

Due 10/14

Notes

In addition to offering Key Accomplishments and Next Steps, please also add the Student Impact (this is new for this year). Student Impact is defined as a brief description of how the key result impacts student retention, academic performance, technology access (or implementation), and/or career readiness.

*Please limit your response to each section (i.e., Key Accomplishments, Next Steps, and Student Impact) to 100-150 words. It's okay to go over that mark if you have to, but please keep your comments concise (I will create a second edited version of your response).

The reporting period is from March 2025 to present day.

Here is a link to the updates on this SD that were offered in SP25. This might be helpful in framing your current update.

Strategic Direction 5: Foster and Support Inquiry, Accountability, and Campus Sustainability

Supporting Action 1: Promote a culture of evidence and inquiry-based decision making

Key Results (Measurable outcomes to assess progress)

1. Use data coaching and data literacy techniques to enhance evidence and inquiry-based discussions taking place in committees, work groups, and as part of program review efforts.

Responsible Individual(s): Gio Sosa

Key Accomplishments

Board Update

CHC and SBVC have partnered to create a data and equity coaching program for all

college faculty and staff. The purpose of the ten-week program is to increase the knowledge, skills, and abilities of participants to help lead evidence-based conversations centered on how to achieve equity in the classroom, in non-instructional programs, and in decision-making bodies across the district. This training will be available to all faculty and staff beginning in Spring 2026.

Chancellor's Notes

This training is founded on principles of diversity, equity, inclusion, and access endorsed by the USC Race and Equity Center and other published literature. This effort is being led by the research offices at both CHC and SBVC, and by the corresponding professional development leads at each college.

Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)

Strengthening employees' knowledge of equity and inclusion principles will translate into more equity-minded interaction with students and into tangible classroom-based strategies that better support students, particularly racially minoritized student populations. Such work may result in the continued decrease of the equity gaps observed for Hispanic/Latinx students and Black/African American students.

Next Steps (anticipated future actions)

We will use the Spring 2026 in-service to recruit potential program participants. We intend to recruit at least seven participants for the initial cohort in Spring 2026 and an increasing number of participants in future terms.

- 2. Conduct ongoing review of the college's key results to evaluate progress towards achieving supporting actions.**

Responsible Individual(s): Gio Sosa

Key Accomplishments

Board Update

Our college's Educational Master Plan Committee (EMPC) has established a timeline to regularly review all of the college's key results—one that aligns with the timeline adopted by our board of trustees to review its strategic planning goals. Once approved by the EMPC, such input is finalized in Cascade, our district's digital platform for reporting progress on the college's educational master plan.

Chancellor's Notes

After gathering initial input from all the individuals responsible for a given key result, such input is initially reviewed by the President's Cabinet and later reviewed and approved by the EMPC. The college has also had success incorporating the principles codified in the published Cascade Data Entry Guide in preparing all updates relating to the key results.

Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)

Regularly reviewing the progress the college makes towards achieving the EMP means that college is continually focused on monitoring and increasing student success and equity.

Next Steps (anticipated future actions)

The college's Educational Master Plan Committee will continue to review the progress on the college's key results for the duration of the five-year educational master plan, and will continue to both denote those key results that the college has completed and amend (or add) key results as necessary.

- 3. Increase access and use of data dashboards specifically allowing for the disaggregation of data by student demographics.**

Responsible Individual(s): Gio Sosa, Ivan Pena

Key Accomplishments

We have increased the access to disaggregated data by revising existing dashboards or creating new dashboards. This includes revisions to our [Completion and Success Dashboard](#) that allow users to identify instances of disproportionate impact by ethnicity and the new [Vision Aligned Reporting Dashboard](#) that allows users to examine data across student support programs over time. Both dashboards are relied upon heavily by faculty and staff to identify potential equity gaps within their programs.

Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)

Granting faculty and staff ready access to this information will mean that they will be better positioned to identify and address observed gaps in success and equity they observe within their classes and services.

Next Steps (anticipated future actions)

The college is developing a dashboard that would allow faculty to see disaggregated course completion and success rate data for their specific class sections. Faculty could identify potential equity gaps in the classes they specifically teach and tailor the student experience to reduce or eliminate such gaps. A second dashboard will allow faculty to review student learning outcomes data by ethnicity for all of their classes. These new dashboards will be available by the end of Fall 2025.

4. Increase the use of disaggregated student learning and service area outcomes data to improve student learning and the student experience.

Responsible Individual(s): Gio Sosa

Key Accomplishments

Board Update

The college is finalizing a new dashboard that will allow faculty to review student

learning outcomes data by ethnicity, gender, and age for all of their classes. These new dashboards will be available to all faculty by the end of Fall 2025. Similarly, the new [Vision Aligned Reporting Dashboard](#) allows users to examine students' access to a host of support services and resources over time, namely for students identifying as Black/African American, Hispanic/Latinx, and low-income students.

Chancellor's Notes

The college is also in the process of developing a new data dashboard to include the additional metrics listed below. This is scheduled to be completed by the spring of 2026.

- Student Educational Plan Completion (Abbreviated and Comprehensive).
- Undecided students
- Persistence
- Retention
- Completion of Transfer level Math & English
- Completion of 30 CSU/UC transferable units.
- Degree and/or certificate completion.
- Transfer Directed – A student who has successfully completed a transferable English and a transferable math course.
- Transfer Prepared – A student who has earned 60+ transferable units with a 2.00+ GPA.
- Transfer Ready – A student who is both transfer directed and transfer prepared.
- Students with 72 degree applicable excessive units.
- Student Accessibility Services-based dashboard inclusive of various student metrics

Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)

Access to this information on a continual basis, especially when paired with already existing equity-minded professional development, will likely result in the increase of student learning and the enhancement of the student experience across various programs, including with respect to closing observed equity gaps for minoritized student populations.

Next Steps (anticipated future actions)

In addition to finalizing the student learning outcomes dashboard, the college will update the [Vision Aligned Reporting Dashboard](#) with data for the 2024-2025 academic year by the end of Fall 2025.

Supporting Action 2: Define and enhance budgetary guidelines and processes**Key Results (Measurable outcomes to assess progress)**

- 1. Develop budget reduction priority guidelines to make hard decisions during difficult budget times.**

Responsible Individual(s): Mike Strong, Kevin Horan

Key Accomplishments

This item is completed and institutionalized. The college continues to follow the budget guidelines established by the college's budget committee and approved by the college's council in May 2024. These guidelines will be revisited and revised as needed in the future.

Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)

When followed, the principles and guidelines developed will help protect funding for high priority needs.

Next Steps (anticipated future actions)

This item is completed.

- 2. Document and discuss budgetary actions to show fiscal responsibility.**

Responsible Individual(s): Mike Strong, Kevin Horan

Key Accomplishments

The college worked with Fiscal Services to complete the developmental budget for fiscal year 2025-26, which was approved at the September 2025 meeting of the board of trustees. Administrative Services continues budget monitoring, management, and provides ongoing budget management training to both new and current employees.

Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)

Ongoing budget monitoring and stability prevents unanticipated impacts to the instructional programs.

Next Steps (anticipated future actions)

As we move closer to Spring 2026, we will begin the budget cycle for the next fiscal year. The college continues to support Fiscal Services on necessary budget and purchasing process adjustments and stands ready to assist the DSO on the implementation of an expanded resource planning software that will include budget management.

3. Collaborate with DSO on the streamlining processes and business practices (e.g., using same software platforms).

Responsible Individual(s): Mike Strong, Kevin Horan, Keith Wurtz

Key Accomplishments

Board Update

In collaboration with District Support Operations (DSO), the college has implemented a streamlined event scheduling software (Coursedog). DSO is continuing the Coursedog project to streamline course scheduling with Coursedog. This development is being piloted for course scheduling in Fall 2025 through Spring 2026.

Chancellor's Notes

Additionally, there has been a collective agreement that our current multi-platform system has proved to be inefficient. District Support Operations (DSO) is leading

efforts to identify and implement a single enterprise resource planning (ERP) platform for use districtwide.

Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)

Such work helps to cultivate efficiencies in our financial systems and with respect to scheduling; it also improves reporting, analysis, and services campuswide.

Next Steps (anticipated future actions)

The college will continue the implementation of Coursedog by entering course information and by completing assignments to move towards full-implementation in Fall 2025.

Additionally, the college supports Fiscal Services on necessary budget and purchasing process adjustments and stands ready to assist the DSO on the implementation of the expanded resource planning software.

Supporting Action 3: Evaluate and modify the Resource Allocation Model (RAM)

Key Results (Measurable outcomes to assess progress)

- 1. Collaborate to revise RAM to alleviate inequities in funding between Colleges and District.**

Responsible Individual(s): Mike Strong, Kevin Horan

Key Accomplishments

While the RAM as a whole has not changed, there has been significant conversation and change in practice with respect to how the colleges and Economic Development and Corporate Training (EDCT) can now utilize budget savings (salary savings, etc.) to address non-ongoing costs/expenditures that help the colleges & EDCT meet the outlined strategic priorities in their respective educational master plans. This budget flexibility has been critical to these accomplishments.

Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)

Addressing such challenges will translate into more available funding to be used by

each college's instructional and student support programs.

Next Steps (anticipated future actions)

Future discussions regarding the revisions to the resource allocation model (RAM) will likely need to occur following the fiscal reset of the state funding formula in 2025-26.

2. Collaborate with the district to incorporate the concepts of economy of scale into the RAM (current RAM does not take this into account).

Responsible Individual(s): Mike Strong, Kevin Horan

Key Accomplishments

In collaboration with Fiscal Services, the college uses budget savings towards initiatives that support the implementation of the educational master plan (EMP).

Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)

Revisions to the resource allocation model (RAM) will help provide ongoing, adequate funding to support academic and student services programs.

Next Steps (anticipated future actions)

Continue discussions at Chancellor's Cabinet, President's Cabinet, and in governance committees to implement strategies to revise the resource allocation model (RAM).

3. Work with the district to develop multi-year budget forecasts, one that accounts for revenues and expenses.

Responsible Individual(s): Mike Strong

Key Accomplishments

District Support Operations' (DSO) multi-year forecast was approved in September 2025 with the final budget.

Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)

Realistic budget projections will help plan adequate funds for academic and student service programs.

Next Steps (anticipated future actions)

The college is developing total cost of ownership projections for each significant Measure CC project to plan personnel and operational expenses that should be included in budget forecasts. The college will coordinate with Fiscal Services to develop and incorporate these projections.

Supporting Action 4: Expand implementation of efficient and sustainable services and practices**Key Results (Measurable outcomes to assess progress)**

- 1. Develop and identify fiscal and environmental sustainable actions in each construction project.**

Responsible Individual(s): Mike Strong, Demian Brunty

Key Accomplishments

The college completed the facility master plan in Spring 2025, which incorporates the sustainability plan into several initiatives. The solar farm project was completed in December 2024 with a battery storage system. The Performing Arts Center (PAC) was completed in August 2025 and has been constructed with submetering on key utilities to measure and manage usage.

Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)

The implementation of sustainable measures in buildings and operation systems result in lower utility costs. Savings allow for funding to be used in other student-focused initiatives.

Next Steps (anticipated future actions)

The college will continue to keep sustainable actions as a focus for future construction projects as included in the district's sustainability plan, the college's facility master plan, and the campus design standards. The college is working with District Facilities and Planning to update the district/college construction standards that include required sustainability measures for each project.

2. Grow the CHC Endowment.

Responsible Individual(s): Michelle Riggs, Kevin Horan

Key Accomplishments

The college continually reviews its priorities to ensure fundraising efforts support institutional goals. Our comprehensive fundraising strategy includes individual giving, grants, corporate partnerships, and special events. The foundation's assets have now surpassed \$9 million, with the endowment invested for long-term sustainability and growth. In September 2025, we revised our Investment Policy Statement to strengthen our financial management and future endowment stability.

Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)

The college's foundation provides critical support through emergency grants, scholarships, awards, program funding, and internship opportunities to help students overcome barriers and access new opportunities. In FY 2025, the foundation awarded \$294,000 in scholarships and an additional \$75,000 in direct student support, and \$65,000 in specialized equipment for training our first responders. The endowment funds are strategically invested to ensure long-term growth.

Next Steps (anticipated future actions)

Staff are actively engaging with potential donors to achieve Phase I of its feasibility fundraising goals. As part of this effort, we are conducting meetings with community partners, philanthropic organizations, and key stakeholders to secure funding commitments. Additionally, the foundation is expanding its outreach to alumni through targeted communication campaigns to build awareness of how foundation funds directly impact students.

3. Implement recommendations from the college's approved [sustainability plan](#).

Responsible Individual(s): Mike Strong

Key Accomplishments

Board Update

The college completed the facility master plan in Spring 2025, which incorporates the sustainability plan into several initiatives. The solar farm project was completed in December 2024 with a battery storage system; the Performing Arts Center (PAC) was completed in August 2025 that has been constructed with submetering on key utilities to measure and manage usage. The instructional building project has incorporated measures to certify as a LEED Gold.

Chancellor's Notes

The college continues to work with District Facilities and Planning to update the district/college construction standards that include sustainability measures for each project.

Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)

The implementation of sustainable measures in buildings and operation systems result in lower utility costs. Savings allow for funding to be used in other student-focused initiatives.

Next Steps (anticipated future actions)

The college will continue to keep sustainable actions as a focus for future construction projects as included in the facilities master plan.

Supporting Action 5: Develop alternate revenue streams

Key Results (Measurable outcomes to assess progress)

- 1. Increase philanthropic donations to support scholarships and college programs.**

Responsible Individual(s): Michelle Riggs, Kevin Horan

Key Accomplishments

Board Update

The college's foundation received a \$1.8 million grant from Yuhaaviatam to support Fire Academy cadets by removing financial barriers. The college is \$175,000 away from meeting the matching requirement for this grant.

We have secured five naming gifts for new campus spaces: The new event center, a courtyard at Canyon Hall, a terrace and classroom in the PSAH Building, and a music room in the Performing Arts Center — reflecting community investment in the college and its students.

Chancellor's Notes

Our operational endowment now exceeds \$1.3 million, with additional endowments supporting the STEM Center, Simulation Lab, Veterans Resource Center, and over 50 scholarships. These funds ensure lasting support for student success and innovation.

To further advance its fundraising initiatives and student support efforts, the Foundation Office is expanding its team. As part of a reorganization plan approved in January 2025, one additional full-time staff member has been added and one part time position became full time increasing the office's capacity from 2.5 to 4.0 full-time equivalent (FTE) positions. This strategic growth aims to strengthen donor engagement and fundraising efforts.

Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)

The grant from the Yuhaaviatam has a significant impact on the college's students, particularly Fire Academy cadets, by covering out-of-pocket expenses. This financial support removes barriers for cadets who may otherwise struggle to afford the costs of training, potentially increasing accessibility to the program and encouraging more students to pursue careers in fire safety and emergency response.

Next Steps (anticipated future actions)

Looking ahead, the college's foundation aims to increase annual giving by 10% and reach a \$2 million annual fundraising goal within three years through expanded donor engagement and retention.

2. Conduct fundraising campaign feasibility study.

Responsible Individual(s): Michelle Riggs

Key Accomplishments

Board Update

In response to the completed feasibility study, the college identified three key programs on which to focus fundraising efforts: first responders, performing arts, and honors. Additionally, the college increased leadership on the foundation board by adding five additional vice presidents. Lastly, the college requested that foundation directors and alumni help us share the case statements with their corresponding networks.

Chancellor's Notes

The feasibility study was completed in June 2023. During the study, we presented to community leaders and prospective donors at five leadership briefings. Consultants hired for the feasibility study conducted 25 interviews (Only five were A or A+ donors) and the findings revealed that there is a general lack of knowledge in the community concerning the needs of the college.

Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)

Such work will result in increased funding opportunities for students, namely for students in public safety programs, performing arts, and the honors program.

Next Steps (anticipated future actions)

The college will continue to build awareness in the community by hosting additional leadership briefings, attending community events, and building relationships with high capacity donors.

3. Pursue the implementation of student housing to support student success & create

additional revenue.

Responsible Individual(s): Mike Strong, Kevin Horan

Key Accomplishments

This project is included in the college’s facility master plan for future implementation. Since the state has reduced funding for community college housing projects, the college’s project remains unfunded for now.

Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)

Building student housing on campus would significantly transform the campus environment. It is well-established that on-campus housing boosts student enrollment and retention, enhances academic performance, fosters a stronger sense of community, increases involvement in campus activities, offers better access to support services, and encourages cultural exchange.

Next Steps (anticipated future actions)

The district and college are exploring additional funding options as we work towards building out the next phase of the facility master plan.

4. Increase the number of grant applications to support CHC programs.

Responsible Individual(s): Gio Sosa, Michelle Riggs

Key Accomplishments

Board Update

The college is designated as a Hispanic Serving Institution (HSI) for fiscal years 2024-2025 and 2025-2026, as determined by the Department of Education. Such designation is made annually for all colleges and universities, and entails an application process for many colleges that do not automatically qualify. An HSI designation is critical for a variety of reasons; one reason is that it allows the college to pursue federal grants, such as Hispanic Serving Institutions Program (Title V) grants.

Chancellor’s Notes

The college has 32 grants and categorical allocations that are currently active or that ended in

the last six months, including 1.8 million awarded by the Yuhaaviatam of San Manuel Nation for the college's fire academy program.

The following represent grants that are currently active or ended in the last 12 months:

Grant Name	Funding Agency	Amount Awarded	College/District Point of Contact	Program	Grant Dates: Start & Finish
CHC Fire Academy Grant	Yuhaaviatam of San Manuel Nation	\$1,800,000.00	Michelle Riggs	Fire Academy	7/2022–6/2027
CHC Mathematics, Engineering, & Science Achievement (MESA) Grant	CCCCO	\$1,844,650.75 (Amendment #2)	Jeff Smith	Science, Technology, Engineering, and Math (STEM)	1/1/2023–7/31/2027
HCAI HPPP UCR SOM: Pathways to Success (CMSP)	HCAI HPPP & UC Riverside School of Medicine	\$20,000.00	Krysten Audibert	Science, Technology, Engineering, and Math (STEM)	12/1/2023–6/30/2027
CHC Insidetrack	Non-Profit	\$10,000.00	Delmy Spencer	Increase Enrollment	2022–2025
College Promise 2.0	Kresge Foundation	\$100,000.00	Ivan Pena	Increase Completion and Persistence	2022–2024
Building CTE Bridges from High School to Community College	K12 Strong Workforce Program	\$400,000.00	Ivan Pena	Increase Enrollment	2022–2024
Growing Inland Achievement ECMC Mini-Grants	Growing Inland Achievement	\$30,000.00	Ivan Pena	Increase Completion and Persistence	2024-2025
Finish Line	Foundation for CCC	\$125,000.00	Michelle Riggs	Scholarships and Emergency Funds	2024–2025

Scholarships	Edison	\$50,000.00	Michelle Riggs	STEM and Fire Academy	2024-2025
SWP Reallocation - Round 7	IE/DRC	\$145,816.00	Dan Word	Job Developer, Data Analyst, EMS Pathway	7/1/25 – 6/30/26
SWP Local - Round 9	CCCCO	\$599,200.00	Dan Word	EMS, Nursing Services, CIS, Fire Tech, Resp. Care, Child Dev.	7/1/24 – 6/30/26
SWP Local - Round 10	CCCCO	\$939,085.00	Dan Word	EMS, Nursing Services, CIS, Fire Tech, Resp. Care, Child Dev.	7/1/25 – 6/30/27
SWP Regional - Round 9	CCCCO	\$306,033.00	Dan Word	Cross Programs (CTE)	7/1/24 – 6/30/26
Perkins - FY25	CCCCO (Federal)	\$239,737.00	Dan Word	CIS, EMS, Fire Tech, Resp. Care, Rad Tech, Child Dev, Nursing Services	7/1/25 – 6/30/26
CNA - 1230		\$ 117,500.00	Dan Word	Nursing Services	
Rupe - FY25	Arthur N. Rupe Foundation	\$50,000.00	Dan Word	Nursing Services	8/1/24 – 7/31/25
Rupe - FY26	Arthur N. Rupe Foundation	\$40,000.00	Dan Word	Nursing Services	8/1/25 – 7/31/26
H RTP 1	CA Workforce Development Board (CWDB)	\$188,103.00	Dan Word	Resp. Care, Rad Tech, Nursing Services, Phlebotomy, Apprenticeship	4/17/23 – 3/31/26
H RTP 2-Health	CWDB	\$358,022.72	Dan Word	Nursing Services,	8/14/23 – 3/31/26

				Phlebotomy, EMS, Resp. Care	
Regional Alliances and Multistakeholder Partnerships to Stimulate (RAMPS)	National Institute of Standards and Technology (NIST)	\$200,00.00	Dan Word	Cybersecurity	10/1/25 – 6/30/27
Perkins - FY24	CCCCO (Federal)	\$224,111.00	Dan Word	Cross Programs (CTE)	Ends 6/30/24
SB Regional Allied Health Career Pathway Program (K-16 Collaborative Grant)	Inland Empire Regional K-16 Education Collaborative	\$799,968.00	Keith Wurtz / Dan Word	Allied Health	7/1/24 – 6/30/26
ZTC Acceleration Grant	CCCCO	\$78,500.00	Jeff Smith	Theatre and Voice Acting Certificate Program	Q3 of FY22/23 to Q3 of FY25/26 Final Report Due: 12/31/26
ZTC Implementation Grant	CCCCO	\$180,000.00	Jeff Smith	Library and Information Technology Certificate Program	Q3 of FY22/23 to Q3 of FY25/26 Final Report Due: 12/31/26
Apprenticeship Pathways Demonstration Grant	CCCCO	\$99,000.00	Dan Word	EMT to Paramedic Program	March 2024 through March 2025
IEPI Dual Enrollment	CCCCO	\$200,000.00	Keith Wurtz	Dual Enrollment	January 2025-January 2027
ZTC Acceleration II Grant	CCCCO	\$320,000.00	Jeff Smith	ZTC Degree Pathways Development	Spring 25-Fall 26. Final Report Due: 12/31/26
ZTC Acceleration II Grant	CCCCO	\$118,500.00	Jeff Smith	Multilingual Non-Credit ZTC Pathway	Spring 25-Fall 26. Final Report Due: 12/31/26
Supplemental Educational Opportunity Grant (SEOG)	Federal - Campus Based Aid	\$188,280.00	Veronica Lehman	Financial Aid eligible students - Limited funds	2024/2025

Student Success Completion Grant (SSCG)	State Aid - CSAC	\$848,310.00	Veronica Lehman	Eligible students - Limited funds	2024-2025
Gates Foundation/ Inland Empire Community Foundation Student Grant	Gates Foundation/ Inland Empire Community Foundation	\$7,500.00	Ivan Pena	Eligible students	2024-2025
College Corps Program	State Aid	Paid service opportunities	District	Limited spots - Eligible students	2024-2025

Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)

These funds are used to support a multitude of student-centered initiatives, including efforts to decrease the cost of attendance for current and future students.

Next Steps (anticipated future actions)

The college will be submitting an application to the Department of Education for HSI designation in reference to the fiscal year 2026-2027 in Spring 2026.