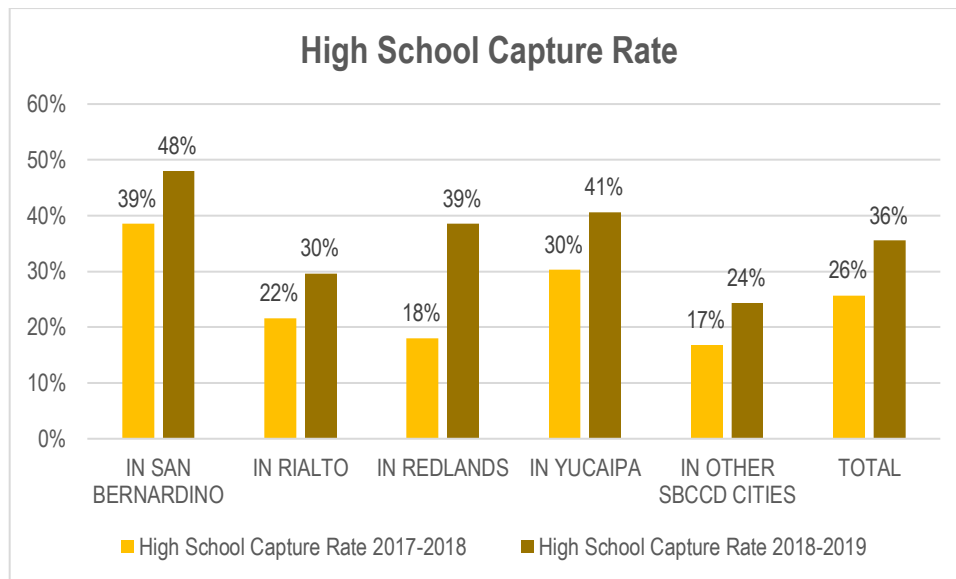


Table 1. High School Capture Rates, 2017-18 and 2018-19

Feeder High Schools	High School Graduates in 2016-2017	SBCCD Enrollments in 2017-2018	High School Capture Rate 2017-2018	High School Graduates in 2017-2018	SBCCD Enrollments in 2018-2019	High School Capture Rate 2018-2019
IN SAN BERNARDINO	3158	1216	39%	2876	1380	48%
IN RIALTO	1674	362	22%	1656	491	30%
IN REDLANDS	1752	316	18%	1618	624	39%
IN YUCAIPA	646	196	30%	665	270	41%
IN OTHER SBCCD CITIES	2585	433	17%	3053	743	24%
TOTAL	9815	2523	26%	9868	3508	36%

Student/Staff Demographics (Objective 2.5)

Objective 2.5 in the Districtwide Support Services Strategic Plan states “Continue to diversify the District’s student and employee populations to be reflective of the community.” In addition to the district’s Equal Opportunity Employment Plan, the Office of Research, Planning and Institutional Effectiveness keeps track of student and employee demographics each year.

In terms of our student population, from 2015-16 to 2017-18:

- African American, Asian, Multiple Race and Native American student populations have remained fairly consistent;
- Caucasian population has fallen from 21.55% to 19.27%;
- Hispanic population has risen from 58.10% to 60.60%.

In terms of employees, during the same time period:

- The African American and Asian staff populations have remained fairly consistent;
- Multiple Race has risen from 0.62% to 1.09% and Native American has risen from 0.86% to 1.16%;
- The Caucasian population has fallen from 51.40% to 48.18%;
- The Hispanic population has risen from 23.68% to 26.82%.

As Objective 2.5 speaks to being reflective of the community, we also compare student and employee demographics to those of our Service Area. The table below compares the race/ethnicity of our student, staff, and service area populations in 2017-18.

Table 2. Comparison Of SBCCD Student And Staff Race/Ethnicity To Service Area (2017-2018)

	STUDENTS	STAFF	SERVICE AREA	STUDENT to SERVICE AREA	STAFF to SERVICE AREA
African American	9.91%	11.12%	6.39%	+ 3.52%	+ 4.73%
Asian	4.81%	9.59%	5.87%	- 1.06%	+ 3.72%
Caucasian	19.27%	48.18%	40.28%	- 21.01%	+ 7.90%
Hispanic	60.60%	26.82%	42.22%	+ 18.38%	- 15.40%
Multiple Races	4.85%	1.09%	4.00%	+ 0.85%	- 2.91%
Native American	0.24%	1.16%	0.85%	- 0.61%	+ 0.31%

Vision Statement KPIs

The 2017-2022 Districtwide Support Services Strategic Plan includes seven vision statements. These vision statements represent a collective sense of the institutions' direction over the next decade. In order to track the success of these statements, Vision KPIs have been developed for each using various sources of data to match each statement. Following are the Vision KPIs along with a summary analysis. Complete data and analysis for each Vision KPI can be found in Appendix 2.

Vision Statement #1: Our educational programs and services will be highly sought after.

- **Vision KPI 1.1 – Employed in the Second Fiscal Quarter after Exit**

The employment rate for students exiting all CTE programs in both colleges in the District is consistently higher than the median employment rate of students exiting all CTE programs in all colleges in the Inland Empire and the State.

- **Vision KPI 1.2 – Attained a Living Wage**

The percentage of students who attained a living wage after students exiting all CTE programs at Crafton Hills College increased by 12% and at San Bernardino Valley College increased by 6%.

- **Vision KPI 1.3 – Median Earnings in the Second Fiscal Quarter After Exit**

The median second quarter earnings of students exiting all CTE programs at Crafton Hills College increased by 42.6% and at San Bernardino Valley College increased by 9.8%.

- **Vision KPI 1.4 – Median Change in Earnings**

The median change in earnings for all CTE programs in both colleges at the District was consistently higher than the median change in earnings for all CTE programs in all colleges in the Inland Empire and in the State.

Vision Statement #2: Our students will be the most preferred by four-year institutions and employees.

- **Vision KPI 2.1 – UC Acceptance Rate By College (San Bernardino and Riverside Counties)**

In San Bernardino County, San Bernardino Valley College had the highest acceptance rate at 68.2%. The acceptance rate for San Bernardino Community College District is 67.1%.

- **Vision KPI 2.2 – UCR Acceptance Rate (SBCCD)**

For the past 5 years (2014 through 2018), the UCR acceptance rate of SBCCD transfer applicants averaged 61%. Overall, there was a 3% increase from 62% in 2014 to 65% in 2018.

- **Vision KPI 2.3 – CSUSB Acceptance Rate (SBCCD)**
For the past 5 years (Fall 2014 through Fall 2018), the CSUCB acceptance rate of SBCCD transfer applicants averaged 82%. Overall, there was a 19% decrease from 86% in 2014 to 67% in 2018.
- **Vision KPI 2.4 – Transfer Volume (CSU, UC, In-State Private, and Out-of-State)**
From 2013-14 through 2017-18, SBCCD had the highest 5-year change (+10.5%) among community college districts in San Bernardino and Riverside counties.

Vision Statement #3: Our students will have the highest graduation rates at four-year institutions.

- **Vision KPI 3.1 – UCR Graduation Rate**
The rate of SBCCD transfer students who graduated UCR within 2 years averaged 48.2% for Fall 2010–Fall 2016 and 80.9% for transfer students who graduated UCR within 3 years.
- **Vision KPI 3.2 – UCR Graduation Rates of Transfers from SBCCD vs. CCC**
The rate of SBCCD transfer students who graduated UCR within 3 years or 4 years is just below the same graduation rate for all California Community College transfer students to UCR.
- **Vision KPI 3.3 – CSUSB Graduation Rate**
The rate of SBCCD transfer students who graduated CSUSB within 2 years averaged 29% for Fall 2010–Fall 2016 and 60% for transfer students who graduated CSUSB within 3 years.
- **Vision KPI 3.4 – CSUSB Graduation Rate By College**
The rate of SBCCD transfer students who graduated CSUSB within 3 years or 4 years rose by 11% and 12%, respectively, compared to 5% and 8% for all California Community College transfer students to CSUSB.

Vision Statement #4: Our students will have the highest employment rates in our communities.

- **Vision KPI 4.1 – Secured Employment**
The percent of unemployed students becoming employed after exiting SBCCD was consistently higher than the Inland Empire’s median and the State’s median.
- **Vision KPI 4.2 – Median Annual Earnings**
The median annual earnings of students exiting SBCCD was consistently higher than the median annual earnings of students exiting all colleges in the Inland Empire.

Vision Statement #5: Our district will be the gateway to pathways and opportunities for a brighter future.

- **Vision KPI 5.1 – Median Change in Earnings**

The median change in earnings of students exiting SBCCD was 1% higher than the median change in earnings of students exiting all colleges in the Inland Empire.

- **Vision KPI 5.2 – Attained the Living Wage**

The percentage of SBCCD exiting students who attained the district county living wage was consistently higher than the median for the Inland Empire and the State.

Vision Statement #6: Our students and alumni will make a significant contribution to the socioeconomic prosperity of our communities.

- **Vision KPI 6.1 – Median Earning of SBCCD Alumni**

District alumni earned 33.75% more than the median annual earnings in Riverside County and 12.23% more than the median annual earnings in San Bernardino County.

Vision Statement #7: Our employees will want to be here, love working here, and go above and beyond for student success.

- **Vision KPI 7.1 – Overall Satisfaction (District Employee Climate Survey)**

The majority of District employees agree or strongly agreed with the statements “I am personally treated with respect in this District” and “Overall, I am satisfied with the level of inclusiveness at SBCCD.”

SAN BERNARDINO  COMMUNITY COLLEGE DISTRICT

**2017-2022 District Support Services Strategic Plan Update:
Appendices**

Appendix 1: High School Capture Rate 2018-19

	<i>High School Graduates in 2017-2018</i>	<i>First-time Freshman Enrolled at SBCCD in 2018-2019</i>	<i>High School Capture Rate 2018-2019</i>
SCHOOLS IN SAN BERNARDINO	2876	1380	48%
<i>San Gorgonio High School</i>	424	221	52%
<i>Pacific High School</i>	231	171	74%
<i>San Bernardino High School</i>	270	156	58%
<i>Cajon High School</i>	630	223	35%
<i>San Andreas High School</i>	285	94	33%
<i>Arroyo Valley High School</i>	552	381	69%
<i>Sierra High School</i>	204	66	32%
<i>Rim of the World High School</i>	215	52	24%
<i>Aquinas High School</i>	91	32	35%
SCHOOLS IN RIALTO	1656	491	30%
<i>Eisenhower High School</i>	502	153	30%
<i>Rialto High School</i>	549	167	30%
<i>Milor Continuation</i>	79	36	46%
<i>Wilmer Amina Carter</i>	526	135	26%
SCHOOLS IN REDLANDS	1618	624	39%
<i>Grove Charter School</i>	25	9	36%
<i>Orangewood Continuation</i>	79	36	46%
<i>Redlands East High School</i>	491	200	41%
<i>Redlands Senior High School</i>	523	197	38%
<i>Citrus Valley High School</i>	500	182	36%
<i>Arrowhead Christian Academy</i>	121	22	18%
SCHOOLS IN YUCAIPA	665	270	41%
<i>Green Valley High School</i>	69	29	42%
<i>Yucaipa High School</i>	596	241	40%
SCHOOLS IN OTHER SBCCD CITIES	3053	743	24%
<i>Colton High School</i>	365	180	49%
<i>Bloomington High School</i>	448	73	16%
<i>Grand terrace High School</i>	476	143	30%
<i>Beaumont senior High School</i>	560	194	35%
<i>Banning High School</i>	202	35	17%
<i>Fontana High School</i>	545	66	12%
TOTAL	9868	3508	36%

Appendix 2: Vision Statements KPIs

Vision Statement #1: Our educational programs and services will be highly sought after.

Vision KPI 1.1 – Employed in the Second Fiscal Quarter after Exit (All CTE Programs)

Definition: Among all exiters who last took a non-introductory course or earned an award in the selected TOP code in the selected year, the percentage who were employed two quarters after exiting post-secondary education.

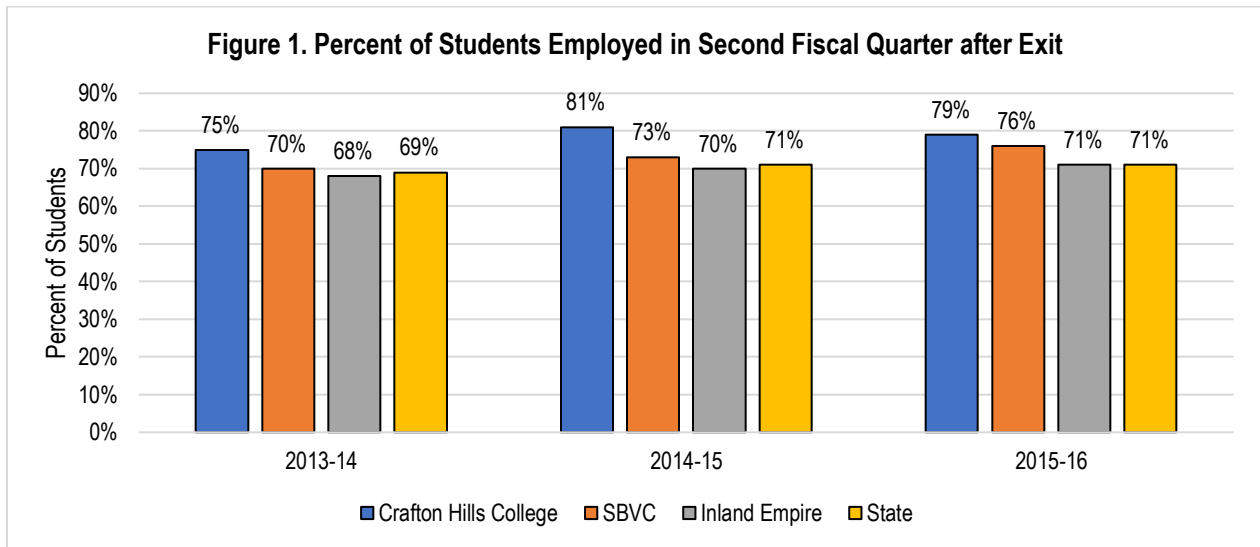


Table 1. Percent of Students Employed in Second Fiscal Quarter after Exit, 2013-14 through 2015-16

	2013-14	2014-15	2015-16
Crafton Hills College	75%	81%	79%
San Bernardino Valley College	70%	73%	76%
Inland Empire	68%	70%	71%
State	69%	71%	71%

Source: Cal-PASS Plus Strong Workforce Program Metrics (2015-16 is the most recent data available)

NOTE: There are 7 macro-regions and 15 micro-regions identified by the California Community Colleges Chancellor’s Office Doing What Matters. Each college is within a Doing What Matters micro-region and a Doing What Matters macro-region. SBCCD’s micro-region and macro-region is the Inland Empire (San Bernardino and Riverside counties). SBCCD’s micro-region/macro-region consists of the same 12 community colleges in San Bernardino and Riverside counties (Strong Workforce Program Metrics Data Element Dictionary, 2018).

Analysis: Over this period, the employment rate for students exiting all CTE programs in both colleges in the District was consistently higher than the median employment rate of students exiting all CTE programs in all colleges in the Inland Empire and the State.

Vision KPI 1.2 – Attained a Living Wage (All CTE Programs)

Definition: Among completers and skills-builder students who last took a course or earned an award in the selected TOP code in the selected year, the proportion of students who had attained a living wage.

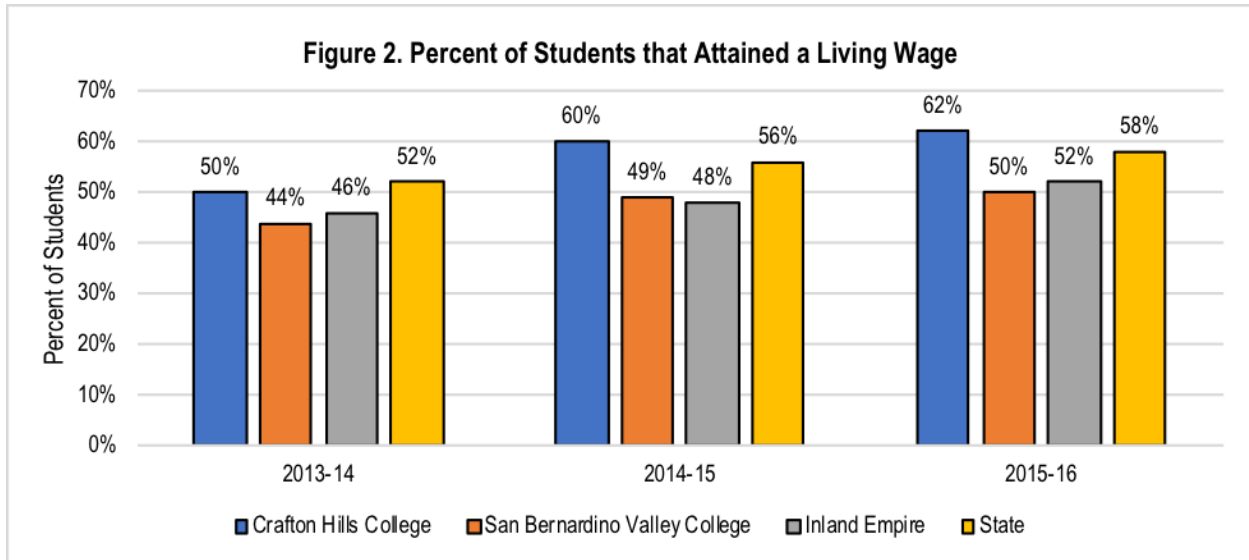


Table 2. Percent of Students that Attained a Living Wage, 2013-14 through 2015-16

	2013-14	2014-15	2015-16
Crafton Hills College	50%	60%	62%
San Bernardino Valley College	44%	49%	50%
Inland Empire	46%	48%	52%
State	52%	56%	58%

Source: Cal-PASS Plus Strong Workforce Program Metrics (2015-16 is the most recent data available)

Analysis: Between 2013-14 and 2015-16, the percentage of students who attained a living wage after students exiting all CTE programs at Crafton Hills College increased by 12% and was consistently higher than the median attainment rate of students exiting all CTE programs in all colleges in the Inland Empire and the State (beginning in 2014-15).

Over this period, the percentage of students who attained a living wage after exiting all CTE programs at San Bernardino Valley College increased by 6%, which is consistent with a 6% increase in the Inland Empire and in the State.

Vision KPI 1.3 – Median Earnings in the Second Fiscal Quarter After Exit (All CTE Programs)

Definition: Among exiting students who last took a non-introductory course or earned an award in the selected TOP code in the selected year, the median earnings two quarters after exiting the California community college system.

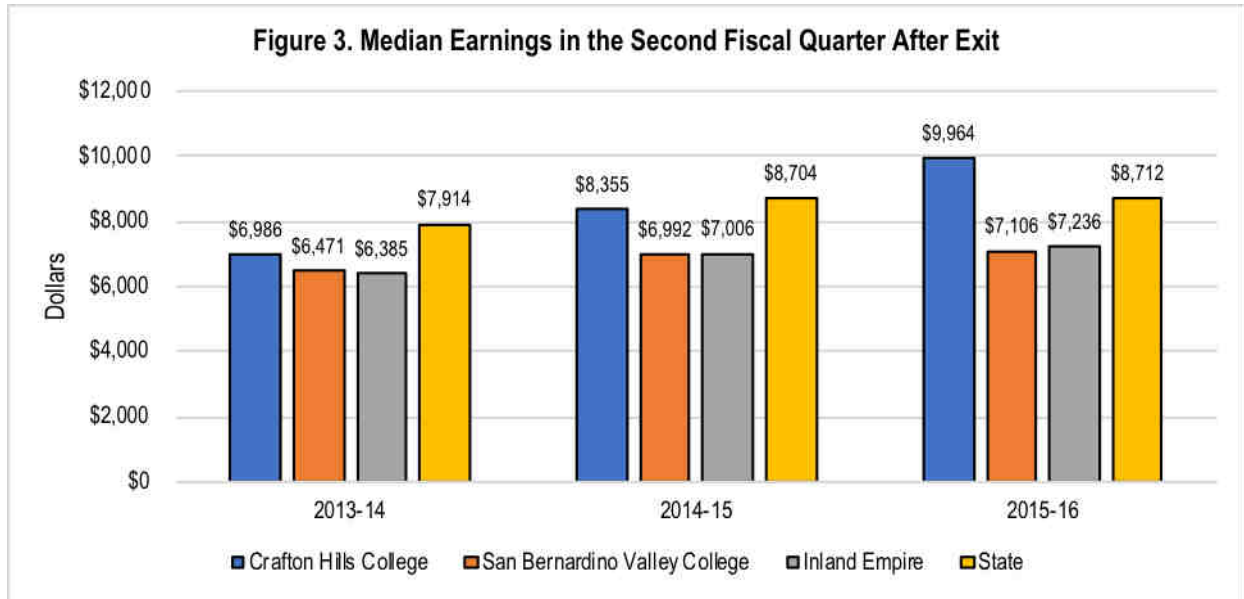


Table 3. Median Earnings in the Second Fiscal Quarter After Exit, 2013-14 through 2015-16

	2013-14	2014-15	2015-16
Crafton Hills College	\$6,986	\$8,355	\$9,964
San Bernardino Valley College	\$6,471	\$6,992	\$7,106
Inland Empire	\$6,385	\$7,006	\$7,236
State	\$7,914	\$8,704	\$8,712

Source: Cal-PASS Plus Strong Workforce Program Metrics (2015-16 is the most recent data available)

Analysis: Between 2013-14 and 2015-16, the median second quarter earnings of students exiting all CTE programs at Crafton Hills College rose from \$6,986 in 2013-14 to \$9,964 in 2015-16, an increase of 42.6%. The median second quarter earnings of students exiting all CTE programs at San Bernardino Valley College rose from \$6,471 in 2013-14 to \$7,106 in 2015-16, an increase of 9.8%. During the same period, the percent increase for the Inland Empire was 13.3% and for the State was 10.1%.

Vision KPI 1.4 – Median Change in Earnings (All CTE Programs)

Definition: Among completers and skills-builder students who last took a course or earned an award in the selected TOP code in the selected year, the percentage change in earnings one year before and one year after exiting post-secondary education.

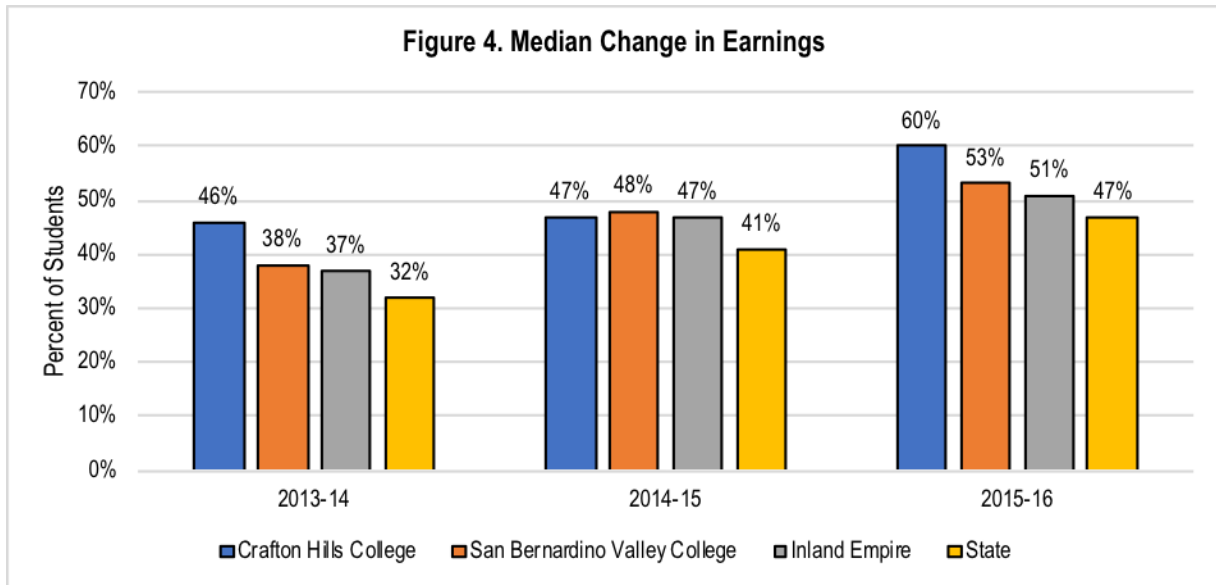


Table 4. Median Change in Earnings, 2013-14 through 2015-16

	2013-14	2014-15	2015-16
Crafton Hills College	46%	47%	60%
San Bernardino Valley College	38%	48%	53%
Inland Empire	37%	47%	51%
State	32%	41%	47%

Source: Cal-PASS Plus Strong Workforce Program Metrics (2015-16 is the most recent data available)

Analysis: Between 2013-14 and 2015-16, the median change in earnings for all CTE programs at CHC increased by 14%. The median change in earnings for all CTE programs at SBVC increased by 15%. Over this period, the median change in earnings for all CTE programs in both colleges at the District was consistently higher than the median change in earnings for all CTE programs in all colleges in the Inland Empire and in the State.

Vision Statement #2: Our students will be the most preferred by four-year institutions and employees.

Vision KPI 2.1 – UC Acceptance Rate By College (San Bernardino and Riverside Counties)

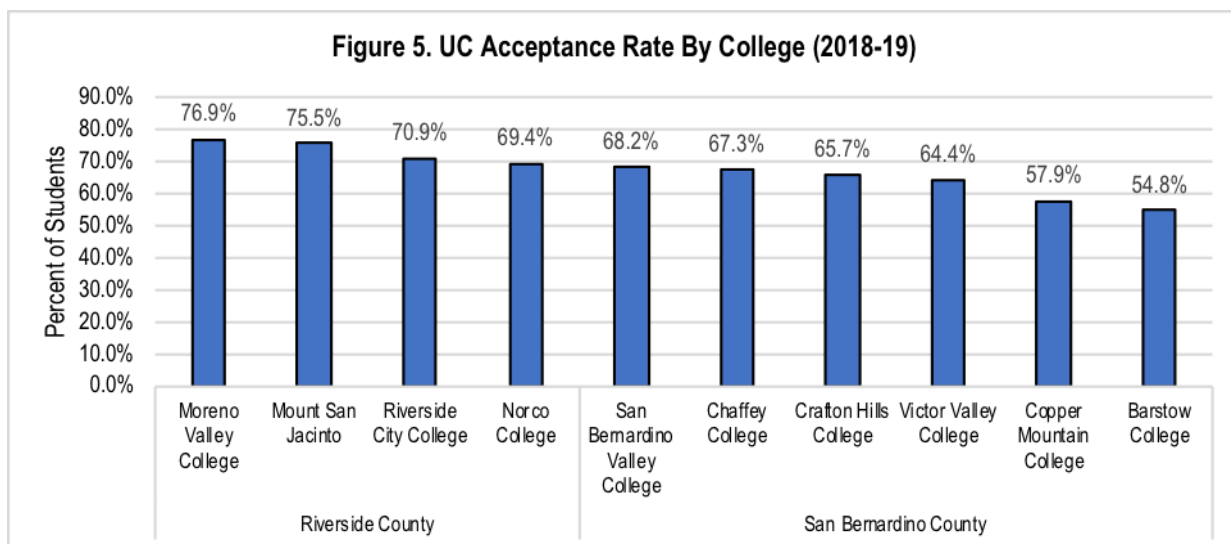


Table 5. UC Acceptance Rate by College in San Bernardino County (2018-19)

College	# of Applicants	# of Admits	# of Enrollees	Acceptance Rate	Transfer Rate	Yield Rate
San Bernardino Valley College	129	88	66	68.2%	51.2%	75.0%
Chaffey College	367	247	179	67.3%	48.8%	72.5%
Crafton Hills College	105	69	49	65.7%	46.7%	71.0%
Victor Valley College	104	67	49	64.4%	47.1%	73.1%
Copper Mountain College	19	11	8	57.9%	42.1%	72.7%
Barstow College	31	17	11	54.8%	35.5%	64.7%
County Total	755	499	360	66.1%	47.7%	72.5%

Table 5.A. UC Acceptance Rate by College in Riverside County (2018-19)

College	# of Applicants	# of Admits	# of Enrollees	Acceptance Rate	Transfer Rate	Yield Rate
Moreno Valley College	186	143	115	76.9%	61.8%	80.4%
Mt. San Jacinto College	368	278	199	75.5%	54.1%	71.6%
Riverside City College	688	488	369	70.9%	53.6%	75.6%
Norco College	271	188	138	69.4%	50.9%	73.4%
County Total	1513	1097	821	72.5%	54.3%	74.8%

Source: Volume of Transfers to UC: <https://www.universityofcalifornia.edu/infocenter/admissions-source-school>

Analysis: In San Bernardino County, San Bernardino Valley College had the highest acceptance rate at 68.2%. The acceptance rate for San Bernardino Community College District is 67.1%.

Vision KPI 2.2 – UCR Acceptance Rate (SBCCD)

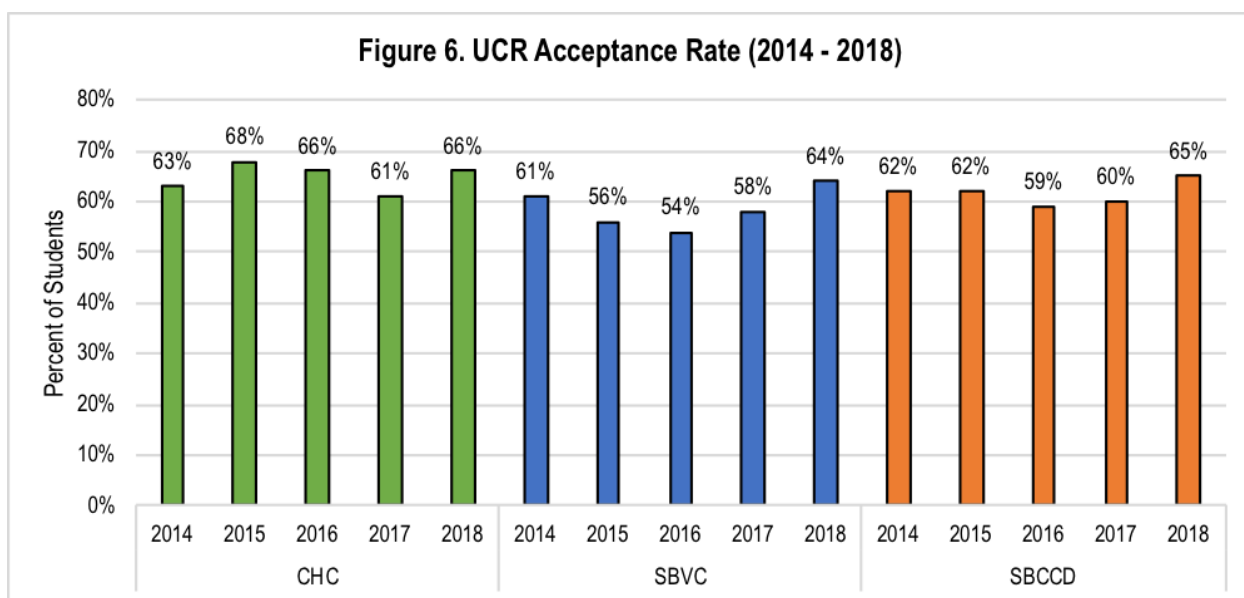


Table 6. UCR Acceptance Rate (2014 - 2018)

Year	College	# of Applicants	# of Admits	# of Enrollees	Acceptance Rate	Transfer Rate	Yield Rate
2014	CHC	76	48	24	63%	32%	50%
	SBVC	70	43	19	61%	27%	44%
	SBCCD Total	146	91	43	62%	29%	47%
2015	CHC	91	62	30	68%	33%	48%
	SBVC	100	56	26	56%	26%	46%
	SBCCD Total	191	118	56	62%	29%	47%
2016	CHC	98	65	41	66%	42%	63%
	SBVC	124	67	40	54%	32%	60%
	SBCCD Total	222	132	81	59%	36%	61%
2017	CHC	101	62	28	61%	28%	45%
	SBVC	127	74	32	58%	25%	43%
	SBCCD Total	228	136	60	60%	26%	44%
2018	CHC	79	52	26	66%	33%	50%
	SBVC	112	72	48	64%	43%	67%
	SBCCD Total	191	124	74	65%	39%	60%
Total	CHC	445	289	149	65%	33%	52%
	SBVC	533	312	165	59%	31%	53%
	SBCCD Total	978	601	314	61%	32%	52%

Source: The UC Office of President

Analysis: For the past 5 years (2014 through 2018), the UCR acceptance rate of SBCCD transfer applicants averaged 61%. Overall, there was a 3% increase from 62% in 2014 to 65% in 2018.

Vision KPI 2.3 – CSUSB Acceptance Rate (SBCCD)

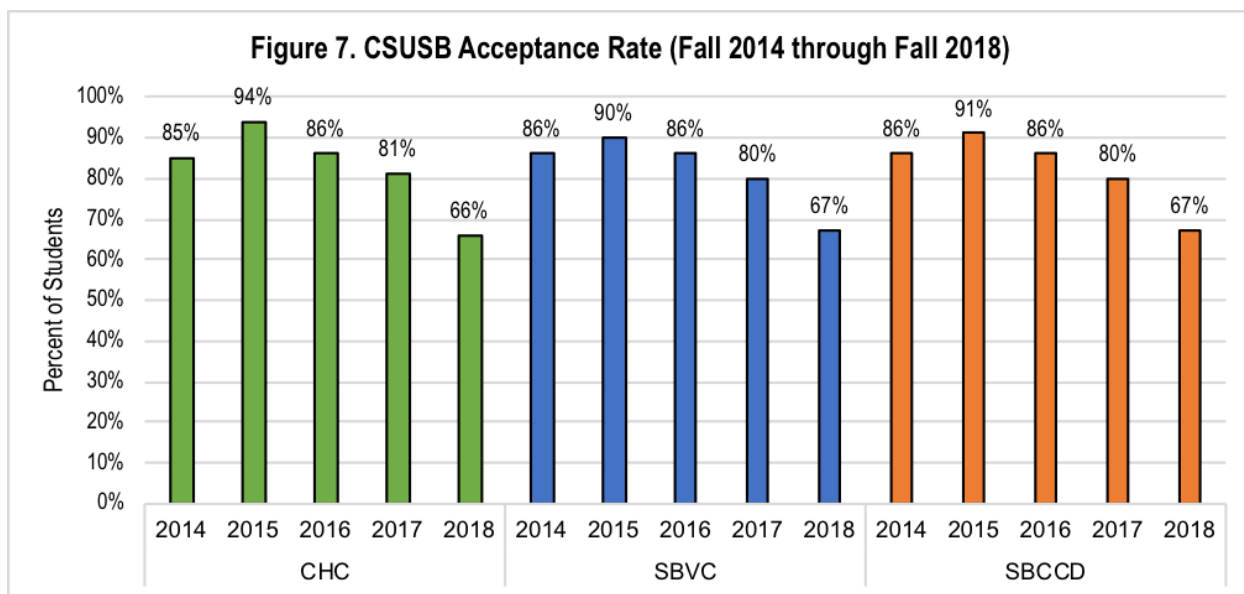


Table 7. CSUSB Acceptance Rate (2014-2018)

Term	College	# of Applicants	# of Admits	# of Enrollees	Acceptance Rate	Transfer Rate	Yield Rate
Fall 2014	CHC	313	266	167	85%	53.4%	63%
	SBVC	589	507	282	86%	47.9%	56%
	SBCCD Total	902	773	449	86%	49.8%	58%
Fall 2015	CHC	368	346	217	94%	59.0%	63%
	SBVC	634	570	356	90%	56.2%	62%
	SBCCD Total	1,002	916	573	91%	57.2%	63%
Fall 2016	CHC	377	326	191	86%	50.7%	59%
	SBVC	616	530	322	86%	52.3%	61%
	SBCCD Total	993	856	513	86%	51.7%	60%
Fall 2017	CHC	399	323	197	81%	49.4%	61%
	SBVC	717	575	347	80%	48.4%	60%
	SBCCD Total	1,116	898	544	80%	48.7%	61%
Fall 2018	CHC	367	244	159	66%	43.3%	65%
	SBVC	623	420	303	67%	48.6%	72%
	SBCCD Total	990	664	462	67%	46.7%	70%
Total	CHC	1,824	1,505	931	83%	51.0%	62%
	SBVC	3,179	2,602	1,610	82%	50.6%	62%
	SBCCD Total	5,003	4,107	2,541	82%	50.8%	62%

Source: CSUSB Office of Institutional Research and Analytics

Analysis: For the past 5 years (Fall 2014 through Fall 2018), the CSUCB acceptance rate of SBCCD transfer applicants averaged 82%. Overall, there was a 19% decrease from 86% in 2014 to 67% in 2018.

Vision KPI 2.4 – Transfer Volume (CSU, UC, In-State Private, and Out-of-State)

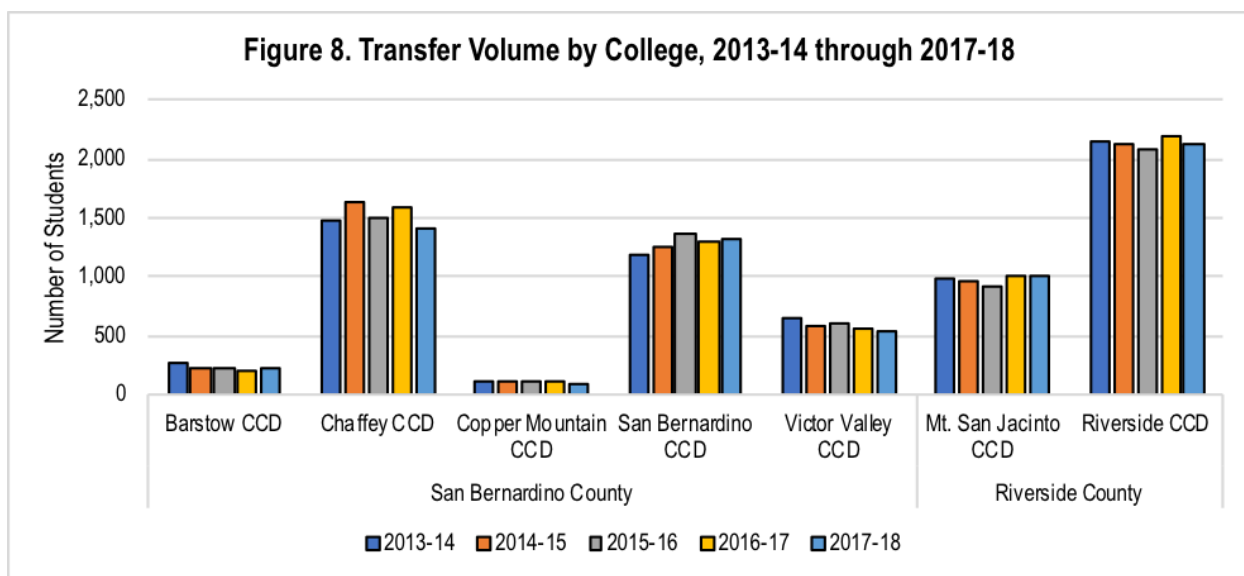


Table 8. Transfer Volume by College in San Bernardino County, 2013-14 through 2017-18

Community College District	2013-14	2014-15	2015-16	2016-17	2017-18	5 Yr Change
San Bernardino CCD	1,194	1,249	1,369	1,300	1,319	10.5%
Chaffey CCD	1,473	1,632	1,505	1,598	1,407	-4.5%
Victor Valley CCD	644	584	599	557	530	-17.7%
Barstow CCD	282	222	231	208	221	-21.6%
Copper Mountain CCD	110	117	116	112	86	-21.8%
Total	6,835	6,877	6,811	6,970	6,697	-2.0%

Table 8.A. Transfer Volume by College in Riverside County, 2013-14 through 2017-18

Community College District	2013-14	2014-15	2015-16	2016-17	2017-18	5 Yr Change
Mt. San Jacinto CCD	987	956	912	1,008	1,013	2.6%
Riverside CCD	2,145	2,117	2,079	2,187	2,121	-1.1%
Total	6,835	6,877	6,811	6,970	6,697	-2.0%

Sources: 1. Datamart Transfer Volume to In-State Private (ISP) and Out-of-State (OOS)

2. Volume of transfers to UC: <https://www.universityofcalifornia.edu/infocenter/admissions-source-school>

3. Volume of transfers to CSU: <http://www.calstate.edu/as/ccct/index.shtml>

Analysis: From 2013-14 through 2017-18, SBCCD had the highest 5-year change (10.5%) among community college districts in San Bernardino and Riverside Counties.

Vision Statement #3: Our students will have the highest graduation rates at four-year institutions.

Vision KPI 3.1 – UCR Graduation Rate

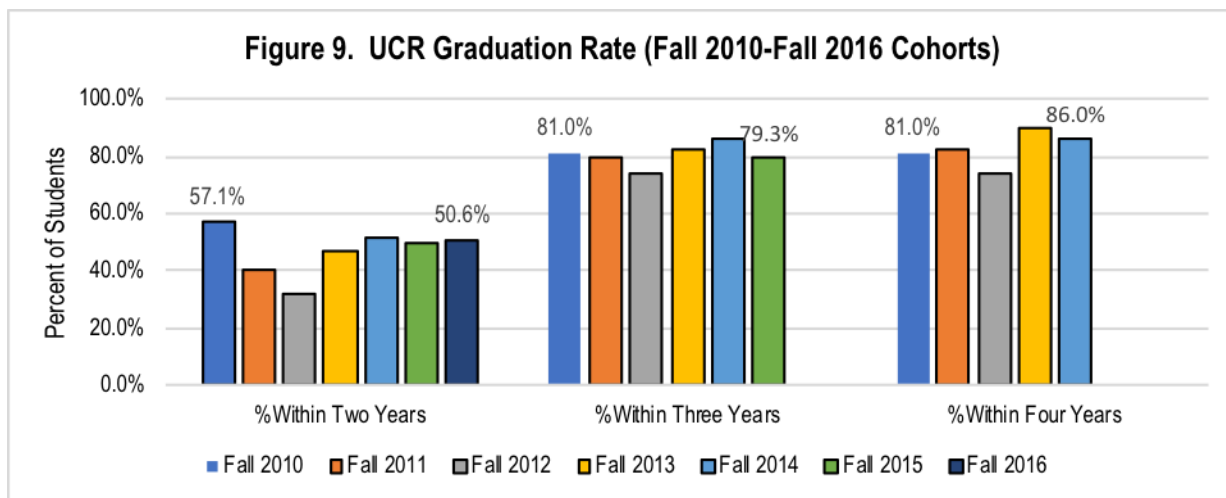


Table 9. UCR Graduation Rate (Fall 2010 Through Fall 2016 Cohort)

Cohort	College	Total	2 Yr	3Yr	4Yr
Fall 2010	CHC	19	73.7%	89.5%	89.5%
	SBVC	23	43.5%	73.9%	73.9%
	SBCCD Total	42	57.1%	81.0%	81.0%
Fall 2011	CHC	19	36.8%	78.9%	78.9%
	SBVC	21	42.9%	81.0%	85.7%
	SBCCD Total	40	40.0%	80.0%	82.5%
Fall 2012	CHC	19	26.3%	78.9%	78.9%
	SBVC	12	41.7%	66.7%	66.7%
	SBCCD Total	31	32.3%	74.2%	74.2%
Fall 2013	CHC	24	41.7%	75.0%	87.5%
	SBVC	27	51.9%	88.9%	92.6%
	SBCCD Total	51	47.1%	82.4%	90.2%
Fall 2014	CHC	25	60.0%	84.0%	84.0%
	SBVC	25	44.0%	88.0%	88.0%
	SBCCD Total	50	52.0%	86.0%	86.0%
Fall 2015	CHC	29	51.7%	79.3%	
	SBVC	29	48.3%	79.3%	
	SBCCD Total	58	50.0%	79.3%	
Fall 2016	CHC	41	51.2%		
	SBVC	40	50.0%		
	SBCCD Total	81	50.6%		
Total	CHC	176	49.4%	80.7%	84.0%
	SBVC	177	46.9%	81.0%	83.3%
	SBCCD Total	353	48.2%	80.9%	83.7%

Source: UCR Office of Institutional Research

Analysis: The rate of SBCCD transfer students who graduated UCR within 2 years averaged 48.2% for Fall 2010 – Fall 2016 cohorts. Overall, there was a 6.5% decrease from 57.1% to 50.6%.

Vision KPI 3.2 – UCR Graduation Rates of Transfers from SBCCD vs. CCC

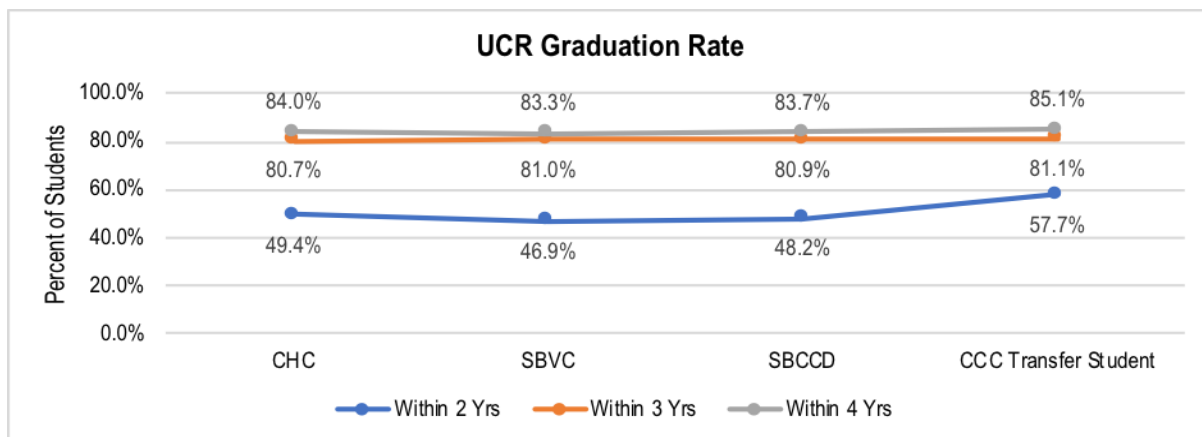


Table 10. UCR Graduation Rate (Within Two Years)

Cohort	CHC	SBVC	SBCCD	CCC Transfer Students
Fall 2010	73.7%	43.5%	57.1%	54.6%
Fall 2011	36.8%	42.9%	40.0%	57.1%
Fall 2012	26.3%	41.7%	32.3%	51.4%
Fall 2013	41.7%	51.9%	47.1%	60.6%
Fall 2014	60.0%	44.0%	52.0%	57.6%
Fall 2015	51.7%	48.3%	50.0%	60.7%
Fall 2016	51.2%	50.0%	50.6%	57.7%
Mean	49.4%	46.9%	48.2%	57.7%
% Change	-22.5%	6.5%	-6.5%	3.1%

Table 10.A. UCR Graduation Rate (Within Three Years)

Cohort	CHC	SBVC	SBCCD	CCC Transfer Students
Fall 2010	89.5%	73.9%	81.0%	77.7%
Fall 2011	78.9%	81.0%	80.0%	81.0%
Fall 2012	78.9%	66.7%	74.2%	78.9%
Fall 2013	75.0%	88.9%	82.4%	83.2%
Fall 2014	84.0%	88.0%	86.0%	83.9%
Fall 2015	79.3%	79.3%	79.3%	81.4%
Mean	80.7%	81.0%	80.9%	81.1%
% Change	-10.2%	5.4%	-1.7%	3.7%

Table 10.B. UCR Graduation Rate (Within Four Years)

Cohort	CHC	SBVC	SBCCD	CCC Transfer Students
Fall 2010	89.5%	73.9%	81.0%	81.7%
Fall 2011	78.9%	85.7%	82.5%	85.0%
Fall 2012	78.9%	66.7%	74.2%	83.6%
Fall 2013	87.5%	92.6%	90.2%	87.4%
Fall 2014	84.0%	88.0%	86.0%	87.4%
Mean	84.0%	83.3%	83.7%	85.1%
% Change	-5.5%	14.1%	5.0%	5.7%

Source: UCR Office of Institutional Research

Vision KPI 3.3 – CSUSB Graduation Rate (SBCCD)

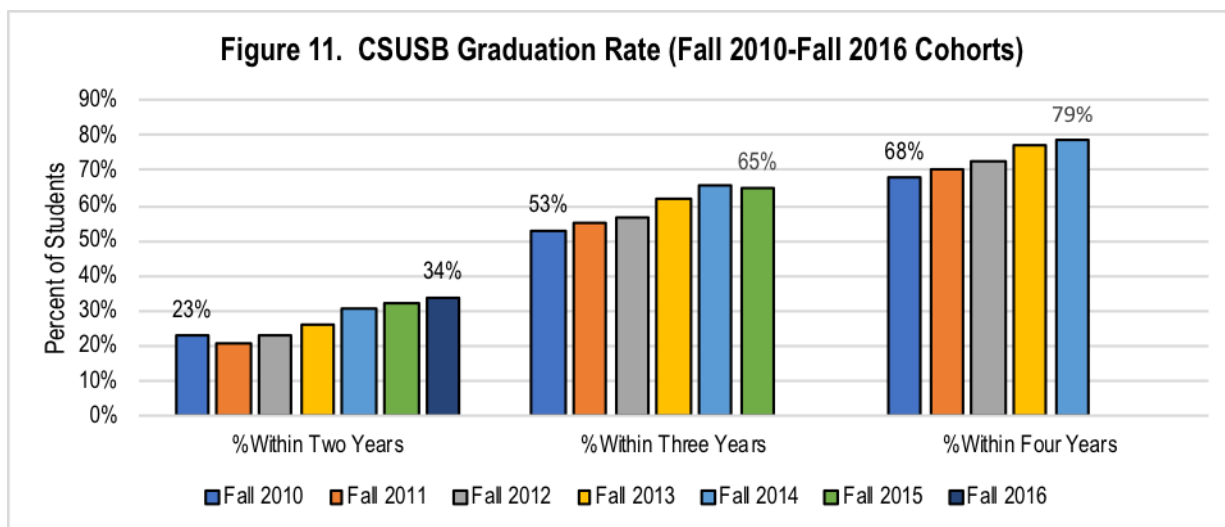


Table 11. CSUSB Graduation Rates By Cohort

Cohort	College	Total	2 Yr	3Yr	4Yr
Fall 2010	CHC	116	25%	59%	72%
	SBVC	152	21%	48%	65%
	SBCCD Total	268	23%	53%	68%
Fall 2011	CHC	102	22%	63%	77%
	SBVC	132	21%	49%	65%
	SBCCD Total	234	21%	55%	70%
Fall 2012	CHC	95	20%	54%	72%
	SBVC	124	25%	60%	73%
	SBCCD Total	219	23%	57%	73%
Fall 2013	CHC	136	27%	65%	82%
	SBVC	231	25%	61%	74%
	SBCCD Total	367	26%	62%	77%
Fall 2014	CHC	163	35%	71%	83%
	SBVC	280	29%	63%	76%
	SBCCD Total	443	31%	66%	79%
Fall 2015	CHC	116	35%	67%	
	SBVC	152	30%	63%	
	SBCCD Total	268	32%	65%	
Fall 2016	CHC	102	35%		
	SBVC	132	33%		
	SBCCD Total	234	34%		
Total	CHC	1,016	30%	64%	78%
	SBVC	1,585	28%	59%	70%
	SBCCD Total	2,601	29%	61%	73%

Source: CSUSB Office of Institutional Research Dashboards: New Transfer Students by Institution and Major

Analysis: The rate of SBCCD transfer students who graduated CSUSB within 2 years averaged 29% for Fall 2010 – Fall 2016 Cohorts. Overall, there was an 11% increase from 23% (Fall 2010 Cohort) to 34% (Fall 2016 Cohort).

Vision KPI 3.4 – CSUSB Graduation Rate By College

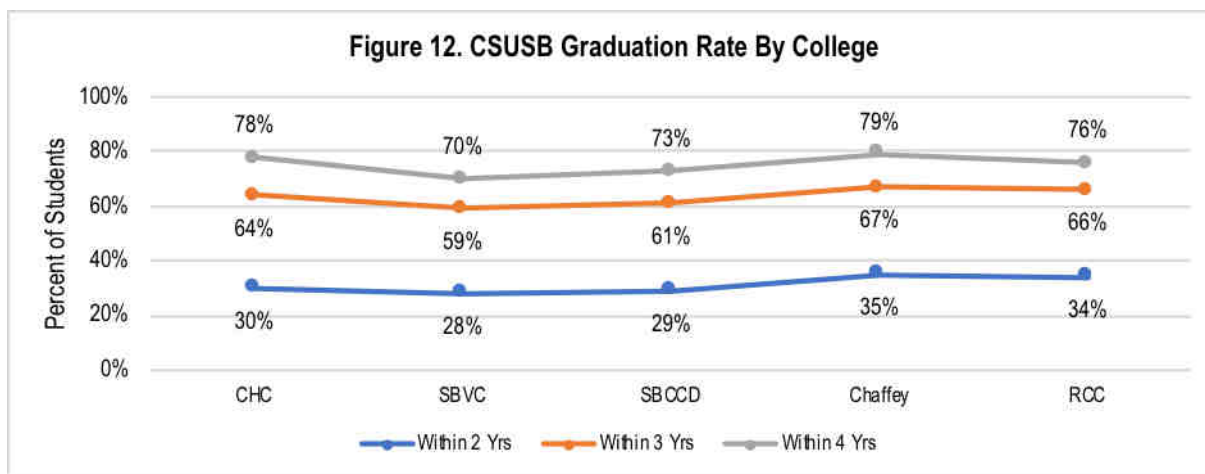


Table 12. CSUSB Graduation Rate By College (Within Two Years)

Cohort	CHC	SBVC	SBCCD	Chaffey	RCC	CCC Transfer Students
Fall 2010	25%	21%	23%	24%	31%	27%
Fall 2011	22%	21%	21%	31%	26%	26%
Fall 2012	20%	25%	23%	35%	26%	27%
Fall 2013	27%	25%	26%	28%	29%	28%
Fall 2014	35%	29%	31%	34%	36%	35%
Fall 2015	35%	30%	32%	40%	40%	37%
Fall 2016	35%	33%	34%	42%	45%	40%
Mean	30%	28%	29%	35%	34%	
% Change	10%	12%	11%	18%	14%	13%

Table 12.A. CSUSB Graduation Rate By College (Within Three Years)

Cohort	CHC	SBVC	SBCCD	Chaffey	RCC	CCC Transfer Students
Fall 2010	59%	48%	53%	63%	62%	60%
Fall 2011	63%	49%	55%	58%	59%	59%
Fall 2012	54%	60%	57%	73%	63%	63%
Fall 2013	65%	61%	62%	70%	64%	65%
Fall 2014	71%	63%	66%	67%	69%	67%
Fall 2015	67%	63%	65%	70%	74%	68%
Mean	64%	59%	61%	67%	66%	
% Change	8%	15%	12%	7%	12%	8%

Table 12.B. CSUSB Graduation Rate By College (Within Four Years)

Cohort	CHC	SBVC	SBCCD	Chaffey	RCC	CCC Transfer Students
Fall 2010	72%	65%	68%	75%	75%	74%
Fall 2011	77%	65%	70%	75%	72%	73%
Fall 2012	72%	73%	73%	83%	79%	76%
Fall 2013	82%	74%	77%	79%	76%	77%
Fall 2014	83%	76%	79%	80%	78%	79%
Mean	78%	70%	73%	79%	76%	
% Change	11%	1%	11%	5%	3%	5%

Source: CSUSB Office of Institutional Research Dashboards: New Transfer Students by Institution and Major

Vision Statement #4: Our students will have the highest employment rates in our communities.

Vision KPI 4.1 – Secured Employment

Definition: Among all students who exited the community college system and did not transfer to any postsecondary institution, the proportion of students who were unemployed and became employed after exiting college.

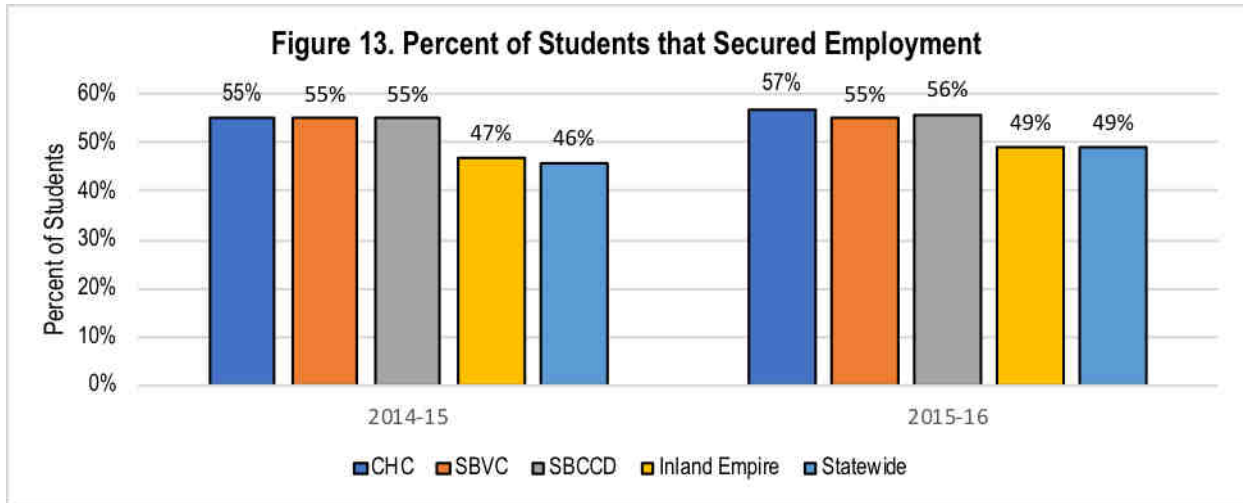


Table 13. Percent of Students that Secured Employment, 2014-15 through 2015-16

	2014-15	2015-16
Crafton Hills College	55%	57%
San Bernardino Valley College	55%	55%
San Bernardino CCD	55%	56%
Inland Empire	47%	49%
Statewide	46%	49%

Source: Cal-PASS Plus Student Success Metrics (2015-16 is the most recent data available for this metric)

NOTE: There are 7 macro-regions and 15 micro-regions identified by the California Community Colleges Chancellor's Office Doing What Matters. Each college is within a Doing What Matters micro-region and a Doing What Matters macro-region. SBCCD's micro-region and macro-region is the Inland Empire (San Bernardino and Riverside Counties). SBCCD's micro-region/macro-region consists of the same 12 community colleges in San Bernardino and Riverside Counties (Strong Workforce Program Metrics Data Element Dictionary, 2018).

Analysis: Between 2014-15 and 2015-16, the percent of unemployed students who became employed after exiting SBCCD increased by 1% from 55% to 56%. Over this period, the percent of unemployed students becoming employed after exiting SBCCD was consistently higher than the Inland Empire's median and the State's median.

Vision KPI 4.2 – Median Annual Earnings

Definition: Among all students who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit.

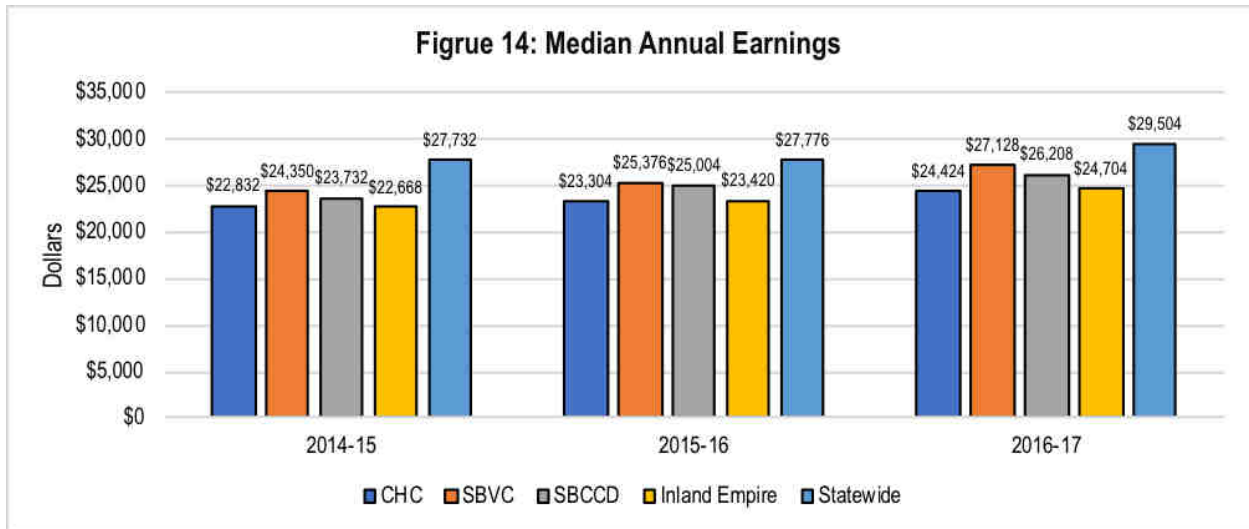


Table 14. Median Annual Earnings, 2014-15 through 2016-17

	2014-15	2015-16	2016-17
Crafton Hills College	\$22,832	\$23,304	\$24,424
San Bernardino Valley College	\$24,350	\$25,376	\$27,128
San Bernardino CCD	\$23,732	\$25,004	\$26,208
Inland Empire	\$22,668	\$23,420	\$24,704
Statewide	\$27,732	\$27,776	\$29,504

Source: Cal-PASS Plus Student Success Metrics (2016-17 is the most recent data available for this metric)

Analysis: Between 2014-15 and 2016-17, the median annual earnings of our exiting SBCCD students increased by \$2,176 from \$23,732 to \$26,208. Over this period, the median annual earnings of students exiting SBCCD was consistently higher than the median annual earnings of students exiting all colleges in the Inland Empire.

Vision Statement #5: Our district will be the gateway to pathways and opportunities for a brighter future.

Vision KPI 5.1 – Median Change in Earnings

Definition: Among all students who exited the community college system and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the academic year of entry and the second quarter after the academic year of exit from the last college attended.

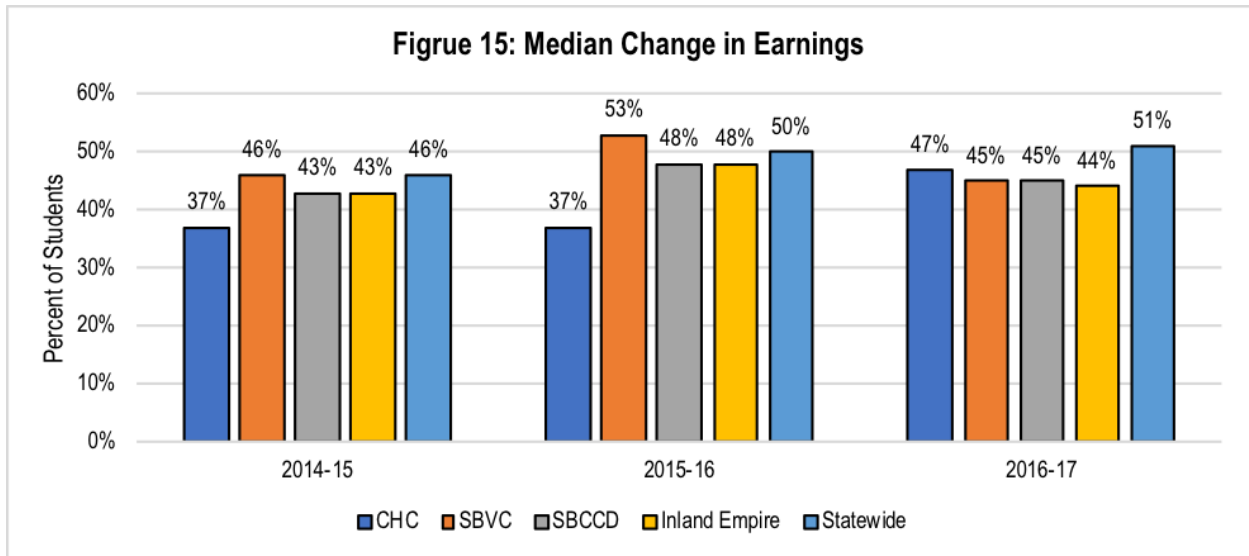


Table 15. Median Change in Earnings, 2014-15 through 2016-17

	2014-15	2015-16	2016-17
Crafton Hills College	37%	37%	47%
San Bernardino Valley College	46%	53%	45%
San Bernardino CCD	43%	48%	45%
Inland Empire	43%	48%	44%
Statewide	46%	50%	51%

Source: Cal-PASS Plus Student Success Metrics (2016-17 is the most recent data available for this metric)

Analysis: Between 2014-15 and 2016-17, the median change in earnings of our exiting SBCCD students between the second quarter prior to the academic year of entry and the second quarter after the academic year of exit increased by 2% from 43% to 45%. In 2016-17, the median change in earnings of students exiting SBCCD was 1% higher than the median change in earnings of students exiting all colleges in the Inland Empire.

Vision KPI 5.2 – Attained the Living Wage

Definition: Among all students who exited the community college system and who did not transfer to any postsecondary institution, the proportion that attained the district county living wage for a single adult measured immediately following the academic year of exit.

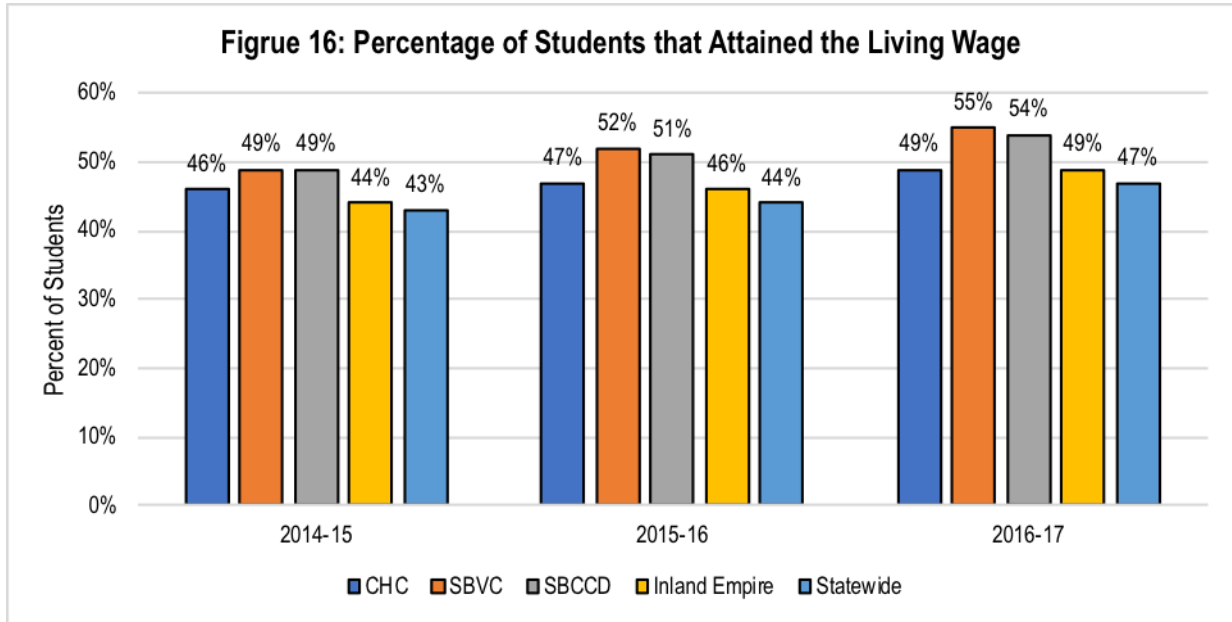


Table 16. Percent of Students that Attained the Living Wage, 2014-15 through 2016-17

	2014-15	2015-16	2016-17
Crafton Hills College	46%	47%	49%
San Bernardino Valley College	49%	52%	55%
San Bernardino CCD	49%	51%	54%
Inland Empire	44%	46%	49%
Statewide	43%	44%	47%

Source: Cal-PASS Plus Student Success Metrics (2016-17 is the most recent data available for this metric)

Analysis: Between 2014-15 and 2016-17, the proportion of our exiting SBCCD students who reported attaining the district county living wage increased by 5% from 49% to 54%. Over this period, the percentage of our exiting students who attained the district county living wage was consistently higher than the Inland Empire's median and the State's median.

Vision Statement #6: Our students and alumni will make a significant contribution to the socioeconomic prosperity of our communities.

Vision KPI 6.1 – Median Earning of SBCCD Alumni

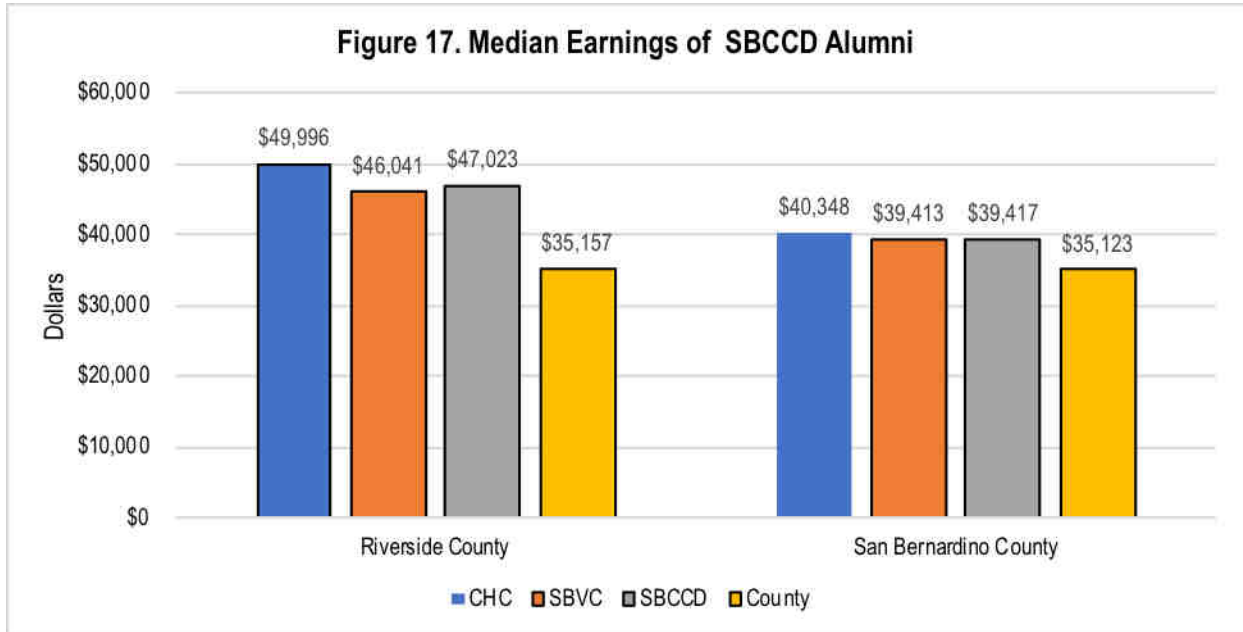


Table 17. Median Earnings of SBCCD Alumni

	CHC	SBVC	SBCCD	County*
Riverside County	\$49,996	\$46,041	\$47,023	\$35,157
San Bernardino County	\$40,348	\$39,413	\$39,417	\$35,123

Note: * Median Earnings of Population 25 years and over with earnings

Sources: 1. U.S. Census Bureau. 2013-2017 American Community Survey 5-Year Estimates, Education Attainment
 2. Emsi; Labor Market Analytics - Alumni Outcomes <https://www.economicmodeling.com/alumni-outcomes/>
 (The alumni research was conducted in May 2018. The alumni data included alumni's occupation and the mean occupation wages for each job. The mean occupation wages were used to find Median Earnings of SBCCD Alumni.)

Analysis: The median annual earnings for students who received degrees or certificates from either college in the District and lived in San Bernardino and Riverside Counties were higher than each county's median annual earnings. District alumni earned 33.75% more than the median annual earnings in Riverside County and 12.23% more than the median annual earnings in San Bernardino County.

Vision Statement #7: Our employees will want to be here, love working here, and go above and beyond for student success.

Vision KPI 7.1 – Overall Satisfaction (District Employee Climate Survey)

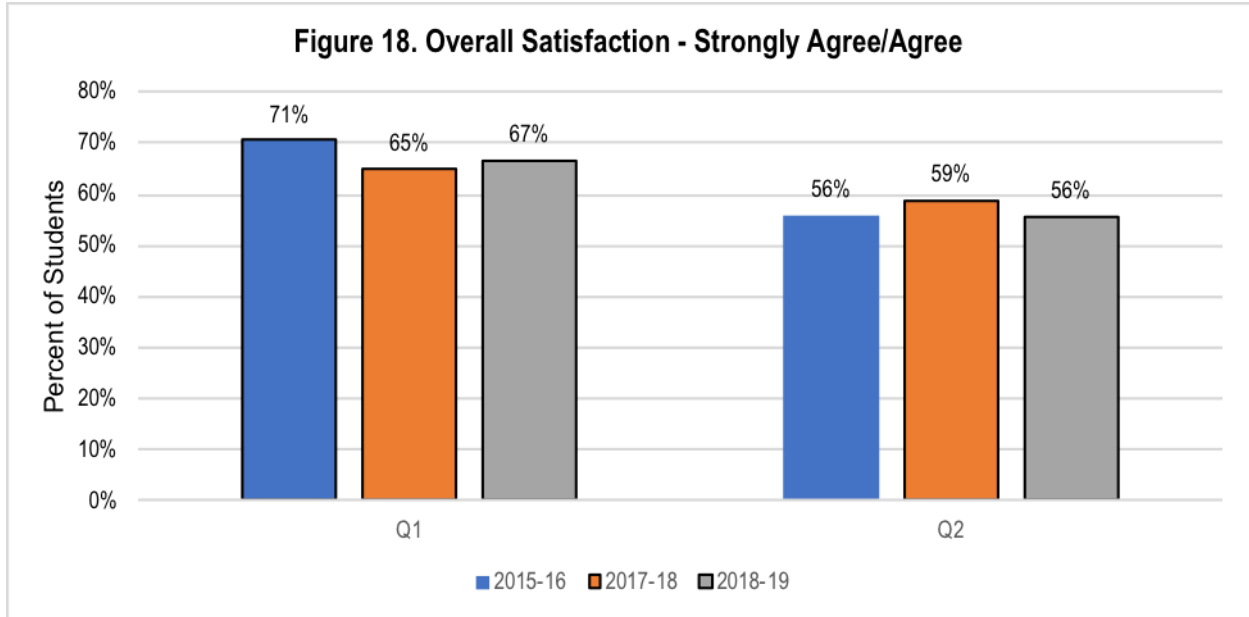


Table 18. Overall Satisfaction - Strongly Agree/Agree

	2015-16	2017-18	2018-19
Q1: I am personally treated with respect in this District.	71%	65%	67%
Q2: Overall, I am satisfied with the level of inclusiveness at SBCCD.	56%	59%	56%

Source: District Employee Climate Survey

NOTE: A District Employee Climate Survey was not administered in 2016-17.

Analysis: Over the three years considered, 68% of District employees agree or strongly agreed with the statement “I am personally treated with respect in this District,” while 57% agreed or strongly agreed with the statement “Overall, I am satisfied with the level of inclusiveness at SBCCD.”