

SBVC ACADEMIC SENATE

Minutes

AS/SS 207 3:00 PM – DATE: 2.7.18

Topic	Discussion	Action
1. Call to Order and Roll Call	<ul style="list-style-type: none">• Meeting called to order at 3:03 p.m.• Roll call via sign-in sheet	
2. Public Comments	<ul style="list-style-type: none">• J. Notarangelo: Next Wednesday, February 14, at 3:00 p.m. (maybe in this room, maybe not) presentation tentatively titled, “What Has the Distance Ed. Guy Been Doing without Faculty Approval?” He will send out an email with more details to the entire campus. I am trying to answer questions and get feedback for a presentation to this body.• A. Avelar: The body voted to move on to electronic voting but we cannot use our work email; we have to use personal email. So the union created private CTA emails for everyone. The two boxes up front contain a flyer with a sticker that contains your private email address and password. It gives you directions for how to get to the email account. That is how you will receive your credentials for online voting. We handed them out at Opening Day and Part-Time Faculty Orientation. If you were not at either of those or we missed you, they are up front. Make sure you get this because it is how we will be voting. There will be people elections and possibly a ratification election.	
3. Senate President’s Report C. Huston	<p>*See attachment to these minutes for a copy of the president’s written report. The president or other senators made additional comments about the following items:</p> <ul style="list-style-type: none">• Board Book: Tomorrow there is a sabbatical approval for our own M. Copeland [applause] and J. Demsky [applause]. Also one-semester sabbaticals for Crafton Hills College faculty, one is our former own, R. Grayraven. They are not approved until the formal meeting tomorrow.• VPI Update: Those of you who read the Board book also might have noticed that there is something about a VPI. I will let President Rodriguez talk about that in her report.• ACCJC: They finally published the results of our midterm	

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<p>3. Senate President's Report, continued C. Huston</p>	<p>report. It was reviewed and accepted without a problem [applause]. I also went through 12 action letters from institutions that did not make the cut. The top items that we can work on are: SLOs, HR, and evaluation cycles, and some things about DE-compliance. The next group down involves financial things or Board activities and behaviors.</p> <ul style="list-style-type: none"> • HSI-STEM Grant: We are working with Crafton on a 5-year STEM grant proposal. S. Briggs is contacting faculty to help. Everyone is welcome to participate. Contact S. Briggs for more information. • 2018-2020 Committee Assignments: I am going to send out a sign-up sheet to everyone on Senate. It will have the individualized sign-up sheet we talked about last semester, including the approximate 10% division commitment for certain committees. If your division size changed since October and if for some reason the required numbers are off, please adapt accordingly. The email will go out soon. Anyone who has been serving full-time for more than one year, or even temporary full-time for more than one year, on campus needs to serve on a committee. There is not a separate contract for temporary employees. • APs/BPs: We are still going to look at BPs and APs. At District Assembly we spent about 85 of our 90 minutes on BPs/APs. We want to let you know that we have some things coming up. J. Notarangelo will have some updates related to the Online College. • DACA: Angel will be here to talk about DACA. I gave all of you a handout on Opening Day. He will be here to talk about it more since DACA is coming around. • New State Funding Model: J. Torres will come to talk about the new state funding model in March. He will also address the HR reorganization that was done last year. It was to be evaluated this year and he will give us the status on that. • Save the date: The Area D meeting, the pre-plenary meeting where we look at all statewide resolutions, will be at Crafton Hills College on Saturday, March 24. If you are available on a Saturday, it is a microcosm of what plenary is 	

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3. Senate President's Report , continued C. Huston	like. It is very informative. It close and local. I'm hoping more than just me will show up.	
4. Committee Reports	<ul style="list-style-type: none"> a. Ed Policy [vacant] <ul style="list-style-type: none"> • Currently looking to fill this position. b. Personnel Policy [J. Notarangelo] <ul style="list-style-type: none"> • The Advancement in Rank process will start this evening. We will be sending it out campus-wide this evening. We are looking forward to a very transparent and effective process. R. Hamdy is also setting up workshops on how to fill out the letters. Please keep an eye out for that. We want to have a positive and productive process. c. Student Services [A. Aguilar-Kitibutr] <ul style="list-style-type: none"> • No report d. Career/Tech [S. Meyer] <ul style="list-style-type: none"> • No report e. Equity/Diversity [K. Melancon] <ul style="list-style-type: none"> • No report f. Elections [M. Worsley] <ul style="list-style-type: none"> • No report g. Curriculum [M. Copeland] <ul style="list-style-type: none"> • The committee has put SLOs on the COR. We have talked about what the committee's purview is on that because it is other faculty's SLOs. C. Huston is going to talk to us about that because we are not fully sure how to approach it. We are also figuring out the TPA hours. <ul style="list-style-type: none"> ○ A. Avelar: Are activities going through curriculum, or not yet? That is, lecture, lab, clinical, etc.? ○ M. Copeland: Not yet. h. Program Review [P. Ferri-Milligan] <ul style="list-style-type: none"> • I sent out several emails for people who get to participate in the efficacy phase. They have been sent their forms and told what readers they have. • Training will be in February/March. They were sent to those participating with the forms. 	

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<p>4. Committee Reports, continued</p>	<p>i. Accreditation & SLOs [C. Huston]</p> <ul style="list-style-type: none"> • We are starting to look at the handbook that was approved by the Senate several years ago. It is no longer accurate because of changes with the SLO Cloud, aligning the evaluations with Program Review, and the new conversations with curriculum. We will work with the Curriculum Committee and the campus. We are trying to bring the handbook to the Senate for input and for final approval by the end of the semester. • There is a Guided Pathways workshop on Tuesday, February 20, from about 8 – 3:30 at Cal Poly Pomona. We have a ticket available for (hopefully) a faculty member if anyone wants to go. It's not too far. <p>j. Professional Development [R. Hamdy]</p> <ul style="list-style-type: none"> • We met on Monday, we had a lot of conference requests and that is good because there is still a little bit of money left. Our next meeting is March 5; we meet again in April, then we have one more meeting in May. If you have a Spring conference, you need to get it in ASAP. • If you are going to a summer conference remember that we go dark in the summer, but you can submit it now. We can tentatively approve it. Even submit early fall conferences now. 	
<p>5. Additional Reports</p>	<p>a. SBCCD-CTA [A. Avelar]</p> <ul style="list-style-type: none"> • The body voted to move on to electronic voting but we cannot use our work email; we have to use personal email. So the union created private CTA emails for everyone. The two boxes up front contain a flyer with a sticker that contains your private email address and password. It gives you directions for how to get to the email account. That is how you will receive your credentials for online voting. We handed them out at Opening Day and Part-Time Faculty Orientation. If you were not at either of those or we missed you, they are up front. Make sure you get this because it is how we will be voting. There will be people elections and possibly a ratification election. 	

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<p>5. Additional Reports, continued</p>	<ul style="list-style-type: none"> • We have a workshop at the union office on Friday, February 23, at 1:00 p.m., called, “Where are we on salary negotiations?” You can get more in-depth information about where we are at regarding salary negotiations. Management will not be invited. We can talk about where we are in terms of proposals and wages. • People elections: all of the executive board is terming out, so you have a chance to be part of the board. The executive board, president, etc., are 2-year terms. The full-time reps are only one-year terms. The part-time reps are also one-year terms. Part-timers usually get a stipend, pending budget approval. The flyer with your email and password also has dates for breakfasts and luncheons for this term. <ul style="list-style-type: none"> ○ We are going to move the flyers to the library. S. Lillard will send out an email blast saying you can pick up your letter at the library. You can go to the front desk and ask for Ginny. She will house the letters and you can pick them up from her. Please let your part-timers know they can pick these up. • Committees: We did not send out an email with regard to the number of committee assignments. Crafton actually discussed this at great length at their Opening Day. They came to the conclusion that they don’t want to pinpoint a number down. They don’t have the bodies to serve on only one committee per year. There is a bigger issue with a critical mass of faculty needed to get work done. They have to do the same work we do, but they have fewer bodies to get it done. <ul style="list-style-type: none"> ○ What they did mention is that in our contract it already states that you have 5 hours committed to District responsibilities, whether you are instructional or non-instructional faculty. What is wrong with that language is it’s a little out of place. We are working on making it flow a little better so that it is really understood by all faculty, whether you are instructional or non-instructional. This is in addition to your 5 office hours if 	

you are instructional. Those 5 hours could be used for Senate-assigned committees. We want it to be more flexible so we aren't tying down one campus to just one committee assignment when they cannot make that work. That is why you did not get that survey.

- Is everyone okay with that?
 - General consensus: yes
- Is anyone terribly opposed to that?
 - General consensus: no
- Faculty chair survey: we had 84 responses. I wish we had more because we have 600 members, but 84 is still good. We went off the job description in the contract. "We" refers to a workgroup made up of both the District and the negotiations team for our unit. We have been collaborating with each other to come up with a job description that makes sense for what faculty chairs are currently doing. Right now faculty chairs are doing some things that are not in the current job description, so we are updating it to reflect that. We got some comments in the survey and many of them were excellent, but many of them did not indicate what is missing. Think about what your chair is doing, or what you are doing as chair, that is not on this list. If anything is missing please let us know so that we can include it.
 - I have the data: About 83% said yes for #1, about 85% for #2, and about 65% for #3.
 - #4 [Curriculum Committee] had about 51% who said that it should not be the responsibility of a chair. Currently part of the problems we are seeing on both sides is that the compensation piece and the time is not adequate whatsoever. If you have to teach it is hard to cancel class. Even getting subs still means you have to play catch-up. Sometimes it is not reasonable for instructional faculty to have to cancel their class to go to a Curriculum Committee meeting. The same might be for non-instructional faculty: they need their student contact hours and not be able to attend a Curriculum meeting. Maybe they only have to attend

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<p>5. Additional Reports, continued</p>	<p>when their curriculum is going through. We want to wordsmith this item so that it reflects the role. We will vet it through the right committees. What do you think, Curriculum chair?</p> <p>M. Copeland: it seems like that's already the standard.</p> <ul style="list-style-type: none"> ○ A. Avelar: But it isn't in writing. ○ M. Copeland: True, however, when I send out the emails, I say that the chair or a designee needs to attend. If they don't attend then we put it on hold until they do. ○ A. Avelar: When we look at chair positions, please don't take this personal, we are not looking at this as an extra funding source. We agree that the compensation is not enough. We want to make sure that this is something that will be protected in the long haul. This is a voluntary job, so you want what is best for your program. <ul style="list-style-type: none"> • Others agreeing this is in the faculty chair's role: 79.6% [#5], 82% [#6], 58% [#7: SLOs, SAOs, SIOs, PLOs reporting]. With #7, eventually we need some SLO, etc. reporting in place. We want make sure faculty are doing this for their programs- you do not want managers to do this. It is your program. We want to plan for the long haul. • #8, I actually still feel very tentative on that one: "coordinates with department faculty to develop and implement institutional initiatives." We made it clear that we are worried that everything will be piled on to this one. It will be in terms of intent. If we see we are moving beyond intent, we will re-examine it. We need to look at how work is divvyed up. • Let's see: 85% [#9], 85% [#10], 76% [#11], and 75% [#12]. • #13: 50% said this is not a chair duty: "coordinates and verifies the selection, ordering and availability of 	

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<p>5. Additional Reports, continued</p>	<p>textbooks for the department, as needed.” The “as needed” is important. Because not all faculty can use different books, and that is their purview. Example: English likely uses different books across English 101 so faculty will order their own books. Chemistry on the other hand agrees to use one book for all classes, so the faculty chair orders it.</p> <ul style="list-style-type: none"> • 57% think this should be a faculty chair duty: “responsible for challenge requests such as prerequisites and core substitutions. • “Verify student completion of certificate requirements as appropriate,” got about 45% saying it should not be a chair’s duty. Key words here are “as appropriate.” There are areas such as CTE where you will know if it is appropriate. Other areas, such as Chemistry, will not verify it because of the way it is counted towards an Associate’s degree. We don’t want to exclude certain areas. • Comments from the surveys: <ul style="list-style-type: none"> ○ Very helpful in general, especially when they list the specific number they are referring to. ○ Please don’t make comments like, “Many of these are not correct”. ○ Other comments we heard: “This is very bent on instruction.” The answer is, “What do we still need from non-instructional?” We don’t want to miss things. We want the document to make sense so that everyone is included and we know what both instructional and non-instructional chairs need. ○ Another comment: They find it difficult to handle student complaints about faculty because they are not the boss of their peers. That’s true; we are not each others’ bosses and we work collegially with each other and professionally with each other. Ideally you want to help take care of it at thecollegial level before management has to step in and police it. That is why we want faculty to take 	

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<p>5. Additional Reports, continued</p>	<p>care of it first, but there is always a stopping point.</p> <ul style="list-style-type: none"> • Hopefully there will be a robust mandatory training for faculty chairs about handling student complaints, etc. that can help. We are working with the District. <ul style="list-style-type: none"> ○ M. Copeland: I'm just curious, what was the percentage of people who felt that the Curriculum Committee was the duty of a faculty chair? ○ A. Avelar: Not a duty: 51%, this should be a duty: 19%, unsure: 29%. We did ask all faculty, so it is possible many of them do not know our processes. ○ R. Hamdy: When is this going to negotiations? ○ A. Avelar: We are trying so hard. My personal goal is to have a big to hold on to for ratification, including faculty chairs because that is long overdue. <p>b. District Assembly C. Huston</p> <ul style="list-style-type: none"> • No real report outside of what I already said. • We pulled BP 2410 (we did play with AP 2410 previously at Senate). We will see that next time. • We also pulled BP 2510: Collegial Consultation for discussion at Senate first. 	
<p>6. Consent Agenda</p>	<p>a. Minutes</p> <ul style="list-style-type: none"> • Approve minutes from: <ul style="list-style-type: none"> ○ 1/17/2018 <p>b. BP's and AP's: No Changes (6)</p> <p>i. BP/AP 4102 Career and Technical Education Programs</p> <p>ii. AP 4228 Course Repetition – Significant Length of Time</p>	<p>Motion to approve the Consent Agenda. 1st: J. Notarangelo 2nd: A. Avelar</p> <p>Approved: Unanimously Abstentions: None</p>
<p>7. Old Business</p>	<p>a. BPs/Aps: 2nd Read (6)</p> <p>i. AP/BP 4100: Honorary Degrees:</p> <ul style="list-style-type: none"> • Not developed yet; discussed at the last meeting. <p>ii. AP 4101: Independent Study</p> <p>iii. AP 4227 Repeatable Courses</p> <p>iv. AP 4229: Course Repetition- Variable Units</p> <p>v. BP/AP 5020: Non-Resident Tuition</p>	<p>Motion to approve Items 2 - 6. 1st: M. Copeland 2nd: J. Notarangelo</p> <p>Approved: Unanimously Abstentions: L. Lopez, K. Barnett, D. Fozouni</p>

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<p>7. Old Business, continued</p>	<p>i. BP/AP 5040: Student Records- Directory Information</p> <p>b. AP 2410: Friendly Amendment (6)</p> <ul style="list-style-type: none"> o Item 1: CHC wanted them to add “Chancellor and/or District Assembly” and 4b change word “approval” to “action” and 4c “Board for action” 	<p>Motion to approve friendly ammendment.</p> <p>1st: A. Avelar 2nd: M. Copeland</p> <p>Approved: Unanimously Abstentions: L. Lopez</p>
<p>8. New Business</p>	<p>a. Chancellor’s Update to the Senate [B. Baron]</p> <ul style="list-style-type: none"> • First of all I want to thank everyone for the great work that you’ve been doing. It seems like there are always new initiatives to discuss and you are doing a lot of the work on it. When we get to the new funding formula that J. Torres will talk about next month, we will be measured on performance, and degrees/certificates. I think that the stress will be high because our money will be based on producing things. • The new funding formula for next year is proposed to be 50% based on enrollment (now it is 100% based on enrollment). 25% will be based on Pell and Bog grants, now called the Promise grant; that we are very competitive in because we have a high number of students with financial need. The other 25% is based on outcomes- degrees, certificates, and the number of completions that are done within 3 years. Nobody has ever measured completion within 3 years; the state’s own metric is 6 years. The metric of 3 years is new. The one thing that is not accounted for is the number of students who are not here to complete a degree or certificate, such as those who are here to take a class for a raise at work or a skill for their employer. We need to capture that information and learn about the goals of our students here. We want to make it clear that others are here for a short-term goal. Our students work and have families, and 3 years is not a realistic amount of time for us to expect our students to complete their goals. There is a group of CEOs who are analyzing this new formula and making recommendations 	

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<p>8. New Business, continued</p>	<ul style="list-style-type: none"> • to the legislatures. The governor’s revised budget comes out in May, so there may be some changes to this. There is a big chunk of money set aside to equalize the formula for one year. If for some reason the formula is unfavorable to us there is money set aside to equalize our income, but after that there is no more income. We need to advocate now. If we are stuck with this formula we need to have discussions about what the state considers a certificate to maximize the number of certificates that we offer. We have Guided Pathways and we have the detailed plan coming out in March. We need to figure out how Guided Pathways can help us get students through in a shorter amount of time. There is a lot that is going to be happening in that area. • Next week, February 14, we will be receiving the final salary studies that were done by a consultant. I am inviting you and the CSCA to join me to see it for the first time on February 14, at 11:00 a.m. I want to open the envelope and view the report with the bargaining unit so there is total transparency- we will all see where we are for the first time. I think we will be somewhere around 20% below market for average salaries, and I think faculty will be somewhere between 14% and 20% below market. The big question is what are we going to do about it? We will go to the table and there will be some bargaining, but we have to think of some creative ways to get all of you some more money. I am committed to bringing us as close to market as we can and as quickly as we can. My intention is we all need to get paid what we would get paid in other districts. I have often said that one of our recruiting issues is that we don’t pay as well as other districts. People say we are not motivated by money, but I disagree; we all have families and most of us will choose a job that pays 20% more so we can pay our bills. J. Torres will reach out to you about that so we can come up with something that makes sense for us. • Over the spring break e are going to have a new 	

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<p>8. New Business, continued</p>	<p>bookstore. We leased our the bookstore to Fallet, which is the largest college bookstore vendor in California. They are bigger than Amazon. They want to collaborate with us on our OER project. They have a huge rental program. They buy at prices that our bookstore could never dream of buying because of their national buying power. I believe they are going to be great partners. We are still negotiating with CSCA on the effects on the employees. I have personally promised that no employee will be disrupted. They will work for the new vendor, but stay on our payroll, will be covered by their bargaining unit, and they can stay as long as they want. This is not an issue where we are making changes on the backs of our employees. You will see a new sign when you return from spring break. They will be reaching out to faculty about purchasing textbooks. They have a great track record for customer service. They will also support events and scholarships and be very collegial and supportive.</p> <ul style="list-style-type: none"> • We are looking at another facilities bond; going out to the public for a bond in November of this year. We did some testing in our community and the results came back very favorable. Our campuses are very well liked. Those who know about us have a very positive feeling about our educational value and that we are good stewards of their funding and that they have a strong belief in education. We are just finishing up on Measure M. I hope that we can pass this bond in November. The Board has not voted to take any action yet, but we are going to do an information campaign in our community. Once the Board votes to go out for the bond, then we will go out through the foundation or something. The very first project in the priority list is a new Career Technology Education Building for Valley. That was #1 on the combined priority list. That is at least a \$60-70 million building, or at least it was a couple years ago. Angel took a bunch of Board members this to Sacramento to do lobbying this last week. President Rodriguez was also there. They told them that there was a 	

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<p>8. New Business, continued</p>	<ul style="list-style-type: none"> • state facilities bond, but we did not get a penny from that. There were no colleges in the Inland Empire that got any money. The day after they got back, we got a call from the Chancellor saying they would be interested in partial funding (we will match) in the 2020-2021 fiscal year. That paired with the possibility of passing a bond is very exciting. • [D. Rodriguez on his behalf] As a result of the legislative trip and us being able to talk with various elected officials, M. Steinoff actually sent a letter to the Chief Deputy Director for the Department of Finance to advocate for us to receive Prop 51 dollars. I'll pass that around during my report. • These guys [Angle & D. Rodriguez] are doing a great job advocating. <ul style="list-style-type: none"> ○ A. Avelar: Is project #2 the parking structure? ○ B. Baron: Yes ○ A. Avelar: Project #1 makes sense to me, I'm all for a CTE building. How long will it take for project #2? ○ B. Baron: I think the bond will give somewhere between \$400 and \$500 million. The whole project list for both campuses totals about \$800 million. I would like to get about halfway through our list. I think the #3 item is a renovation of the PAC at Crafton. If we can get halfway through the list we can make some major improvements. ○ R. Hamdy: Do those bonds allow for us to buy additional land, such as the swap meet or the AutoZone should they become available? ○ B. Barron: Yes, it does. Maybe you remember N. Zumbas, a former Board member, said that back in the day, maybe in the 80's, the District had the opportunity to buy the AutoZone for \$100,000, but the Chancellor at the time said no. That just blew me away. There is something called imminent domain- I'm not saying we would do this- we can take property for the public good as long as it is a fair price. That may include the price of 	

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<p>8. New Business, continued</p>	<ul style="list-style-type: none"> ○ lost business. It could be a very expensive proposition. • In March the Board will probably be voting on the \$157 million, we got from selling the KVCR bandwidth. They did already vote on guiding principles. \$20 million of that was already put into our STRS and PRS fund, which will help to offset STRS and PRS at the colleges. It may also free up some of our current general fund expenditure for STRS and PRS. The other \$80 million of that will go into a special trust that will help us earn more interest than if we put the money in the county treasury, which is only earning about .5% right now. <ul style="list-style-type: none"> ○ A. Avelar: What is the trust earning? ○ B. Baron: The trust can earn between 5% and 6%, but it fluctuates depending on the stock market. The long-term achievement of 5% is more realistic and that can be used for the benefit of the District. • Then there is the remaining \$57 million and I know that will be split a few different ways, although I don't have the details yet. I want to make sure that each college gets a lump sum of funding for one-time investments. I don't know how many millions that will be, but it will be a significant amount of money that hopefully you will have at your disposal for the next fiscal year. Another chunk will go to upgrade KVCR's equipment and tower so we can comply with the FCC's requirements. Also to give them some operating budget. It will never be, hopefully ever again, a cost to the colleges to operate KVCR. Since I've been here, I got it down from \$2 million a year, to \$300,000 last year, to \$0 from now on. There is an endowment and their memberships. The money is being replaced in your budget now. I think you will be very pleased once the board takes action on this next month. There is a Board Budget Committee meeting tomorrow where the Board will talk about a plan. The Board Budget Committee is J. Williams, G. Harrison, and D. Farracone. If they like the plan, they will move it forward to the District Budget Committee next week and then probably to the Board the week after. 	

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<p>8. New Business, continued</p>	<p>Getting money to the colleges was a big priority for me.</p> <ul style="list-style-type: none"> • J. Torres will be back next month to talk about DACA. One concern among faculty is what do we do if an immigration officer comes to my classroom looking for someone. Angel and the new police chief Al Jackson will work with the Senate presidents on what we can [legally] say and do. There are certain things we can do- like deny access. We can give you a pocket card and maybe run through some scenarios. Hopefully by next month we can give you so you can feel comfortable in those situations. • Questions? <ul style="list-style-type: none"> ○ C. Jones: You said that the bookstore will save \$.5 million/year to the students? ○ B. Baron: Yes, it is an estimated annual figure based on rental costs. ○ C. Jones: Will this change the way the website works? ○ B. Baron: It will be new and much more professional. We will now have a company to run the bookstore. They will have a professional website and collaborate with all of you. ○ C. Jones: In terms of imminent domain, what about the middle college high school and Pizza Hut? ○ B. Baron: It is a great spot. Imminent domain is unlikely. I would hate to ruin a good thing. It is a pride and joy of our District. I want to encourage that relationship. It is one of the best middle college high schools in the nation. <p>b. Strong Workforce Regional and Local Share Update (4) [A. Maniaol]</p> <ul style="list-style-type: none"> • [see handout] Just as a recap of the Strong Workforce Program. They want the California Community Colleges to prepare our students for jobs in the workforce. They went to the legislature and got approved for approximately \$2 million each fiscal year depending on the state budget. They came up with 2 programs: local shares and regional shares Strong Workforce Program. The local shares is at 60% and is awarded or given to the District. The District 	

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8. New Business, continued	<p>allocates them to the colleges to increase quantity and improve the quality of career and technical education, intended for credit and non-credit. All of this funding has an implementation date of 24-31 months. Implementation was delayed for round 1 until February 1, 2017, because we needed to fine-tune the process. It ends on December 31, 2018. Valley College was allocated \$1,205,021. We have a SBVC Strong Workforce group. We solicited work plans and project proposals from all the programs here. It also has to meet the 2 objectives of the initiative: improve the quality and increase the quantity of programs.</p> <ul style="list-style-type: none">• For the first allocation, there were a total of 9 CTE programs funded [see blue handout]. I outlined the work plan or scope of the project from each of the programs. As of December 31, 2017, I received progress reports from each of the programs. We are on track as far as the projections and will spend all the money allocated.• For the second round, the state chancellor's office noticed that we are behind in the implementation. They revised the timelines of the projects. They told us that round 2 will consist of 4 fiscal years. That amount will be consistent for 4 fiscal years. Round 3 will not take effect until 2021. For Round 2, they gave us \$1,266,262.33. We solicited applications from the CTE programs and asked them to plan for 2 fiscal years. We received a total of 19 applications and 9 were funded for Round 3 and 11 for Round 2.<ul style="list-style-type: none">○ C. Huston: When is round 4 coming out?○ A. Maniaol: We start soliciting applications in July 2019.• I had a discussion with R. Gallope because it is a District-wide effort. We used to have an Economic Development Committee so we can align all our programs for a common purpose and so they can be structured towards a common goal. As I said, the funding is awarded to the District and then the District allocates funding accordingly using a funding allocation model. We are in the process of hiring	

Topic	Discussion	Action
<p>8. New Business, continued</p>	<p>or have already hired the proposed full-time instructors to develop or implement the programs to address market needs. They went through curriculum process and are awaiting state approval and the ACCJC substantial change request. We are hoping to report that all our programs will be approved. Funding is based on FTES, completion, and how many students were employed at minimum wage or had salary increase after completion.</p> <ul style="list-style-type: none"> ○ B. Baron: Are those faculty tenure-track? ○ A. Maniaol: No, categorically funded. ○ A. Avelar: I was going to ask something similar. This can be an issue if we are have programs we are supporting and funding runs out? Is it similar to SSSP categorical funding, where it is supposed to be ongoing and faculty are supposed to be tenure track? ○ A. Maniaol: That is something we need to discuss at the District level. For example, in round 1 we funded culinary arts to hire temporary faculty, but since projects only started February 1, there is no way to measure that they are growing. That is why the Strong Workforce workgroup decided to give them more time and money to sustain the faculty and lab techs. ○ D. Rodriguez: So far there has been no conversation about the ongoing funding for those positions. ○ A. Avelar: It is very tricky and it is a fine line. A categorical position may be non-tenure track, but it is limited. I want to make sure we are careful. ○ A. Maniaol: The Strong Workforce program cannot be used for supplanting as well, that is why we are only given two rounds of funding for positions. • Program Incentive Funding based on round 1 for the CTE FTES also looks at unemployment in our area and job openings. In January 2018, our District was awarded \$196,491 minus the 4% net costs; using the allocation model, we are getting \$131,872. That will be available July 1, 2018. The programs that were not funded could take advantage of this or we could fund new programs. 	

Topic	Discussion	Action
<p>8. New Business, continued</p>	<p>c. BPs/APs: 1st Read (6) [C. Huston]</p> <ul style="list-style-type: none"> • First read means we do nothing with them today. • Please read these • If something catches your attention, can you let me or someone in Executive Senate know so we can get on them? <ul style="list-style-type: none"> i. BP/AP 4103: Work Experience ii. BP/AP 4240: Academic Renewal iii. BP/AP 4070: Course Auditing and Auditing Fees iv. BP/AP 4010: Academic Calendar 	
Topic	Discussion	Action
<p>9. SBVC President's Report D. Rodriguez</p>	<ul style="list-style-type: none"> • As C. Huston alluded to earlier, our interim VPI position is on the Board agenda for tomorrow night. Her name is Dr. Terri Long. She is coming to us out of Long Beach. She has 3 years of a sitting Vice President of Instruction. She has well over 20 years of teaching experience in the science field, and a great number of years as a dean as well. She comes to us highly qualified. Her previous employers gave her rave reviews. You may see her on campus Friday. She is meeting with HR Friday morning to do all the paperwork. I have a meeting scheduled with her on Friday afternoon. On Monday morning, she will meet with J. Smith & S. Thayer. She has experience in dual enrollment programs and the strong workforce area. Herself and the VP of Student Services led the Long Beach Promise, which the state is using as a model. I think she will be a great asset as we develop our promise program District-wide. <ul style="list-style-type: none"> ○ B. Baron: President, can we just take a moment and acknowledge the good work that J. Smith has done? ○ [loud applause] ○ D. Rodriguez: I am going to keep J. Smith on the executive team. His knowledge has been a true asset to that team. • C. Huston talked a little about the NSF HSI grant. I am excited to see the colleges come together to work on a grant. I think, in the meetings I've been in before and in my experience with federal grants, we are looking incredibly 	

Topic	Discussion	Action
<p>9. SBVC President's Report, continued D. Rodriguez</p>	<p>competitive.</p> <ul style="list-style-type: none"> In terms of enrollment, we are looking good. Our goal is 4387. We are sitting right about 4572. We are above our target for the spring. Our productivity numbers, in terms of how can we move up our productivity numbers in the classroom? We increased our productivity numbers 2% from 76% - 78% from fall to fall, which is great. From spring to spring, we increased from 80% to 81.1%, it is hard to measure right now because the dust hasn't settled, but we are hoping that it will be a 2% increase as well. [handout] There is a progress report on the integrated plan that you all have been working on that talks about Student Equity, SSSP, and Basic Skills. There are some impressive numbers here. I won't go over all of the different goals here, but there are a couple of things here that I think should be noted. When we take a look at student equity and talk about retention, our goal was to reach 10% for the targeted groups. When we combine African American, Native American, and Hispanic students, we increased the success rate by 1.4% and now they are identical to the students campus-wide. Our goal was 2%. Our fall enrollment- we wanted to increase the number of students from special populations from our top 5 feeder schools, we increased that by 11%. That's why our FTES are the way they are. We made a commitment to decrease the number of students who are on probation or are in jeopardy of being dismissed. We had a 50% decrease in students from level 1 to level 2. The number of credit students facing dismissal decreased. I will be sharing this information with the Board tomorrow as well. Kudos to all of you for this. I want to caution on quick growth, 11%. We don't want to lose focus on student success. If you look at the literature nationally, the faster you grow means student success starts to slip. We want to focus on grants like the NSF and MESA grant, or programs like Tumaini and Puente. But not all of our students are in those special programs and we want to keep an eye on success for all students. 	

Topic	Discussion	Action
<p>9. SBVC President's Report, continued D. Rodriguez</p>	<ul style="list-style-type: none"> • The Chancellor wrote an opinion article on keeping Clifornia's promise to community college students. We all heard about free education. Keep in mind that it really isn't free and there isn't funding yet for AB 19. I thought it was a well-written article. I think once you take a look at it, it helps to explain to other folks what the CA promise program really is. [handout] • Talked about the legislative conference. I will pass around the letter from M. Steinoff [handout]. I am proud of his letter. It is a shame in today's day and age that our tech building is held together by paint and chewing gum. I was thankful to Angel and the Chancellor who put together the group that they did to go to Sacramento so we could tell our story both as a District and as individual institutions. Sometimes the numbers don't say it all. • Some of the managers here, I don't know if you noticed or not, but on our HR hiring website 26 positions we flew were pulled. They were pulled for good reason. We discovered that the postings were missing certain information that needs to be there to keep us compliance with Ed. Code. Some asked if we could just leave it there and clean it up later. We can't. You all know I'm a stickler for process. If we don't like our processes, we use the processes to change them. Those positions all got pulled. Managers were informed. They are going to get HR the information needed so they can be put back up as soon as possible. It was a good call by HR and we will support them. • The conversation came up about our Middle College. It is ranked #11 high school in the state. It is a phenomenal program. 100% of the students who apply to a 4-year school get in. I think we can take credit for some of that. If I'm not mistaken, years ago when we wanted to pull them out of the trailers, the property and the homes there were acquired under imminent domain. Just some trivia. 	

Topic	Discussion	Action
10. Announcements	<ul style="list-style-type: none"> • C. Huston: There is a faculty vacancy for a Guided Pathways workshop on Tuesday, February 20, all day in Pamona. • A. Avelar: Pick up your envelope. If you don't have an envelope, you picked it up on Opening Day. If you don't have one, you aren't a member. If something happened to it, contact Ted Phillips at Crafton Hills College. He created all the emails. • K. Melancon: For the past couple of years we have been working with Pacific High School on the CTE diesel program. I got an email on Friday saying we learned that Pacific was a recipient of a \$3 million grant for the emerging diesel pathway. From what I understand it will be matched by the city, so it will be \$6 million. <ul style="list-style-type: none"> ○ A. Maniaol: Thanks to President Rodriguez for her letter of support on our application. • J. Notarangelo: Apply for advancement in rank and show up next Wednesday to see what I've been hiding from you all! • R. Hamdy: Fitness Friday! 	
11. Adjournment	<ul style="list-style-type: none"> • Meeting adjourned at 4:35 p.m. 	



SBVC ACADEMIC SENATE

Agenda

Wednesday, February 7, 2018

3:00-4:30 PM AD/SS 207

- | | |
|--|---------|
| 1. Call to Order and Roll Call (Sign-In) | 3:00 pm |
| 2. Public Comments | 3:05 pm |
| 3. Senate President's Report | 3:10 pm |
| 4. Committee Reports | 3:20 pm |
| a. Ed. Policy - | |
| b. Personnel Policy – Joe Notarangelo | |
| c. Student Services – Ailsa Aguilar-Kitibutr | |
| d. Career/Tech - Stacy Meyer | |
| e. Equity/Diversity – Kenny Melancon | |
| f. Elections – Margaret Worsley | |
| g. Curriculum – Mary Copeland | |
| h. Program Review – Paula Ferri-Milligan | |
| i. Accreditation & SLOs – Celia Huston | |
| j. Professional Development – Rania Handy | |
| 5. Additional Reports | 3:25 pm |
| a. SBCCD-CTA – Amy Avelar - Report | |
| b. District Assembly – No Report | |
| 6. Consent Agenda | 3:35 pm |
| a. Minutes 1/17/18 | |
| b. BPs/APs: No Changes (6) | |
| i. BP/AP 4102 Career and Technical Education Programs | |
| ii. AP 4228 Course Repetition – Significant Length of Time | |
| 7. Old Business | 3:40 pm |
| a. BPs/APs: 2 nd Read (6) | |
| i. AP/BP 4100 Honorary Degrees | |
| ii. AP 4101 Independent Study | |
| iii. AP 4227 Repeatable Courses | |
| iv. AP 4229 Course Repetition – Variable Units | |
| v. BP/AP 5020 Non-Resident Tuition | |
| vi. BP/AP 5040 Student Records – Directory Information | |
| b. AP 2410: Friendly Amendment (6) | |
| 8. New Business | 3:45 pm |
| a. Chancellor's Update to the Senate | |
| b. Strong Workforce Regional and Local Share Update (4) | |
| c. BPs/APs: 1 st Read (6) | |
| i. BP/AP 4103 Work Experience | |
| ii. BP/AP 4240 Academic Renewal | |
| iii. BP/AP 4070 Course Auditing and Auditing Fees | |
| iv. BP/AP 4010 Academic Calendar | |
| 9. SBVC President's Report | 4:10 pm |
| 10. Announcements | 4:20 pm |
| 11. Adjournment | 4:30 pm |

Commonly known as the "Ten Plus One," (as articulated in Title 5 of the Administrative Code of California, Sections 53200) the following define "Academic and Professional matters."

1. Curriculum including establishing prerequisites and places courses within disciplines	7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
2. Degree and certificate requirements	8. Policies for faculty professional development activities
3. Grading policies	9. Processes for program review
4. Educational program development	10. Processes for institutional planning and budget development
5. Standards or policies regarding student preparation and success	11. Other academic and professional matters as mutually agreed upon between the governing board and the senate
6. District and college governance structures, as related to faculty roles	

Academic Senate Meeting Dates Spring 2018: ~~1/17/18~~, 2/7/18, 2/21/18, 3/7/18, 3/21/18, 4/4/18, 4/18/18, 5/2/18, 5/16/18

Academic Senate Sign-In Sheet February 7, 2018

	SENATOR	INITIAL
A	Aguilar-Kitibutr, Ailsa	<i>AK</i>
	Avelar, Amy	<i>AA</i>
B	Barnett, Kellie	<i>KB</i>
	Beebe, Yvonne	<i>YB</i>
	Burnham, Lorrie [Rania Hamdy, proxy]	<i>LB</i>
	Burns-Peters, Davena	<i>BP</i>
C	Calderon, Colleen	
	Copeland, Mary	<i>MC</i>
D	Demsky, Jeffrey	
F	Ferri-Milligan, Paula	<i>PF</i>
	Fozouni, Daihim	<i>DF</i>
G	Gilbert, Jeremiah [Vicente Avarez, proxy]	<i>VG</i>
H	Huston, Celia	<i>CH</i>
J	Jennings, Amy	<i>AJ</i>
	Jones, Carol	<i>CA</i>
	Jones, EJ	<i>EJ</i>
	Jones, Patricia	<i>PJ</i>
K	Kafela, Kathy	
L	Lopez, Leonard	<i>LL</i>
M	Massad, Sana	
	Melancon, Kenny	<i>KM</i>
	Mestas, Marie	
	Meyer, Stacy	

	Moeung, Botra	
	Murillo, Joan	
N	Notarangelo, Joseph	<i>JN</i>
R	Rosales, David	
S	Slusser, Michael	<i>MS</i>
	Smith, David	<i>DS</i>
T	Tasaka, Bethany	<i>BT</i>
V	Vasquez, Mary Lou	
	Vasquez, Tatiana [Soha Sobhanian, proxy]	
W	Worsley, Margaret	<i>MW</i>

FREQUENT VISITORS	
Briggs, Stephanie	<i>SB</i>
Rodriguez, Diana	<i>DR</i>
Smith, James	<i>JS</i>
Thayer, Scott	<i>TS</i>
Torres, Jose	
Weiss, Kay	

VISITORS (Print Name)	INITIAL
Lycerha Ting	<i>LT</i>
Petty Quach	<i>PQ</i>
Albert Manical	<i>AM</i>
ANGEL RODRIGUEZ	<i>AR</i>
Soha Sobhanian	<i>SS</i>

See back if more sign-in space is needed



SBVC ACADEMIC SENATE
President's Report
Wednesday, February 7, 2018

In the Board Book: At the February 8, 2018 Board of Trustees meeting the Board is receiving a recommendation for **Sabbatical Leaves** for Mary Copeland and Jeff Demsky.

ACCJC Midterm Report: SBVC's Midterm Report was reviewed and accepted by the ACCJC at their January 2018 meeting. I reviewed the actions letters for 12 institutions that were not fully reaffirmed in the past year. SLOs, HR/Evaluations, and DE are the most frequently occurring recommendations for compliance.

HSI STEM Grant: Representatives from SBVC and Crafton are currently working together to draft a National Science Foundation 5 Year HSI STEM Grant proposal. All faculty are invited to participate. Contact Stephanie Briggs for more information.

2018-2020 Committee Assignments: Committee membership templates are being emailed to all Senator's today. Senators, please coordinate committee membership with your division faculty. All FT faculty who have served at the college for one year should sign up for a committee.

BPs/APs: In accordance with AP 2410 Academic Senate's have a responsibility to participate in a cyclic review the 4000s Academic Affairs, 5000s Student Services, and any other BP/AP declared an Academic and Professional matter. Thus in order to ensure that SBVC's Academic Senate has the opportunity to review BPs/APs they will start appearing on the Agenda.

Upcoming Agenda Items: Online Education Initiative, DACA, State Funding Model

Save the Date

SLO Symposium, February 9, 2017, Costa Mesa (Amy J., Rania)
Accreditation Institute, February 23-24, 2018, Garden Grove (Celia)
Area D Meeting, March 24, 2018, Crafton Hills College
2018 Spring Plenary, April 12-14, 2018, San Mateo (Celia)
Career and Non-Credit Institute, May 3-5, 2018, Costa Mesa
Faculty Leadership Institute, June 14-16, 2018, San Diego
Curriculum Institutes, July 11-14, 2018 Southern California



SBCCD: SAN BERNARDINO VALLEY COLLEGE & CRAFTON HILLS COLLEGE

LOCAL FUNDING TO IMPROVE FACILITIES AND SUPPORT STUDENT SUCCESS

QUALITY, AFFORDABLE LOCAL HIGHER EDUCATION

San Bernardino Community College District, which includes San Bernardino Valley College and Crafton Hills College, provides high-quality, affordable higher education for local students, professionals, and returning veterans. Our local community colleges are less expensive and ensure that students who cannot afford to go directly to CalState, UC or other private trade colleges have the opportunity to succeed through academic programs and modern job training. SBCCD educates healthcare professionals who serve medical needs, police and firefighters who keep us safe, and workers who fuel the economy.



UPGRADING CLASSROOMS AND LABS TO PREPARE STUDENTS FOR FUTURE SUCCESS

As area companies expand and demand for skilled workers grows, SBCCD needs to improve classrooms, labs, and career training facilities to provide students with skills required for today's and tomorrow's jobs. Academic facilities need safety upgrades, repairs, and technology upgrades to meet modern career and safety standards, and to keep our local colleges in good condition for years to come.

LOCAL FUNDING TO IMPROVE FACILITIES AND SUPPORT STUDENT SUCCESS

LOCAL FUNDING SOLUTION TO PROVIDE HIGH-QUALITY EDUCATION FOR YEARS TO COME

The San Bernardino Community College Board of Trustees is considering placing a bond measure on the November 2018 ballot. The measure may generate \$398 million to upgrade our colleges and cost the typical homeowner approximately \$44 per year.

A potential measure would:

- Improve Veterans Centers to allow job training, placement, counseling, and support services to military veterans and their families
- Repair or replace leaky roofs, old rusty plumbing, and faulty electrical systems
- Upgrade classrooms, labs, and career training facilities for engineering, industrial technology, manufacturing, automotive technology and logistics, emergency medical services, anatomy, and nursing
- Improve student safety and campus security systems including security lighting, security cameras, emergency communications systems, smoke detectors, fire alarms, and sprinklers
- Improve access for students with disabilities
- Provide facilities needed to support high-quality instruction in visual and performing arts



STRICT FISCAL ACCOUNTABILITY

- Every penny raised by a local measure would be spent to improve local colleges and could not be taken away by Sacramento
- An independent oversight committee and regular audits would ensure all funds are spent as promised
- A potential measure would allow San Bernardino Community College District to qualify for state and federal matching funds for which it would otherwise not be eligible



LEARN MORE

We welcome your input as we work to upgrade our colleges to prepare students for success. Contact Angel Rodriguez at (909) 382-4012 or arodriguez@sbccd.edu

**SAN BERNARDINO VALLEY COLLEGE
LOCAL AND REGIONAL SHARES STRONG WORKFORCE PROGRAM (SWP) SUMMARY
Academic Senate Meeting, Wednesday, February 7, 2018, 3 p.m., ADSS 2017**

LOCAL SHARES SWP

Round 1 (FY 2016-2017) Implementation Period: 2/1/2017 – 12/31/2018
Total Funds Allocated to SBVC: \$1,205,021

Programs Allocations:

Automotive Technology, Collision Repair (\$25,246)	Culinary Arts – Baking (\$210,000)
Electricity and Electronics Technology (\$250,000)	Culinary Arts (\$250,000)
Graphic Arts and Design (\$13,000)	Human Services (\$40,000)
Nursing (\$142,678)	Sterile Program (\$2,750)
Office Technology/Office Computer Applications, Computer Support (\$225,000)	

Round 2 (FY 2017-2018) Implementation Period: 7/1/2017 – 12/31/2019
Total Funds Allocated to SBVC: \$1,262,333

Program Allocations:

CTE Project Administrator - Across All Programs (\$240,000)	
Online Educational Resources (OER) - Across All Programs (\$5,000)	
Culinary Arts – Baking (\$32,448)	Culinary Arts (\$32,448)
Electricity and Electronics Technology (\$95,000)	Graphic Arts and Design (\$26,500)
Human Services (\$60,000)	HVAC/R (\$60,000)
Library Technology (\$13,400)	Machinist Technology (\$175,000)
Nursing (\$74,037)	Pharmacy Technology (\$208,500)
Welding (\$235,000)	

Round 3 (FY 2018-2019) Implementation Period: 7/1/2018 – 12/31/2020
Total Funds Allocated to SBVC: \$1,262,333

Program Allocations:

Grant Clerical Assistant - Across All Programs (\$146,746)	
Culinary Arts - Baking (\$268,800)	Culinary Arts (\$175,280)
Diesel (\$151,355)	Library Technology (\$10,000)
Machinist Technology (\$28,000)	Nursing (\$25,000)
Pharmacy Technology (\$107,219)	Psychiatric Technology (\$188,600)
Sterile Program (\$161,333)	

FY 2017-2018 Positive Incentive Funding (17% Local Shares SWP)

Total District Allocation	\$196,491
Less: 4% Indirect Cost	<u>- 7,860</u>
Net District Allocation	\$188,631
 SBVC Allocation	 \$131,872 (unallocated)
CHC Allocation	56,759

REGIONAL SHARES SWP

Round 1 (FY 2016-2017) Implementation Period: 2/1/2017 – 12/31/2018

Total Funds Allocated to the Region: \$7,703,557

Total Funds Allocated to SBVC: \$ 734,107

Participating Programs and Allocations:

- Regional Mechatronics Technician Training Pathway - Electricity/Electronics Program (\$87,607)
- Sub-regional Business Incubator and Makerspace Proposal – CIT/Business, Machinist Technology Programs (\$230,000)
- Placement and Clinical Site Coordinator – Nursing (\$73,125)
- Updating Automotive Labs – Electric Vehicle (EV) & Hybrid Instruction – Automotive Technology/Collision (\$104,000)
- Regional and District Job Developers Proposal – Applied Technology Division, Across All Programs (\$239,375)

Round 2 (FY 2017-2018) Implementation Period: 7/1/2017 – 12/31/2019

Round 3 (FY 2018-2019) Implementation Period: 7/1/2018 – 12/31/2020

FY 2017-2018 Positive Incentive Funding (17% Regional Shares SWP)

Total Funds Allocated to the Region: \$23,218,163 (Rounds 2 and 3 + FY 17-18 17% Incentive Funds)

Total Funds Allocated to SBVC: \$ 1,758,414

Program Allocations:

- Regional Mechatronics Technician Training Pathway – Electricity/Electronics Program (\$250,001)
- Sub-regional Business Incubator and Makerspace Proposal – Welding/Other Programs (\$199,500)
- Placement and Clinical Site Coordinator – Nursing (\$73,125)
- Updating Automotive Labs – Electric Vehicle (EV) & Hybrid Instruction – Automotive Technician/Collision (\$77,500)
- Regional and District Job Developers Proposal – Applied Technology Division, Across All Programs (\$239,375)
- Healthcare (Nursing & Allied Health) Educator Boot Camp – Nursing (\$29,282)
- Building and Energy System Professional (BESP) Consortia – HVAC/R, Inspection Technology, Electricity/Electronics, Other related programs (\$199,500)
- Regional Data Analysis and Alignment – Applied Technology Division, Across All Programs (\$126,040)
- LAUNCH: Inland Empire Apprenticeship & Work-based Learning - Applied Technology Division, Across All Programs (\$116,000)
- Cloud-based NetLab+Pilot Project – CIT and related programs (\$43,619)
- Using Employability/Soft Skills to Create Pathways - Applied Technology Division, Across All Programs (\$125,497)

Prepared by:
Albert Maniaol

**SAN BERNARDINO VALLEY COLLEGE (SBVC)
ROUND 1 - LOCAL SHARES STRONG WORKFORCE PROGRAM (SWP) UPDATE
(Fiscal Year 2016 – 2017)**

Total Funds Allocated to SBVC: \$1,205,021
Implementation Timeline: **Year 1:** 2/1/2017 – 6/30/2017
Year 2: 7/1/2017 – 6/30/2018
Year 3: 7/1/2018 – 12/31/2018

CTE Program Recipients of the Local Shares SWP Funding

Automotive Technology, Collision Repair (\$25,246)

The funds will be used to acquire a used hybrid vehicle and/or associated tools and equipment to supplement the program needs in providing the necessary skills and competencies needed by our students in this technology. Through our regional application that is being considered for funding through the regional share of the SWP funds, our program will purchase two vehicles (a plug-in EV and hybrid vehicle), scan/diagnostic tools for each vehicle, manufacturer system online information subscriptions including budgets for faculty's professional development to ensure that labs are up-to-date and effective instructional methodologies are provided on these type of vehicle systems.

Culinary Arts – Baking (\$210,000)

The Culinary Arts Baking program will develop two certificates and one degree programs. The certificates will consist of 27 and up to 41.5 units each and can be completed within one year. The program will also include a 300 hours paid internship and a commitment from an employer to hire the intern after program completion.

Culinary Arts (\$250,000)

The SWP funds will be used to expand and enhance the Culinary Arts program. The department will extend the classroom environment to the outside. We will accomplish this by creating a "catering (food) truck" program to be used as an extension of the classroom. Students will learn how to cook fresh food quickly in a food truck environment setting and how to run a small business using the food truck as the tool. The second part of this grant is to encompass the "Den," which is the SBVC's campus coffee shop. The students will learn to run a coffee shop that is similar to a "Starbucks" franchise. The students will learn to create coffee recipes (old and new), cook food specific to a coffee shop and understand the business aspect of running a small business. The third segment of this grant is focused on student success within the Food Service Industry. We are proposing to hire a CTE coordinator to complete job visits, work with employers within the region to employ students from San Bernardino Valley College.

Electricity and Electronics Technology (\$250,000)

The Electricity and Electronic Technology program's work plan focuses on increasing student enrollments and completions. To accomplish this, the Electricity and Electronic Technology program will acquire a Supervisory Control Data Acquisition (SCADA) lab, a high technology currently used in the Automation Controls industry, from small, medium, and large manufacturing, distribution, power generation, natural resources control warehousing, logistics plants, etc. operations.

Graphic Arts and Design (\$13,000)

The Graphic Arts program plans to revise the Graphic Design and Web Design curriculum into an Integrated Media Design Program. This will provide students with a program that synthesizes new media technologies, creative mastery and critical thinking skills. An understanding of design and composition, illustration, typography, photography, Web design, mobile design, 3D design, and 3D printing gives students a diverse range of employment and transfer opportunities.

Human Services (\$40,000)

Human Services plans to increase student enrollments in the Human Services program. To accomplish this, the Human Services Agency Partnership will strengthen community partnerships. In doing so, hiring of a professional expert is being proposed to assist and support the department faculty in the following tasks: 1. Aligning our certificates with changing industry standards in the fields of behavioral health and substance use disorder counseling; 2. Help with proposal of any new certificates or degrees, based on industry and college enrollment trends; 3. Work with faculty to increase enrollment and retention for all four of our existing certificates and our AA degree by directly assisting in the procurement of new and fostering of existing community partnerships and meeting with students to help prepare them for the work environment and connect them with possible intern/volunteer sites; 4. Collaborate on program development with other social science departments and / or CTE programs on a workforce development plan for shared workforce CTE coordinator position; 5. Outreach to our local high schools, middle schools, community centers, churches and behavioral health rehabilitation centers and clinics on our vocational programs and AA degree in Human Services.

Nursing (\$142,678)

Under the direction of the Board of Registered Nursing (BRN) and ACEN, the accrediting agencies of the registered nursing program, it was recommended to have more simulation space. The BRN allows 25% of the clinical time on campus using simulation. We are not able to have more than one simulation running at one time, and this is a concern when the clinical agencies have surveyors and students have to come back to campus. During this time we have up to 4 different clinical rotations on campus at a time. Two rooms have been allotted to make a new simulation lab. The nursing department has the simulators, however, we need the equipment to run the simulations using real live simulators successfully. In this proposal, the nursing program will: 1. procure a technology equipment to run simulation in the new lab; 2. hire a Simulation Technician; and, 3. provide a Pyxis Medstation.

Office Technology/Office Computer Applications, Computer Support (\$225,000)

This proposal is to increase enrollments by improving the quality of San Bernardino Valley College (SBVC) ICT and Digital Media Career Technical Education programs. Quality will be improved by closing three significant gaps (1) insufficient certificates and associates degrees, (2) preparation for IT Certification exams, (3) internship opportunities. Initiating outreach efforts with feeder high schools and coordinating recruiting and referral from state and local government organizations as well as local NGO and faith-based organizations will increase student enrollment. This proposal will leverage resources already available through the "Here to Career" Title V grant. SBVC is partnering with Cal State University - San Bernardino and Norco College on this grant.

Sterile Program (\$2,750)

We were recently contacted by the Arrowhead Regional Medical Center asking us to develop a program to train individuals in sterile processing and surgical technician. State Employment and Labor Market Division website indicates that there is demand in many of the occupational areas that require training in Sterile Processing. There are a few for profit institutions that offer the program but none of them are local which is what led Arrowhead Regional Medical Center to contact us with a request for the program. There is currently a shortage of trained individuals that is expected to continue without a local program. We have received approval from the curriculum committee and regional consortium for developing the program but are in need of a professional expert to develop the course content. Please note: This is a new program and there is no baseline for enrollment or completions. No community college in the region is offering this program to obtain data.

SAN BERNARDINO VALLEY COLLEGE (SBVC)
ROUND 2 - LOCAL SHARES STRONG WORKFORCE PROGRAM (SWP) UPDATE
(Fiscal Year 2017 – 2018)

Total Funds Allocated to SBVC: \$1,262,333
Implementation Timeline: Year 1: 2/1/2018 – 6/30/2018
Year 2: 7/1/2018 – 6/30/2019
Year 3: 7/1/2019 – 12/31/2019

CTE Program Recipients of the Round 2 Local Shares SWP Funding

CTE Project Administrator - Across All Programs (\$240,000)

A CTE Project Administrator position will be created to oversee and administer both the Local and Regional Shares of the Strong Workforce Program (SWP). The position will be responsible for the planning, development, implementation, coordination, collaboration, budget development and management, data collection, reporting and other relevant tasks in the administration of the SWP and other related programs.

The SBVC Local Shares SWP Workgroup has approved to continuously fund this position beginning this 2nd Round (FY 2017-2018) of the SWP funding cycle for the period covering February 1, 2018 – December 31, 2019 and renewed every other round of funding thereafter (Round 4, Round 6, Round 8 and etc.)

Online Educational Resources (OER) - Across All Programs (\$5,000)

OER has been successful for many degree courses. SBVC would like to promote and increase the use of OER for CTE programs, saving students hundreds of dollars in textbook cost.

Culinary Arts – Baking (\$32,448)

The new Baking Program, introduced in Fall 2017 from Round 1 of the Local Shares SWP funding, has been successful in bringing-in new students to SBVC and the department as well. However, there are still some supplies and equipment needed to ensure that all students gain the skills to excel in the industry at a living wage or above. The requested amount will be used to purchase small wares, food supplies, paper goods and large equipment.

Culinary Arts (\$32,448)

With this funding, the department hopes to continue to expand the classroom to create a learning environment for students that is exciting, new and creative. The students will learn to run a coffee shop that is similar to a Starbucks. The students are learning to run a coffee shop and all aspects of running a small business (inventory, marketing, purchasing, customer service, consistency, etc.). Supplies needed to maintain the expected professional atmosphere and consistent product include small wares, large wares, food supplies, paper goods, large equipment, software licensing, POS hardware upgrades and marketing materials (professional menu boards, signage, etc.).

Electricity and Electronics Technology (\$95,000)

This proposal is for acquiring of a complete Supervisory Control and Data Acquisition (SCADA) Laboratory which is a high technology currently used in the Automation Controls industry from small to medium to large manufacturing, distribution, power generation, natural resources control, warehousing, logistics plants, etc. It will augment our new Industrial Automation and existing General Electrician and Power Technology certificates and degree programs because automation is an important facet of these popular programs.

Graphic Arts and Design (\$26,500)

Students entering the field of graphic design must be provided an education that teaches them not only discipline-specific content, but also teach them how to approach printing technology methods. A printing press will serve as a bridge in means of communication from several perspectives, including the real-world physicality of print, and the interaction between ink, paper, process and press. A printing press will also offer students the opportunity to juxtapose different methods of communication and look for similarities and differences and make predictions about future innovations.

Human Services (\$60,000)

A strong workforce and career pathway depends on outreach efforts, visibility in the community, and alignment of certificate and courses in our program with industry standards and opportunities for employment. This proposal would seek to build new partnerships, strengthen existing ones, develop new curriculum and align existing certificates with industry standards. We are asking for the funding of two part time professional experts to assist faculty in outreach to community partners and in curriculum alignment and development.

Heating, Ventilation, Air conditioning and Refrigeration – HVAC/R (\$60,000)

Need equipment to identify the different refrigerants in our lab to comply with the EPA ruling, so as not to mix refrigerants. Need for more supplies for the new programs that begin in the Fall of 2017. The program needs a lab assistant for several of the HVAC/R Lab sessions. Safety is the main issue. We will need Sheet Metal forming equipment to comply with California Title 24 requirements regarding the flex-duct phase-down usage. The new rules will limit flex-duct installation to five feet only. The remainder must be sheet metal for proper air flow.

Library Technology (\$13,400)

The Library Technology Program at San Bernardino Valley College is the only program in the Inland Empire offering a certificate and degree for paraprofessionals in the library field. Paraprofessional employees in the library field can enhance their employment opportunities, promotion opportunities, and wages by earning a certificate or degree in Library Technology particularly those employed in K-12 where a certificate is required by the No Child Left Behind Act to maintain employment. The Library Technology Program seeks to improve access, program growth, success, and employment by creating a fully online pathway to a certificate or degree in Library Technology.

Machinist Technology (\$175,000)

The Machinist technology program is determined to update machine tool technology with 5 axis computer numerical control (CNC) mill and modern CNC machine tools to support the strong growth of five face machining which is the new standard in machining, and to make a connection with the aerospace and defense manufacturing industry by providing training on the same machines found in industry, five-axis machine tools offer the ability to machine extremely complex parts from solid that would otherwise have to be cast, otherwise part design is limited to three axes movement. In this proposal we are asking for a 5 Axis CNC Machine tool.

Nursing (\$74,037)

Under the direction of the Board of Registered Nursing (BRN) and the Accreditation Commission for Education in Nursing (ACEN), the accrediting agencies of the registered nursing program, it was recommended to have more simulation space. The BRN allows 25% of the clinical time on campus using simulation and there is discussion that the BRN will increase the time to 50%. To run successful simulation, we need equipment to mimic a real life hospital environment and to update our simulators. The funds will be used to purchase: 1) Hospital equipment and 2) Real life simulator.

Pharmacy Technology (\$208,500)

The Pharmacy Technology program was granted a one year accreditation by ASHP, a follow up report will be due once a year on the progress of our program. We are the only Pharmacy Technology Program within a community college setting in San Bernardino County that is accredited. In order maintain our accreditation we will need to meet the requirement of hiring a full time faculty member who will serve as the program's director. A Program Director is required by the ASHP accreditation board.

Welding (\$235,000)

To meet the rigorous demand of the welding industry, the need right now and continuing into the future, is for more advanced training of welders in: FCAW (Flux Cored Arc Welding), GMAW (Gas Metal Arc Welding), GTAW (Gas Tungsten Arc Welding), and Fabrication. The Welding Technology faculty are already working on the curriculum, however, there is a desperate need for funds to acquire the equipment and supplies that are needed to offer the new courses. The program will purchase and install the required equipment and supplies needed to effectively meet training demands of the industry and new curriculum.

**SAN BERNARDINO VALLEY COLLEGE (SBVC)
ROUND 3 - LOCAL SHARES STRONG WORKFORCE PROGRAM (SWP) UPDATE
(Fiscal Year 2018 – 2019)**

Total Funds Allocated to SBVC: **\$1,262,333**
Implementation Timeline: Year 1: 2/1/2019 – 6/30/2019
 Year 2: 7/1/2019 – 6/30/2020
 Year 3: 7/1/2020 – 12/31/2020

CTE Program Recipients of the Local Shares SWP Funding

Grant Clerical Assistant (Across All Programs) (\$146,746)

The funding for this position started in Round 1 of the Local Shares SWP from the 4% Indirect Cost to San Bernardino Community College District (SBCCD) amounting to \$46,347. The staff for this position assists in the implementation and monitoring of the various activities and requirements relevant to the Strong Workforce Program and related grants. The position will be responsible to administrative support, a variety of clerical and record keeping duties as required by various grant funding sources, performs accounting tasks, makes purchases, processes payments, reconciles grant budgets, and maintains office grant records as required by federal and/or state regulations. To sustain this position, the SBVC Local Shares SWP Workgroup has approved to continuously fund this position beginning this Round 3 (FY 2018-2019) and every other round of Local Shares SWP funding thereafter (Round 3, Round 5, Round 7 and etc).

Culinary Arts - Baking (\$268,800)

The program received funding from the Round 1 of the Local Shares SWP. A temporary full-time faculty and laboratory technician were hired to implement the Baking program. The 1st round of funding ends on 12/31/2018. To sustain the positions for another year until the program becomes self-sufficient through the generation of FTES, salaries and benefits were requested including the purchase of instructional and non-instructional supplies such as small and large wares. Professional development to train staff on new equipment and procedures were also included.

Culinary Arts (\$175,280)

This program also received funding from the Round 1 of the Local Shares SWP. A temporary faculty and laboratory technician were hired to assist in the program implementation. The 1st round of funding will end on 12/31/2018. To sustain the positions for another year until the program becomes self-sufficient through the generation of FTES, salaries and benefits were requested in order to carry-out its proposed work plan.

Diesel (\$151,355)

This proposal is a continuation of expanding the Diesel program scan/diagnostic tools for each vehicle, manufacturer system, online information subscriptions, manual and automatic transmission and differential training modules and additional faculty professional development to ensure that labs are up-to-date and effective instruction is provided on these vehicle systems. The program will acquire a fuel-cell electric vehicle, depending on market trends. The funding request is estimated at \$151,355 that will enhance the program and provides its students a full set of skills for today's Truck market. It will also help us in modernizing the equipment and curriculum in order to achieve the program's goals.

Library Technology (\$10,000)

To supplement the Round 2 of SWP funding awarded to the program, additional funds to support non-instructional salaries and benefits, instructional supplies, furniture, equipment and professional development for faculty to support the additional LIB 064 class sections that will be offered in future semesters.

Machinist Technology (\$28,000)

Quality Control - The Machinist Technology program is determined to add quality control technology to its existing Machine Technology program to train quality control inspectors to meet the demand for the local

and regional industry and work force. Instructional supplies and professional development trainings are needed to supplement the Round 2 of the SWP that will be received.

Nursing (\$25,000)

Training Nurses of the Future - This program will receive funding from the 2nd Round SWP. Additional funds will be used for the workstation in order to expand and enhance the program.

Pharmacy Technology (\$107,219)

This program will receive funding from the 2nd Round SWP. In order to maintain our accreditation, the program will need to meet the requirement of hiring a full time faculty member who will serve as the program's director. A Program Director is required by the ASHP accreditation board. Our program has been around for 18 years and has been taught by adjunct faculty. We would like SWP to cover 100% of the program director's salary for this period until it can be sustained through General Fund.

Psychiatric Technology (\$188,600)

The proposed project is to grow the program (more clinical sites are necessary for increased enrollment) and bring awareness to the Psychiatric Technician program by providing us the funds (cover 100% of the salary) to employ a full-time Recruitment/Clinical Coordinator. The Recruitment /Clinical coordinator would actively market our program at the all the local high schools in our community. In addition, the coordinator will assist the director with managing applications and assist students with their application packets. The coordinator will also provide informational sessions to future students, place students in their clinical externship rotations, and ensure all required paperwork such as background checks and immunization records are complete and up to date. The coordinator will also manage clinical site visits and develop more psychiatric technician contract agreements with various facilities.

Sterile Program (\$161,333)

This program also received funding from the 1st Round SWP. We were recently contacted by the Arrowhead Regional Medical Center asking us to develop the Sterile program to train individuals in surgical technologists and sterile processing technicians. Expenditures are for equipment and supplies/materials needed for Sterile program students to conduct proper sterilization procedures and surgical technician standard operating procedures in the operating room. The equipment can be shared across the allied health disciplines at SBVC (Nursing, Psychiatric Tech, Pharmacy Tech and Sterile programs) to promote collegiality across the disciplines and development of more technologist/technician programs.

**SAN BERNARDINO VALLEY COLLEGE (SBVC)
ROUND 1 - REGIONAL SHARES STRONG WORKFORCE PROGRAM (SWP) UPDATE
(Fiscal Year 2016 – 2017)**

Total Funds Allocated to SBVC:	\$734,107
Implementation Timeline: Year 1:	2/1/2017 – 6/30/2017
Year 2:	7/1/2017 – 6/30/2018
Year 3:	7/1/2018 – 12/31/2018

Regional Shares SWP Projects

Regional Mechatronics Technician Training Pathway (\$87,607)

With the rapid technology shift in Advance Manufacturing and other industries, there is a demand for skilled Mechatronics Technicians. Generally there are only a few required at each industry site so developing training programs for incumbent workers is a challenge. There is a need to get a pathway established for entry-level workers as well. There is need to establish a program to include workers from all sizes of industry to achieve economies of scale to insure we are providing these skills at all levels-entry to advanced, as requested by industry. There were limited facilities in the region that have the equipment and facilities to provide a full curriculum for Mechatronics Technology.

Sub-regional Business Incubator and Makerspace Proposal (\$230,000)

The creation of the Incubator/Makerspace at select college will enable colleges to pull from a new set of students according to Van Ton-Quinlivan. These spaces will be able to reach out to new students that may not have considered attending community colleges previously, thus increasing enrollments in CTE programs. Additionally, they will be exposed to any number of new course, which will be up to the colleges themselves as to what they introduce in their incubators and Makerspaces. For example, at Crafton Hills College, new noncredit certificates are being created to draw students into the incubator and provide a support structure for them. This will also create a pathway for them to continue on to the credit classes at the college if they so choose.

Placement and Clinical Site Coordinator (\$73,125)

Community college that have nursing programs in the region would obtain funding for a Clinical Site Placement Coordinator. The Clinical Site Placement Coordinators (CSPC) would play a multifaceted role in the region for the ongoing support for nursing programs. Their key roles would include: ensuring clinical placements are secured for nursing students through collaboration with colleges, universities, hospitals, clinics, community placements and long term care/skilled nursing facilities. The CSPC would be instrumental in identifying specialty clinical areas that are available for student placement such as pediatrics, maternity and mental health. Therefore, ensuring that educational institutions are able to recruit or remediate faculty for those specialty areas to meet the Board of Registered Nursing faculty requirements. The Placement Coordinator would also be responsible for exploring other potential clinical and community sites and ensuring affiliation agreements are current. Furthermore, the CSPC would provide useful insights for ongoing policy implementation and development.

Updating Automotive Labs – Electric Vehicle (EV) & Hybrid Instruction (\$104,000)

EVs and hybrids require a unique skill set in the job market. This project will ensure that our automotive labs keep pace with the growing EV market and all students receive instruction on these new vehicle systems. This proposal is to update our region's college automotive labs for instruction on electric vehicle (EV) and hybrid vehicle systems by acquiring one vehicle (plug-in EV or hybrid vehicle) per college per year, along with the necessary scan/diagnostic tools and manufacturer online information subscriptions. The project also funds professional development for faculty to become proficient on these new systems. Most of our 9 automotive programs are not currently equipped with electric vehicles. A few have hybrids but they are out-of-date. Over the past year and a half, faculty across the region have collaborated to develop shared course curricula and obtain EV/hybrid professional development. Equipping the labs will be the final step needed to incorporate EV instruction into the curriculum of all our automotive programs. Funding in the amount of \$495,500 per year for 2 year (totaling \$991,000) is requested for the 9 college programs.

Regional and District Job Developers Proposal (\$239,375)

Build the capacity of the region's community colleges to connect CTE students to employers and available jobs. A Job Developer will be hired at SBVC to assist all CTE students in finding paid or non-paid internships or jobs.

SAN BERNARDINO VALLEY COLLEGE (SBVC)
ROUNDS 2 and 3 - REGIONAL SHARES STRONG WORKFORCE PROGRAM (SWP) UPDATE
(Fiscal Years 2017 – 2018 and 2018-2019)

Total Funds Allocated to Region: \$23,218,163 (Rounds 2 and 3 including the 17% Incentive Funds)
Total Funds Allocated to SBVC: \$ 1,758,414
Implementation Timeline: July 1, 2017 – December 31, 2020

Regional Shares SWP Projects for SBVC's CTE Programs

Regional Mechatronics Technician Training Pathway (\$250,001)

With the rapid technology shift in Advance Manufacturing and other industries, there is a demand for skilled Mechatronics Technicians. Generally there are only a few required at each industry site so developing training programs for incumbent workers is a challenge. There is a need to get a pathway established for entry-level workers as well. There is need to establish a program to include workers from all sizes of industry to achieve economies of scale to insure we are providing these skills at all levels-entry to advanced, as requested by industry. There were limited facilities in the region that have the equipment and facilities to provide a full curriculum for Mechatronics Technology.

Sub-regional Business Incubator and Makerspace Proposal (\$199,500)

The goal of this project is to continue and expand the Sub-regional Incubator and Makerspace proposal established under Strong Workforce Round 1, which included 4 colleges. This current proposal expands and builds upon those initial 4 colleges to include 9 colleges in total. The purpose is three-fold: 1) to help budding businesses gain the tools needed to start a business, develop their product concepts, and survive for more than five years, 2) to teach students about entrepreneurship, the product development process, and design thinking, and 3) to expose more of our community to STEM career pathways which will support industry needs. By creating resources in community spaces that reach new members of our communities, we can create new pipelines of students to increase FTES at our colleges and better support industry by providing more skilled students.

Placement and Clinical Site Coordinator (\$73,125)

This project proposal is a continuation of round one Nursing Placement and Clinical Site Coordination. The coordinator plays a multifaceted role in region for the ongoing support for nursing and allied health programs. Their key roles include: ensuring clinical placements are secured for nursing and allied health students through collaboration with colleges, universities, hospitals, clinics, community placements and long term care/skilled nursing facilities.

Updating Automotive Labs – Electric Vehicle (EV) & Hybrid Instruction (\$77,500)

Provides vehicles, diagnostic equipment, manufacturer information, and faculty professional development needed to keep the region's automotive technology programs up-to-date with industry trends and its automotive students up-to-date with marketable skills.

Regional and District Job Developers Proposal (\$239,375)

Extension of the Round 1 Project of building the capacity of the Region's community colleges to connect CTE students to employers and available jobs.

Healthcare (Nursing & Allied Health) Educator Boot camp (\$29,282)

The proposed IEDRC Nursing and Allied Health Educator Bootcamp and Support Program will target 31 new educators per year (62 total) with less than 5 years of experience (preference given to the most recently hired). The program will provide educators with the knowledge, skills, and support needed for them to learn engaging and creative teaching/learning strategies; rethink traditional models of clinical education; write and analyze test items; design engaging simulation learning environments; use concept mapping effectively; assess learning to validate student success; develop and use evidence-based clinical evaluation tools; and improve student completion and retention rates.

Building and Energy System Professional (BESP) Consortia (\$199,500)

The project proposes establishment of "Regional Industry Advisory(ies)" to institute work-based-learning and preferred consideration employment opportunities for program completers. The "consortia" education/industry relationship can inform curriculum content and outcomes aligned to industry expectations and establish relationships enhancing student marketability and opening college resources for incumbent worker lifelong learning opportunities. Target Occupations include: Building Operations Professionals; Advanced lighting and automated control systems; Control systems in commercial and industrial automation; HVACR, Building Science; Energy analysis and auditing; Facilities Management; Systems Installation; Operation & Maintenance; Energy Conservation Methods; Renewable Energy (generation and storage); Construction Management; Green Architecture; Green Construction; Building Inspection Technology; and Commissioning.

Inland Empire Cyber hub Centers (\$128,975)

The Inland Empire CyberHub Centers project will establish a multi-college, regional cyber-security support network that will help the region to build strong cyber-security career pathways for students. The IE CyberHub centers will complement the online resources and offer faculty and students a physical location where they can access information, mentoring, and resources to help develop Cyber-Security programs at their colleges and schools. Establishing IE CyberHub centers throughout the region will allow us to increase cyber-security course offerings at the community colleges and to develop cyber-security pathways from secondary to post-secondary institutions.

Regional Data Analysis and Alignment (\$126,040)

The data and analytics project will bridge data sources between the participating colleges, institutional effectiveness and the local Centers of Excellence to ensure validated data aligns across the region. Staff will also conduct student surveys to report student goals, which will in turn help with enrollment and completion data for Strong Workforce.

LAUNCH: Inland Empire Apprenticeship & Work-based Learning (\$116,000)

LAUNCH exists to remove the obstacles faced by education and industry partners using the apprenticeship model and to present a ready-made product that employers and students can engage today. Combining technical assistance and key talent, program and service alignment, shared messaging, broader service reach, and expansive partnerships, LAUNCH gives the region a comprehensive solution that empowers institutions, students, and employers to create dynamic stackable credentialing programs that target skills training, rewards work and learning, and delivers results.

Awarding Veterans the CTE College Credit they Deserve (\$150,000)

The proposal shall include the development of the military-assist.com database as well as \$150k for every interested college to use towards either a) veterans outreach to directly increase CTE enrollments, and/or b) faculty stipends to formally align courses with ACE recommendations and to publish articulations.

Cloud-based NetLab+Pilot Project (\$43,619)

This proposal is a request to develop and implement a Cloud-Hosted Regional NETLAB+. NETLAB+ is a virtual lab management and scheduling appliance that provides students with the ability to access virtual lab sessions from any location with high-speed internet access. A cloud environment could support other programs, such as computer coding, graphic arts, business software, math studies, etc., which rely on software for instruction.

Using Employability/Soft Skills to Create Pathways (\$125,497)

This project addresses the Employability/Soft Skills gap identified by both private and public sector employers by serving non-traditional students while simultaneously creating employment and educational pathways consistent with labor market needs and college developed pathways. It also provides the participating college districts with the tools to develop enhanced noncredit programs which generate the same FTES as for-credit programs. With most districts experiencing an overall decrease in the for-credit student population, this alternative funding source is vital as districts attempt to stabilize funding.

STATE CAPITOL
P.O. BOX 942849
SACRAMENTO, CA 94249-0040
(916) 319-2040
FAX (916) 319-2140

DISTRICT OFFICE
10350 COMMERCE CENTER DRIVE, SUITE A200
RANCHO CUCAMONGA, CA 91730
(909) 476-5023
FAX (909) 476-8062

E-MAIL
Assemblymember.Steinorth@assembly.ca.gov

Assembly California Legislature



MARC STEINORTH
ASSEMBLYMEMBER, FORTIETH DISTRICT

COMMITTEES
VICE CHAIR: HOUSING AND
COMMUNITY DEVELOPMENT
BUSINESS & PROFESSIONS
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February 6, 2018

Ms. Amy Costa
Chief Deputy Director
California Department of Finance
State Capitol, Room 1145
Sacramento, CA 95814

RE: Prop. 51 Capital Outlay Bond Fund – San Bernardino Valley College Technical Building Replacement Project

Dear Ms. Costa:

To ensure the life and safety of students, faculty, and staff, I strongly encourage the Department of Finance to support San Bernardino Valley College's request for Proposition 51 (2016) state capital outlay funding to replace its Technical Building. As of February 2018, zero Prop. 51 funding has been allocated to a community college in San Bernardino County – the largest county in California and the United States.

The SBVC campus is approximately seven miles from the San Andreas Fault rift zone and within the wider zone of fracturing and associated faults, including the San Jacinto Fault. The existing Technical Building at SBVC was originally constructed in 1964 and there have been no major renovations to date. Although a seismic retrofit for the building was completed approximately 14 years ago, there are still concerns regarding the structural integrity of the facility due to its age and proximity to the fault and folding zones. As one of the oldest buildings on campus, the Facility Condition Index (FCI) for the Technical building is 58.52 percent. Asbestos and lead-based paint are known building materials used during construction of the building.

At the center of SBVC's mission is to prepare a highly-skilled workforce, and accomplish the goals and objectives of the state-wide community college initiative of "Doing What MATTERS for Jobs and the Economy." As such, the Technical Building Replacement project is the first priority within the college's 2017 Comprehensive Educational & Facilities Master Plan to provide students critical job-training in water supply technology, aeronautics, automotive technology, diesel technology, electricity, machinist technology, among other in-demand careers.

However, the current Technical Building is not equipped with the infrastructure to service emerging technologies relevant to career training programs. There are multiple building systems and components past their useful life expectancy, including, mechanical/electrical/plumbing systems, fire protection specialties, roof openings/coverings, windows, interior/exterior doors, partitions, and wall/floor/ceiling finishes. The fire sprinkler system dates back to the buildings original construction and the fire protection panel/devices are approximately 20 years old and need replacement. Additionally, based on industry standards, the buildings light fixtures and exits signs need a replacement for safety and potential energy savings. Current accessibility legislation necessitates specific upgrades throughout the Technical building to comply with ADA requirements. Although the majority of the building meets current ADA standards, drinking fountains, door hardware, and signage still need to be replaced for ADA compliance. The building receives, uses, stores, and disposes hazardous chemicals, including flammables. The proposed replacement building would provide an opportunity for safer delivery, storage, and disposal of such dangerous chemicals.

Replacing SBVC's Technical Building would respond to these critical life and safety hazards and grow the capacity to serve students and provide them the knowledge and hands-on experience to get ready for today's and tomorrow's workforce.

For these reasons and more, I request your favorable consideration to grant Proposition 51 (2016) state capital outlay funding for the San Bernardino Valley College Technical Building replacement project.

Sincerely,

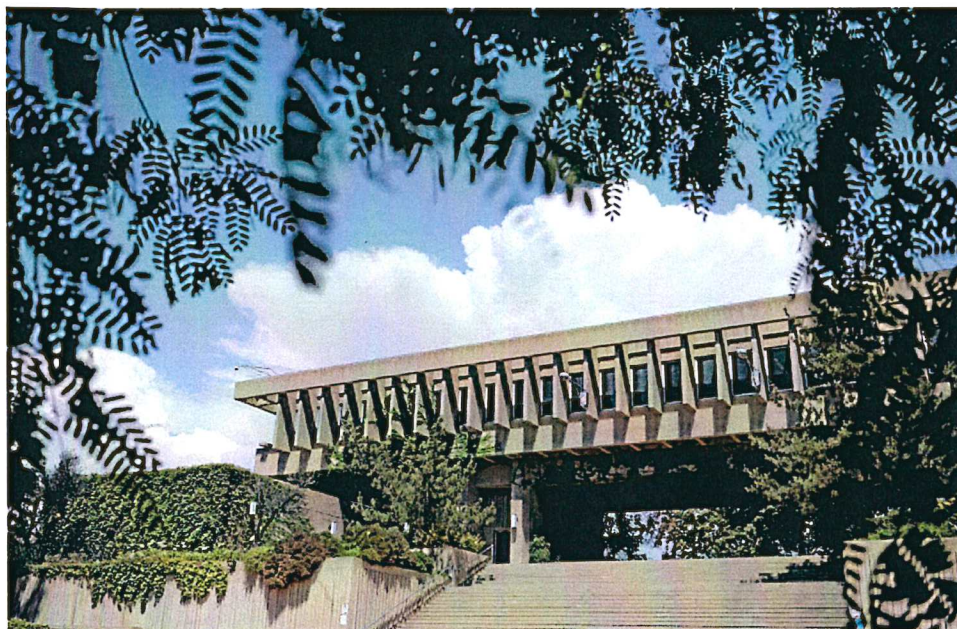


Marc Steinorth
Assembly District 40

Cc: Christian Osmena, Vice Chancellor, Finance and Facilities, CCC Chancellor's Office
Carlos Montoya, Director of Facilities, CCC Chancellor's Office

OPINION

Keeping California's promise to community college students



Micah Escamilla/Redlands Daily Facts

A view of the Crafton Hills College campus on Friday, August 1, 2014 in Yucaipa.

By **BRUCE BARON** |

February 6, 2018 at 7:30 pm



When Gov. Jerry Brown signed Assembly Bill 19 into law in October, students, parents and the public cheered. Authored by Assemblyman Miguel Santiago, D-Los Angeles, AB19 will allow California community colleges to make the first year tuition-free for first-time, full-time students. At San Bernardino Community College District, we joined those cheers. This new "California Promise" plan is something to celebrate. But even as we celebrate, we must admit that we've only begun to scratch the surface. Because attending a California community college is still far from free.

Every day, our students at Crafton Hills College and San Bernardino Valley College, are studying hard and preparing for what California needs – now and for the future. They are preparing to transfer to four-year institutions; they are earning industry-valued certificates and associate degrees, and they are going for jobs that are available right now.

We are proud to be part of the largest institution of higher learning in the U.S., serving 2.1 million students. Here locally, we're preparing our 21,000 students to become the health care professionals who serve our medical needs, the police and firefighters who keep us safe and the workers who fuel our economy. It's a big job and requires a big commitment, and Gov. Brown's approval of AB19 reaffirms that commitment to students throughout California counting on us for the quality education they seek.

ADVERTISING

But AB19 is not the only, nor even the first, promise our state has made to students. Even before this new law, California was a national leader in the college promise movement. For more than 30 years, the California Community College system has waived tuition for students who can afford it the least, with about one million current students receiving assistance under what is the most far-reaching free tuition program offered by any state. Formerly known as the Board of Governors Fee Waiver, the program's name is being changed to the California College Promise Grant. Through this benefit and other forms of state and federal student financial aid, we have been working hard to provide our students with the funds they need to take the courses we offer.

Here at SBCCD, we've been working just as hard to promote local opportunities for financial aid for our students. We've been raising much-needed funds from generous local donors to provide additional scholarships and financial help, funds that can be used for more than tuition. For example, with the generous support of the San Manuel Band of Mission Indians, we're able to offer eligible local high school graduates the Valley-Bound Commitment, a tuition-free first year at San Bernardino Valley College. Valley-Bound is one of the original "promise" programs in the state. This year marks our 10th anniversary of this commitment, and we are proud of the 260 low-income, first-generation students who we've helped graduate.

All of our students understand that going to college includes costs such as textbooks, transportation (all of our students commute), school supplies, food, and housing. Many of the special programs on our campus can help with these types of expenses. And, when AB19 is fully funded, individual colleges that have raised funds can choose how to use them in addition to what students will be eligible for through the new law. For instance, philanthropic gifts could be used to help fund the second-year tuition fees, or for books, supplies or other expenses. It will take everyone's help – even with this new law – to provide the financial assistance our students need.

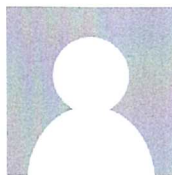
If policymakers are going to make a real promise to help students earn a college education, we must recognize and break down barriers that go beyond tuition. The majority of our students attend college part-time because they have a financial necessity to work one or more jobs to support themselves and their families. Part-time college students are not eligible for the benefits of AB19, but they deserve to be. Their academic goals are just as important to them and to the future of our state's economic prosperity.

We're not home free yet. Community college districts have not received state funding to implement AB19. Colleges will have to implement a series of student success strategies to qualify for the funding that we hope will be approved by the legislature and the governor in the 2018-19 state budget this summer.

But the chance to make community colleges tuition-free for first-time, full-time students is a big step forward. It means California, once again, is leading the country in recognizing the importance of public higher education. That has been our pledge here at San Bernardino Community College District since 1926. We're pleased with the new law, but we're not stopping there. We remain committed to helping our students succeed and furthering the California dream for all of us.

Bruce Baron is Chancellor of the San Bernardino Community College District, which annually serves 21,000 students through Crafton Hills College and San Bernardino Valley College.

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Bruce Baron

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San Bernardino Community College District
San Bernardino Valley College
Student Equity, Student Success and Support and Basic Skills Goals
Progress Report

Goal – Student Equity	Progress	Outcome	Status-Met Goal
<p>Increase by 5% the number of students from targeted populations from SBVC feeder high schools who enroll at SBVC compared to the previous academic year.</p>	<ul style="list-style-type: none"> Annual enrollment count increased from 17,044 in 2014-2015 to 17,277 in 2015-2016 Fall enrollment increased from top 25 feeder high schools for males (Hispanic, African American, and Native American) from 509 in 2016 to 564 in 2017 	<p>1.4% Increase 11% Increase</p>	Yes
<p>Increase by 5% the number of students from targeted populations that transfer to four-year colleges/universities compared to the previous academic year.</p>	<p>Total transfers into four-year colleges/universities from Fall 2013 to Spring 2017 have increased from 701 to 761 (IP = disaggregation of data)</p> <p>*Private colleges/universities data is not reported by ethnicity Currently working with TESS to develop the methodology to measure this objective</p>	<p>8.6% Increase</p>	Yes
<p>Increase by 2% the number of continuing students from targeted populations that register prior to new student's registration compared to the previous academic year.</p>	<ul style="list-style-type: none"> There was an increase in writing center usage from 1,030 students in 2015 to 1,141 students in 2016 Special population group retention increased from 88% in Fall 2015 to 89% in Fall 2016 When combined, male African-Americans, Native Americans, and Hispanics did improve their success rate by 1.4% between fall 2015 and 2016; the retention rate is now identical to students campus-wide: 89% 	<p>10.8% Increase 1.0% Increase 1.4% Increase</p>	IP
<p>Goal--Student Success and Support Program/SSSP</p>	<p style="text-align: center;">Progress</p>	<p>Outcome</p>	<p>Status</p>
<p>Increase by 2% the success rates of students from targeted populations each semester/term compared to the previous academic year.</p>	<ul style="list-style-type: none"> Special population unduplicated student count increased from 8,994 in Fall 2015 to 9,041 in Fall 2016 When combined, male African-Americans, Native Americans, and Hispanics improved their success rate from 61.6% to 66% (4.4%) between fall 2015 and 2016 	<p>4.4% Increase</p>	Yes
<p>Increase the number of assessment test and counseling related services (initial educational plans for first time SBVC students at feeder high schools)</p>	<ul style="list-style-type: none"> Counselors on average spend 4-6 hours at each high school augmenting the New Student Orientation and completed (347) summer and fall abbreviated educational plans 		IP
<p>Implement a fully interactive ADA compliant student orientation.</p>	<ul style="list-style-type: none"> The college has successfully implemented a fully interactive online ADA complaint new student orientation modality as of 2015 		Yes
<p>Create a fully ADA compliant student orientation for Spanish speakers.</p>	<ul style="list-style-type: none"> Launch date set for July 6th 2017. 		Yes
<p>Increase access to assessment services via the use of technology</p>	<ul style="list-style-type: none"> Completed with the purchase of (24) new laptops 		Yes/IP

<p>Increase the number of students receiving counseling services with an effort to increase retention & completion.</p>	<ul style="list-style-type: none"> Counseling 2014-15 = 15,755 Counseling 2016-17 = 16,427 	<p>4.3% Increase</p>	<p>Yes</p>
<p>Decrease the number of students on probation & dismissal</p>	<ul style="list-style-type: none"> Streamlined probation and dismissal workshops and other interventions efforts resulting in a decrease of Level 1 students by 4%, Level 2 by 14% and Level 3 by 32% The number of credit students facing dismissal has decreased from 528 students in 2015-16 to 328 students in 2016-17 	<p>50% Decrease 38% Decrease</p>	<p>Yes</p>
<p>Increase the number of students receiving both initial and comprehensive educational plans.</p>	<ul style="list-style-type: none"> The number of students directed to credit orientation services in 2015-16 was 44,928 compared to 48,254 in 2016-17 The number of students who received credit assessment services in 2015-2016 was 6,789 compared to 6,862 in 2016-17 The number of students who have a Comprehensive Educational Plan (CEP) in 2015-16 was 7,125 compared to 9,085 in 2016-17 	<p>7.4% Increase 1.1% Increase 27.5% Increase</p>	<p>Yes</p>
<p>Promote educational &, collaborative partnerships with feeder high school personnel.</p>	<ul style="list-style-type: none"> Hosted a High School Counselor and Career Technician Conference for feeder schools. Evaluation survey results indicated considerable satisfaction and echoed a need for continuation of this event 		<p>Yes/IP</p>
<p>Increase counseling faculty both full-time & part-time</p>	<ul style="list-style-type: none"> Hired the following: (2) Tenure track counselors, (6) Temporary full time semester based & (1) full-time temporary yearly 		<p>Yes</p>
<p>Increase the number of Student Development course offerings to all students.</p>	<ul style="list-style-type: none"> 2014-15 = 15 sections 2017-18 = 25 sections 	<p>67% Increase</p>	<p>Yes/IP</p>
<p>Goal- Basic Skills</p>	<p>Progress</p>	<p>Outcome</p>	<p>Status</p>
<p>The percentage of students who immediately enroll in successive basic skills courses in English/ESL, math, and reading (who identify a goal of transfer or degree) and the percentage of students in CTE programs (who successfully complete recommended basic skills courses to achieve a certificate) will increase by 2% annually in 2014-15, 2015-16, and 2016-17 over the 2011-12 rate.</p>	<ul style="list-style-type: none"> Currently developing the methodology to measure this objective 		<p>IP</p>
<p>The percentage of students who begin at two levels below transfer-level English and math, and successfully complete transfer-level English and math within four years, will increase by 2% annually in 2014-15, 2015-16, and 2016-17 over the 2011-12 rate.</p>	<ul style="list-style-type: none"> English: 2013 to 2016 cohort = 18% Math: 2013 to 2016 cohort = 19% <p>Baseline Established</p>		<p>IP</p>
<p>The percentage of courses that participate in contextualized learning will increase 20% annually in 2014-15, 2015-16, and 2016-17 over the 2011-12 rate</p>	<ul style="list-style-type: none"> Reassessing 		<p>No</p>

Source: SBVC MIS Data; SBVC Office of Research, Planning and Institutional Effectiveness