



**SBVC ACADEMIC SENATE**

**Agenda**

**Wednesday, May 1, 2019**

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

- |  |                |
|--|----------------|
| <b>1. Call to Order and Roll Call (Sign-In)</b>                | <b>3:00 pm</b> |
| <b>2. Public Comments</b>                                      | <b>3:00 pm</b> |
| <b>3. Academic Senate President's Report</b>                   | <b>3:05 pm</b> |
| <b>4. SBVC President's Report</b>                              | <b>3:10 pm</b> |
| <b>5. Committee Reports</b>                                    | <b>3:15 pm</b> |
| a. Personnel Policy – Joe Notarangelo                          |                |
| b. Student Services – Ailsa Aguilar-Kitibutr                   |                |
| c. CTE - Kenny Melancon EEO – Rania Hamdy                      |                |
| d. Professional Development – Rania Hamdy                      |                |
| e. Elections – Davena Burns-Peters                             |                |
| f. Curriculum – Mary Copeland                                  |                |
| g. Program Review – Paula Ferri-Milligan                       |                |
| h. Accreditation & SLOs – Celia Huston                         |                |
| i. Non-Credit – Anthony Ababat                                 |                |
| j. Ed. Policy – None   |                |
| k. Legislative - None  |                |
| l. Financial Policy - None                                     |                |
|  | <b>3:20 pm</b> |
| <b>6. Additional Reports</b>                                   |                |
| a. SBCCD-CTA – Amy Avelar                                      |                |
| b. District Assembly -   |                |
| <b>7. Consent Agenda</b>                                       | <b>3:25 pm</b> |
| a. Minutes 4-17-19   |                |
| <b>8. Old Business</b>   | <b>3:30 pm</b> |
| a. CTE Online Pathways Grant                                   |                |
| b. Guided Pathways Committee Charge                            |                |
| c. By-Laws [EEO/Ed Policy/Legislative Policy/Financial Policy] |                |
| <b>9. New Business</b>   | <b>3:50 pm</b> |
| a. Student Equity Report – First Read                          |                |
| b. Outstanding Adjunct Faculty                                 |                |
| c. Guided Pathways Year-End Report                             |                |
| d. Non-Credit Year-End Report                                  |                |
| <b>10. Announcements</b>                                       | <b>4:25 pm</b> |
| <b>11. Adjournment</b>   | <b>4:30 pm</b> |

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."

<ul style="list-style-type: none"> <li>1. Curriculum including establishing prerequisites and places courses within disciplines</li> <li>2. Degree and certificate requirements</li> <li>3. Grading policies</li> <li>4. Educational program development</li> <li>5. Standards or policies regarding student preparation and success</li> <li>6. District and college governance structures, as related to faculty roles</li> </ul>	<ul style="list-style-type: none"> <li>7. Faculty roles and involvement in accreditation processes, including self-study and annual reports</li> <li>8. Policies for faculty professional development activities</li> <li>9. Processes for program review</li> <li>10. Processes for institutional planning and budget development</li> <li>11. Other academic and professional matters as mutually agreed upon between the governing board and the senate</li> </ul>
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Academic Senate Meeting Dates Spring 2019: 1/16/19, 1/30/19, 2/6/19, 2/20/19, 3/6/19, 3/20/19, 4/3/19, 4/17/19, 5/1/19, 5/15/19



# Academic Senate

Sign-In Sheet

May 1, 2019

	SENATOR	INITIAL
A	Ababat, Anthony	
	Aguilar-Kitibutr, Ailsa	
	Allen, Tammy	
	Avelar, Amy	
B	Banola, John	
	Bernardo, Yecica	
	Bjerke, Jennifer	
	Burns-Peters, Davena	
C	Castro, Anthony	
	Copeland, Mary	
D	Demsky, Jeffrey [Adam Pave, proxy]	
F	Ferri-Milligan, Paula	
	Fozouni, Daihim	
G	Gregory, Leslie	
H	Hallex, Alicia	
	Hamdy, Rania	
	Huston, Celia	
J	Jacobo, Magdalena	
	Jones, Carol	
	Jones, EJ	
	Jones, Patricia	
K	Kafela, Kathy	
L	Lawler, Kenneth	
	Lopez, Leonard	
M	Melancon, Kenny	
	Milligan, Joshua	

	SENATOR	INITIAL
M	Moeung, Botra	
N	Notarangelo, Joseph	
S	Smith, David	
	Sobhanian, Soha	
T	Tasaka, Bethany	
V	Valdez, Maria	
	Vasquez, Tatiana	
W	Wall, Patti	
	Worsley, Margaret	
	FREQUENT VISITORS	INITIAL
B	Burnham, Lorrie	
H	Humble, Dina	
J	Johnson, Wally	
L	Lewis, Stephanie	
M	Maniaol, Albert	
Q	Quach, Patty	
R	Rodriguez, Diana	
S	Smith, James	
T	Thayer, Scott	
W	Weiss, Kay	
	VISITORS	INITIAL
	(please print your name)	
	Tahirah Simpson	
	Reggie Metu	

See reverse side for additional spaces.





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SAN BERNARDINO VALLEY COLLEGE  
STUDENT EQUITY PLAN

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MAY 1, 2019

# Student Equity Goals

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The completion of a student equity plan is a condition of funding under the Student Equity and Achievement Program (SEA). Colleges are required to use campus-based research to conduct a Disproportionate impact (DI) study. Colleges must assess the extent of student equity for the following categories of students:

- A) Current or former foster youth
- B) Students with disabilities
- C) Low income students
- D) Veterans
- E) Students in the following ethnic and racial categories: American Indian; Asian; Black; Hispanic
- F) LGTBQ

**Deadline for submission is June 30, 2019**

Summary of Disproportionate Impact by Age, Ethnicity, Economically Disadvantaged, LGBTQ, Disabled, Foster Youth, First Generation, Veterans

Group	Disproportionate Impact by Outcome						
	Successful Enrollment	Retention: Fall to Spring	Transfer to a Four Year Institution	Completion of Transfer Level Math and English	Earned HS equivalency, NC Cert., CO approved Credit Certificate, AA/AS, BA/BS	Number of Outcomes with Disproportionate Impact	
Overall Population	48,390	11,629	18,016	2794	18,016	NA	
FOSTER YOUTH	495/1727	88/157	11/251		12/251	5	
LGBTQ	619/1814	191/290	22/520	3/89	14/520	4	
FIRST GENERATION						0	
ETHNICITY	3,024/9,515	2,258/3,271	960/17,200	9/626		4	
VETERANS			32/717			1	
ECONOMICALLY DISADVANTAGED						0	
DISABLED			60/1284	0/134		2	
AGE	3,904/13,806	2,755/4,003	213/6,813	0/190	76/3,826	5	

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## **Goals, Objectives, Actions, and Resources**

The Enrollment Management and Student Equity Committee (SEC) serves in an advisory capacity to the President's Cabinet regarding student equity. The committee is responsible for reviewing internal and external assessment trend data as it applies to enrollment planning, researching and reviewing successful models of recruitment and retention programs, projecting enrollment growth/decline, projecting academic and student support service needs based on enrollment trends. The committee makes recommendations regarding strategies to support student success. These strategies include but not limited to supplement instruction, embedded tutoring, career exploration, guided pathways and support courses for English and math courses. The new initiatives in place such AB705 and the College Promise incorporating learning communities and cohorts, will be a great indicator of student success. The tables below describe the goals and activities that would address the disproportionate groups.



## Successful Enrollment

Group	Gender	Number Attained/Attempted	Population Attained/Attempted	Target	Increase Needed
Overall Population	All	N/A	48,390	8786	
Foster Youth	All	495/1727	17880/48390	37%	143
LGBTQ	All	619/1814	177756/48303	37%	52
First Generation	All	No data		37%	None
Ethnicity	All	Pacific Islander 69/269 Black 2955/9446		37%	Pacific Islander 28 Black 535
Veterans	All	284/680	18091/49437	37%	None
Economically Disadvantaged	All	No data			None
Disabled	All	863/2412	17512/47705	37%	None
Age	All	1583/5109 (30-34) 817/3129 (35-37) 1177/4425 (40-54) 327/1143 (55+)			307 340 460 95



### **Enhance Foster Youth processes and streamline the information to capture all students in this group**

- Continue to provide Foster Youth with priority registration
- Provide funding for textbooks and supplies until the age of 24 years
- Counseling is provided by a dedicated Counselor to ensure point person for questions and/or referrals.
- Plan and initiate Super Saturday for Foster Youth within our service areas and our continuing students.

### **Enhance information to LGBTQ group to create a more welcoming atmosphere**

- Provide information to incoming students that SBVC is a safe space for all students and that the campus is inclusive
- Sharing the support that LGBTQ students have on campus through campus organizations and other resources.
- Connect students to Student Life for campus organization involvement.



## **Outreach efforts as a campus wide effort to increase awareness to our First Generation population**

- Collaborate with high school through concurrent enrollment and share with them the resources that SBVC has to offer them.
- Providing access to all students with the Free College Promise, this can alleviate the financial burden and provide specialized support to the students entering college.
- Providing orientations for both the parents and students and share with them information about SBVC and providing a safe space for parents to questions in both English and Spanish.
- Using the First Year Experience program as a bridge into college, by providing specialized counseling and cohort classes to aid in the success of the students.

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## **Streamline processes for admissions to Educationally Disadvantaged students**

- Provide the access to all students with the Free College Promise, this can alleviate the financial burden and provide specialized support to the students entering college.
- Provide programs such as EOPS/CARE, CalWORKs, and STAR to ensure that students receive the financial support that they need to reach their educational goals. Along with receiving specialized counseling and programming to support them while they are students at SBVC.
- Utilize the Valley 360 Resource Center to receive resources, such as clothing and food.
- Provide meal vouchers, through these programs that can be redeemed on campus at the cafeteria, so students can focus on their classwork
- Continue collaborating with Omni Trans to use local transit system free of charge for any student that actively registered in classes.

## **More programming for Veterans to feel more welcomed into SBVC.**

- Host workshops and programs that will serve them and their dependents.
- Reach out to different agencies in the area that support Veterans and sharing with them the resources and opportunities that available to them at SBVC.
- Continue to provide a tutor in the Veteran's Resource Center, for active members in the club and who use the center.



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### **Enhance the outreach efforts and programming for adult learners.**

- Collaborate with Inland Community Education Center to assist Adult Learners as they transition from Adult Ed to SBVC
- Present at parent groups such as ELAC and DELAC and share with them the resources that are available to them at SBVC
- Utilize the kiosk at the mall as an opportunity for all people in the community to learn more about SBVC
- Incorporate programming, workshops and/or presentations targeted to the Adult Learners on campus.

## Retention: Fall to Spring

Group	Gender	Number Attained/Attempted	Percent Attained/Attempted	Target	Increase Needed
Overall Population	All	8506/11629			
Foster Youth	All	88/157	56%	73%	25
LGBTQ	All	191/290	66%	73%	20
First Generation	All	3311/4584	72%	73%	None
Ethnicity	All	White 1042/1492 2+ races 258/381 Black 958/1398	70% 68% 68%	73%	White 45 2+races 20 Black 62
Veterans	All	336/466	72%	73%	None
Economically Disadvantaged	All	7644/10307	74.2%	73%	None
Disabled	All	698/895	78%	73%	None
Age	All	1365/1959 (under 19) 741/1064 (30-34) 649/980	70% 70% 66%	73%	66 36 66



## **Increase engagement within groups and enhance support services and learning techniques**

- Enhance and advertise Guardian Scholars Programs within campus and community agencies
- Refer Foster Youth to EOPS/CARE, STAR, First Year Experience and College Promise
- Promote college and various support programs through FKCE and publicize Foster Care Awareness Month
- Create a safe, all-inclusive learning environment for students that identify as LGBTQ or not can feel supported
- Support and promote student organization
- Publicize activities and events for LGBTQ inclusion
- Student Health Center support services
- Refer students to different specialized support programs
- Promote to apply for FAFSA and DreamAct workshops
- Promote different support programs to parents of first generation college students
- Access to computers and Internet in library



- Enhance Umoja-Tumaini and other specialized support services
- Black Faculty Staff Association Each One Teach One Mentoring Program – enhance and grow numbers in this project
- Promote the importance of attending events and conferences such as HBCU Tour and A2Mend Conference
- Veteran’s Resource Center – provide more programming that will enhance Veterans to continue their education and partake in different activities throughout campus.
- Work collaboratively with Student Health Services to provide counseling for veterans.
- Increase the number of students applying for scholarships and financial aid
- Intentional planned meetings about impending initiatives and how they may impact disabled students





Transfer to a Four Year Institution

Group	Gender	Number Attained/Attempted	Percent Attained	Target	Increase Needed
Overall Population	All	N/A			
Foster Youth	All	11/251	4.4%	5.64%	5
LGBTQ	All	191/290	6.7%	5.64%	0
First Generation	All	40/1675	2.4%	5.64%	0
Ethnicity	All	180/2499 (w)	7.2%	5.64%	0 (w)
		112/2336 (b)	4.79%		19 (b)
		58/645 (Asian)	8.99%		46 (h)
		610/11720 (H)	5.20%		
Veterans	All	32/717	4.46	5.64%	8
Economically Disadvantaged	All	890/15,341	5.8%	5.64%	none
Disabled	All	60/1284	4.6	5.64%	11
Age	All	100/3826	2.61%	5.64%	66
		39/1038	3.75%		20
		66/1563	4.22%		22
		8/386	2.0%		14



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**Promote a culture of Transfer for campus as a whole.**

Market target transfer information in various medias such as webpages, Facebook, newsletters, posters, emails

Target transfer information to specific age groups to incorporate career and/or major workshops. The career component to include resume writing, and job interview preparation.

Evening services to include, job and transfer fair, additional evening and weekend services, transfer open house, information table setting.

Work with Admissions and Records, Research department and other programs to identify Foster Youth and LGBTQ students

Work collaboratively with LGBTQ club to co-sponsor target activities, such as assistance with SBVC application and financial aid applications

Market key programs and services to include Foster Youth, College Promise, EOPS, tutoring and writing labs.

Work with Foster Youth staff to establish a seamless referral process and coordinate follow up services utilizing Starfish and faculty progress reports.



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**Continue to reduce equity gaps among economically disadvantaged student population with the goal of increasing achievement by 2% annually**

Complete comprehensive education plans

Market information to include steps to enrollment and assistance, matriculation processes, financial aid and scholarship processes

**Create cohorts and guided pathways for students to promote learning and success**

Create cohorts for high-labor market demand programs

Offer the Free College Promise program to all incoming freshmen and communicate with student the importance of transferring and completing requirements in a timely manner

**Enhance completion success and transfer processes**

Continue to work with universities to provide information early in students attendance at SBVC

Student Services and Instructional Divisions working collaboratively to promote the transfer option to all students

Market information with posters of University options after SBVC educational goals.

## Completion of Transfer Level Math and English

Group	Gender	Number Attained/Attempted	Percent Attained	Target	Increase Needed
Overall Population	All	N/A			
Foster Youth	All	71/2794	2.54%	2.5	0
LGBTQ		68/2748	3.37%		
First Generation	All	31/1162	2.67	2.5%	0
Ethnicity	All	0/84 (2+ races)	2.38%	2.5	2
		6/254 (w)	2.36%		0
		3/288 (b)	1.04%		4
Veterans	All	2/44	4.5%	2.5%	0
Economically Disadvantaged	All	15/622	2.41%	2.5%	0
Disabled	All	71/2703	2.65	2.5%	0
Age	All	0/34 (35-39)		2.5%	2
		0/102 (40-54)			3
		0/54 (55+)			1



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## Objectives and Actions

### Promote positive reinforcement in English and Math courses

- Fall 2019 full implementation of AB705
- Embedded tutoring for most at risk students
- Co-requisite and support courses
- Encourage students to enroll in the co-requisite math or English class
- Presentations at high schools to students regarding the importance of doing well in English and Math courses to place in appropriate class levels
- Math non-credit support courses
- ALEKS PPL Lab
- Model programs such as Puente and Tumaini incorporating collaboration with instructors
- Chromebooks in English and Reading courses
- Mathematics courses implementation and enhancing technology programs to better assist student learning
- Promote the importance of utilizing Writing, Reading Labs and Student Success Center
- Enhancing Supplemental Instruction in all disciplines.



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### Staffing:

- Dean, Student Equity & Success
- Director, First Year Experience
- Coordinator, Outreach
- Counselor (FYE/Valley-Bound)
- Counselor (FYE/Valley-Bound)
- Counselor (FYE/Valley-Bound/Dreamers/Foster Youth)
- Counselor (FYE/Valley-Bound)
- Student Services Technician (Foster Youth)
- SSSP Coordinator (FYE/Valley-Bound)
- Administrative Secretary (Student Equity & Success)
- Administrative Secretary (First Year Experience/Valley-Bound)

### Accomplishments:

- ✓ Dreamer's Resource Center (Enrollment, Retention)
- ✓ Guardian Scholar's Program (former foster youth); (Enrollment, Retention)
- ✓ First Year Experience Program (Enrollment, Retention)
- ✓ HACU Conference (Retention, Transfer)
- ✓ HBCU College Tour (Retention, Transfer)
- ✓ A2MEND Conference (Retention, Transfer)
- ✓ Peer Mentor Program (Retention)
- ✓ Teaching Men of Color Training (Retention)
- ✓ Arts, Lectures & Diversity Committee Support (Retention)
- ✓ Targeted Outreach and Recruitment Activities (Black Excellence, Senior Day); (Enrollment, Retention)
- ✓ Chromebook Program for FYE/VBC (Retention)
- ✓ New Student Welcome Day (Enrollment, Retention)
- ✓ Student Handbook (Retention)
- ✓ Summer Bridge Program (Enrollment, Retention)



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Questions?



# ACADEMIC SENATE REPORT FOR NONCREDIT

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Workgroup Member: Dean Patty Quach,  
Dean Albert Maniaol, Dean Cota Marco, Ms. Dale  
Carter, Ms. Benjamin Veada, Ms. Magdalena Jacobo

## Facts About Noncredit Programs

### These Programs:

- Focus on job & life skill attainment.
- Are repeatable without penalty.
- Are accessible to all.
- Have no enrollment fees.
- Career and Technical Education preparation, practice & certification.
- Provide a bridge to other educational career pathways.
- Job Readiness
- Office Technology
- Workforce Literacy

### Fall 2019 Noncredit Courses:

- Aeronautics 650, 652, 653, 654, 655,
- English as a Second Language 602, 604
- Water Supply Technology 602, 611, 612, 625
- Reading 620
- Math 601

*An "Interest List" is currently being compiled for these certificates. Call to get on the list!*

**Contact person: Anthony Ababat,**  
**(909) 387-1625, [aabat@sbccd.cc.ca.us](mailto:aabat@sbccd.cc.ca.us)**



# CONTENTS

- The faculty we have worked with to develop new noncredit courses.
- The number of new noncredit courses added this year.
- The meetings attended to further noncredit on campus (regional meetings, non-credit committee, division, department, curriculum etc...)
- Campus trainings/events organized that are centered on non-credit (flex day activities, workshops, etc...)
- Other task done as Faculty Lead for Noncredit this year.

# THE FACULTY WE HAVE WORKED WITH TO DEVELOP NEW NONCREDIT COURSES.

- Work with Ms. Romero and Mr. Sam Valle in developing their BESP (Building and Energy Systems Professional) Program
- Work Ms. Jacobo to start developing Noncredit courses for Reading Department. Currently she's helping us create the flyer with coordination of campus graphic designer
- Talked and discuss with Mr. Alvares Vicente in Math Department to develop more Noncredit course for Math
- Meet and discuss with Dr. Dirkson Lee regarding Noncredit ESL program
- Talked to Dr. Paula Ferri Milligan as the expert for Program Review regarding our noncredit program
- Meet and discuss promotional/advertising strategies to promote our noncredit program in the areas of Adult Education Program under the leadership of Ms. Emma Diaz
- Work with Ms. Mary Copeland and her team to guide us in the aspects of foresight and hindsight in the development of our noncredit courses for curriculum approval.
- Scheduled meetings with Ms. Hamdy Rania in preparing noncredit courses for future workshop and activities required for noncredit programs.

# THE NUMBER OF NEW NON-CREDIT COURSES ADDED THIS YEAR.

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- We have a total of 47 Noncredit Courses approved by Curriculum Committee and 7 Noncredit Certificates to be offered by Fall 2019.
- We have a total of 136 Noncredit courses (currently at the curricunet, either pending approval or has already been approved)



THE MEETINGS  
ATTENDED TO  
FURTHER NON-  
CREDIT ON CAMPUS  
(REGIONAL  
MEETINGS, NON-  
CREDIT COMMITTEE,  
DIVISION,  
DEPARTMENT,  
CURRICULUM ETC...)

- 2018 Career and Noncredit Education Institute

Was held on May 3, 2018, 12:00pm – May 5, 2018, 12:00pm. Here's the link: <https://www.asccc.org/events/2018-05-03-190000-2018-05-05-210000/2018-career-and-noncredit-education-institute>

- Series of meetings with the personnel that created “Generation Go” Started last May 15, 2018 up to this year 2019.
- Guest speaker at Sierra High School to discuss our Electrical/Electronics and Promote our Noncredit Program (Held last March 20, 2019)
- New World of Work SBCCD Training 10/25-10/26, 2018
- Attended a Webinar on How to Complete the SWP Project Workbook.

·CAMPUS  
TRAININGS/EVENTS  
ORGANIZED THAT  
ARE CENTERED ON  
NONCREDIT (FLEX  
DAY ACTIVITIES,  
WORKSHOPS,  
ETC...)

- Sent a sample template to program chairs and faculties interested to develop noncredit courses.
- Promote our Noncredit Program with Colton High School Students during their visit at the campus (held Tuesday, October 23, 2018·9:00 – 12:00am)
- Also discuss and promote our Noncredit Program to SBVC UNIFIED SCHOOL DISTRICT (Held on Wednesday, October 24, 2018·11:00am – 12:30pm)
- Promote our Noncredit program during our Annual High School Counselor and Career Technician Conference (Held Friday, March 1, 2019)

# OTHER TASK DONE AS FACULTY LEAD FOR NONCREDIT THIS YEAR.

- Our workgroup did a major impact by deploying our noncredit program website link through the help of Mr. Paul Bratulin and his team: You can now visit our link at: <https://www.valleycollege.edu/academic-career-programs/specialized-programs/noncredit-programs/index.php>
- Actively participating on various activities that one way or another could have an impact on our noncredit program such as:
  - A) AB 705 Regional Meeting (held Thursday, September 20, 2018·10:00am – 3:00pm)
  - B) Guided Pathways Presentation and Discussion (held Tuesday, October 2, 2018·10:00am – 3:00pm)
  - C) Annual Planning Retreat - June 13/14 @ the Bahia, Mission Bay San Diego
- The major activity I've attended that provide us a great confidence in managing SBVC noncredit program was the seminar in “Developing and Sustaining Enhanced Noncredit” (Held last March 21 to 22, 2019: )



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- We launched a 50 Grant to develop noncredit courses.

The guidelines and 4 Step Process in Applying for Non-Instructional Hours in a 50K Grant: This is a regional project under the work force program, originally intended for CTE courses but non CTE courses can also avail provided it will aid courses for CTE program such as English, Reading and Math courses. The main goal of this 50K Grant is to prepare students for job market that geared towards Workforce Employability Certificate.

Step 1: Talk to Nicole Gutierrez or Brian Lu at Applied Tech (extension 4451) to search for job market demand and provide labor market information on the Noncredit course/s that a faculty will be working. The main goal must be geared towards Workforce Employability Skills Certificate.

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- Step 2. Faculty will prepare how many hours he or she needs in developing the course/s: (i.e. 10 hrs. per 1 unit course if created from scratch or two hours per course if mirrored course/s)
- Step 3: Noncredit committee will review, recommend and submit the data to the approving manager (Mr. Albert Maniaol)
- Step 4: Dean Albert Maniaol will approve the faculty proposal in creating the required noncredit course/s for submission to the Curriculum Committee.

# SUMMARY: THE PAST, PRESENT & FUTURE OF NONCREDIT PROGRAM:

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- THE PAST: Time line of Noncredit Education: (1850 to 1980) Note: “An American heritage—Federal adult education: A legislative history 1964- 2013,” 2013 ; Gardiner, 1983).
- THE PRESENT: <https://www.asccc.org/events/2019-04-25-180000-2019-04-27-190000/2019-career-and-noncredit-institute>
- THE FUTURE: [https://www.3cmediasolutions.org/f/5f4f721abaae8d43b118c7a4159906a17be890a9?i=0W  
atch](https://www.3cmediasolutions.org/f/5f4f721abaae8d43b118c7a4159906a17be890a9?i=0Watch)