1. **Call to Order and Roll Call (**Sign-In)
2. **Public Comments on Agenda Items**
3. **Senate President's Report**
4. **Committee Reports**
   a. Ed. Policy – B. Tasaka
   b. Personnel Policy – Joe Notarangelo - Report
   c. Student Services – Ailsa Aguilar-Kitibutr – No Report
   d. CTE – Josh Milligan – No Report
   e. EEO – Rania Hamdy- No Report
   f. Professional Development – Rania Hamdy - Report
   g. Elections – Davena Burns-Peters - Report
   h. Curriculum – Mary Copeland - Report
   i. Program Review – Carol Jones - Report
   j. Accreditation & SLOs – Celia Huston - eport
5. **Additional Reports**
   a. SBCCD-CTA – K. Lawler
   b. District Assembly – B. Tasaka
   c. Guided Pathways – T. Simpson
6. **SBVC President's Report**
7. **Consent Agenda**
   a. Approval of the minutes for 2.20.2020
8. **Action Agenda**
   a. SOAA Report: 2nd Read and Approval – T. Simpson
   b. Draft Resource Allocation Model with Student Center Funding Formula
   c. Remove Graduation Requirement for ACAD 001/LST 001 – M. Copeland
   d. ACCJC Annual Report & Institution Set-Standards
   e. AP 7211 – Equivalency
9. **Information items**
   a. Approved 2019 Program Review Recommendations
10. **Public Comments on Non-Agenda Items**
11. **Announcements**
12. **Adjournment**

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

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

San Bernardino Valley College

Academic Senate
Sign-In Sheet
March 4, 2020

	SENATOR	INITIAL
A	Ababat, Anthony	*(signature)*
	Aguilar-Kitibutr, Ailsa	*(signature)*
	Allen, Tammy	*(signature)*
	Alvarez, Vicente	*(signature)*
B	Banola, John	*(signature)*
	Bernardo, Yecica	
	Bjerke, Jennifer	
	Buchanan, Jamie	*(signature)*
	Burnham, Lorrie	
	Burns-Peters, Davena	*(signature)*
C	Castro, Anthony	*(signature)*
	Copeland, Mary	*(signature)*
F	Fozouni, Daihim	
G	Gregory, Leslie	
H	Hallex, Alicia	
	Hamdy, Rania	
	Heibel, Todd	TDH
	Huston, Celia	*(signature)*
J	Jacobo, Magdalena	
	Johnson, Heather	*(signature)*
	Jones, Carol	*(signature)*
	Jones, Patricia	*(signature)*
L	Lamore, Joel	*(signature)*
	Lawler, Kenny	*(signature)*
	Lawler, Mary	*(signature)*
M	Martin, Dave	
	Melancon, Kenny	
	Milligan, Joshua	*(signature)*
N	Notarangelo, Joe	*(signature)*

	SENATOR	INITIAL
P	Pave, Adam	*(signature)*
S	Simental, Yolanda	
	Smith, David	*(signature)*
	Sobhanian, Soha	
T	Tasaka, Bethany	*(signature)*
V	Valdez, Maria	*(signature)*
W	Wall, Patti	*(signature)*
	Worsley, Margaret	*(signature)*

	FREQUENT VISITORS	INITIAL
A	Avelar, Amy	*(signature)*
H	Humble, Dina	*(signature)*
L	Lillard, Sheri	
R	Rodriguez, Diana	
S	Simpson, Ty	
	Smith, James	
	Stark, Scott	
T	Thayer, Scott	

VISITORS (please print your name)	INITIAL
Joel *(signature)*	
Lucas Luny	L C
Michael Nguyen	MN

See the reverse side for additional spaces.

San Bernardino Valley College

Academic Senate
Voting Record
March 4, 2020

	SENATOR	Motion 1	Motion 2	Motion 3	Motion 4	Motion 5
A	Ababat, Anthony	Y	Y	Y	—	
	Aguilar-Kitibutr, Ailsa	Y	Y	Y	—	
	Allen, Tammy	Y	Y	Y	—	
	Alvarez, Vicente	Y	Y	Y	—	
B	Banola, John	Y	Y	Y	—	
	Bernardo, Yecica	—				
	Bjerke, Jennifer	—				
	Buchanan, Jamie	Y	Abs.	Y	—	
	Burnham, Lorrie	—				
	Burns-Peters, Davena	Y	Y	Y	—	
C	Castro, Anthony	Y	Y	Y	—	
	Copeland, Mary	Y	1st	1st	—	
F	Fozouni, Daihim	—				
G	Gregory, Leslie	—				
H	Hallex, Alicia	—				
	Hamdy, Rania	—				
	Heibel, Todd	Y	Y	Y	—	
	Huston, Celia	Y	Abs.	Y	—	
J	Jacobo, Magdalena	—				
	Johnson, Heather	1st	Y	Y	—	
	Jones, Carol	Y	Y	Y	—	
	Jones, Patricia	Y	Y	Y	—	
L	Lamore, Joel	—				
	Lawler, Kenny	Y	Y	Y	—	
	Lawler, Mary	—		2nd	—	
M	Martin, Dave	—				
	Melancon, Kenny	—				
	Milligan, Joshua	—				
N	Notarangelo, Joe	2nd	2nd	Y	—	

Academic Senate
Voting Record
March 4, 2020

	SENATOR	Motion 1	Motion 2	Motion 3	Motion 4	Motion 5
P	Pave, Adam	Y	Y	Y		
S	Simental, Yolanda					
	Smith, David	Y	Y	Y		
	Sobhanian, Soha					
T	Tasaka, Bethany	Y	Y	Y		
V	Valdez, Maria	Y	Y	Y		
W	Wall, Patti	Y	Y	Y		
	Worsley, Margaret	Y	Y	Y		

SBVC ACADEMIC SENATE
President's Report
March 3, 2020

Area D Meeting – Saturday, March 28, 2020 Long Beach City College 9:00-3:00. We are encouraged to bring a group of senate leaders to the Area D meeting for a chance to network with other leaders in our area. Come and discuss what is happening at the statewide level, and to review Resolutions from ASCCC committees.

Committee Attendance – Committee service is an important part of SBVC's collegial consultation processes as well as a contractual obligation. Encourage your division faculty to keep their committee commitments and ensure that the faculty voice is heard.

Flex Day Accreditation Activity – Accreditation and Outcomes Committee is hosting an ISER Workshop on Flex Day from 9 a.m. – 11 a.m. in B100. This will be a working meeting for faculty, classified professional, administrators and students to work directly on the standards. The committee is seeking a firm commitment from at least one faculty per division to participate in the workshop. Breakfast will be provided.

AB 705 & College Promise – The data is in, please share information in the handouts with your division faculty.

Chancellor's Search – Chancellor's search is beginning. If you didn't have the opportunity to participate in today's forum there will be two more opportunities to participate at District tomorrow, Thursday, March 5, from 3 to 4 p.m. or 5 to 6 p.m. at San Bernardino Community College District Boardroom

Faculty Lead: Student Abroad - .20 release time has been approved for the Faculty Lead: Study Abroad position, pending CTA approval of the job description. A call for letters of interest will go out once CTA approval has been received.

Save the Dates
Faculty and Staff Diversification Symposium - March 19-20, 2020 – Sacramento – Amy
Area D Meeting – Saturday, March 28, 2020 Long Beach City College 9:00-3:00
2020 Spring Plenary – April 16-18, 2020 – Oakland – Amy
Career & Noncredit Education Institute – April 30 – May 2, 2020 – San Mateo
Faculty Leadership Institute – June 18-20, 2020 – Newport Beach – Amy
Curriculum Institute – July 8-10, 2020 – Riverside

2019/2020 Academic Senate Meetings	
Fall 2019	**Spring 2020**
August 21, 2019	January 15, 2020
September 4, 2019	January 29, 2020*
September 18, 2019	February 5, 2020
October 2, 2019	February 19, 2020
October 16, 2019	March 4, 2020
October 30, 2019*	April 1, 2020
November 6, 2019	April 15, 2020
November 20, 2019	April 29, 2020*
December 4, 2019	May 6, 2020

*5th Wednesdays are reserved for Special Topics

Consider helping students in campus leadership roles by contributing to our **Academic Senate Scholarship.**
Contributions to the Academic Senate Scholarship can be made through the SBVC Foundation
sbvcfoundation@valleycollege.edu

SAN BERNARDINO ⬥ COMMUNITY COLLEGE DISTRICT

ANALYSIS OF AB 705 COMPLIANCE, IMPLEMENTATION, STUDENT SUCCESS, AND STUDENT RETENTION

SBCCD Office of Research, Planning, and Institutional Effectiveness:

Jeremiah A. Gilbert, Ph.D. – Executive Director

Christopher M. Crew, Ph.D. – Senior Research and Planning Analyst

Myung H. Koh, Ph.D. – Research and Planning Analyst

OVERVIEW: AB 705 was designed to maximize the probability that a student will enter and complete transfer-level coursework in English and Math within a one-year timeframe. One key component of the legislation is that the placement of students into English and Math courses must use a combination of high school coursework, high school grades, and high school grade point average in lieu of traditional placement exams.

The bill also authorizes the Board of Governors to establish regulations governing the use of measures, instruments, and placement models. A few regulations and compliance metrics are provided in the tables below. Table 1 provides information on SBCCD's compliance with the measures, instruments, and placement model components of the AB 705 legislation and Table 2 briefly describes our implementation approach.

ISSUES TO CONSIDER: There remains some confusion around compliance with the legislation (the confusion is state-wide) but both campuses are corresponding with the State Chancellors Office and making use of the professional development opportunities to ensure adherence to the regulations.

TABLE 1: COMPLIANCE WITH MEASURES, INSTRUMENTS, AND PLACEMENT MODELS

|	CRAFTON HILLS COLLEGE		VALLEY COLLEGE	
	English	Math	English	Math
No remedial courses greater than 1 level below transfer.	✓	✓	✓	✓ *
Guided Self-placement using multiple measures.	✓	✓	✓	✓
Transfer-level placement percentages publicly available. **	In progress	In progress	In progress	In progress

* SBVC's Mathematics department still offers courses greater than 1-level below transfer-level Math but placement is based on the students' self-assessment and the decision on where to be placed is up to the student. This approach is still in compliance with AB 705 legislation.

** AB-1805 – Is a requirement to provide students with easily understandable community college placement policies and requires colleges to report the percentage of students placed into college-level courses.

TABLE 2: IMPLEMENTATION

	CRAFTON HILLS COLLEGE		VALLEY COLLEGE	
	English	Math	English	Math
Increased the number of sections for transfer-level Math and English.	✓	✓	✓	✓
Faculty are attending community of practice workshops to support integration.	✓	✓	✓	✓
Developed linked support courses with embedded tutors. Used corequisite model.	✓	✓	✓	✓
The same faculty teaches the transfer course and the support course.	✓	✓	✓	✓

TRANSFER-LEVEL ENGLISH
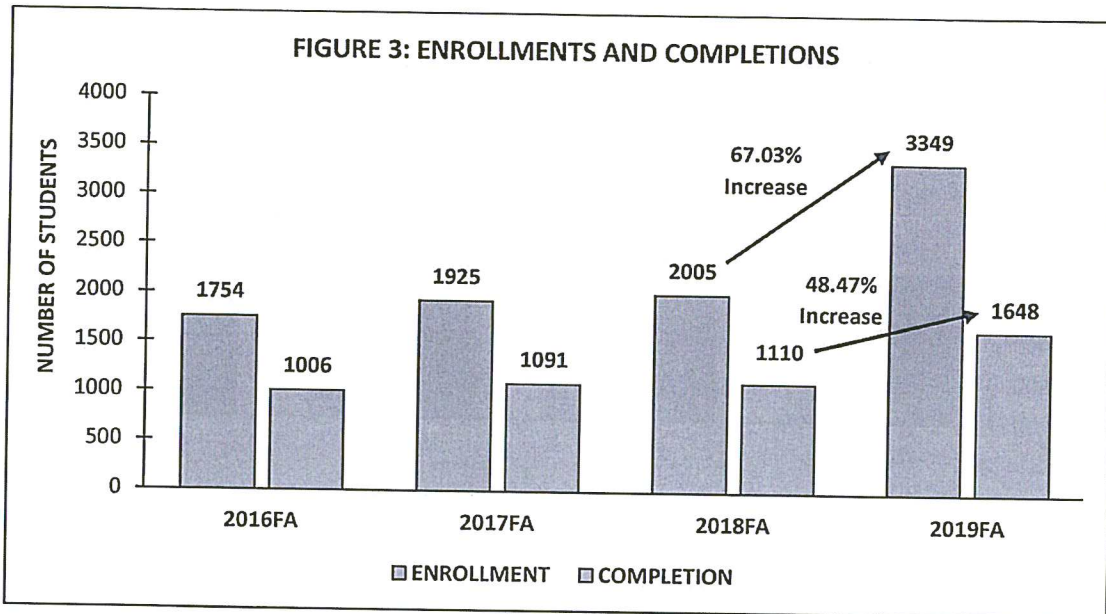
FIGURE 1: ENROLLMENTS AND COMPLETIONS
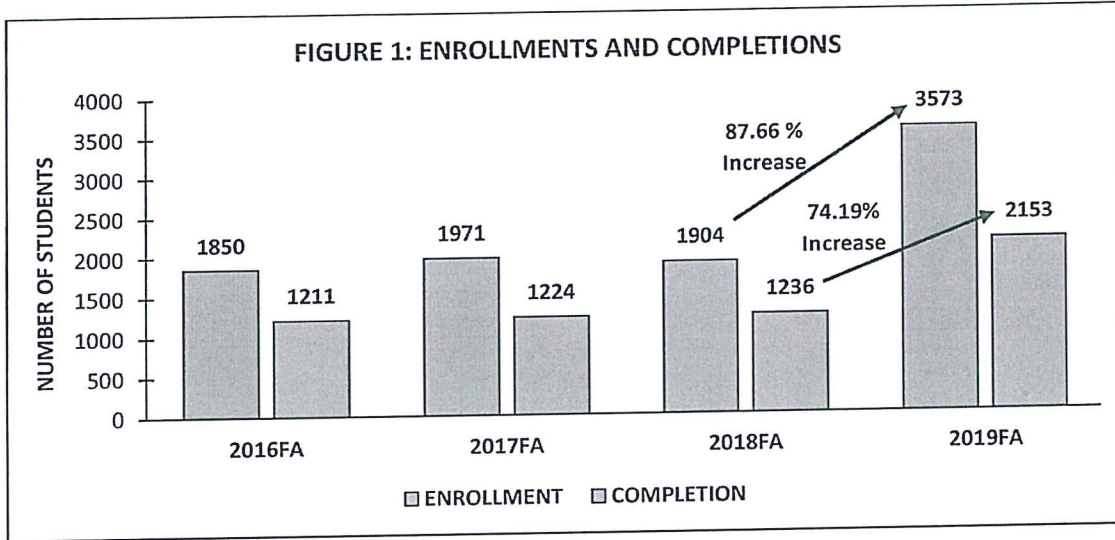
SUMMARY FIGURE 1: Prior to AB 705 legislation, SBCCD enrollments and completions of transfer-level English were on an upward trend. However, when comparing enrollments and completions in Fall 2018 to Fall 2019 (post AB 705) you see that enrollments increased by 1669 students (87.66%) and completions increased by 917 students (74.19%).
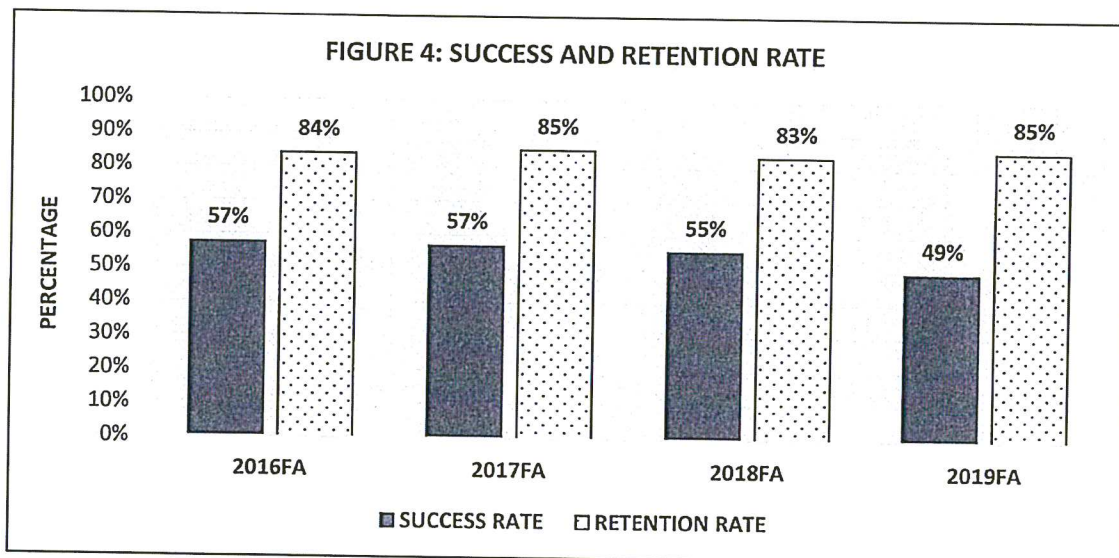
FIGURE 2: SUCCESS AND RETENTION RATE
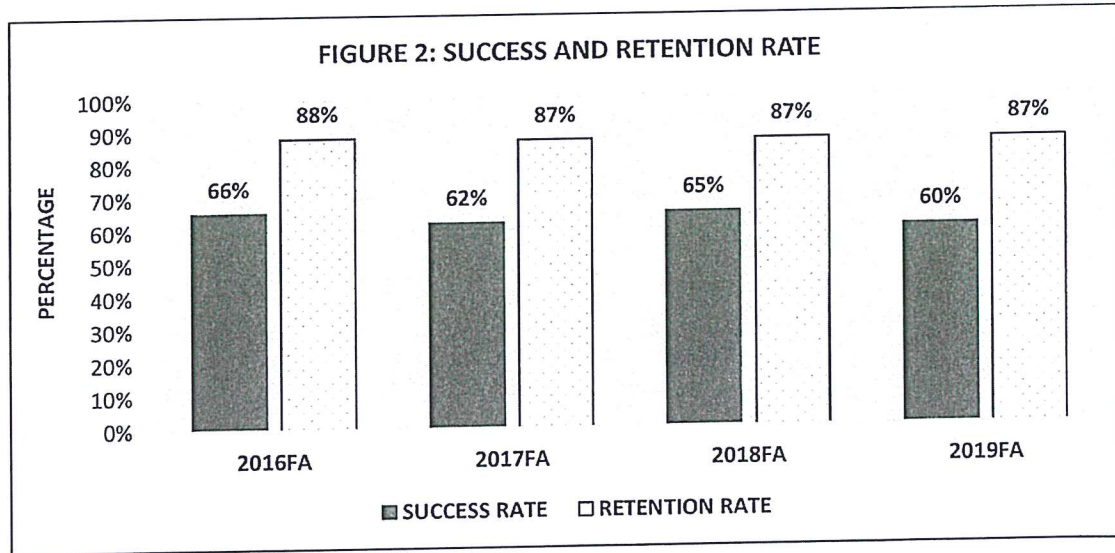
SUMMARY FIGURE 2 (SUCCESS RATE): Comparing Fall 2018 to Fall 2019 (post AB 705), SBCCD success rates in transfer-level English have decreased by 5%. However, 917 more students completed transfer-level English, an increase of 74% (see Figure 1 above).

SUMMARY FIGURE 2 (RENTION RATE): Retention rates for transfer-level English are stable pre and post AB 705 implementation.

TRANSFER-LEVEL MATH

FIGURE 3: ENROLLMENTS AND COMPLETIONS

Term	Enrollment	Completion
2016FA	1754	1006
2017FA	1925	1091
2018FA	2005	1110
2019FA	3349	1648

67.03% Increase (Enrollment 2018FA to 2019FA)
48.47% Increase (Completion 2018FA to 2019FA)

SUMMARY FIGURE 3: Prior to AB 705 legislation, SBCCD enrollments and completions of transfer-level Math were on an upward trend. However, when comparing enrollments and completions in Fall 2018 to Fall 2019 (post AB 705) you see that enrollments increased by 1344 students (67.03%) and completions increased by 538 students (48.47%).

FIGURE 4: SUCCESS AND RETENTION RATE

Term	Success Rate	Retention Rate
2016FA	57%	84%
2017FA	57%	85%
2018FA	55%	83%
2019FA	49%	85%

SUMMARY FIGURE 4 (SUCCESS RATE): Comparing Fall 2018 to Fall 2019 (Post AB 705), SBCCD success rates in transfer-level Math have decreased by 6%. However, 538 more students completed transfer-level Math, an increase of 48% (see Figure 3 above).

SUMMARY FIGURE 4 (RETENTION RATE): Retention rates for transfer-level Math are stable pre and post AB 705 implementation.

ASSOCIATE DEGREE: OPTION #2

This general Associate Degree is designed for students planning to seek immediate employment after graduation. The general education breadth requirements for this degree are listed below. In the process of completing this coursework, students must fulfill these general requirements:

1. Complete ACAD 001.
2. Complete a minimum of 60 semester units of college coursework, with at least 12-degree applicable semester units in residence at SBVC.
3. Earn an overall grade point average of C (2.00) or higher.
4. Complete coursework for an Associate of Arts or an Associate of Science major as listed in Part IV of the *San Bernardino Valley College Catalog*. Note: you must declare a major in order to receive a degree. All courses used to satisfy the majors for the Associate degrees must be completed with a grade of "C" or higher.
5. Demonstrate competency in English, mathematics and reading by satisfying the following criteria:
   A. Competency in English as demonstrated by completion of ENGL 101 or ENGL 101H with a grade of C or higher.
   B. Competency in mathematics as demonstrated by:
      1. Completion of MATH 095 or MATH 096, or a higher level course in mathematics with a grade of C or higher, or a course from another college with a minimum of three semester units, *or*;
      2. Completion of a mathematics proficiency examination, which is equivalent to a comprehensive final examination in MATH 095 or MATH 096 with the equivalent to a grade of C or higher.
   C. Competency in reading as demonstrated by:
      1. Completion of READ 015 with a grade of C or higher, or assessment into READ 100, *or*;
      2. Completion of all courses required to satisfy minimum graduation requirements in Categories I, II and III as listed below with an overall grade point average of 2.00 or higher.
6. Complete 24 to 26 of the 60 semester units needed for graduation from the five subject categories as listed below:

CATEGORY I: NATURAL SCIENCE

(Minimum: 4 semester units if a laboratory is included; otherwise 6 semester units). Laboratory classes are underlined.
Courses in the following subjects carry credit for Natural Science:

ANTHRO	106, 106H, 106L
ASTRON	120, 125
BIOL	100, 102, 104, 109, 109H, 141, 155, 205, 206, 207, 250, 251, 260, 261, 270, 292
CHEM	101, 104, 104H, 105, 110, 150, 150H, 151, 151H
FN	162
GEOG	110, 111, 111H, 114
GEOL	101, 111, 112, 122, 250, 251
OCEAN	101, 111
PHYSIC	101, 150A, 150B, 200
PS	101
PSYCH	141

CATEGORY II: SOCIAL AND BEHAVIORAL SCIENCE

(Minimum: 6 semester units; the two courses must be from two different subject areas).
Courses in the following subjects carry credit for Social and Behavioral Sciences:

ANTHRO	100, 102, 102H, 103, 106, 106H, 108, 109, 110, 125
CD	105, 105H, 108, 126
COMMST	135, 174, 176
ECON	100, 200, 200H, 201, 201H
GEOG	102, 106, 118, 120
HIST	100, 100H, 101, 101H, 107, 137, 138, 139, 140, 145, 150, 170, 171, 176
KIN	202
PHIL	180
PS	112
POLIT	100, 110, 110H, 140, 141, 141H
PSYCH	100, 100H, 102, 110, 111, 112, 118
RELIG	110, 135, 180
RTVF	100
SOC	100, 100H, 110, 110H, 120, 130, 135, 141, 145, 150

CATEGORY III: HUMANITIES

(Minimum: 6 semester units; the two courses must be from different subject areas with no more than three semester units within the category of Applied Courses as identified below).
Courses in the following subjects carry credit for Humanities:

ANTHRO	108, 109, 110
ARAB	101, 102
ARCH	145, 145H, 146, 146H
ART	100, 102, 102H, 103, 105, 107, 108
ASL	109, 110, 111, 112
CHIN	101, 102
DANCE	200
ENGL	032, 055, 061, 063, 065, 070, 071, 075, 077, 080, 081, 140, 141, 151, 151H, 153, 155, 161, 163, 165, 175, 232, 260, 261, 270, 270H, 271, 271H, 275, 280, 281
FRENCH	101, 102
HIST	100, 100H, 101, 101H, 107, 137, 138, 139, 140, 145, 150, 170, 171, 176
MUS	100, 101, 102, 104, 105, 106, 107, 121, 121H, 122, 122H, 201, 202
PHIL	101, 101H, 105, 112, 180
RELIG	100, 100H, 101, 110, 135, 150, 175, 176, 180
RTVF	101
SPAN	101, 101H, 102, 102H, 103, 103H, 104, 157, 158
THART	100, 105, 110

APPLIED COURSES (HUMANITIES)

ART	120, 121, 124ABC, 126ABC, 132ABC, 145, 148, 149, 161, 175ABC, 180, 212ABCD, 240ABCD, 270ABCD
MUS	101L, 102L, 117ABCD, 123, 124, 130, 131, 133, 134AB, 135, 141X2, 150X4, 152X4, 153X4, 154X4, 156X4, 158X4, 159X4, 162X4, 166X4, 170, 171, 180, 201L, 202L, 210, 241x2
RTVF	132, 134
THART	114X4, 120, 121, 132, 135, 136, 139, 147, 160X4, 165, 166

Preview

Details

College

San Bernardino Valley College

Assurances

Guided Pathways

I have read and adhere to the Guided Pathways Legislation and Goals.
Yes

Student Success Metrics

I am familiar with the Student Success Metrics.
Yes

Contacts

Alternate Project Contact

Dr. Scott Thayer
Vice President, Student Services
sthayer@valleycollege.edu
(909) 384-4473

Project Director

Dr. Dina Humble
Vice President of Instruction
dhumble@sbccd.cc.ca.us
(909) 387-1685

Responsible Person

Dr. Dina Humble
Vice President of Instruction
dhumble@sbccd.cc.ca.us
(909) 387-1685

Responsible Person

Dr. Scott Thayer
Vice President, Student Services
sthayer@valleycollege.edu
(909) 384-4473

Approvers

Chancellor/President

Diana Rodriguez
President
drodriguez@valleycollege.edu
(909) 384-4477

Awaiting Submittal

Academic Senate President

Celia Huston
President, Academic Senate
chuston@valleycollege.edu
(909) 384-8574

Awaiting Submittal

Data Sharing

The Student Success Metrics (SSM) will be shared with the campus stakeholders as part of the Guided Pathways process.

SSM Data Sharing

I agree with the SSM data sharing.
Yes

Pillar 1. Clarify the Path

Practice A

Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

As of Fall 2019, our college has established a standing committee for the implementation of Guided Pathways. This committee is a college-wide committee of constituents from across the campus (faculty, staff, classified, administration, students, etc.) that meets bi-weekly to work on Guided Pathways topics. At the beginning of the term, the committee worked on the creation of "Career Fields" (i.e. what we are calling our 'meta-majors') and most recently, the standing committee split into two sub-groups addressing the topics of the College website and scheduling. These efforts all relate to organizing and promoting our Career Fields to students.

The Guided Pathways steering committee, established Fall 2018, and consisting of four faculty leads and two administrators, meets every week and collaborates to guide the work of the campus and standing committee. The faculty leads worked extensively with the faculty chairs and departments on the creation of the 'Career Fields' and placing them into designated colors. The steering committee is proud to report that the college has worked collaboratively and across areas to establish and finalize the grouping of career fields/'meta-majors' and colors, creating a color wheel of career fields. The committees and faculty are currently in the process of finalizing degree and certificate pathways into the broader career fields/'meta-majors.'

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The steering committee is currently working with the standing committee and faculty chairs to finalize the degree and certificate pathways into the 'Career Fields'/'Meta-Majors.' Multiple events will be held throughout the Spring 2020 term to assist faculty, chairs and deans in this process. The anticipated completion of this work is Spring 2020, and will coincide with a launch of a newly designed website that highlights the degree/program maps.

Term and Year

Spring - 2020

Term - Detail (optional)

Spring 2020

Support

No support requested

Practice B

Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

The Guided Pathways steering committee has been attending state and regional workshops, gathering information and tools to bring back to the college for support of this work. In addition, the committee has been working with faculty chairs, departmental faculty, classified professionals, and students in coordinating the degree maps. The faculty worked collaboratively to produce maps that are data-driven and accurately reflect what is needed for transfer or continuation into the workforce. Courses that are closely aligned with degree/certificate outcomes and transfer requirements are included on the maps.

Communication has also been established and are continuing to grow with local businesses to ensure that our programs and degrees align with the local job market.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continue to work across the the faculty, classified professionals, and students through the standing committee to align courses with degree maps within the designated career fields/'meta-majors.' Recruitment of counselors to assist in the development of degree and certificate maps to ensure degree/transfer/certificate requirements are met.

Term and Year

Spring - 2020

Term - Detail (optional)

Spring 2020 and Fall 2020 (ongoing)

Support

No support requested

Practice C

Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Currently, the Guided Pathways steering committee is working with the website designers and the College's department of Institutional Effectiveness to produce data for the website for each career field/'meta-major.' This data is currently being implemented onto the program pages within the new website. Additionally, a widget utilizing data from labor and statistics (eg. EMSI) to inform students of employment and education data related to specific degrees/certificates is being reviewed for addition to program pages.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The steering committee and website designers are currently finalzing the design of the website. Once that has been completed and the data incorportated, the website will be sent out to all college consitituents for review. It is anticipated that the website will go live with the guided pathways redesign during Spring 2020 semester and before students begin registering for summer and fall classes.

Term and Year

Spring - 2020

Term - Detail (optional)

Spring 2020

Support

No support requested

Practice D

Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Over the last year, the Guided Pathways steering committee, and currently the standing committee, have been dedicated to working with departments (faculty chairs and deans) to develop and align degree/program pathways. Many of our programs have tentative program/degree maps and these are currently in the process of being finalized. In addition, the committee held a workshop to share the results of our mapping work to students in order to gain input on Career Fields and program maps. The results were positive and helped guide us towards the end result. The committee is working with divisions and department chairs to gather the remaining and incomplete maps. It is anticipated that this work will be completed by Fall 2020.

An additional step in this process, more work needs to be done to identify critical courses for success and major milestones. This work will continue on to the 2020/2021 academic year.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The Guided Pathways committees will continue to assist department chairs in solidifying program maps and identifying critical courses and milestones. This information will then be passed on to the web team to include in the website program pages. It is anticipated that this work will be completed by Fall 2020.

Term and Year

Spring - 2020

Term - Detail (optional)

Fall 2020/Spring 2021

Support

No support requested

Practice E

Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

This conversation, along with the implementation of AB705, have occurred and are still taking place. While the college has implemented AB705, this has set the stage for continued conversation regarding appropriate math classes for each pathway. Faculty chairs, along with the steering committee are working through Spring 2020 to have the appropriate courses in the pathways for implementation in Fall 2020.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps
Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continue to work with faculty chairs, department faculty, students, counselors and the steering committee to facilitate conversations across disciplines. This work should result in the appropriate math courses being placed into degree and certificate pathways that closely align with the field of study.

Term and Year

Spring - 2020

Term - Detail (optional)

Fall 2020

Support

No support requested

Pillar 2. Get on the Path

Practice A

Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

As part of our onboarding process for new students, all students are helped to explore career options and college pathways from the beginning. Students are required to meet with a counselor who assists them in the process. In addition, the College has numerous student support services. Every student must have an educational plan which is closely monitored by the college.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continue to evaluate the formation and tracking of student educational plans, as well as tracking students to completion. Additionally, continue to link student educational plans to the scheduling process to ensure courses are offered in accordance with the plans so students have the opportunity to complete their specific degree/program successfully in their particular Career Field.

Term and Year

Spring - 2020

Term - Detail (optional)

Fall 2020 Completion

Support

No support requested

Practice B

Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Our campus supports a variety of 'gateway' courses to help student successfully complete their degree/certificate. This support includes; Math and Science Student Success Center, dedicated Tutoring Center, Writing Center, course specific embedded tutoring and supplemental instruction, Early Alert and Intervention practices (Starfish), DSPS Services, and Learning Communities (cohorts).

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continue to evaluate services for students and the effectiveness of current instructional support services.

Term and Year

Spring - 2020

Term - Detail (optional)

Spring 2020

Support

No support requested

Practice C

Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year. (Note: This practice was added to the SOAA in Februrary 2019).

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

Support is provided in the Math and Science Student Success Center (STEM), as well as through the general tutoring center on campus. Additionally, the Math faculty have produced modules that all students have access to in order to refine skills and be prepared for college-level Math.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continue to evaluate effectiveness of support services in Math. Implement and incorporate a corequisite model for certain Math courses to help better support students in the successful completion of college-level Math. Analyze program map specific math requirements across disciplines to reduce conflicts in scheduling.

Term and Year

Spring - 2020

Term - Detail (optional)

Spring 2020

Support

No support requested

Practice D

Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

The English faculty have fully implemented a corequisite model for college-level English courses. Additionally, many of these courses also have embedded tutors and supplemental instruction. The English Writing Center is also available for students and has expanded hours and support.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Evaluate effectiveness of the corequisite model and use of the Writing Center through data collected in Fall 2019 and Spring 2020.

Term and Year

Spring - 2020

Term - Detail (optional)

Spring 2020

Support

No support requested

Practice E

Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

The guidelines established for AB705 have significantly increased our ability to provide extensive wrap-around services for our students. Incoming college students are evaluated through Guided Self-Placement questionnaire, as well as through GPA and high school grades. The results of the questionnaire are shared with the student and the college for appropriate placement into English and Math courses. Particularly, the English and Math faculty have worked diligently over the past two years to revise curriculum and offer a corequisite model in different levels so that students can be successful in transfer-level English and Math within one year. The College does offer some courses below college-level for those with basic skills needs, but has a pathway to college-level completion within one year.

Additionally, the College has expanded its tutoring services to all students in all subject areas. An expanded, dedicated space was debuted in Fall 2019 and continues to serve students in all subject areas. We have expanded support with

embedded tutors, expanded tutoring hours and the writing center. The College has also designated funds for expanding supplemental instruction.

In addition, incoming students in our Free College Promise program are required to take a student development course which helps introduce college support programs to the student. Also, these student development courses are available to all studnets. Students are also required to meet with a counselor and have an educational plan in order to maximize the opportunity for success.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Conitnue to analyze data and expand student support services where needed for student success.

Term and Year

Spring - 2020

Term - Detail (optional)

Spring 2020

Support

No support requested

Practice F

The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

The College currently has a robust outreach program, as well as dual and concurrent enrollment programs. Additionally, the College partners with the SBCUSB Middle College High School. This high school is located directly across the street from the College, where a high percentage of students graduate from high school and college at the same time. Student services, along with instructional and non-instructional faculty are in regular and consistent

communication with all feeder high schools. Additionally, through the work of Guided Pathways, the steering committee and College administrators have been meeting with the school districts in order to align pathways and pathway colors.

We are also working with the local CSU and K-12 systems on the Teachers of Colors campaign for high schools to train locally here at SBVC in education pathways and transfer complete degrees and become employable in a chosen field.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps
Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continue to analyze and evaluate effectiveness of outreach activiites, along with dual and concurrent success data in order to maximize student success moving forward.

Term and Year

Spring - 2020

Term - Detail (optional)

Spring 2020

Support

No support requested

Pillar 3. Stay on the Path

Practice A

Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Currently, San Bernardino Valley College requires all students to have an updated educational plan aligned to meet their academic goal. Additionally, students are required to see a counselor in order to set the educational plans and monitor progress. The college has implemented registration holds that will only be removed once the student meets with counseling to provide academic and career guidance, resulting in goal completion in a timely manner. Progress with the plans are monitored a number of different ways through student services.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

SBVC plans to fully implement and scale Starfish and Degree Planner to fully input and monitor sutdent progress so they can remain on track. This will allow for faculty, instructional and non-instructional, to have high-touch opportunities with the student to support their learning.

Term and Year

Spring - 2020

Term - Detail (optional)

Spring 2020

Support

No support requested

Practice B

Students can easily see how far they have come and what they need to do to complete their program.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

SBVC currently has a policy that all students must have an educational plan to enroll in classes. The College is in the process of implementing Starfish for student educational plans. Through the use of Starfish, students will be able to

track their progress to the completion of their educational goal.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

We are changing programs and will have it fully operational in the new system.

Term and Year

Spring - 2020

Term - Detail (optional)

Spring 2020

Support

No support requested

Practice C

Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Currently, the college has fully implemented Starfish Early Alert. Instructional faculty are able to notify students and advisors through Early Alert if the students are at risk in a particular course. The College is preparing to fully implement software that would enable a more holistic view of student progress and help to inform the interventions for students along the way. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continue to fully implement Starfish capabilities and discussions surrounding interventions. Instructional faculty can notify students and advisors through Early Alert if the students are at risk in a particular course. The college is preparing to fully implement software that would enable a more holistic view of student progress and help to inform the interventions for students along the way. Additionally, discussions on interventions and retention are taking place within the Enrollement Management and Student Equity committee.

Term and Year

Spring - 2020

Term - Detail (optional)

Spring 2020

Support

No support requested

Practice D

Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice

Each specialized program that is impacted with enrollment, has 'high-touch' communication with its applicants. Each program has comprehensive materials and handbooks that are available for the students that clearly guide them in their journey to acceptance or related pathway. While this is going really well, the materials and communication with other areas of the college could improve and we are always looking to be better in serving our students.

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continue to nurture communication across the campus and improve materials and procedures for students.

Term and Year

Spring - 2020

Term - Detail (optional)

Spring 2020

Support

No support requested

Practice E

The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

The College has recently invested time and resources into a new scheduling tool. Phase one of the new tool was implemented in Spring 2020 for work on the Summer 2020 and Fall 2020 schedules. Additional versions of the scheduling tool will enable faculty, deans and faculty chairs to have a visual look at course offerings to ensure opportunities for all students to take the courses they need. The scheduling tool minimizes the chances that students will have overlapping classes and have extended time in between classes. Additionally, the new scheduling time blocks allow for current part time students to become full time students in the evenings and weekends.

The College is also looking at adopting software through Courseleaf or other vendor to assist in this process.

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Evaluate the effectiveness of the new scheduling tool after initial roll out in Spring 2020. From there, work to refine the tool in order to serve this purpose.

Term and Year
Summer - 2020

Term - Detail (optional)
Spring 2020

Support

No support requested

Pillar 4. Ensuring Learning

Practice A

Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

All programs have program learning outcomes (PLO's), and all courses have student learning outcomes (SLO's), which are aligned with knowledge and skills needed for educational success and employment. All outcome assessment results are reviewed regularly through our program review and curriculum processes. Outcomes are also reviewed by the College's Student Learning Outcomes (SLO) faculty lead and the Accreditation and Outcomes committee. The PLO and SLO training are on-going on campus. CTE programs and courses adhere to the same PLO and SLO standards throughout the college.

Timeline for Progress to Date

Term and Year
Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continue to evaluate and review College proccesses for outcomes assessment, reporting, curriculum, and program review.

Term and Year

Spring - 2020

Term - Detail (optional)

Spring 2020

Support

No support requested

Practice B

Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to SOAA in February 2019).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Current course outlines of record indicate pedagogies that engage students in a variety of learning methodologies. Additionally, professional development opportunities for faculty to explore pedagogical skills has been a consistent component to the college's practices. Student learning outcomes are currently being mapped to institutional learning outcomes, suggesting that critical thinking serves as a core component to instruction. Professional development opportunities are provided regularly to improve classroom instruction and management.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continue to assess and evaluate institutional learning outcomes, complete course and program maps, and and devise a plan to regularly assess and map course level outcomes to institutional outcomes. SBVC has a diverse student population and makes a resonable effort to address the students' needs. SBVC should continue to embrace new and emerging practices in teaching and learning, primarily those new methods addressing the needs of the younger generation students. The college will continue to strive evaluate institutional learning outcomes and regularly assess and map course level outcomes PLO to institutional issues. Continue to require the instructor to upload their course SLO's and PLO's to the cloud space after each class every semester.

Term and Year

Spring - 2020

Term - Detail (optional)

Spring 2020 - Fall 2020

Support

No support requested

Practice C

Students have ample opportunity to apply and deepen knowledge and skills through projects, interships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

The College currently has robust curriculum and program review processes. Complying with Chancellor's office requirements for course outlines of record and curriculum, all of our courses contain content in which students have the opportunity to deepen knowledge in the subject matter through a variety of instructional methods including project-based instruction, activities, critical thinking, writing, field trips and more. For Career and Technical education (CTE) classes, activities and project-based instruction is at the core of these courses. Through partnerships with industry and the regional consortium, all CTE courses are vetted in the region and have advisory committees through these partnerships and advisory committees, students have the internships embedded into program content in order to connect them with the industry while they are learning to help better secure employment upon completion. Additionally, the College is investing resources into a study abroad faculty lead as we expand our study abroad opportunities. Students have opportunities to participate in inter-collegial competitions; for example, the Western Region Cyber Defense Competition.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continue to evaluate through current proccesses in order to improve these opportunities.

Term and Year

Spring - 2020

Term - Detail (optional)

Spring 2020

Support

No support requested

Practice D

Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

The College has an established process for SLO assessment and evaluation. Faculty across the College assess student outcomes on a regular and consistent basis. The data gathered from the assessments is stored on the College's SLO Cloud. From there, faculty 'complete the loop' of evaluation by discussing the outcomes data in order to implement possible changes into the curriculum or teaching methods through program review. In some CTE programs, students produce a portfolio of their core learning in the course or program before obtaining their certificates.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

The College will continue to explore modifications to the SLO cloud to capture new data procedures in order to maintain this work.

Term and Year

Spring - 2020

Term - Detail (optional)

Spring 2020

Support

No support requested

Practice E

Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

Results from SLO assessments are gathered and entered into the SLO Cloud. The faculty utilize that data as a basis for discussion. This dialogue is an important component of the program review process. From those discussions, decisions can be made if adjustments are necessary in course content or methods of instruction. Many activities and initiatives are put in place by the college to address equity concerns, and college attendance in the SBVC surrounding communities, for example. The first-year college experience, Puente, and STEM address the needs of Hispanic students and Tumaini that address African American students, tutorial centers and supplemental instruction, as well as student clubs through student support services.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continue to provide support and opportunities for faculty to meet and discuss outcomes assessment.

Term and Year

Spring - 2020

Term - Detail (optional)

Spring 2020

Support

No support requested

Practice F

The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

Many of our programs and courses, especially in CTE have portfolios and other ways to document student work beyond the transcript. There are many resources available to students for this purpose. The College has invested in software access for students to utilize. Additionally, many of our programs offer applied learning opportunities in the form of internships.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

As a college, continue to evaluate resources for faculty and students for portfolio-based work and documentation. The college should consider a portfolio-based assessment professional development opportunity for faculty.

Term and Year

Spring - 2020

Term - Detail (optional)

Spring 2020

Support

No support requested

Practice G

The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

The College currently uses the CCSSE in order to evaluate effectiveness of educational practice.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continue to evaluate the effectiveness of the CCSSE and how we can make adjustments, if needed.

Term and Year

Spring - 2020

Term - Detail (optional)

Spring 2020

Support

No support requested

Student Engagement & Support

Student Engagement: Implementation

In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)

- Student survey(s)
- Students serve on campus GP advisory committee(s)
- Student focus groups

Engagement Efforts - Details

The College is currently incorporating student engagement is some of the following ways:

- Student surveys are conducted on a regular basis to assess overall student engagement on campus
- Student focus groups are regularly ustiized in campus initiatives
- There is student representation on shared governance committees, including Guided Pathways.
- Data from student participation is utilized in the formation of policy, procedures, and execution of initiatives.

Course Alignment

As stated previously, the College is in the process of adopting Starfish to monitor student progress. This, along with other counseling documents and maps, will help to inform scheduling moving forward so that students will have the opportunity to complete their degree and certificate pathways. Additionally, we will have incorporated Degree Planner to complete student education plans.

Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
Guided Pathways Brief Spring 2019.pdf	Self-Assessment	2/15/2020, 1:00:44 AM	N/A

Success Story

Success Story

Title

Paradigm Shift Event

Follow-up Contact Persons(s)

Name	Title	Email	Phone
Dina Humble	Vice President of Instruction	dhumble@sbccd.cc.ca.us	(909) 387-1685
Scott Thayer	Vice President, Student Services	sthayer@valleycollege.edu	(909) 384-4473

Challenge

The biggest challenge for the event was to get equal representation from the different constituent groups to attend the event.

Success Story

An off-campus event was held in Spring 2019. The name of the event was Paradigm Shift. All College employees were invited and asked to RSVP for the event. The event was further advertised and tracked through #valleypathways. Attendees were placed in cross-functional groups where substantive dialogue took place, creating the opportunity to view initiatives from different perspectives. Teams worked together throughout the day. Cross-functional teams provided an opportunity for
stakeholders to work with people outside of their areas. Objectives for the event were as follows:
* Strengthen understanding of all current initiatives.
* Clarify individual role in serving student success and how it 'fits in' with other areas of the college during this paradigm transformation.
* Create workgroup action plans.

Outcomes

The event was a success. Constituents from all across the campus worked together to understand college initiatives and create work plans for future action.

Vision for Success Goals

• Decrease the average number of units accumulated by California Community College students earning associate degrees

California Community Colleges

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The following Resource Allocation Model is being submitted for collegial review through the District Budget Committee. The District's existing RAM, which was based heavily on the division of FTES by campus, has been modified to reflect the state's Student Centered Funding Formula, which is based on a combination of factors.

This model will define and direct SBCCD's allocation of financial resources. It is to be reviewed through district collegial processes, including consideration by the various constituent groups via the District Budget Committee.

1. The Exhibit C apportionment report is the source of data for SBCCD's state general apportionment. SBCCD's Office of Research, Planning and Institutional Effectiveness will verify data and develop *Production by Campus* numbers to inform distribution of state income as listed below.

State Funding Components	Description	RAM Application
a) Basic Allocation for Multi-College Districts	Based on college size according to FTES (up to 10,000, 10,000-20,000, more than 20,000)	Lump sum passes to each college based on size
b) Base Allocation	Funding reflecting enrollment and based on various types of FTES	College allocation based on FTES
c) Supplemental Allocation	Based on number of students receiving a College Promise Grant, students receiving a Pell Grant, and AB 540 students	College allocation based on headcount
d) Student Success	Based on numbers of students achieving various outcomes such as associate degrees/credit certificates, transferring to four-year colleges, etc.	College allocation calculated based on *Production by Campus* data

2. Other eligible revenues received by SBCCD will be allocated to each college based on its percentage of the total *State-Based Revenue*, which is calculated as the sum of the components above.

3. Site-specific revenue such as parking fees, facilities rental, etc. shall remain with the originating college.

4. Cost for districtwide support operations will be shared by both colleges according to the total *State-Based Revenue* percentage described in item 2 above.

Sample Campus Production Model
For Discussion Purposes at 2/20/2020 DBC

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

CRAFTON HILLS COLLEGE

San Bernardino Valley College

College Level SCFF Data

			San Bernardino Community College District		Crafton Hills College			San Bernardino Valley College		
	Estimated Data	Estimated Funding Rate	2019-20 Estimated Funding		Estimated Data	2019-20 Estimated Funding	% of Total Funding	Estimated Data	2019-20 Estimated Funding	% of Total Funding
Component 1 — Base Allocation										
Basic Allocation ($)			$ 8,782,165			$ 4,053,306			$ 4,728,859	
	FTES				_FTES_			_FTES_		
Traditional Credit	14,740.20	$ 3,849	$ 56,735,030		4,599.93	$ 17,705,131	31.2%	10,140.27	$ 39,029,899	68.8%
Special Admit Credit	389.44	$ 5,635	$ 2,194,480		68	$ 384,530	17.5%	321.20	$ 1,809,951	82.5%
Incarcerated Credit	-	$ 5,635	$ -		-	$ -	0.0%	-	$ -	0.0%
Non-Credit	203.58	$ 3,456	$ 703,572		29.25	$ 101,088	14.4%	174.33	$ 602,484	85.6%
Non Credit CDCP	31.16	$ 5,635	$ 175,558		6.03	$ 33,979	19.4%	25.13	$ 141,579	80.6%
Non-Credit Incarcerated	-	$ 3,849	$ -		-	$ -	0.0%	-	$ -	0.0%
Total	**15,364**		**$ 68,590,811**		**4,703**	**$ 22,278,047**	**32.5%**	**10,661**	**$ 46,312,764**	**67.5%**
Component 2 — Supplemental Allocation										
	Headcount				_Headcount_			_Headcount_		
Pell Grant Recipients	5,781	$ 951	$ 5,497,731		1,096	$ 1,042,296	19.0%	4,685	$ 4,455,435	81.0%
AB540 Students	959	$ 951	$ 912,009		182	$ 173,082	19.0%	777	$ 738,927	81.0%
California Promise Grant Recipients	17,440	$ 951	$ 16,585,440		4,718	$ 4,486,818	27.1%	12,722	$ 12,098,622	72.9%
Total	**24,180**		**$ 22,995,180**		**5,996**	**$ 5,702,805**	**24.8%**	**18,184**	**$ 17,292,375**	**75.2%**

Sample Campus Production Model
For Discussion Purposes at 2/20/2020 DBC

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT — CRAFTON HILLS COLLEGE — San Bernardino Valley College

College Level SCFF Data

Component 3 — Student Success Allocation

		(District)		Crafton Hills College			San Bernardino Valley College		
	Estimated Data	Estimated Funding Rate	2019-20 Estimated Funding	Estimated Data	2019-20 Estimated Funding	% of Total Funding	Estimated Data	2019-20 Estimated Funding	% of Total Funding
All Students	Outcomes			Outcomes			Outcomes		
Associate Degrees	1,366	$1,363	$1,861,902	427	$582,015	31.3%	939	$1,279,887	68.7%
Associate Degrees for Transfer	611	$1,817	$1,110,417	245	$445,257	40.1%	366	$665,160	59.9%
Credit Certificates	565	$909	$513,409	245	$222,629	43.4%	320	$290,780	56.6%
Nine or More CTE Units	2,556	$454	$1,161,303	418	$189,916	16.4%	2,138	$971,387	83.6%
Transfer	1,673	$682	$1,140,176	633	$431,400	37.8%	1,040	$708,777	62.2%
Transfer Level Math and English	237	$909	$215,359	158	$143,573	66.7%	79	$71,786	33.3%
Achieved Regional Living Wage	2,306	$454	$1,047,717	524	$238,076	22.7%	1,782	$809,641	77.3%
Total	9,314		$7,050,283	2,650	$2,252,732	32.0%	6,664	$4,797,330	68.0%
Pell Grant Recipients Bonus									
Associate Degrees	708	$516	$365,175	164	$84,589	23.2%	544	$280,586	76.8%
Associate Degrees for Transfer	360	$688	$247,576	110	$75,648	30.6%	250	$171,928	69.4%
Credit Certificates	246	$344	$84,589	84	$28,884	34.1%	162	$55,705	65.9%
Nine or More CTE Units	1,291	$172	$221,959	148	$25,445	11.5%	1,143	$196,514	88.5%
Transfer	896	$258	$231,071	253	$65,247	28.2%	643	$165,824	71.8%
Transfer Level Math and English	101	$344	$34,729	56	$19,256	55.4%	45	$15,474	44.6%
Achieved Regional Living Wage	950	$172	$163,332	175	$30,087	18.4%	775	$133,244	81.6%
Total	4,552		$1,348,431	990	$329,017	24.4%	3,562	$1,019,263	75.6%
California Promise Grant Recipients Bonus									
Associate Degrees	1,075	$344	$369,645	293	$100,750	27.3%	782	$268,895	72.7%
Associate Degrees for Transfer	498	$458	$228,320	177	$81,150	35.5%	321	$147,170	64.5%
Credit Certificates	422	$229	$96,738	170	$38,970	40.3%	252	$57,768	59.7%
Nine or More CTE Units	1,915	$115	$219,495	256	$29,342	13.4%	1,659	$190,152	86.6%
Transfer	1,314	$172	$225,913	434	$74,617	33.0%	880	$151,297	67.0%
Transfer Level Math and English	144	$229	$33,010	78	$17,881	54.2%	66	$15,130	45.8%
Achieved Regional Living Wage	1,640	$115	$187,975	347	$39,773	21.2%	1,293	$148,202	78.8%
Total	7,008		$1,361,096	1,755	$382,372	28.1%	5,253	$978,493	71.9%
Total	20,874		$9,759,206	5,395	$2,964,121	30.4%	15,479	$6,795,085	69.6%

Hold Harmless Funding $ -
2018-19 State Apportionment $ 101,345,196

	2019-20	%
(Crafton Hills)	$ 30,944,973	30.5%
(Valley)	$ 70,400,224	69.5%

* Data cells that are blank were not able to be verified accurately by the District/Colleges. To allocate the SCFF revenue for these categories, the District uses the FTES proportion built into the previous Budget Allocation Model multiplied by the State Apportionment Dollars

Unrestricted General Fund Multi-Year Forecast

Multi-Year Forecast	2018-2019 Estimated Actuals			
	SBVC	CHC	DSO	SBCCD Total
Section A - State Revenue				
Component 1--FTES				
1 Base Allocation Revenue (medium and small colleges)	$ 4,570,724	$ 3,917,761		$8,488,485
2 Credit FTES	$ 36,971,952	$ 17,143,939		$54,115,891
3 Total Special Admit and CDCP (enhanced) FTES Funding	$ 1,880,482	$ 403,272		$2,283,755
4 Total Non-Credit FTES Funding	$ 580,571	$ 302,837		$883,407
5 Total FTES Funding	$ 44,003,729	$ 21,767,809		$ 65,771,538
Component 2--Supplemental				
6 Total Supplemental Component Funding	$ 16,710,508	$ 5,510,912		$22,221,420
Component 3--Student Success				
7 Total Student Success Incentive Component Funding	$ 6,580,559	$ 2,870,541		$9,451,100
8 Total State Base Revenue (sum of lines 5,6,7)	$67,294,795	$30,149,262		$97,444,058
9 State-Based Revenue Percent By College	69.06%	30.94%		
10 Calculated Revenue Shortfall Percent				-2.13%
11 Revenue Shortfall Amount	-$1,433,641	-$642,297		-$2,075,938
20 Adjusted State Base Revenue (line 16 + line 19)	$65,861,154	$29,506,965	$0	$95,368,120
21 Proposed Base Allocation Increase				
22 Total State Revenue	$65,861,154	$29,506,965	$0	$95,368,120
23 Change From Previous Year State Base Revenue				
Section B - Other Revenue				
24 Part-time Faculty Funding	$409,719	$183,561		$593,280
25 Full-time Faculty Funding	$469,458	$210,325		$679,783
26 Lottery Funding	$1,616,869	$724,386		$2,341,255
27 Interest Income	$236,339	$105,884		$342,223
28 Other Campus Revenue Per Campus Projections	$1,021,533	$457,665		$1,479,198
29 STRS/PERS Trust Interest Revenue	$0	$0		$0
30 Other Revenue	$1,012,894	$453,795		$1,466,689
31 Total Other Revenue	$4,766,812	$2,135,616		$6,902,428
32 Total Revenue (line 22 + line 31)	$70,627,966	$31,642,582		$102,270,548
Section C - Site Expenses				
33 1000 - Academic Salaries	$28,701,101	$13,058,605	$859,041	$42,618,747
34 2000 - Classified Salaries	$10,933,314	$6,628,292	$9,264,559	$26,826,165
35 3000 - Benefits	$11,891,912	$6,150,585	$4,101,728	$22,144,224
36 4000 - Supplies	$604,710	$202,066	$306,722	$1,113,499
37 5000 - Other Expenses and Services	$4,425,277	$1,811,684	$3,772,707	$10,009,667
38 6000 - Capital Outlay	$1,241,396	$82,243	$860,749	$2,184,388
39 7000 - Other Outgo	$0	$16,542	$770,000	$786,542
40 Site Budgeted / Projected Actual Expenditures	$57,797,710	$27,950,017	$19,935,505	$105,683,231
41 Percentage of Budget by Site	54.69%	26.45%	18.86%	
42 Shared Costs (District Support Services)	$13,767,445	$6,168,060	-$19,935,505	
43 Annual Excess/(Deficit) (line 32 - line 40 - line 42)	-$937,189	-$2,475,495	$0	-$3,412,684
Section D - One-Time Adjustments & Fund Balance				
44 FCC Legal Fees Reimbursement				
45 Salary Increases (Retro)--included in expenses above				
46 Annual Increase/(Decrease) to Fund Balance				-$3,412,684
47 Prior Year Audit Adjustments to Fund Balance				
48 Site Fund Balance July 1, Year Beginning				$24,688,776
49 Site Fund Balance June 30, Year Ending		0	$0	$0	$21,276,092
50 Fund Balance Percentage (line 51 / line 40)				20.13%
51 Unrestricted Fund Balance				$21,276,092

Unrestricted General Fund Multi-Year Forecast

Multi-Year Forecast	2019-20 Final Budget			
	SBVC	CHC	DSO	SBCCD Total
Section A - State Revenue				
Component 1--FTES				
1 Base Allocation Revenue (medium and small colleges)	$ 4,728,859	$ 4,053,306		$8,782,165
2 Credit FTES	$39,029,899	$17,705,131		$56,735,030
3 Total Special Admit and CDCP (enhanced) FTES Funding	$1,951,530	$418,509		$2,370,039
4 Total Non-Credit FTES Funding	$602,475	$101,102		$703,577
5 Total FTES Funding	$46,312,764	$22,278,047		$68,590,811
Component 2--Supplemental				
6 Total Supplemental Component Funding	$17,292,375	$5,702,805		$22,995,180
Component 3--Student Success				
7 Total Student Success Incentive Component Funding	$6,795,085	$2,964,121		$9,759,206
8 Total State Base Revenue (sum of lines 5,6,7)	$70,400,224	$30,944,972		$101,345,196
9 State-Based Revenue Percent By College	69.47%	30.53%		
10 Calculated Revenue Shortfall Percent				-1.00%
11 Revenue Shortfall Amount	-$704,002	-$309,450		-$1,013,452
20 Adjusted State Base Revenue (line 16 + line 19)	$69,696,222	$30,635,522	$0	$100,331,744
21 Proposed Base Allocation Increase				
22 Total State Revenue	$69,696,222	$30,635,522	$0	$100,331,744
23 Change From Previous Year State Base Revenue				$4,963,625
Section B - Other Revenue				
24 Part-time Faculty Funding	$228,751	$100,550		$329,301
25 Full-time Faculty Funding	$472,217	$207,566		$679,783
26 Lottery Funding	$1,569,979	$690,096		$2,260,075
27 Interest Income	$207,027	$91,000		$298,027
28 Other Campus Revenue Per Campus Projections	$940,380	$413,351		$1,353,731
29 STRS/PERS Trust Interest Revenue	$1,424,048	$625,952		$2,050,000
30 Other Revenue	$900,426	$395,790		$1,296,216
31 Total Other Revenue	$5,742,828	$2,524,305	$0	$8,267,133
32 Total Revenue (line 22 + line 31)	$75,439,050	$33,159,827	$0	$108,598,878
Section C - Site Expenses				
33 1000 - Academic Salaries	$30,485,870	$14,807,358	$819,393	$46,112,621
34 2000 - Classified Salaries	$10,880,907	$6,667,064	$9,655,283	$27,203,255
35 3000 - Benefits	$12,990,907	$6,957,123	$5,000,628	$24,948,659
36 4000 - Supplies	$783,902	$281,305	$383,414	$1,448,621
37 5000 - Other Expenses and Services	$5,364,095	$2,114,119	$5,142,163	$12,620,377
38 6000 - Capital Outlay	$339,643	$45,920	$86,750	$472,313
39 7000 - Other Outgo	$5,716	$20,340	$800,000	$826,056
40 Site Budgeted / Projected Actual Expenditures	$60,851,040	$30,893,229	$21,887,631	$113,631,901
41 Percentage of Budget by Site	53.55%	27.19%	19.26%	
42 Shared Costs (District Support Services)	$15,204,412	$6,683,219	-$21,887,631	
43 Annual Excess/(Deficit) (line 32 - line 40 - line 42)	-$616,402	-$4,416,621	$0	-$5,033,023
Section D - One-Time Adjustments & Fund Balance				
44 FCC Legal Fees Reimbursement				
45 Salary Increases (Retro)--included in expenses above				
46 Annual Increase/(Decrease) to Fund Balance				-$5,033,023
47 Prior Year Audit Adjustments to Fund Balance				
48 Site Fund Balance July 1, Year Beginning				$21,276,092
49 Site Fund Balance June 30, Year Ending				$16,243,069
50 Fund Balance Percentage (line 51 / line 40)				14.29%
51 Unrestricted Fund Balance				$16,243,069

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

Unrestricted General Fund Multi-Year Forecast

Multi-Year Forecast	2020-21 Forecast			
	SBVC	CHC	DSO	SBCCD Total
Section A - State Revenue				
Component 1--FTES				
1 Base Allocation Revenue (medium and small colleges)	$ 4,870,725	$ 4,174,905		$9,045,630
2 Credit FTES	$ 40,401,800	$ 18,327,466		$58,729,266
3 Total Special Admit and CDCP (enhanced) FTES Funding	$ 2,010,076	$ 431,064		$2,441,140
4 Total Non-Credit FTES Funding	$ 620,549	$ 104,135		$724,684
5 Total FTES Funding	$ 47,903,151	$ 23,037,569		$ 70,940,720
Component 2--Supplemental				
6 Total Supplemental Component Funding	$ 17,811,147	$ 5,873,889		$23,685,035
Component 3--Student Success				
7 Total Student Success Incentive Component Funding	$ 6,998,938	$ 3,053,044		$10,051,982
8 Total State Base Revenue (sum of lines 5,6,7)	$72,713,235	$31,964,503		$104,677,738
9 State-Based Revenue Percent By College	69.46%	30.54%		
10 Calculated Revenue Shortfall Percent				-1.00%
11 Revenue Shortfall Amount	-$727,132	-$319,645		-$1,046,777
20 Adjusted State Base Revenue (line 16 + line 19)	$71,986,103	$31,644,858	$0	$103,630,960
21 Proposed Base Allocation Increase				$0
22 Total State Revenue	$71,986,103	$31,644,858	$0	$103,630,960
23 Change From Previous Year State Base Revenue				$3,299,216
Section B - Other Revenue				
24 Part-time Faculty Funding	$228,745	$100,556		$329,301
25 Full-time Faculty Funding	$472,204	$207,579		$679,783
26 Lottery Funding	$1,569,936	$690,139		$2,260,075
27 Interest Income	$207,021	$91,006		$298,027
28 Other Campus Revenue Per Campus Projections	$940,354	$413,377		$1,353,731
29 STRS/PERS Trust Interest Revenue	$1,424,010	$625,990		$2,050,000
30 Other Revenue	$900,402	$395,814		$1,296,216
31 Total Other Revenue	$5,742,673	$2,524,460		$8,267,133
32 Total Revenue (line 22 + line 31)	$77,728,776	$34,169,318	$0	$111,898,093
Section C - Site Expenses				
33 1000 - Academic Salaries	$30,926,846	$15,015,216	$819,393	$46,761,455
34 2000 - Classified Salaries	$11,191,076	$6,866,401	$9,889,333	$27,946,810
35 3000 - Benefits	$13,337,839	$7,095,347	$5,127,521	$25,560,707
36 4000 - Supplies	$791,741	$284,118	$387,248	$1,463,107
37 5000 - Other Expenses and Services	$5,417,736	$2,135,260	$5,193,585	$12,746,581
38 6000 - Capital Outlay	$343,039	$46,379	$87,618	$477,036
39 7000 - Other Outgo	$0	$0	$800,000	$800,000
40 Site Budgeted / Projected Actual Expenditures	$62,008,277	$31,442,721	$22,304,697	$115,755,695
41 Percentage of Budget by Site	53.57%	27.16%	19.27%	
42 Shared Costs (District Support Services)	$15,493,712	$6,810,985	-$22,304,697	
43 Annual Excess/(Deficit) (line 32 - line 40 - line 42)	$226,787	-$4,084,389	$0	-$3,857,602
Section D - One-Time Adjustments & Fund Balance				
44 FCC Legal Fees Reimbursement				
45 Salary Increases (Retro)--included in expenses above				
46 Annual Increase/(Decrease) to Fund Balance				-$3,857,602
47 Prior Year Audit Adjustments to Fund Balance				
48 Site Fund Balance July 1, Year Beginning				$16,243,069
49 Site Fund Balance June 30, Year Ending				$12,385,468
50 Fund Balance Percentage (line 51 / line 40)				10.70%
51 Unrestricted Fund Balance				$12,385,468

SAN BERNARDINO ● COMMUNITY COLLEGE DISTRICT

Unrestricted General Fund Multi-Year Forecast

Multi-Year Forecast	2021-22 Forecast			
	SBVC	CHC	DSO	SBCCD Total
Section A - State Revenue				
Component 1--FTES				
1 Base Allocation Revenue (medium and small colleges)	$ 5,007,106	$ 4,291,802		$9,298,908
2 Credit FTES	$41,740,716	$18,934,838		$60,675,554
3 Total Special Admit and CDCP (enhanced) FTES Funding	$2,066,358	$443,134		$2,509,492
4 Total Non-Credit FTES Funding	$637,925	$107,051		$744,975
5 Total FTES Funding	$ 49,452,104	$ 23,776,825		$ 73,228,929
Component 2--Supplemental				
6 Total Supplemental Component Funding	$18,309,859	$6,038,358		$24,348,216
Component 3--Student Success				
7 Total Student Success Incentive Component Funding	$7,194,908	$3,138,530		$10,333,438
8 Total State Base Revenue (sum of lines 5,6,7)	$74,956,871	$32,953,712		$107,910,583
9 State-Based Revenue Percent By College	69.46%	30.54%		
10 Calculated Revenue Shortfall Percent				-1.00%
11 Revenue Shortfall Amount	-$749,569	-$329,537		-$1,079,106
20 Adjusted State Base Revenue (line 16 + line 19)	$74,207,302	$32,624,175	$0	$106,831,477
21 Proposed Base Allocation Increase				$0
22 Total State Revenue	$74,207,302	$32,624,175	$0	$106,831,477
23 Change From Previous Year State Base Revenue				$3,200,517
Section B - Other Revenue				
24 Part-time Faculty Funding	$228,739	$100,562		$329,301
25 Full-time Faculty Funding	$472,191	$207,592		$679,783
26 Lottery Funding	$1,569,894	$690,181		$2,260,075
27 Interest Income	$207,016	$91,011		$298,027
28 Other Campus Revenue Per Campus Projections	$940,329	$413,402		$1,353,731
29 STRS/PERS Trust Interest Revenue	$1,423,971	$626,029		$2,050,000
30 Other Revenue	$900,402	$395,814		$1,296,216
31 Total Other Revenue	$5,742,542	$2,524,591		$8,267,133
32 Total Revenue (line 22 + line 31)	$79,949,844	$35,148,766	$0	$115,098,610
Section C - Site Expenses				
33 1000 - Academic Salaries	$31,267,500	$15,175,787	$819,393	$47,262,680
34 2000 - Classified Salaries	$11,430,680	$7,020,389	$10,070,137	$28,521,206
35 3000 - Benefits	$13,656,268	$7,215,456	$5,243,336	$26,115,060
36 4000 - Supplies	$799,658	$286,959	$391,121	$1,477,738
37 5000 - Other Expenses and Services	$5,471,913	$2,156,613	$5,245,521	$12,874,046
38 6000 - Capital Outlay	$346,470	$46,843	$88,494	$481,806
39 7000 - Other Outgo	$0	$0	$800,000	$800,000
40 Site Budgeted / Projected Actual Expenditures	$62,972,490	$31,902,046	$22,658,001	$117,532,537
41 Percentage of Budget by Site	53.58%	27.14%	19.28%	
42 Shared Costs (District Support Services)	$15,738,705	$6,919,296	-$22,658,001	
43 Annual Excess/(Deficit) (line 32 - line 40 - line 42)	$1,238,649	-$3,672,576	$0	-$2,433,927
Section D - One-Time Adjustments & Fund Balance				
44 FCC Legal Fees Reimbursement				$2,000,000
45 Salary Increases (Retro)--included in expenses above				
46 Annual Increase/(Decrease) to Fund Balance				-$433,927
47 Prior Year Audit Adjustments to Fund Balance				
48 Site Fund Balance July 1, Year Beginning				$12,385,468
49 Site Fund Balance June 30, Year Ending				$11,951,541
50 Fund Balance Percentage (line 51 / line 40)				10.17%
51 Unrestricted Fund Balance				$11,951,541

Unrestricted General Fund Multi-Year Forecast

Multi-Year Forecast	2022-23 Forecast			
	SBVC	CHC	DSO	SBCCD Total
Section A - State Revenue				
Component 1--FTES				
1 Base Allocation Revenue (medium and small colleges)	$ 5,165,330	$ 4,427,423		$ 9,592,753
2 Credit FTES	$ 43,275,021	$ 19,630,845		$62,905,866
3 Total Special Admit and CDCP (enhanced) FTES Funding	$ 2,131,655	$ 457,137		$2,588,792
4 Total Non-Credit FTES Funding	$ 658,083	$ 110,433		$768,517
5 Total FTES Funding	$ 51,230,089	$ 24,625,838		$ 75,855,927
Component 2--Supplemental				
6 Total Supplemental Component Funding	$ 18,888,450	$ 6,229,170		$25,117,620
Component 3--Student Success				
7 Total Student Success Incentive Component Funding	$ 7,422,267	$ 3,237,707		$10,659,974
8 Total State Base Revenue (sum of lines 5,6,7)	$77,540,807	$34,092,715		$111,633,522
9 State-Based Revenue Percent By College	69.46%	30.54%		
10 Calculated Revenue Shortfall Percent				-1.00%
11 Revenue Shortfall Amount	-$775,408	-$340,927		-$1,116,335
20 Adjusted State Base Revenue (line 16 + line 19)	$76,765,399	$33,751,788	$0	$110,517,186
21 Proposed Base Allocation Increase				$0
22 Total State Revenue	$76,765,399	$33,751,788	$0	$110,517,186
23 Change From Previous Year State Base Revenue				$3,685,710
Section B - Other Revenue				
24 Part-time Faculty Funding	$228,733	$100,568		$329,301
25 Full-time Faculty Funding	$472,178	$207,605		$679,783
26 Lottery Funding	$1,569,851	$690,224		$2,260,075
27 Interest Income	$207,010	$91,017		$298,027
28 Other Campus Revenue Per Campus Projections	$940,304	$413,427		$1,353,731
29 STRS/PERS Trust Interest Revenue	$1,423,933	$626,067		$2,050,000
30 Other Revenue	$900,402	$395,814	$1,000,000	$2,296,216
31 Total Other Revenue	$5,742,411	$2,524,722		$9,267,133
32 Total Revenue (line 22 + line 31)	$82,507,810	$36,276,510	$1,000,000	$119,784,320
Section C - Site Expenses				
33 1000 - Academic Salaries	$31,615,819	$15,339,970	$819,393	$47,775,182
34 2000 - Classified Salaries	$11,675,676	$7,177,841	$10,255,009	$29,108,526
35 3000 - Benefits	$13,985,292	$7,339,175	$5,362,968	$26,687,436
36 4000 - Supplies	$807,655	$289,829	$395,032	$1,492,515
37 5000 - Other Expenses and Services	$5,526,632	$2,178,179	$5,297,976	$13,002,787
38 6000 - Capital Outlay	$349,935	$47,311	$89,379	$486,625
39 7000 - Other Outgo	$0	$0	$800,000	$800,000
40 Site Budgeted / Projected Actual Expenditures	$63,961,010	$32,372,305	$23,019,756	$119,353,070
41 Percentage of Budget by Site	53.59%	27.12%	19.29%	
42 Shared Costs (District Support Services)	$15,989,556	$7,030,200	-$23,019,756	
43 Annual Excess/(Deficit) (line 32 - line 40 - line 42)	$2,557,244	-$3,125,995	$1,000,000	$431,249
Section D - One-Time Adjustments & Fund Balance				
44 FCC Legal Fees Reimbursement				
45 Salary Increases (Retro)--included in expenses above				
46 Annual Increase/(Decrease) to Fund Balance				$431,249
47 Prior Year Audit Adjustments to Fund Balance				
48 Site Fund Balance July 1, Year Beginning				$11,951,541
49 Site Fund Balance June 30, Year Ending				$12,382,790
50 Fund Balance Percentage (line 51 / line 40)				10.37%
51 Unrestricted Fund Balance				$12,382,790

Unrestricted General Fund Multi-Year Forecast

Multi-Year Forecast	2023-24 Forecast			SBCCD Total
	SBVC	CHC	DSO	
Section A - State Revenue				
Component 1--FTES				
1 Base Allocation Revenue (medium and small colleges)	$ 5,328,554	$ 4,567,330		$9,895,884
2 Credit FTES	$44,865,724	$20,352,436		$65,218,160
3 Total Special Admit and CDCP (enhanced) FTES Funding	$2,199,015	$471,582		$2,670,598
4 Total Non-Credit FTES Funding	$678,879	$113,923		$792,802
5 Total FTES Funding	$ 53,072,173	$ 25,505,270		$ 78,577,443
Component 2--Supplemental				
6 Total Supplemental Component Funding	$19,485,325	$6,426,012		$25,911,337
Component 3--Student Success				
7 Total Student Success Incentive Component Funding	$7,656,811	$3,340,019		$10,996,829
8 Total State Base Revenue (sum of lines 5,6,7)	$80,214,309	$35,271,301		$115,485,609
9 State-Based Revenue Percent By College	69.46%	30.54%		
10 Calculated Revenue Shortfall Percent				-1.00%
11 Revenue Shortfall Amount	-$802,143	-$352,713		-$1,154,856
20 Adjusted State Base Revenue (line 16 + line 19)	$79,412,166	$34,918,588	$0	$114,330,753
21 Proposed Base Allocation Increase				$0
22 Total State Revenue	$79,412,166	$34,918,588	$0	$114,330,753
23 Change From Previous Year State Base Revenue				$3,813,567
Section B - Other Revenue				
24 Part-time Faculty Funding	$228,727	$100,574		$329,301
25 Full-time Faculty Funding	$472,166	$207,617		$679,783
26 Lottery Funding	$1,569,809	$690,266		$2,260,075
27 Interest Income	$207,005	$91,023		$298,027
28 Other Campus Revenue Per Campus Projections	$940,278	$413,453		$1,353,731
29 STRS/PERS Trust Interest Revenue	$1,423,895	$626,105		$2,050,000
30 Other Revenue	$1,594,912	$701,304		$2,296,216
31 Total Other Revenue	$6,436,791	$2,830,343		$9,267,133
32 Total Revenue (line 22 + line 31)	$85,848,956	$37,748,930	$0	$123,597,887
Section C - Site Expenses				
33 1000 - Academic Salaries	$31,971,975	$15,507,847	$819,393	$48,299,215
34 2000 - Classified Salaries	$11,926,185	$7,338,836	$10,444,040	$29,709,061
35 3000 - Benefits	$14,317,748	$7,464,628	$5,483,890	$27,266,265
36 4000 - Supplies	$815,732	$292,727	$398,982	$1,507,441
37 5000 - Other Expenses and Services	$5,581,899	$2,199,961	$5,350,955	$13,132,815
38 6000 - Capital Outlay	$353,434	$47,785	$90,272	$491,491
39 7000 - Other Outgo	$0	$0	$800,000	$800,000
40 Site Budgeted / Projected Actual Expenditures	$64,966,972	$32,851,783	$23,387,533	$121,206,288
41 Percentage of Budget by Site	53.60%	27.10%	19.30%	
42 Shared Costs (District Support Services)	$16,244,576	$7,142,957	-$23,387,533	
43 Annual Excess/(Deficit) (line 32 - line 40 - line 42)	$4,637,408	-$2,245,809	$0	$2,391,599
Section D - One-Time Adjustments & Fund Balance				
44 FCC Legal Fees Reimbursement				
45 Salary Increases (Retro)--included in expenses above				
46 Annual Increase/(Decrease) to Fund Balance				$2,391,599
47 Prior Year Audit Adjustments to Fund Balance				
48 Site Fund Balance July 1, Year Beginning				$12,382,790
49 Site Fund Balance June 30, Year Ending				$14,774,389
50 Fund Balance Percentage (line 51 / line 40)				12.19%
51 Unrestricted Fund Balance				$14,774,389

Office of Research, Planning
and Institutional Effectiveness

SBCCD's Promise Program – Fall 2019 Summary
Prepared by Jeremiah A. Gilbert, Ph.D., Executive Director (jgilbert@sbccd.edu)

In Fall 2019, SBCCD launched a College Promise Program. The program enrolled 1739 students from 7 counties and 95 high schools. The high schools attracting the largest number of College Promise students included Rialto (127), Pacific (107), Cajon (105), San Gorgonio (96), and Arroyo Valley (94).

Who Are They?
Of the 1739 students enrolled in the College Promise Program:
- 54% are female and 46% are male
- 77% are Hispanic, 8% Caucasian, and 6% African American
- 77% are Low Income
- 44% are First Generation
- 91% are aged 18 or less
- 89% come from the district's Service Area

What Are They Taking?
1166 (67%) of the students enrolled in the College Promise Program have an Educational Goal of transferring after receiving an Associate's degree, while 188 (11%) have an Education Goal of receiving an Associate's degree without transferring.
- 961 (55%) enrolled in transfer-level math
- 1096 (63%) enrolled in transfer-level English
- Top five courses taken were Pathway College & Life Success, Freshman Composition, Probability and Stats, College Algebra, and General Psychology

How Are They Doing?
As students enrolled in the College Promise Program are first time students, they were compared with other first time students enrolled in the district in Fall 2019.
- College Promise students had on overall course success rate of 63% compared to 46% among other first time students, a 17% increase.
- College Promise students enrolled in transfer-level English had a success rate of 62% compared to 34% for other first time students, a 28% increase.
- College Promise students enrolled in transfer-level math had a success rate of 41% compared to 25% for other first time students, a 17% increase.
- Of the 1739 student who enrolled in Fall 2019, 1699 (97.5%) remained enrolled by the end of the term. Of those 1699 students, 1536 (90.5%) have enrolled in courses for the Spring.