SBVC ACADEMIC SENATE
Minutes
AS/SS 207 3:00 PM – DATE: 2.21.18

Topic	Discussion	Action
1. Call to Order and Roll Call	• Meeting called to order at 3:03 p.m • Roll call via sign-in sheet	
2. Public Comments	• None	

3. Senate President's Report
C. Huston
	*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:
	• **Guided Pathways Workshop:**
	  o Comments:
	    • A. Aguilar-Kitibutr: This really is not an initiative where we do the work, submit the plan, and that's it. This is a way of looking at how we do things at this college and conforming it to the way in which our students will complete their programs in a timely fashion. We can put students and their success at the center. They alerted us to the fact that we may have to face some difficult issues- trust and change and how we implement change. Eventually we will come up with our problem statement and goal so students will achieve their goal in a timely manner, emphasis on timely. We also need a lot of data. Hopefully we can continue the conversation. There is a common process, theme, and way of knowing our main intent is the student and their success.
	    • C. Huston: We want to fix the problem of students accumulating too many units, not knowing where to go or what to do. The discussion is focusing around whether or not the college is ready for the students as opposed to whether or not the students are ready for college. The metaphor that was discussed is to move away from a cafeteria or buffet concept of classes (students are registered then unleashed into a competitive system with a limited quantity of available	

Topic	Discussion	Action

3. Senate President's Report, continued
C. Huston
	• resources) to more of a menu-style concept of classes (smaller list of choices, we are able to support our students).
	• **Advancement in Rank and Assignment in Rank:** To change this we have to change it through the AP process. We have to agree with Crafton, go through District Assembly, and get Board approval.
	  ○ Comments:
	    • J. Demsky: To give context, a colleague who asked about this process approached me in my role as a senator. They were employed since 1994 as part-time and full-time. They also have a Ph.D. and work as a full-time department chair. The question addresses why we assign the rank of instructor upon initial full-time hire. My colleague's concern was when they sign letters of recommendation, for example, and they put "Instructor" in their title, that it implies a rank lower than full-time. In general, other schools hire at the assistant professor level, so other institutions may not recognize our ranking.
	    • C. Huston: This language was approved in 1990, maybe it is time to look at it again.
	• **AP/BP 2410**
	• **Workshops, Symposiums, Institutes, Seminars, Plenary and more:** Please note that the name after most of the upcoming workshops, etc., is mine. Please let me know if you want to attend any listed under Save the Date.
	  ○ Comments:
	    • A. Jennings [attended the SLO conference]: I went to the SLO conference put on by the Academic Senate. There was a lot of emphasis put on making SLO assessment fun for faculty. It is widely regarded that faculty don't find this fun. I went to a workshop on how to use escape rooms to make assessment fun for faculty. I took several photos and notes. I also went to one about making SLO assessment. They used College of the Sequoias as their model college.	

Topic	Discussion	Action
3. Senate President's Report, continued C. Huston	• C. Huston: I would like to introduce Kristina Hannon, who is the new director for Human Resources. She and J. Torres will be joining us at our next meeting to talk about HR and budget.	
4. Committee Reports	a. **Ed Policy** [vacant] • Currently looking to fill this position. b. **Personnel Policy** [J. Notarangelo] • Turn in your advancement in rank letters and look for the workshop that will be announced. c. **Student Services** [A. Aguilar-Kitibutr] • The charge that was given to the committee was to look into reassign time for the study abroad person. We did have an initial meeting and soon there will be follow up meetings. We will bring back a recommendation. d. **Career/Tech** [S. Meyer] • C. Huston: Chef is not here, but she is looking for someone to take her place. If you know of anyone in tech who wants to be a senator, let me know. e. **Equity/Diversity** [K. Melancon] • No report f. **Elections** [M. Worsley] • No report g. **Curriculum** [M. Copeland] • No report h. **Program Review** [P. Ferri-Milligan] • C. Jones: We are holding a workshop for efficacy report on Friday in B-118. i. **Accreditation & SLOs** [C. Huston] • We are meeting tomorrow. We will look at best practices for a SLO handbook as we update ours to include different changes and processes to align with program review for evaluation and some of the curriculum changes. • I am going to the Accreditation Institute on Friday and I will report back next time. j. **Professional Development** [R. Hamdy] • Our next meeting is on March 5th. Get requests in ASAP if you are interested in a summer or early fall conference	

Topic	Discussion	Action
4. Committee Reports, continued	(approved tentatively), get those in right away. • Advancement in rank workshops: 2 upcoming dates, reply to my email if you are going. • Great Teachers Seminar will cover OER and DE. It will be at Cal Poly Pamona on April 20th. We hold spots for Valley and Crafton for about a week then open it up to the region. • Flex day is April 10th.	
5. Additional Reports	**a. SBCCD-CTA** [A. Avelar] • No report **b. District Assembly** [C. Huston] • We have not met as a committee yet because they only meet once a month.	
6. Consent Agenda	**a. Minutes** • Approve minutes from 2/7/18 **b. BP's and AP's** (6) none	**Motion to approve the consent agenda.** 1st: J. Notarangelo 2nd: D. Smith **Approved:** Unanimously **Abstentions:** T. Heibel [proxy for J. Murillo]

7. Old Business	**a. AP 2410: Board Policies and Administrative Procedure** (6) [C. Huston]
	• Simple friendly amendment from District Assembly and the Chancellor's office. In the policy we said we would schedule and APs/BPs in our next unpublished agenda. They want it to read, "…unpublished agenda (as per the Brown Act)."
	b. BP's and AP's (6) 2nd Read [C. Huston]
	  i. BP/AP 4103: Work Experience
	  ii. BP/AP 4240: Academic Renewal
	    • I emailed A. Dale-Carter and asked about the research she was going to do. This is what she sent me with the asterisk on item number C.2 from Ed Code.
	    • Last time we were looking for additional information on 2.5 vs 2.0 GPS. Is this adequate for us to make a decision?
	      o A. Jennings: Last time we talked about this, we still
		Motion to approve the friendly amendment.
		1st: J. Notarangelo
		2nd: A. Aguilar-Kitibutr
		
		Approved: Unanimously
		Abstentions: None

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7. Old Business, continued	had the 2.5 GPA. I remember us wanting to know how many people actually had less than a 2.5 GPA. It doesn't sound like we have this data. Do we want to decide without the data? ○ C. Huston: I did not receive any local student data, I received this. ○ A. Jennings: This is the law though. We want to be consistent with the law. ○ C. Huston: This is Ed Code. We are actually higher than the law because we are asking for a 2.5 GPA. ○ A. Aguilar-Kitibutr: That gives us good enough rationale to change from 2.5 to 2.0 GPA as per Ed Code. With guided pathways this is a way to move students to completion. ○ J. Notarangelo: Your recommendation as a counselor would be to move it to 2.0 GPA? ○ A. Aguilar-Kitibutr: Yes. Do my other colleagues from the student services department agree? ○ K. Kafela: Yes, most definitely. iii. **BP/AP 4070: Course Auditing and Auditing Fees** iv. **BP/AP 4010: Academic Calendar**	**Motion to approve all four items on our agenda with the aforementioned change for academic renewal to change from 2.5 GPA to 2.0 GPA to align with Ed. Code.** 1st: J. Notarangelo 2nd: K. Kafela **Approved:** Unanimously **Abstentions:** None
8. New Business	a. **DACA Information** [A. Rodriguez, A. Jackson] • A. Rodriguez: Thank you for having us here. I want to introduce Chief Jackson. We want to answer questions about what to do if immigration officers come to our classes. We know it is a sensitive topic for our students, faculty, and staff. As faculty and staff, we have the responsibility to be leaders for our students in this case. We want to refer you to the document created by our legal	

Topic	Discussion	Action
8. New Business, continued	council in collaboration with our administration [see handout]. • A. Rodriguez: The number 1 question is, can we impede law enforcement to be on our campus? Generally the answer is no, you cannot impede access. There is a caveat to this, for example, if your class is in session and someone knocks on your door and asks for a student to be identified. The second question is what do we do at that point? You ask for their name and to see their warrant gives direction on what to do at that point. Your first phone call would be to the campus police. I'll let Chief Jackson share. • A. Jackson: Good evening. I wanted to come by and introduce myself. I've been here for a couple months. I know that DACA is an important issue right now. If someone came to your classroom, you will pick up the phone and give me a call. I have my card here [see attachment] and you can call or text my cell phone. We are not looking for you or any other student or staff member to decide if it is a judicial warrant or administrative warrant. Either myself or one of my supervisors will come to the scene and find out if there is anything we can do to assist them in their investigation. More than likely, we are not going to assist them. In a restricted area we will not facilitate them unless they have a warrant signed by a judge. Again, we do not expect you to discern what kind of warrant they have. I am usually here until 8:00 p.m. anyway. • A. Jackson: There is a lot of uncertainty in this. I instructed my personnel not to assist federal agencies- not to give them working space, not to detain, not to ask for identification or anything else like that- if it has anything to do with immigration enforcement. We are not in that business. ○ Y. Beebe: If someone comes to our class and say they are impatient when we say that we need to make a phone call first. Do we have the right to not point out	

Topic	Discussion	Action
8. New Business, continued	the student they are looking for? ○ A. Jackson: Absolutely, you have the right to not point that student out. In no way do you have to point out that student. If you are looking at 20-30 students, they need to figure who that student is. There is no violation in you not pointing them out. There is an assembly bill and a senate bill that came through the governor's office and was signed by the governor in October. It was sent out to all the community college districts in Southern California that specifically says, if a federal agent comes any classroom, a law enforcement and/or faculty member is obligated to notify the student in a confidential way so that they can get out of there. We are trying to figure out how to work that for the District, I've been discussing it with the Chancellor. That whole policy must be on our website no later than March 2019. That is obviously not something we are utilizing now. ○ Y. Beebe: So we can warn a student and tell them maybe not to come to class? ○ A. Jackson: Correct, that is law right now. We won't have a problem with that. The police department will not arrest you and the actual ICE agent cannot arrest you. Senate Bill 54 and Assembly Bill 21 say you have a right and as a matter of fact, you shall notify the student in a discreet way that federal officials are here looking for them and you need to jettison. ○ C. Huston: If the agency member is not inside the classroom, can the faculty step back inside the classroom, lock it, and continue with the class. ○ A. Jackson: Depending on the document that they have. If they have a search warrant or arrest warrant signed by a judge (again, we are not asking you to determine that for us), the answer is no because the actual warrant allows them to go into restricted areas to get that individual. Most of the time they have an administrative warrant signed by another supervisor or	

Topic	Discussion	Action
8. New Business, continued	ICE agent. In that case, no, they cannot go behind that locked door. Hopefully if they are at this campus, we will be responding pretty quickly. ○ C. Huston: Can we for instance dismiss our entire class so that they can exit en mass and the student can find a way out without being identified. ○ Jackson: Yes, that is a very effective strategy. ○ C. Jones: Do they have to identify themselves as an ICE agent? ○ A. Jackson: Yes, you have the right to ask them. They sometimes identify themselves as the police. You can ask them to identify themselves as an ICE agent with ID, but you cannot obstruct them. ○ L. Lopez: I am a little bit worried about this because it can be interpreted like you're telling us to do this, but I think what you mean is to tell us we have the *right*. We can also let them in. ○ A. Jackson: Yes. ○ L. Lopez: There are groups out there who might take this and use it against the college and say we are being trained to avoid it, especially since it says here that your department is not assist them, but you are doing the opposite. You are getting involved. ○ A. Jackson: We are not going to assist the federal entities with conducting their immigration enforcement. ○ L. Lopez: It looks like you are assisting us in making it more difficult for them to do that. ○ A. Jackson: Yes. ○ L. Lopez: That doesn't sound good. ○ A. Jackson: It may not sound good, but we have the right to do that. We are actually being directed to do that. ○ L. Lopez: No, you can't be directed to tell faculty that we can't cooperate with federal officials. It says "should." ○ A. Jackson: Where are you reading? ○ L. Lopez: It says, "What *should* I do…?" I just want to be clear that you are saying this is something we could	

Topic	Discussion	Action
8. New Business, continued	do, but we can also say, "Come on in." ○ A. Jackson: This was put together by our legal team that A. Rodriguez put it through. ○ L. Lopez: So this is what we have to do? ○ A. Rodriguez: This is what you *could* legally do. ○ L. Lopez: My only recommendation is to change that here. ○ A. Rodriguez: We can go back to get clarification from the legal council. We were trying to simplify questions. So no, that question is not written in a legal way. ○ L. Lopez: I'm just saying you are taking a position on a really controversial issue and I care about the way that the school is talked about. This is troubling. ○ A. Rodriguez: There are state laws that passed and are effective this year that say community colleges are not required and we are not supposed to cooperate with immigration services. ○ L. Lopez: I doubt that this covers letting someone in your classroom. ○ A. Rodriguez: That is why it is so uncertain and I think our students are feeling the brunt of it. Hopefully this is a guiding post to give us some direction. Point taken, and we will take this back. ○ L. Lopez: Can you tell us now whether we have to or not? ○ A. Jackson: I don't want to get into a legal debate, but I will send you a copy of the advisory bill from the California Community College Chancellor's office that specifically says if they show up to a classroom and they are looking for a student, as of October 2017, the governor signed into law that a faculty member shall notify that student to actually get out of the classroom. There are certain things that we as a law enforcement agency in a California Community College District have to do because it was signed into law. I am not telling anyone who works for me to deviate from it. Is it controversial? This is not something we would say in another environment. I am not saying to do this, but I	

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8. New Business, continued	am saying you are in your legal right to do this and we will support you. They cannot arrest you for locking your door or telling a student to leave or letting your entire classroom out; you are not violating the law. ○ L. Lopez: This does not mention anything about locking the door. ○ A. Jackson: You are taking the document we gave you to answer frequently asked questions to give general information to faculty. ○ C. Huston: We are not adapting this as policy or taking a vote as a Senate. This is an information item to give feedback to A. Rodriguez so he can go back and perfect it. ○ L. Lopez: So this is a draft? ○ A. Aguilar-Kitibutr: I am imagining a scenario. I'm conducting class and all of a sudden an agent comes in. What is the line I can say to the agent instead of saying, "Let me call someone." Is this a good enough reason? We have the word "directed" that puts all of us in a bind. ○ A. Jackson: The document speaks to the issue. Ask for identification or credentials, and saying, "Can you wait a minute, I am not obstructing you, but I need to contact…" ○ C. Jones: You're saying we ask to see the documentation, then saying, "I don't understand the documentation, but I want campus police to come and verify"? ○ A. Jackson: No, you don't need to say you don't understand. Just say you want to verify who they are by making a phone call to the Campus Police Department. ○ Y. Beebe: Has this happened around here yet in a real situation? ○ A. Jackson: No, it hasn't happened around here. I've seen it happen maybe 30 times in LA. They show up to a campus and they are looking for an individual and they want the assistance of the police department to	

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8. New Business, continued	identify that student out what classroom they are in. Most of the time they will not show up without notifying the campus police department first because you have thousands of students on campus. Without specific information they do not know where to find that student. ○ Y. Beebe: So in LA they usually go to the Campus Police first? I am thinking about safety and guns and imposters? Anyone can put on a uniform. I would not want to let someone in my classroom regardless of who they are. ○ A. Jackson: That is why we are here, to give you a basic overview of what you can do *if* this would occur. If you start seeing federal agents with guns, uniforms, etc., and you know they are not your Campus Police officers, then pick up the phone and let us know. My contact information is available on the handout. ○ C. Huston: A. Rodriguez, can you ask your legal department about saying, "You are within your legal rights to…" and that illustrates our legal options within the legal rights of the system instead of using words like *should* and *shall*. ○ J. Demsky: I'm curious in your experience, how likely is it that an ICE contingent will just show up and start knocking on doors. ○ A. Jackson: Very unlikely. ○ J. Demsky: So it is more likely that they will show up at my classroom door with a SBVC officer? ○ A. Jackson: That is correct. ○ J. Demsky: Because I agree with Y. Beebe that anyone can buy a fake badge, etc., but this gives us more familiarity. That's comforting. I appreciate that I have the right to do all those things, but realistically it's comforting to know that our personnel will be there with them. ○ A. Jackson: Based on FERPA laws, the P.D. is not going to give specific information about that student. ○ A. Rodriguez: The other thing is this is uncharted	

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8. New Business, continued	territory. As you come up with other questions, let us know. ○ A. Jackson: I want to introduce P. Walker as our emergency manager. If you can't get ahold of me you can ask him questions. **b. OEI Exchange** [J. Notarangelo] • What I want to do today is tell you about OEI exchange. [see handout]. I am looking for your feedback and a motion. • I want to make sure you understand where I am as DE coordinator as far as doing the self-assessment for the OEI exchange. I want to point out that the SBVC online program is one of the oldest in the state. They go back to when J. Jackson and D. Bastedo were some of the original online instructors in 1995 or 1996. As of this spring, 8722 of our seats are on online or in hybrid courses. This has an enormous impact on our students. Over one-quarter of our seats are virtual or hybrid. • In 2015, the paperwork that J. Jackson did in terms of the accreditation process was considered a model for other programs in the state. This is more about the rapid evolution and change going on in online education. Some reasons why we've been so successful is that interest has been department-by-department and organic. It's also been around for a while. J. Jackson was a great mentor and he was promoting this as a quality way to deliver education. He reminded us we have several ways to teach online. Academic freedom in both content and delivery was encouraged. • Since then things have changed rapidly. While our student success results have changed rapidly. They have not kept up with statewide averages. Over the last 3 years our success rates for online overall went from 62% to 63% to 64%. If I remember correctly, statewide success rates went from 63% to 65% to 67%. We want to at least maintain the average statewide success rates. Another challenge is Ed Code standards have been phenomenally	

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8. New Business, continued	redefined. And ACCJC has been much more rigorous in making sure they are implemented. Last time the accreditation group asked that several show their class. Most recently at saddleback ACCJC asked to make online classes available. They can look anywhere in the course. • There has been a lot of reorganizing and transition on campus. It has been kind of difficult to find out who to go for online instructor training or how to create a student preparedness module. How do we get on the right side of access and make sure students have tutoring? This gives a holistic approach to online students' success. • The 25.3% of our seats are going to be coming under completion across the state because of the Online Exchange and the state Online College. • The OEI system is a 3 step process. We are part of the OEI process. Step 1 was we are going to use OEI resources. Step 2 was to use Canvas. Step 3 is engaging in the OEI exchange. Last year for the pilot the 6 colleges who said they are going to get involved in the statewide exchange, they sent out a request of interest and 46 colleges responded, including us. So we have the form. • The thing about the OEI exchange is they are putting together a holistic program that we want to model. Student success is not only about delivery. It has everything to do with student preparedness and online tutoring, and OER so they can afford things. We are informed on how to show material in different ways so people of different backgrounds can understand it. They are calling it the Online Ecosystem. At the moment it is fully funded. Were we to join the OEI exchange, we would have full access to NetTutor. There are many additional features we would have to purchase to get them turned on. • How would it work for students? They enroll with the home college, say SBVC. After registering for classes, they would click on the course exchange button at the bottom. A list of online classes that contribute to their degree available across the state will pop up. They can register	

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8. New Business, continued	for up to 2 of those classes at the other schools (a.k.a. "teaching colleges."). We can also be the teaching college. They pay fees to both colleges; they would apply financial aid to both colleges. We would get credit for the degree when they complete. They would apply for financial aid and support services (such as DSPS) to both colleges. In a weird way, the teaching or academic part is the easiest. We are talking student support services, financial aid, student services, admissions, district tech services, etc. We want to invest in our infrastructure.
	• How would it work for disciplines? It is decided department by department. If you already have a robust program you may want to get involved so you can compete with other online programs. Were you to agree that the campus should get involved in the OEI exchange, the department can opt out of being involved, at least initially. The courses are not just any course. They must be transfer-level, everything must have C-ID designation, CTE pathway, GE transfer pattern, the prerequisites must also align with C-ID, they have to be fully online with possibly a proctored final exam. All math, English, and ESL must be transfer-level. Every course must go through an approval process using the OEI rubric. This focuses on course design and delivery, not content.
	   o J. Demsky: Is that a change from the prior system? You spoke earlier about academic freedom.
	   o J. Notarangelo: Yes and no. If what you are doing satisfies ACCJC standards and Ed Code, then you are fine.
	   o J. Demsky: Can they tell you that you must use this educational tool or discussion board?
	   o J. Notarangelo: They tell you that you must use Canvas, and you have to be able to demonstrate regular substantive contact. Let me keep going.
	• J. Notarangelo: The process includes self-review, peer review, and a final review (the OEI Exchange). Instructors do have to be certified by OEI to teach. It is a little less	

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8. New Business, continued	prescriptive then it sounds. When you submit your course to the state, you'll put it through the Course Design Academy. They'll say this does not work, we recommend this- do you want to implement it?
	• This is the cool secret thing- you can either formally go through the formal certification process and do all those hours, or you can work your class through the process and get it approved for Exchange and you will also be certified to teach on Exchange. When you get that class approved you would set aside a certain number of seats for the state.
	• The next submission is March 1st. What's the chance that we can become part of the spring cohort? Tiny. We only have me working on this. They'll also focus on entire districts participating.
	• What is the rush? Submitting a self-assessment is an important opportunity for us to see where we stand in this changing environment. We are working through an updated online program master plan. We want to get on the OEI radar. These aren't considered best practices any more, they are affecting accredited. Being part of this can help us grow. There is data that shows being part of this system can have a huge impact on our student success rates.
	• I want your approval to complete this form and turn it in. You are not saying yes to the OEI Exchange. You are saying yes to turning in the form. You can change your mind. We want to submit this and see where we stand.
	• Questions:
	  o Y. Beebe: If we are part of the Exchange, does it mean all online courses have to be in it?
	  o J. Notarangelo: Only courses that are within that bandwidth: C-ID, transfer-level, etc. All those that qualify, your department is all in or out.
	  o J. Demsky: What if we don't do it? What happens to the institution?
	  o J. Notarangelo: I think we would get behind in finding	

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8. New Business, continued	out where we stand with other schools in terms of competing statewide for seats. I would also find organic ways to get training to instructors and things like NetTutor. ○ R. Hamdy: I want to add also I think it's the way that the state is going. When they offered Canvas for free it was adopted by almost everyone. It's the motion we are moving forward. ○ J. Demsky: I understand that there is a steamroller coming out of Sacramento. I also value academic freedom, but there is no mandated student interaction in our face-to-face classes. My concern is if we greenlight this, then we are opening the door. ○ J. Notarangelo: All I want to do is finish the form. I am going to talk about this on April 10th. It is becoming Ed Code because it is easier to check online if students are attending and if there is regular substantive contact. There is going to have to be a balance between remaining accredited and academic freedom. ○ J. Demsky: It's my point that an online instructor will be held to a much higher standard. ○ C. Huston: The regular substantive contact is often about apportionment. ○ A. Aguilar-Kitibutr: I am all for submitting the self-assessment. Have you heard anything about continuous funding or the availability of a counselor 24/7? ○ J. Notarangelo: I do know that they are looking into supplementing services. As for funding, they don't even know what's going on. ○ C. Huston: I'm going to call for the vote. **c. BP 2410 Board Policies and Administrative Procedure** [C. Huston] **d. AP 2510 Collegial Consultation** • C. Huston: I propose we postpone this.	**Motion to support submitting the self-assessment.** 1st: R. Hamdy 2nd: A. Aguilar-Kitibutr **Approved:** Unanimously **Abstentions:** Y. Beebe

Topic	Discussion	Action

8. New Business, continued	**e. Proposal for Allotment of $57 Million in FCC Auction Proceeds** [J. Torres]
	
	• [see handout] History: We participated in a KVCR auction. We opted to switch our channel from UHF to VHF and were awarded $157 million. We set aside $100 million already; $20 million went to Cal STRS and PRS. We are going to invest the $80 million; the goal is to help the colleges and hopefully create a college promise program. There is still $57 million, so we started talking about what to do with it. There are some needs we need to take care of pretty soon. The handout is split into 2 sections (top and bottom). We discussed this at the District Budget Committee. We decided it will go back to the constituent groups.
	   ○ C. Huston: If we were to review this document and gave you feedback at the next Senate meeting (March 7th), would that be enough time for you to review our feedback before the next District Budget Meeting?
	   ○ J. Torres: I think so.
	• The $60 million for KVCR for transition and because of investment for their equipment. There is also an estimated $5 million for operations of KVCR. As you know we are going to fiscal independence and one of the biggest requirements is that we are out of deficit spending.
	• Line 10 [handout]: We want to make sure that the colleges receive some funding in addition to the $20 million. We proposed that we split according to the current allocation model. We also are proposing one-time amounts of $1 million funding for the colleges' and District's program review needs. We have been talking about reimbursing district funds for what we spent. We think it will be lower than the proposed $2 million.
	   ○ C. Huston: Take it, review it, and bring your questions back to J. Torres regarding this for the March 7th meeting.
	f. BP's and AP's (6) 1st Read
	  i. BP/AP 3715 Intellectual Property [C. Huston]	

Topic	Discussion	Action
8. New Business, continued	**ii. BP/AP 2435 Evaluation of the Chancellor** **iii. AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies** • No action taken on any of these- just know they are up for 1st read.	
9. SBVC President's Report D. Rodriguez	• Yesterday we held a partnership meeting agreement with the city of Rialto in that we will be offering our water treatment program over there. They are very excited. We had a soft commitment from the city there also to provide internships for our students that go through the program. • Las time I was here I talked about the HIS-NSF grant. It is geared primarily towards research and initiatives. Valley College will be the lead campus and Crafton Hills will be the collaborating campus on the documents. • Kudos to the faculty and staff who put together the Black History Month breakfast. It was well attended and well received. I though the students' performance was amazing. I went to a lot in the month of February. The one here was probably the best, not just because I am totally biased. • C. Huston mentioned the Asilomar conference. For the last few years I have been a presenter at that conference. I am a fan of the curriculum they produce for women who attend. I strongly encourage those who are interested to let their supervisor or myself know. It is a little pricy. • District Budget Committee: Coming up within a few short months there will be discussions about restructuring our allocation model to meet the demands of our entire District and to be better aligned with the new allocation model coming from Sacramento. For those of you who are on the committee or who have a passion about budget, I strongly encourage you to get involved and make your voices heard. I think that a stronger model will come from stronger voices. • Recently wen had the opportunity to send off a proposal for $750,000 to support our LGBTQIA student population. It looks very positive that we may get the funding. We are hoping to identify some space, probably in the Student Center, so that this population and possibly our foster youth, have a safe	

Topic	Discussion	Action
	space.	
	• Enrollment is looking very strong again. I think last time I said you were about 180-ish FTES over, it looks like now you are about 200 FTES over.	
	• We submitted a budget projection to the District for the media academy. When I say media academy I don't want you to picture the one we have now, it is a program that will have far more disciplines. It really is spread more over the college.	
	• I also want to say kudos on the vote today to move the academic renewal from 2.5 GPA to 2.0 GPA. It shows your commitment to student success and the population that we serve. I am very excited that you did that.	
	• I have great hopes that we participate in the OEI project. I know that it will be determined by how it unfolds.	
	• The Chief talked about DACA and our immigration policies. There is a lot of tension from students as we get closer to March 5th. The information we receive is that everything is pretty tight-lipped about what is going to happen on March 5th. Please be sensitive to our students, faculty, and staff as we get closer to March 5th. I appreciate our Chief letting us know what we can do. We talked about publicly putting out information about what to do, so look for something soon. We need to do that as an institution.	
	• There is a lot of discussion surrounding allocation we heard about. There was a lot of discussion on that. Do we divide it 50/50? Do we stick to the allocation model? I am hearing that there are some at Crafton who are unhappy with the decision. I think the committee did a great job of honoring our processes and current allocation model. I would also say kudos to the Crafton folks there who, after a long discussion, voted to keep the allocation model, even though they would not receive as much money.	
10. Announcements	• Welcome back to T. Heibel who is standing in for J. Murillo for the rest of the semester.	
11. Adjournment	• Meeting adjourned at 4:34 p.m.	

SBVC ACADEMIC SENATE
Agenda
Wednesday, February 21, 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**	3:15 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**   3:20 pm
   a. SBCCD-CTA – Amy Avelar
   b. District Assembly

6. **Consent Agenda**   3:25 pm
   a. **Minutes 2/7/18**
   b. **BP's and AP's (6)**

7. **Old Business**   3:30 pm
   a. AP 2410 Board Policies and Administrative Procedure
   b. **BP's and AP's (6) 2nd Read**
      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

8. **New Business**   3:30 pm
   a. DACA Information – A. Rodriguez, A. Jackson
   b. OEI Exchange – J. Notarangelo (1,4,6)
   c. ~~BP 2410 Board Policies and Administrative Procedure~~
   d. AP 2510 Collegial Consultation
   e. Proposal for Allotment of $57 Million in FCC Auction Proceeds
   f. **BP's and AP's (6) 1st Read**
      i. BP/AP 3715 Intellectual Property
      ii. BP/AP 2435 Evaluation of the Chancellor
      iii. AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies

9. **SBVC President's Report**   4:15 pm
10. **Announcements**   4:25 pm
11. **Adjournment**   4:30 pm

Commonly known as the "Ten Plus One," (as articulated in <u>Title 5 of the Administrative Code of California, Sections 53200</u>) 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 21, 2018

	SENATOR	INITIAL
A	Aguilar-Kitibutr, Ailsa	*(signed)*
	Avelar, Amy	
B	Barnett, Kellie	
	Beebe, Yvonne	YMB
	Burnham, Lorrie [Rania Hamdy, proxy]	*(signed)*
	Burns-Peters, Davena	
C	Calderon, Colleen	
	Copeland, Mary	
D	Demsky, Jeffrey	*(signed)*
F	Ferri-Milligan, Paula	
	Fozouni, Daihim	*(signed)*
G	Gilbert, Jeremiah [Vicente Avarez, proxy]	VA
H	Huston, Celia	*(signed)*
J	Jennings, Amy	AJ
	Jones, Carol	*(signed)*
	Jones, EJ	
	Jones, Patricia	*(signed)*
K	Kafela, Kathy	*(signed)*
L	Lopez, Leonard	*(signed)*
M	Massad, Sana	
	Melancon, Kenny	
	Mestas, Marie [Patti Wall, proxy]	

	Meyer, Stacy	
	Moeung, Botra	*(signed)*
	Murillo, Joan	JDH proxy !:)
N	Notarangelo, Joseph	
R	Rosales, David	
S	Slusser, Michael	MS
	Smith, David	DSS
T	Tasaka, Bethany	*(signed)*
V	Vasquez, Mary Lou	
	Vasquez, Tatiana [Soha Sobhanian, proxy]	
W	Worsley, Margaret	

FREQUENT VISITORS	
Briggs, Stephanie	
Quach, Patty	*(signed)*
Rodriguez, Diana	*(signed)*
Smith, James	
Thayer, Scott	
Torres, Jose	*(signed)*
Weiss, Kay	

VISITORS (Print Name)	INITIAL
Lycretia Ting	LT.
ANTHONY XRXBX	*(signed)*
JACKSON	AL
(illegible)	*(signed)*

See back if more sign-in space is needed

VISITORS (Print Name)	INITIAL		
Soha Sobhania	S8		

Guided Pathways: A team from SBVC, including 4 faculty, attended the Guided Pathways workshop on 2/20/18. The team attended breakout sessions and worked with the ASCCC Guided Pathways facilitator to develop an outline for SBVC's Guided Pathways Plan. If you'd like to participate in Guided Pathways planning the next meeting is Monday 2/26/18 from 1:30-3:30 in AD/SS 207. For additional information on Guided Pathways go http://cccgp.cccco.edu/About-Guided-Pathways and check out the cool videos.

Advancement in Rank: The language below is quoted from AP 7210: Faculty Employees (Approved January 11, 1990) and speaks to many of the questions regarding Advancement in Rank

> *A. The Academic Senate is recognized as the body that shall represent faculty interests in all academic and professional matters unrelated to the specific collective bargaining issues identified by law.*
>
> *B. The respective senates shall establish their own rules, regulations, and operating procedures as permitted by the Education Code (AP 7210 p. 32) and*
>
> *A. Authorized titles:*
>
>> *1. Lecturer--The title of all hourly, part-time faculty members who are not members of the contract college staff.*
>> *2. Instructor--The title of all certificated staff on probationary status.*
>> *3. Assistant Professor--The title of all certificated personnel upon the granting of tenure status by the Board.*
>> *4. Associate Professor--The title to be granted upon a favorable decision by the college president following recommendation by the appropriate college committee.*
>> *5. Professor--The title to be granted upon a favorable decision by the college president following recommendation by the appropriate college committee.*
>> *6. Professor Emeritus--The title to be granted to retiring faculty upon a favorable decision by the college president following recommendation by the appropriate college committee.*
>
> *B. The academic title shall bear no relationship to college salary schedules.*
>
> *C. All titles made applicable by these regulations may be used in publications and/or college publicity (AP 7210 p. 33)*

Items E-G in AP 7210 (pp33-35) go on to outline the Nomination Process and Criteria for Advancement to Associate Professor, Professor, or Professor Emeritus that is currently being used by the Academic Senate for the Advancement in Rank process.

BP/AP 2410: AP 2410 which was recently approved by both Academic Senates and District Assembly will go to the Board of Trustees along with BP 2410 after BP 2410 has finished the collegial consultation process. BP 2410 will start in District Assembly on 3/6/18, then come to the Academic Senates as necessary.

Workshops, Symposiums, Institutes, Seminars, Plenary and more: There are a number of upcoming events including the Career and Non-Credit Institute. I will be attending the Accreditation Institute and will report on the institute on 3/21/18. I recently had the privilege of attending the Asilomar Leadership Skills Seminar and highly recommend it.

Upcoming Agenda Items: DACA, State Funding Model

<div align="center">

Save the Date

</div>

Accreditation Institute, February 23-24, 2018, Garden Grove (Celia)
Area D Meeting, March 24, 2018, Crafton Hills College (Celia)
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 Institute, July 11-14, 2018 Southern California

FREQUENTLY ASKED QUESTIONS

HOW SBCCD FACULTY AND STAFF SHOULD HANDLE IMMIGRATION LAW ENFORCEMENT REQUESTS

1) Can San Bernardino Community College District prevent federal immigration enforcement officers from coming on campus?

Generally, federal immigration enforcement officers may not be restricted from areas on campus that are open to the general public. However, if public access to an area is limited (e.g., areas requiring key card access, areas that require staff to grant permission to enter, classrooms in session), college employees are not required to assist federal immigration officers or grant permission to enter a limited access space unless officers have a valid judicial warrant.

2) What should I do if a federal immigration enforcement officer asks to enter a restricted area?

1. Gather information from the immigration official to provide to the District office:
   a. Ask the officer for his or her name, identification and agency affiliation.
   b. Ask for a copy of any warrant or detainer. Remember that immigration detainers and administrative warrants do not authorize entry without consent, but a criminal search or arrest judicial warrant may authorize entry without consent.

2. Inform the officer that you are not obstructing their process, but need to contact the following administration for assistance.

3. Contact:

   a. Al Jackson, SBCCD Chief of Police
      Phone: (909) 384-4491 / aljackson@sbccd.cc.ca.us

   b. Angel Rodriguez, District Director of Marketing, Public Relations and Government Relations
      Phone: (909) 382-4012 / arodriguez@sbccd.cc.ca.us

   c. Stacey Nikac, Executive Assistant to the Chancellor
      Phone: (909) 382-4091 / snikac@sbccd.cc.ca.us

   d. Jose Torres, Vice Chancellor
      Phone: (909) 382-4021 / jtorres@sbccd.cc.ca.us

3) Will the SBCCD Police Department assist federal immigration officers in performing immigration enforcement activities?

- No, the SBCCD Police Department will not enter into agreements or assist federal immigration authority, or any other federal agency, with immigration enforcement activities, unless required by law and/or in exigent circumstances.

- Jurisdiction over the enforcement of federal immigration laws lies with the federal government and not with the District Police Department. Arizona v. United States, 132 S. Ct. 2492 (2012). District police are tasked with providing a safe and secure learning and working environment for all students and employees, and with supporting the District's education and public service missions. Resources will not be diverted from this mission in order to enforce federal immigration laws.

4) What are examples of "immigration enforcement activities" which the SBCCD Police Department will not perform?

SBCCD Police Department understands that the Constitution of the United States guarantees equal protection to all persons. In keeping with these key principles, SBCCD PD personnel:

- Will not question, detain or arrest individuals solely on the basis of their immigration status or suspicion that the individual is in violation of civil immigration laws.

- Will not assist or engage in any joint enforcement operation with federal law enforcement agencies for the purpose of detaining or arresting any individual suspected of being in violation of an U.S. Immigration Code.

- Will not release to, or assist in the release of a student's education record to any federal law enforcement agency, since to do so would be inconsistent with Family Educational Rights and Privacy Act (FERPA) laws.

5) What are the different types of documents that a federal immigration officer might present to gain access to restricted areas or to take custody of an individual on campus?

- Immigration Detainer: Also known as an "ICE Detainer Request," "ICE Hold," "Immigration Hold" or "Immigration Detainer," this document is filed with local law enforcement to provide notice that ICE is investigating an individual in their custody. It requests the agency to notify ICE when the individual will be released and/or to hold the individual for up to an additional 48 hours beyond the time when he or she otherwise would have been released. The Notice is provided on a Department of Homeland Security ("DHS") Form I247. It is not a warrant and is not reviewed by a magistrate judge. A Detainer Request is a voluntary request that does not impose any obligation on a receiving jurisdiction, such as the District, to comply.

- Administrative Warrants: An Administrative Removal Warrant authorizes immigration officers to take into custody an individual who is suspected of being subject to

deportation. An Administrative Warrant provides an ICE officer with the authority to arrest or detain the individual named in the warrant in a public place where the person has no reasonable expectation of privacy (e.g., a public sidewalk). An Administrative Warrant does not authorize an ICE officer to enter an area where an individual would have a reasonable expectation of privacy (e.g., an area restricted to the general public) to execute the warrant unless consent is provided. Accordingly, an ICE officer could not enter restricted areas on campus to execute an Administrative Removal Warrant without authorization by District staff. An Administrative Removal Warrant is not a criminal warrant signed by a federal judge. Rather, it is used to arrest, detain and remove individuals related to civil immigration matters, and is signed by an ICE officer. 8 C.F.R. §§ 241.2 and 287.5. o The Warrants are issued on a Form I-200 or I-205.

- Judicial Warrant: A judicial warrant is an official court document, usually with the designation of a specific court, and it is signed by a judge. It is generally based on criminal enforcement powers, and is a criminal arrest and search warrant. Execution of search warrants does not require consent. A valid judicial criminal arrest or search warrant imposes an obligation on a receiving jurisdiction, such as the District, to comply.

KNOW YOUR RIGHTS AT HOME AND AT WORK
Prepared by the National Immigration Law Center

https://www.nilc.org/wp-content/uploads/2015/11/imm_enfrcmt_homework_rts_2008-05.pdf

When may Immigration enter my home?
Immigration officers may NOT enter your home unless they have a "warrant." A warrant is a document issued by a court or government agency. There are two types of warrant — one for when they are coming to arrest you, and another for when they have permission from a judge to search your home. U.S. Immigration and Customs Enforcement (ICE) can issue arrest warrants, but only a court can issue a search warrant.

✓ If an officer knocks on your door, do not open it. Ask the officer through the closed door to identify himself. You can say, "Who are you with?" or "What agency are you with?"

✓ The officer might say that he is with "Department of Homeland Security" or "U.S. Immigration and Customs Enforcement." The officer might name another agency. No matter what, keep the door closed. Through the closed door, ask the officer if they have a warrant.

✓ If they say "yes," still do not open the door. Ask him to show you the warrant by slipping it under the door.

✓ When examining the warrant, look for your name, your address, and a signature. This can help you decide whether or not the warrant is valid (true). The warrant will be in English. If you have trouble reading it or understanding it, get someone else in your house to help you read it or translate it, if possible.

✓ If the warrant does not look valid, you should return it under the door and say it is incorrect.

✓ If the warrant the officer shows you looks valid, look to see if it was issued by a court or by U.S. Immigration and Customs Enforcement (ICE).

✓ If the valid warrant was issued by a court and authorizes a search of your house, you should let the officer in the house.

✓ If the valid warrant looks like it was issued by Immigration and Customs Enforcement (ICE) but not a court, you have the right not to let the officer enter your house. If the warrant authorizes your arrest but not a search of your house, you may want to go outside to meet the officers but not let them in the house. This is especially important if you live with other people who might have immigration problems, because once you allow the officer into your house, he can ask questions of anyone else who is there, too.

✓ If you do talk to the officer (again, outside your house — do not let him in), do not answer any questions. Do not sign any papers. Tell the officer you want to talk to a lawyer before you say anything. Do not provide any kind of identification documents that say what country you are from. Make sure not to carry any false documents with you at any time.

ANOTHER WAY AN immigration officer can enter your home legally (besides if he has a valid warrant) is if you give the officer permission to enter. This is called giving the officer your "consent" to enter your home.

✓ If you open your door, or if the officer asks if he can come in and you say "yes," you are probably consenting to his entering your home.

- ✓ The best thing to do is to keep the door closed and ask the officer to identify himself. Then ask to see a warrant. DO NOT OPEN THE DOOR IF HE CANNOT SHOW YOU A WARRANT.
- ✓ An officer is NOT ALLOWED to force you to consent to his entering your home. For example, if your house is surrounded by Border Patrol or Immigration cars with their lights flashing, and the officer is holding his gun as he asks for permission (your consent) to enter your home, and you say yes" because you're afraid, a court would probably not consider this to be valid consent.

How can I protect myself if Immigration comes to my house?

If you hear that Immigration has been asking questions about you at your job or if you learn that Immigration is conducting an investigation at your job, it is possible that officers may show up at your house.

- ✓ Make sure that someone you trust knows where you are, and that you know how to reach them in case of an emergency (if you have been detained by Immigration).
- ✓ You and your family or close friends should have the names and phone numbers of good immigration attorneys posted near the telephone at home so that they can call the attorney in case you are detained.
- ✓ In general, it is also a good idea to keep a copy of your important papers (birth certificate, any immigration papers, etc.) at the home of a friend or relative whom you trust and can call in case you are detained.

What should I do if Immigration comes to my workplace?

Immigration officers are not allowed to enter your workplace — whether it is a factory, store, high rise, farm, or orchard — without permission from the owner or manager. If an officer does get permission, the officer is free to ask you questions about your immigration status. You have a right to keep silent. In most states, you don't even have to tell the agent your name. Although you may want to provide your name only so your family or attorney can locate you. You also have the right to talk to a lawyer before you answer any questions. You can tell the officer, "I wish to talk to a lawyer," in response to any question the officer asks you. You do not need tell the immigration officer where you were born or what your immigration status is. You do not have to show the officer your papers or any immigration documents. If the officer asks you for your papers, tell the officer, "I wish to talk to a lawyer."

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT POLICE DEPARTMENT

Al Jackson
Chief of Police

909.384.8259 Office • 909.266.6104 Cell
Dispatch: 909.384.4491 • Fax: 909.884.2929
Email: aljackson@sbccd.org • http://sbccd.org

701 S. Mt. Vernon Ave., San Bernardino, CA 92410

"To Serve & Protect with Honor"

Dear Colleague,

Thank you again for your interest in the 2018 OEI Consortium Cohort! We now invite you to complete a College Self-Assessment Packet and have developed this checklist to assist you in the process.

☐ Schedule a College Planning Team meeting (recommend setting aside two hours).

☐ Ensure your CTO attends the January 2018 OEI / CCC Tech Center webinar (invitation will be emailed separately).

☐ Obtain the required signatures noted in Section IV of the College Self-Assessment.

☐ Obtain a copy of the resolution passed by your local academic senate in support of the college's participation in the OEI cohort.

☐ Return your completed self-assessment packet, including the academic senate's resolution, no later than Thursday, March 1, 2018 to:

> Karen Oeh, College Support Representative
> 650.949.7814
> koeh@ccconlineed.org

If you need additional assistance as you move through the checklist, please do not hesitate to reach out to our Implementation Team. Again, thank you for your interest in the OEI. We look forward to working with additional college partners as we expand the consortium!

OEI Implementation Team

SECTION I: COLLEGE SELF-ASSESSMENT
The information in this section should be completed by the college's Single Point of Contact (SPOC) with input from the College Planning Team.

College _____

Contact Information
Name _____
Title _____
Email _____
Phone _____

1. Which of the following OEI tools or services is your college currently using (check all that apply):
☐ QuestReadiness (readiness tutorial)
☐ NetTutor (online tutoring)
☐ Cranium Cafe / ConexEd (online counseling)
☐ Proctorio (online proctoring)
☐ VeriCite (plagiarism detection)

   Are there any additional tools your college has implemented or wishes to:

2. Is the college participating in any other statewide initiatives (i.e. guided pathways, educational planning, etc.):
○ Yes
○ No

   If yes, which ones: _____

---

3. Has your college adopted the OEI Course Design Rubric?
○ Yes
○ Yes, but with modifications
○ No, but we are open to adopting the OEI Course Design Rubric
○ No, we are using another tool to guide online course design on our campus

   If yes or yes with modifications, are you using this as part of a local course approval or review process?
○ Yes
○ No

4. Would your college be interested in developing a local peer course review process for courses entering the exchange?
○ Yes
○ No
○ Already developed

5. Please describe the ways your college will support faculty and courses participating in the course review process:

---

6. What resources and/or services do you have in place to support accessibility (508 compliance) of online instructional material?

7. Describe your distance education program and structure. Please include the full-time staff member managing or coordinating the program and his/her role.

8. What will your college uniquely bring to the OEI Consortium (i.e. specific types of courses, faculty expertise, etc.)

9. How will participating in the OEI Consortium benefit student access and program maintenance or growth at your college.

10. Please provide any data relevant to your college's online achievement gap:

11. One of the long-term goals of your college's participation in the Consortium in participation in the Course Exchange. If accepted into the Consortium, is your college prepared to:

☐ Actively pursue a target of 10% of the college's existing online offerings listed and available to students in the Course Exchange within two semesters (or four quarters) of the college going live in the Course Exchange AND scheduling those online courses in a manner that allows students to access at least a portion of available seats via the Course Exchange (Note: Seats designated for the Course Exchange may also be accessed by local students in the event the locally designated cap is met).

☐ Pursue a target of 20% of the college's existing online offerings listed and available to students in the Course Exchange after four semesters (eight quarters) of the college going live in the Course Exchange.

☐ Identify faculty and courses to engage in the OEI Course Design Academy sufficient to meet the commitments listed above. An accelerated process for preparing courses will be available if the OEI Course Design Rubric is applied through a local college peer review process.

12. What programs and courses are currently impacted at your college and could benefit from increased access for students through the Course Exchange?

13. Which programs and courses have low online enrollments or cannot be offered every term, and would benefit from students enrolling at your college via the Course Exchange?

CALIFORNIA COMMUNITY COLLEGES
ONLINE EDUCATION
INITIATIVE

SECTION II: TECHNICAL REQUIREMENTS
The information in this section should be completed by the college's Chief Technology Officer (CTO).

Student Information System:
○ Banner
○ Peoplesoft
○ Colleague
○ Other:

Other Requirements:
☐ Canvas fully implemented for all online courses
   Date of implementation completion (previous CMS/LMS deactivated): _____
☐ Open CCC Apply enabled
☐ Implemented eTranscript California
☐ SSO/federated ID enabled for students enabled
   Please advise if SSO/federated ID is not implemented but is on a near-term roadmap_____

Our CTO has attended and/or viewed the January 2018 OEI/CCC Tech Center webinar, which presented a summary of the tasks required of the college/district IT staff once admitted into the OEI Consortium.

Chief Technology Officer initials: _____

CALIFORNIA COMMUNITY COLLEGES
ONLINE EDUCATION
INITIATIVE

SECTION III: COLLEGE PLANNING TEAM
Please include name and title for each entry.

Single Point of Contact (SPOC) _____

Academic Senate Representative _____

Distance Education Coordinator _____

Chief Student Services Officer _____

Chief Instructional Officer _____

Chief Technology Officer _____

IT Representative (responsible for SIS) _____

CMS/LMS Administrator _____

CALIFORNIA COMMUNITY COLLEGES
ONLINE EDUCATION
INITIATIVE

SECTION IV: REQUIRED SIGNATURES
You may have individuals sign digitally using Adobe Acrobat.

President signature: _____

Chief Instruction Officer signature: _____

Chief Student Services Officer signature: _____

Chief Technology Officer signature: _____

Distance Education Coordinator signature: _____

Academic Senate President signature: _____

POSSIBLE RESOLUTION:

The SBVC Academic Senate supports the submission of the OEI Self-Assessment Form for the OEI Exchange Spring 2018 Cohort.

San Bernardino Community College District — Crafton Hills College | San Bernardino Valley College | Economic Development & Corporate Training | KVCR TV/FM
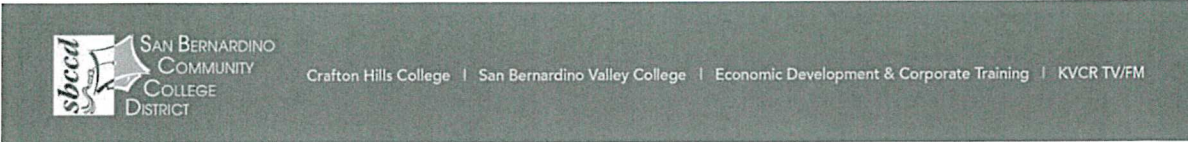
Proposal for Allotment of
$57 Million in FCC Auction Proceeds

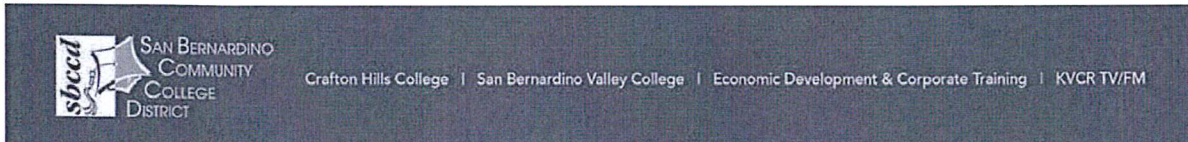|				Guiding Principles
1	**KVCR INVESTMENT**			
2	**Mandated Transition & Modernization (see attached)**			
3	UHF-to-VHF Transition	$	2,445,000	
4	Technology Core Modernization		12,517,260	
5	Project Contingency		1,037,740	
6	**Subtotal Transition & Modernization**	$	**16,000,000**	2,3,8,9
7	**Operations Deficit for Three Years (Necessary for Fiscal Independence)**			
8	**(2017-18, 2018-19, 2019-20)**	$	5,000,000	2,5,9
9	**TOTAL KVCR INVESTMENT**	$	**21,000,000**	
10	**ONE-TIME ALLOTMENT TO COLLEGES†**			
11	SBVC (69.71%)	$	6,971,000	
12	CHC (30.29%)		3,029,000	
13	**TOTAL COLLEGE INVESTMENT***	$	**10,000,000**	1,2,7,9
14	**ONE-TIME ALLOTMENT TO DISTRICT OFFICE**	$	**1,000,000**	1,2,7,9
15	**ESTIMATED SBCCD EXPENDITURE REIMBURSEMENT**	$	**2,000,000**	1,2,4,6,9
16	**TOTAL ALLOCATION CURRENTLY PROPOSED**	$	**34,000,000**	
17	**PROPOSED FOR FUTURE CONSIDERATION**			
18	KVCR Endowment of Building Purchase for Rental Income		10,000,000	1,2,5,8,9,10
19	Media Academy	$	2,000,000	1,2,8,9
20	Building Purchase for Offsite Campus Center & Rental Income		11,000,000	1,2,6,8,9,10,11,12
21	**TOTAL PROPOSED FOR FUTURE CONSIDERATION**	$	**23,000,000**	
22	**GRAND TOTAL OF UNALLOCATED FCC AUCTION PROCEEDS**	$	**57,000,000**	

†Based on Resource Allocation Model (www.sbccd.org/bfs/2017-18Budget)

*Colleges also received $20 million in early 2018 as an investment in the Pension Rate Stabilization Trust (STRS/PERS) per FCC Guiding Principles 1,2,6,8,9,10,11, and 12.

San Bernardino Community College District

Crafton Hills College | San Bernardino Valley College | Economic Development & Corporate Training | KVCR TV/FM

Guiding Principles for the
FCC Auction Proceeds Strategic Financial Plan

Overarching

1. Our students are our core mission and we will focus our resources on their success.
2. All FCC auction proceeds activity shall be transparent.

One-Time Expenditures

3. SBCCD will use the proceeds as a one-time investment in KVCR for the mandatory transition costs from UHF to VHF over-the-air and current broadcast standards.
4. SBCCD will be reimbursed for all costs related to the FCC auction.
5. One-time fund proceeds should help KVCR reach financial sustainability within a specified, board-approved timeframe.
6. The district unrestricted general fund balance shall be restored to a range of 12-15%.
7. With the exception of items 3-6 above, one-time expenditures shall support the approved program review, and educational and facilities master plans.

Principal Investment

8. Proceeds shall be invested in a manner that serves SBCCD for years to come.
9. Principal amount shall not be used as a resource for ongoing expenditures unless approved by the Board of Trustees.
10. Investments should include real estate and a diversified portfolio.

Revenue Generated from Investments

11. Revenue generated from the investment of proceeds shall help SBCCD meet its strategic goals as established in the comprehensive master plan.
12. Annual revenue amount shall be subject to annual allocation and follow existing collegial consultation and established budget processes.

2018-02-05 DBC Constituent Discussion Material

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

KVCR Transition & Modernization Budget: $16,000,000 [†]

Project Contingency $1,037,740

Technology Core Modernization $12,517,260

Space Repurposing $1,875,000

Building Architect TBD $250,000

Building Conractor TBD $1,300,000

Furniture, Fixtures & Equipment TBD $200,000

Other Fees & Consultants* As Necessary $125,000

Tecnology Equipment Upgrade $10,642,260

Project Manager NCA Studios $79,360 (Awarded 11/30/17)

Initial Consultant Russ Walker $12,900 (Awarded 11/30/17)

Tech Core Designer Key Code Media $400,000 (Requested Award @ $366,400 2/8/18)

Tech Core Contractor TBD $10,000,000

Other Fees & Consultants* As Necessary $150,000

UHF to VHF Transition $2,445,000

Initial Consultant Russ Walker $15,900

Project Manager Hussain Agah SBCCD

Antenna Contractor Jampro $590,000 (Awarded @ $589,064 10/12/17)

Transmitter Contractor Gates Air $605,000 (Awarded @ $603,142 10/12/17)

Tower Contractor TBD $750,000

Other Fees & Consultants* As Necessary $484,100

†Initial budget pending approval.
*Various- attorney, engineer, environmental, inspection, permits, etc.

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KVCR Project Update

UHF-to-VHF Transition

	Task	Timeline	Estimated Cost
UHF to VHF Transition	Antenna Contractor RFP/Award (Jampro) ✓	October 2017 - December 2018	$ 590,000
	Transmitter Contractor RFP/Award (GatesAir) ✓	October 2017 - December 2018	$ 605,000
	Tower Contractor RFP/Award	February 2018 - March 2018	$ 750,000
	Tower/Antenna/Transmitter Construction to Occur	March 2018 - December 2018	---
	Initial Consultant Cost (Russ Walker) ✓	July 2017 - September 2017	$ 15,900
	Other fees & consultants as Necessary*	March 2017 - June 2019	$ 484,100
		Total Expected Cost	$ 2,445,000

Technology Core Modernization Project

	Task	Timeline	Estimated Cost
Technology Equipment Upgrade	Initial Consultant Cost (Russ Walker) ✓	October 2017 - November 2017	$ 12,900
	Project Manager Award (NCA Studio) ✓	December 2017 - December 2018	$ 79,360
	Technology Core RFP/Award (Key Code Media)	January 2018 - February 2018	$ 400,000
	Tecnology Core Design to Occur	February 2018 - June 2018	---
	Technology Core Contractor RFP/Award	July 2018 - August 2018	$ 10,000,000
	Tecghnology Core Modernization to Occur	August 2018 - April 2019	---
	Other fees & consultants as Necessary*	February 2018 - April 2019	$ 150,000
Space Repurposing	Building Architect RFP/Award	February 2018 - March 2018	$ 250,000
	Building Design to Occur	March 2018 - August 2018	---
	Building Contractor RFP/Award	October 2018	$ 1,300,000
	Building Construction to Occur	November 2018 - April 2019	---
	Furniture, Fixtures & Equipment Procurement	November 2018 - April 2019	$ 200,000
	Other fees & consultants as Necessary*	March 2018 - April 2019	$ 125,000
		Total Expected Cost	$ 12,517,260

Project Contingency

Task	Timeline	Estimated Cost
Overall KVCR Transition & Modernization Contingency ~ 7%	October 2017 - April 2019	$ 1,037,740

TOTAL INITIAL BUDGET†		$ 16,000,000

†Initial Budget Pending Approval

2/15/2018

GUIDED PATHWAYS
at California Community Colleges

Principles of Guided Pathways

The Guided Pathways Model creates a highly structured approach to student success that:
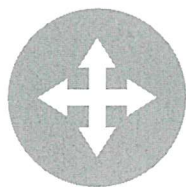
Provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success.
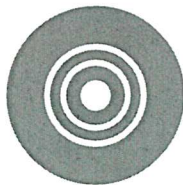
Integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience.
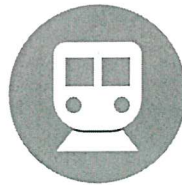
Four Pillars of Guided Pathways

Create clear curricular pathways to employment and further education.

Help students choose and enter their pathway.
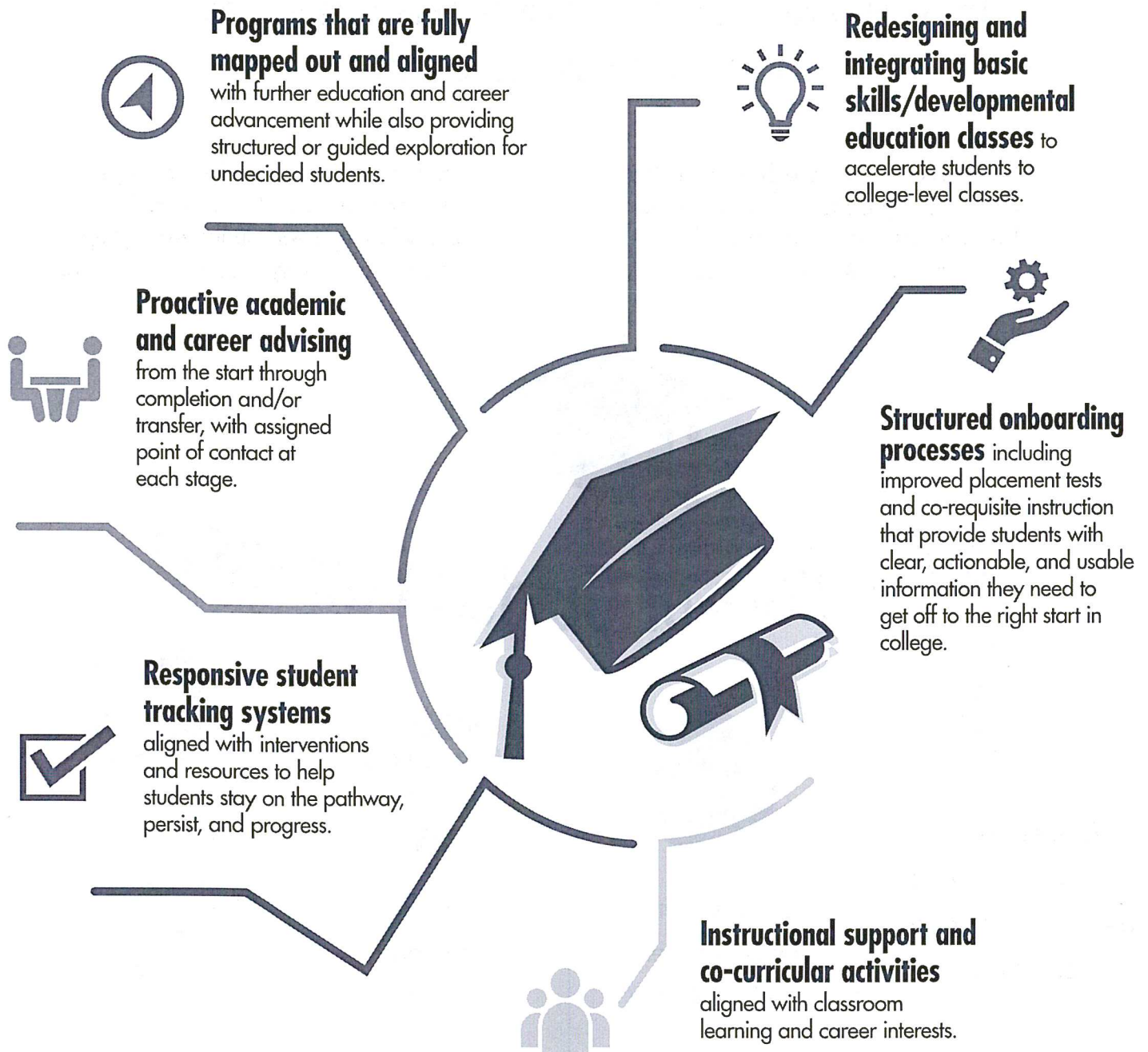
Help students stay on their path.

Ensure that learning is happening with intentional outcomes.

09.08.17

GUIDED PATHWAYS
at California Community Colleges

Key Elements of Guided Pathways

Programs that are fully mapped out and aligned with further education and career advancement while also providing structured or guided exploration for undecided students.

Redesigning and integrating basic skills/developmental education classes to accelerate students to college-level classes.

Proactive academic and career advising from the start through completion and/or transfer, with assigned point of contact at each stage.

Structured onboarding processes including improved placement tests and co-requisite instruction that provide students with clear, actionable, and usable information they need to get off to the right start in college.

Responsive student tracking systems aligned with interventions and resources to help students stay on the pathway, persist, and progress.

Instructional support and co-curricular activities aligned with classroom learning and career interests.

09.08.17