San Bernardino Community College District
Board Meeting
December 12, 2025
4:00 pm-6:00 pm Pacific Time

Physical Meeting Location:
San Bernardino Community College District
550 E. Hospitality Lane, Suite 200, Boardroom
San Bernardino, CA 92408

Livestream
https://www.youtube.com/@sanbernardinocommunitycoll42/streams

Public records relating to an open session agenda item that is distributed within 72 hours prior to the meeting is available for public inspection in the Office of the Chancellor at SBCCD, 550 E. Hospitality Ln., Suite 200, San Bernardino, CA, during regular business hours or on the District's website www.sbccd.edu

Anyone who wishes to address the Board of Trustees on an agenda or non-agenda item may do so pursuant to Board Policy 2350 Speakers. Presentations relating to matters on the agenda shall be heard before the vote is called. Comments on non-agenda items shall do so at the time designated on the agenda. Comments must be limited to three (3) minutes per speaker or 20 minutes on the same, or a substantially similar subject, unless the Board votes to extend the time limit.

If you have questions about access or require an accommodation in order to participate in the public meeting, please contact the Chancellor's Office at (909) 388-6903 as far in advance of the Board meeting as possible.

I. **CALL TO ORDER – PLEDGE OF ALLEGIANCE**
II. **PUBLIC COMMENTS ON AGENDA AND NON-AGENDA ITEMS**
III. **CLARIFICATION**
IV. **RECOGNITION/CELEBRATIONS**
   A. Recognition of SBVC Athletic Training Team and Loma Linda University Health Medical Team for Life-Saving Response
   B. Recognition of Applause Cards Recipients For Extending Extra Effort to Provide Quality Service and Valued Assistance
V. **BOARD OF TRUSTEES AND CHANCELLOR REPORTS**

A. Board Committee & Activity Reports
   1. Board Finance Committee (BFC)
   2. Board Legislative Committee (BLC)
   3. Board Policy & Procedures Advisory Committee (BPPAC)

   Regional & State Reports
   1. Board of Governors (BOG)
   2. Joint Powers Authority (JPA)

B. Chancellor's Report

VI. **ORGANIZATIONAL MEETING OF THE BOARD**

A. Election of Board Chair, Vice Chair, and Clerk

B. Election of Board Representative and Alternate to the Nominating Committee on School District Organization

VII. **ACTION AGENDA**

A. Approval of Minutes

   11-13-2025 (Business Meeting)

B. 2025-2028 Student Equity and Achievement Program (SEAP) Plan (SBVC)

C. Assignment to Board Advisory Committees

D. Assignment to the San Bernardino Regional Emergency Training Center Joint Powers Authority

E. SBCCD's 2026 Legislative and Budget Priorities for Workforce Development and Community Prosperity

VIII. **CONSENT AGENDA**

The Consent Agenda is expected to be routine and noncontroversial. It will be acted upon by the Board at one time without discussion. Any member of the Board, staff member or citizen may request that an item be removed from this section for discussion.

A. **INSTRUCTION/STUDENT SERVICES**

1. Curriculum - CHC
2. Curriculum - SBVC

B. **Human Resources**

1. Adjunct and Substitute Academic Employees
2. Appointment of District Employees
3. Appointment of District Employees - Rescind
4. Employee Promotions
5. Implementation of Classification Study Phase 1 Revised Job Descriptions and Classified Salary Schedule

6. Non-Instructional Pay
7. Payment of Stipends
8. Placement of Classified Employees on the 39-Month Reemployment List
9. Reclassification on Employees
10. Revise Rates of Pay for Professional Expert and Short-Term Employees

C. **Business & Fiscal Services**

1. 2026-27 Budget Calendar
2. Approval to Establish Professional Services Pool and Issue Master Services Agreements
3. Contracts at or Above $114,800

D. **Facilities**

1. Master Services Agreements Task Orders for Bond Construction

IX. **REPORTS**

A. Represented Groups (3 minutes per group)

1. Crafton Hills College Academic Senate
2. Crafton Hills College Classified Senate
3. Crafton Hills College Associated Students
4. San Bernardino Valley College Academic Senate
5. San Bernardino Valley College Classified Senate
6. San Bernardino Valley College Associated Students
7. CSEA
8. CTA
9. Police Officers Association

B. Staff Reports (3 minutes per person)

1. San Bernardino Valley College President
2. Crafton Hills College President
3. Executive Vice Chancellor
4. Vice Chancellor of Human Resources & Police Services
5. Vice Chancellor of Educational & Student Support Services
6. Associate Vice Chancellor of Government Relations & Strategic Communications

X. **INFORMATION ITEMS**

A. Board Master Action Planning Calendar

B. Budget Revenue & Expenditure Summary
C. Construction Change Orders and Amendments - Bond
D. Contracts Below $114,800
E. General Fund Cash Flow Analysis
F. Lexipol Policies and Procedures
G. MOUs between SBCCD and the CSEA
H. MOUs between SBCCD and the CTA
I. Professional Expert Short-Term and Substitute Employees
J. Purchase Order Report
K. Quarterly Financial Status Report
L. Resignations
M. Volunteers

XI. **ANNOUNCEMENT OF CLOSED SESSION ITEMS**

A. Conference with Labor Negotiators
Government Code 54957.6
Agency Representatives: Diana Rodriguez and Kristina Hannon
Non-Represented Groups: CSEA, CTA, POA,
Management/Supervisors, and Confidential Employees

B. Public Employee Discipline/Dismissal/Release/Non Re-Employment
Government Code 54957
Number of cases: 2

C. Conference with Legal Counsel – Anticipated Litigation
Significant Exposure to Litigation Pursuant to Subdivision (d)(2) and (e) of Government Code Section 54956.9
Number of cases: 1

D. Conference with Legal Counsel – Existing Litigation
Government Code 54956.9(e)(3) or (d)(1)
Number of cases: 1

E. Public Employee Performance Evaluation
Government Code Section 54957(b)(1)
Title: Chancellor

F. Conference with Real Property Negotiator
Government Code Section 54956.8
Negotiating Parties: SBCCD
Real Property Negotiators: Diana Z. Rodriguez, Ed.D., Chancellor and Jose Torres, EVC

XII. **PUBLIC COMMENTS ON CLOSED SESSION ITEMS**

XIII. **CONVENE CLOSED SESSION**

XIV. **RECONVENE PUBLIC MEETING**

XV. **REPORT OF ACTION IN CLOSED SESSION**

XVI. **ADJOURN**

The next meeting of the Board: Board Business Meeting/Board Retreat
January 22, 2025, at 3:00 p.m.
Museum of Redlands 1 N. Center Street Redlands, CA 92373

Supplemental Handouts (not part of the agenda)

CHC Report to the Board

EDCT Report to the Board

KVCR Report to the Board

SBVC Report to the Board

TESS Report to the Board

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Jose F. Torres, Executive Vice Chancellor
Kristina Hannon, Vice Chancellor, Human Resources, Payroll, Police Services, & Health and Safety Administration
Dr. Nohemy Ornelas, Vice Chancellor, Educational & Student Support Services

DATE: December 12, 2025

SUBJECT: Caring Hands Applause Cards

RECOMMENDATION

This item is for information only.

OVERVIEW

The attached individuals have received special recognition for extending extra effort in providing quality service and valued assistance.

ANALYSIS

The Caring Hands Applause Card was developed so that employees, students, visitors, and vendors have an opportunity to recognize members of the SBCCD team who provide outstanding quality and service.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
1. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
2. Be a Leader and Partner in Addressing Regional Issues
3. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

There are no financial implications associated with this Board item.

Caring Hands Applause Cards

Presented for Information December 12, 2025

Carrie Audet

Crafton Hills College
Foundation

“Thank you for all of the help that you contributed to making the Classified Senate Chili Cook-off a success. All of the behind the scenes help is truly appreciated. The chocolate cake was a hit too.”

Recognized by:
Rosemarie Hansen

Michael Bedoya

Crafton Hills College
Fine Arts

“A big thank you to Michael for all the help he has provided in making the Classified Senate Chili Cook-off running smoothly. From taking things down to the room to helping gather the supplies needed for the event. His help is deeply appreciated.”

Recognized by:
Rosemarie Hansen

Cinthia Calderon Cruz

Crafton Hills College
Foundation

“Thank you for the contribution of the dessert bars that you contributed that helped in making the Classified Senate Chili Cook-off a success.”

Recognized by:
Rosemarie Hansen

Arianna Carrillo

Crafton Hills College
Admission

“helped us change and update major I work with a client through a county program. Arianna was extremely patient to assist us.”

Recognized by:
Joffrey Gurule

Pedro Chabolla

Crafton Hills College
Career Center

“Thank you for supporting the College Corps Fellows by providing training and sharing opportunities to earn service hours.”

Recognized by:
Krista Ornelas-Mora

Jenna Denny

Crafton Hills College
Tutoring

“She is so helpful and is excited for when I understand a concept! I couldnt do Stats C1000 without her help!”

Recognized by:
Toni Hyatt

Caring Hands Applause Cards

Presented for Information December 12, 2025

Ciera Divens

Crafton Hills College
Library

"Thank you for all of the help that you supplied to making the Classified Senate Chili Cook-off a success."

Recognized by:
Rosemarie Hansen

Craig Eilander

Crafton Hills College
Emergency Medical Services

"A big thank you to Craig for all the work he has done in making the Classified Senate Chili Cook-off run smoothly. The sign-up form, the ballots, cooking one of the chilies. All of Craig's work on this event is deeply appreciated."

Recognized by:
Rosemarie Hansen

Craig Eilander

Crafton Hills College
EMS

"Thank you for your chili contribution to the Classified Senate Chili Cook-Off. Congratulations on your Second Place win."

Recognized by:
Rosemarie Hansen

Gloria Hernandez

Crafton Hills College
M & O

"Thank you for your contribution of a chili to the Classified Senate Chili Cook-Off. It was a wonderful time together made more special by your participation. Thank you"

Recognized by:
Rosemarie Hansen

Megan Hernandez

Crafton Hills College
CTE

"Thank you for your amazing contribution to the Classified Senate Chili Cook-Off. I am very happy that you chose to not listen to the naysayers and made the white chicken chili. Congratulations on your First Place win."

Recognized by:
Rosemarie Hansen

Nick Judson

Crafton Hills College
Print Services

"Thank you for your contribution of a chili to the Classified Senate Chili Cook-Off. Congratulations on placing 3rd in the voting."

Recognized by:
Rosemarie Hansen

Caring Hands Applause Cards

Presented for Information December 12, 2025

Veronica Lehman

Crafton Hills College
Financial Aid

“I would like to acknowledge Veronica's continued support regarding Financial Aid MIS submissions. Her expertise has been invaluable!”

Recognized by:
Corrina Baber

Elizabeth Lopez

Crafton Hills College
Office of Instruction

“Elizabeth took the time to remember, reach out, and reconnect with me about new challenges faced with class scheduling, as Crafton navigates the even greater challenge of moving to a compressed calendar. I appreciate her for reaching out "across the field”

Recognized by:
Ryan Sipma, Catalog/Schedule Coord., Chaffey Coll.

Julie McKee

Crafton Hills College
Sociology

“Thank you for your valiant battle against the 215 to bring your amazingly tasty lemon bars, corn muffins, and chili to the Classified Senate Chili Cook-Off. We truly appreciate your contributions.”

Recognized by:
Rosemarie Hansen

Meridyth McLaren

Crafton Hills College
Child Development

“Thank you for your contribution of a chili to the Classified Senate chili Cook-Off. We appreciate your contribution to the success of this event.”

Recognized by:
Rosemarie Hansen

Jennifer Neal

Crafton Hills College
tutoring center

“i passed my exam with a B after i switched my note taking skills to what she does. she da goat ??????”

Recognized by:
sophia

Erick Paneda

Crafton Hills College
Admissions and Records

“Very helpful and kind. THANK YOU!”

Recognized by:
Nancy

Caring Hands Applause Cards

Presented for Information December 12, 2025

Zayne Peraza

Crafton Hills College
Library

"Thank you for all of the help that you contributed to making the Classified Senate Chili Cook-off a success."

Recognized by:
Rosemarie Hansen

Stacy Sysawang

Crafton Hills College
Public Safety -EMS

"Stacy, thank you for your support and assistance for our team, faculty and students."

Recognized by:
Brittany Sysawang Nair

Sam Truong

Crafton Hills College
Physical and Biological Sciences

"Thank you for your support of the Classified Senate Chili Cook-Off. The contribution of a vegan chili was much appreciated. Your costume as Sub-Zero was a detailed piece of art. Your support of the Classified Senate is truly appreciated."

Recognized by:
Rosemarie Hansen

Michael Aquino

District Support Operations
TESS

"Thank you for your swift response with the emergency MIS patch. I couldn't have done it without you!"

Recognized by:
Corrina Baber

Dacia Melendez

District Support Operations
Technology & Educational Support Services

"Dacia, Thank you so much for always being so kind, supportive and helpful with all our technical needs for our faculty and students."

Recognized by:
Brittany Sysawang Nair

Matthew Ornelas

District Support Operations
KVCR

"Thank you for your handheld camera work at the CHC annual fundraiser. We appreciate you being there to capture the guests & the silent auction score board. Terrific work!"

Recognized by:
Michelle Riggs

Caring Hands Applause Cards

Presented for Information December 12, 2025

Tim Stytle

District Support Operations
KVCR

“Thank you for your help with this year's CHC Annual Fundraiser. You captured the expressions of our bidders and projected them on the screen, creating a level of excitement we've never experienced before. ”

Recognized by:
Michelle Riggs

Marie Adkins

San Bernardino Valley College
Financial Aid

“I wanted to express my gratitude for the assistance Marie provided me with regarding my Financial Aid questions related to MIS. Her professionalism and helpfulness truly made a difference..”

Recognized by:
Corrina Baber

Dawn Adler

San Bernardino Valley College
Kinesiology & Health

“Thank you for dedicating your time to help ensure the weight room and fitness center are receiving the required maintenance and equipment needed to be safe for student use.”

Recognized by:
Kristin Hauge

Dawn Adler

San Bernardino Valley College
Kinesiology & Health

“Thank you for your work on the Kinesiology and Health Guided Pathways. Your experience, expertise and support proved to be invaluable in completing the project for our students.”

Recognized by:
Kristin Hauge

Amber Barzak

San Bernardino Valley College
Marketing

“Thank you for all your support with our Filipino American History Month events, especially the Barrio Fiesta!”

Recognized by:
Marie Maghuyop

Barbara Bray

San Bernardino Valley College
Administrative Services

“Thank you for all your support with our Filipino American History Month events, especially the Barrio Fiesta!”

Recognized by:
Marie Maghuyop

Caring Hands Applause Cards

Presented for Information December 12, 2025

Ray Carlos

San Bernardino Valley College
Student Life

“Thank you for all your support with our Filipino American History Month events, especially the funding support from Arts, Lectures, & Diversity!”

Recognized by:
Marie Maghuyop

Dr. Gilbert Contreras

San Bernardino Valley College
President's Office

“Thank you for all your support with our Filipino American History Month events!”

Recognized by:
Marie Maghuyop

Ricahrd Diaz

San Bernardino Valley College
Police Department

“The management team extends its sincere appreciation to Officer Daiz for his excellent work on the new coloring book design. His creativity and attention to detail produced an outstanding result, and we commend his professionalism and dedication in repres”

Recognized by:
Management Team

Giovanny Elizarraraz

San Bernardino Valley College
Marketing

“Thank you for all your support with our Filipino American History Month events, especially the photography!ppreciate you”

Recognized by:
Marie Maghuyop

Aida Gil

San Bernardino Valley College
First Year Experience

“In addition to her other duties, she also completed all the documents for the HSI Task Force to attend the Colegas 2025 Annual Conference. Thank you!”

Recognized by:
Andrea Hecht, Academic Senate President

Aida Gil

San Bernardino Valley College
FYE

“Thank you for all your support with our Filipino American History Month events, especially our kick-off event Paint & Sip Halo Halo with the DRC!”

Recognized by:
Marie Maghuyop

Caring Hands Applause Cards

Presented for Information December 12, 2025

Keenan Giles

San Bernardino Valley College
EOPS

“Mr Giles deserves special recognition for consistently extending extra effort in providing quality services and valued assistance. He has been an integral part of my success, offering constant support and resources that helped me stay grounded and move fo”

Recognized by:
Ginger Ritchie

Ernest Guillen

San Bernardino Valley College
Library

“Thank you for all your support with our Filipino American History Month events, especially the funding support from Arts, Lectures, & Diversity!”

Recognized by:
Marie Maghuyop

Patricia Holder

San Bernardino Valley College
Kinesiology & Health

“Thank you for your work and the leadership role you provided for our department in completing the Kinesiology AA-T Guided Pathway.”

Recognized by:
Kristin Hauge

SynToia Hunt

San Bernardino Valley College
Counseling

“Very informative and detail oriented. She went through everything with me and guided me along an education plan most ideal for my major and lifestyle. I am a stay-at-home parent and I can only take 2-3 courses per semester. SynToia is very understanding,”

Recognized by:
Cara Watola

Syntoya Hunt

San Bernardino Valley College
DEEP

“Great personality, very helpful with getting me on the right track based on what classes should be taken. This is my first year at college and she really helped me feel at home and fit right in. We need more individuals that go to the extreme to get thing”

Recognized by:
Damon White

SynToia Hunt

San Bernardino Valley College
Valley Bound

“Very helpful and genuine!”

Recognized by:
Sulema Tamayo

Caring Hands Applause Cards

Presented for Information December 12, 2025

Yvette Lee

San Bernardino Valley College
English

“Thank you for all your support with our Filipino American History Month events, especially the Book Discussion with Dr. Dustin Domingo!”

Recognized by:
Marie Maghuyop

Marwin Luminarias

San Bernardino Valley College
Student Life

“Thank you for all your support with our Filipino American History Month events!”

Recognized by:
Marie Maghuyop

Erik Morden

San Bernardino Valley College
Food Services

“Thank you for all your support with our Filipino American History Month events!”

Recognized by:
Marie Maghuyop

Jesse Neimeyer-Romero

San Bernardino Valley College
President's Office

“Thank you for all your support with our Filipino American History Month events!”

Recognized by:
Marie Maghuyop

Maritza Portillo

San Bernardino Valley College
Student Life

“Thank you for all your support with our Filipino American History Month events, especially the funding support from Arts, Lectures, & Diversity!”

Recognized by:
Marie Maghuyop

Syliva Romo

San Bernardino Valley College
Admissions & Records

“Sylvia has always been and remains BOLDLY student centered! She collaborated on getting a student served in record time so she can meet her transcript requirement.”

Recognized by:
Nori Sogomonian

Caring Hands Applause Cards

Presented for Information December 12, 2025

Evelyn Ruiz

San Bernardino Valley College
DRC

"Thank you for all your support with our Filipino American History Month events, especially our kick-off event Paint & Sip Halo Halo with the DRC!"

Recognized by:
Marie Maghuyop

Chelsey Seely

San Bernardino Valley College
Admissions & Records

"Chelsey is swift! The issue was resolved expeditiously and professionally. Thank you!"

Recognized by:
Nori Sogomonian

Tim Stytle

San Bernardino Valley College
KVCR

"Tim was awesome to work with when adding the live camera element to our gala this year. He made it run smoothly, look seamless and was great working with everyone involved. Thank you for adding a new element to our event and helping to make it successful!"

Recognized by:
Carrie Audet and the CHC Foundation

Catalina Trasporte

San Bernardino Valley College
Arts & Humanities

"Thank you for all your support with our Filipino American History Month events, especially Barrio Fiesta!"

Recognized by:
Marie Maghuyop

Andre Wooten

San Bernardino Valley College
Counseling

"Thank you for dedicating your time to work with the Kinesiology Department on our Guided Pathways Project. Your expertise and guidance on the matter were invaluable."

Recognized by:
Dawn Adler & Kristin Hauge

Nathan Yearyean

San Bernardino Valley College
IT

"Mr. Yearyean helped me with a laptop issue very quickly, despite his already long list of job responsibilities tasks. I am very grateful to work with someone like him. He is very knowledgeable, thoughtful and kind."

Recognized by:
Daniel Mayo

Caring Hands Applause Cards

Presented for Information December 12, 2025

Rangel Zarate

San Bernardino Valley College
English

“Thank you for bringing me in to help with FAHM and Barrio Fiesta. It was an honor and pleasure to work with you again! So proud of us!”

Recognized by:
Marie Maghuyop



12.12.2025

CHANCELLOR'S REPORT

SBCCD WELCOMES KEY SUPPORTERS TO KVCR

SBCCD was honored to welcome Former Assemblymember Phil Ting and Maha Rizvi, representing Senator Eloise Gómez Reyes, to the KVCR studios for a special visit and tour. Their stop provided an opportunity to highlight the progress KVCR has made in recent years and

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SBCCD AT THE 39TH HACU CONFERENCE

Students from SBCCD — representing both CHC and SBVC — recently traveled to Colorado to participate in the 39th Annual Hispanic Association of Colleges and Universities (HACU) Conference. The event offered an inspiring and eye-opening experience for our

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SBCCD'S CHANCELLOR RODRIGUEZ HONORED AT IEEP'S ANNUAL DINNER

SBCCD's Chancellor Rodriguez will be honored as Educator of the Year at the Inland Empire Economic Partnership's (IEEP) 2026 Annual Dinner and Awards Reception, a signature regional event that will recognize individuals, organizations, and institutions making a meaningful

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THIS IS SBCCD

CHC SHINE'S THROUGH THE STORM AT FALL FOOD DRIVE



Fifty dedicated employees and students from Crafton Hills College braved one of the rainiest days of the year to make a meaningful impact in their community. Meteorologists described the relentless downpour as an atmospheric river, but the storm did nothing to dampen the volunteers' enthusiasm or shared sense of purpose.

In partnership with The Church of Jesus Christ of Latter-day Saints, the Family Service Association (FSA) of Redlands hosted its annual Fall Food Drive—a family-friendly day of service supporting the local Food Pantry. Alongside other community volunteers, Crafton's team helped sort an impressive 19,000 pounds of donated food.

This annual event plays a crucial role in supporting FSA for the coming year, ensuring that every donation goes directly back into the community and into the hands of those who need it most. Despite the storm, the spirit of service burned bright, proving once again that when Crafton Hills College comes together, not even an atmospheric river can wash away their commitment to helping others.

SBVC PRESIDENT'S CIRCLE LUNCHEON



Last Friday, President Contreras had the privilege of joining our community for the annual President's Circle Luncheon. It was a celebration of generosity, purpose, and the shared belief in the power of education.

The room was filled with local leaders, alumni, faculty, staff, and community partners, all united by a common mission to uplift our students and strengthen San Bernardino Valley College.

It was an honor to hear from SBCCD Board Chair Dr. Nathan D. Gonzales and a video message from Chancellor Dr. Diana Z. Rodriguez highlighting the profound impact of our donors. A special thank you to Supervisor Joe Baca Jr. for his incredible generosity and continued support of our SBVC Baseball team.

The voices of our student speakers, Daniel Aguilar and Jocelyn Olmos, reminded us all why we do this work. Their stories of transformation through Foundation scholarships were powerful examples of what happens when a community invests in opportunity for the next generation.

To our SBVC Foundation and every donor who makes student success possible, THANK YOU! Together, we are building a brighter future for the Inland Empire and beyond.



to express our deep appreciation for the legislative partnership that helped make it possible.

Both Assemblymember Ting and then-Assemblymember Gómez Reyes played a pivotal role in securing essential state funding that ensured KVCR could continue to serve as the Inland Empire's trusted source for public media. Their leadership helped stabilize the station during a critical time and set the stage for meaningful growth.

The visit underscored the continued partnership between state leaders, KVCR, and the San Bernardino Community College District. We are grateful for their ongoing commitment to public media, educational access, and the diverse communities we proudly serve throughout the Inland Empire.

Thanks to this support, KVCR has expanded its impact in several key areas

New Local Programming
that better reflects the stories, perspectives, and needs of our region

Enhanced Community Engagement
strengthening our connection with viewers, listeners, and local partners

Growth in Staffing
allowing us to broaden our services and deepen our journalism and educational outreach



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impact across Riverside and San Bernardino Counties.

Chancellor Rodriguez will be celebrated for her steadfast leadership and tireless advocacy on behalf of students. Her ongoing commitment to expanding opportunities is reflected in her work to champion affordable student housing as a crucial step toward addressing homelessness in our community.

Each year, IEEP brings together leaders dedicated to strengthening the Inland Empire's economic vitality and quality of life. With a mission to elevate the region's voice for business and community well-being, the organization will continue advancing initiatives that support job creation, leadership development, and regional advocacy. Its diverse membership of major employers and public institutions works collaboratively to create economic opportunities for the 4.6 million people who call the Inland Empire home.

Chancellor Rodriguez's upcoming recognition as Educator of the Year will highlight her impactful efforts and the shared commitment to building a stronger, more equitable future for the region.



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students, providing them with invaluable opportunities to learn, connect, and grow as emerging professionals.

HACU's Annual Conference is a nationally recognized forum that brings together leaders, educators, and students from Hispanic-Serving Institutions across the country. The gathering serves as a space to explore the most promising practices in higher education, exchange ideas, and highlight successful programs that uplift and empower students.

Throughout the conference, attendees engaged in sessions designed to:

- Showcase innovative and effective initiatives from HACU-member institutions
- Build and strengthen partnerships between colleges and public- and private-sector organizations
- Identify pathways to graduate education and career advancement
- Examine policy issues shaping educational access and opportunity
- Encourage student involvement in scholarships, internships, fellowships, and other enrichment programs
- Explore emerging trends in higher education, including distance learning, student-centered approaches, outcomes assessment, and global accreditation

For SBCCD students, the conference delivered far more than information, it created space for meaningful networking with peers, educators, and industry professionals from across the nation. Many described the experience as enlightening, motivational, and deeply impactful in shaping their academic and career goals.

We are proud of our students' engagement in this prestigious event and grateful for opportunities like HACU that amplify learning, broaden perspectives, and support the success of our diverse communities.

EDCT BASIC NEEDS PROGRAM CONTINUES TO SUPPORT THE COMMUNITY

The SBCCD's EDCT continues to make a meaningful difference in the lives of local families through its Basic Needs Program. With a focus on addressing food insecurity and providing essential personal hygiene items, the program serves as a critical support system for program participants, students and community members who face ongoing challenges.

From July through October, the Basic Needs Program provided hundreds of families with the resources they needed to navigate difficult circumstances. These efforts reflect both the growing demand within the region and EDCT's unwavering commitment to ensuring that individuals and families have access to essential items.

These numbers represent more than distribution totals, they reflect EDCT's dedication to meeting real and immediate needs. Each food bag, each hygiene kit, and each point of contact helps strengthen the well-being of our community and underscores the importance of accessible basic resources.

PROGRAM IMPACT BY MONTH

JULY	AUGUST	SEPTEMBER	OCTOBER
178 families	**185** families	**219** families	**166** families
123 children	**76** children	**139** children	**95** children
236 food bags	**201** food bags	**247** food bags	**241** food bags

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Heather M. Madole, Administrative Officer

DATE: December 12, 2025

SUBJECT: Election of SBCCD Board Chair, Vice Chair, and Clerk

RECOMMENDATION

It is recommended that the Board of Trustees nominate and elect the SBCCD Board Chair, Vice Chair, and Clerk to serve for the 2026 calendar year.

OVERVIEW

Board Executive Committee	2025 Members	2026 Members
Chair	Dr. Nathan Gonzales	
Vice Chair	Joseph R. Williams	
Clerk	Dr. Cherina Betters	

ANALYSIS

Board Education Code 72000(c)(2)(C) requires that governing boards elect officers at their annual organizational meeting.

Per Board Policy 2210, new officers will begin their term of service at the first meeting of the board in January of the next year. When applicable, the Board Chair will orient the incoming Board Chair in duties and responsibilities.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
3. Be a Leader and Partner in Addressing Regional Issues
4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

There are no financial implications associated with this board item.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Heather M. Madole, Administrative Officer

DATE: December 12, 2025

SUBJECT: Election of Board Representative and Alternate to the Nominating Committee for the County Committee on School District Organization

RECOMMENDATION

It is recommended that the Board of Trustees elect a Board representative and alternate to serve on the Nominating Committee for the County Committee on School District Organization for the 2026 calendar year.

	2025 Member	2026 Member
Nominating Committee for the County Committee on School District Organization	1. Dr. Nathan Gonzales (primary) 2. Joseph R. Williams (alternate)	

OVERVIEW

The governing board of each community college district selects one primary and one alternate representative to vote in the election of members to serve on the San Bernardino County Committee on School District Organization.

The Committee has responsibility for considering proposals to change the organization of one or more school districts. Organization includes altering the number of trustees, establishing trustee boundaries, school district boundary changes, and/or unification.

The County Committee consists of 11 members-two from each supervisorial district and one member elected at-large. Terms of office are for four years. Terms are staggered with elections held annually.

ANALYSIS

The primary member serves as the voting representative/elector and shall have one vote for each vacant position to be filled at the election of members to the County Committee on School District Organization (E.C. 35023 and 72403). The election is conducted at the annual meeting held in conjunction with the Fall Meeting of the San Bernardino County School Boards Association.

If the primary member is unable to attend and vote at the annual meeting, the alternate representative will assume the responsibility.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
3. Be a Leader and Partner in Addressing Regional Issues
4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

There are no financial implications associated with this board item.

BOARD OF TRUSTEES
Meeting Minutes – November 13, 2025

Location: San Bernardino Community College District, 550 E. Hospitality Ln., Ste 200, San Bernardino, CA 92408
Livestream: https://www.youtube.com/@sanbernardinocommunitycoll42/streams
Meeting materials: www.sbccd.edu/govenda

MEMBERS PRESENT	ADMINISTRATORS PRESENT
Dr. Nathan Gonzales, Chair Joseph Williams, Vice Chair (arrived at 4:12 p.m.) Dr. Cherina Betters, Clerk Carlos Aguilera, Trustee Dr. Stephanie Houston, Trustee (via teleconference) John Longville, Trustee Frank Reyes, Trustee Christian Espinoza, SBVC Student Trustee (advisory-via Zoom) Jazmyn Garcia, CHC Student Trustee (advisory)	Dr. Diana Z. Rodriguez, Chancellor Jose Torres, Executive Vice Chancellor Dr. Kevin Horan, CHC President Dr. Gilbert Contreras, SBVC President Kristina Hannon, VC Human Resources & Police Services Dr. Nohemy Ornelas, VC Educational & Student Support Services
MEMBERS ABSENT	**ADMINISTRATORS ABSENT**
	Angel Rodriguez, Associate Vice Chancellor Government Relations & Strategic Communications

I. CALL TO ORDER – PLEDGE OF ALLEGIANCE

Chair Gonzales called the meeting to order at 4:00 p.m.

San Bernardino Community College District Board of Trustees' business meeting is conducted pursuant to California Government Code Section 54953. Student Trustee Espinoza is participating by Zoom conference. Let it be reflected that Student Trustee Espinoza has an advisory vote only which will be cast immediately before the regular members of the Governing Board cast their official vote.

Trustee Betters led the pledge of allegiance.

II. PUBLIC COMMENTS ON AGENDA AND NON-AGENDA ITEMS

III. CLARIFICATION

None

IV. PRESENTATIONS

A. Improving Student Success Through People, Culture and Belonging – Vice Chancellor Kristina Hannon presented.
Presenters include:
- Kristina Hannon, Vice Chancellor of Human Resources, Payroll, Police Services, and Environmental Health & Safety Administration
- Dr. Aysia Brown, District Director of HR, Diversity, Wellness, EEO, and Compliance
- Dr. Christopher Crew, Executive Director of Research, Planning and Institutional Effectiveness
- Chloe de los Reyes, Associate Professor English

The presentation highlights SBCCD's ongoing commitment to diversity, equity, inclusion, and belonging (DEIB) through hiring practices, data-informed initiatives, and culturally responsive programs.
1. SBCCD's EEO Journey

- Implementation of the CCCCO Vision for Success.
- Strengthened hiring and retention practices (2019–2025).
- District-wide call to confront systemic racism (2020).
- Continued support for DEIA despite federal rollbacks (2025).
- Ongoing focus on People, Culture, and Belonging.

2. Applicant & Workforce Data (2024–25)
   - 376 recruitments, 11,000+ applicants, 725 new hires.
   - Workforce is 55% female.
   - 77.6% of applicants are from underrepresented groups, reflecting strong outreach and inclusive hiring.

3. DEI Advisory Committee

A collaborative team of faculty, staff, students, and district leaders that:

- Provides DEI policy recommendations.
- Aligns DEI initiatives across the district.
- Promotes belonging and engagement, especially for marginalized groups.
- Works to build equitable policies that center marginalized voices.

4. People, Culture & Belonging Initiatives

Districtwide efforts include:

- Aligned professional development.
- Wellness and belonging programs.
- Trust-building interventions, mediation, and transparent processes.
- New webpage, milestone check-ins, and community spotlights.

5. Community Spotlight: CHC Multilingual Program
   - Faculty learning community led by Chloe de los Reyes.
   - Creates culturally responsive materials for English learners.
   - Supports multilingual literacies, celebrates linguistic diversity, and centers care in student learning.

6. EEO Best Practices – Faculty Interview Findings

Interviews highlight:

- Use of disaggregated data to improve teaching and identify equity gaps.
- Professional development focused on supporting disproportionately impacted students.
- Faculty improved course content, teaching strategies, and awareness of student needs.
- Faculty value data-informed practices but find meeting diverse needs challenging.

V. RECOGNITION/CELEBRATIONS

A. Applause Cards

The Board recognized applause recipients for extending extra effort to provide quality service and valued assistance.

B. Retirement Recognition

The Board recognized the commitment and dedication this individual has shown to student success is unwavering. The District is truly grateful for their years of service and congratulates them on their retirement.

- Kathryn Fellenz, Aquatic Center Pool Attendant, CHC

  After 15 years of service with the District at Crafton Hills College, Kathy submitted a letter of intent to retire effective November 30, 2025. Kathy will retire as an Aquatic Center Pool Attendant, a position she has held since 2010.

- Charlie Taylor Jr., Traffic Coordinator of Television, KVCR

  After 18 years of service with the District at KVCR, Charlie submitted a letter of intent to retire effective November 22, 2025. Charlie began his career as a Broadcast Operator in July of 2008 and will retire as a Traffic Coordinator for Television, a position he has held since 2023.

VI. BOARD OF TRUSTEES AND CHANCELLOR REPORTS

A. Board Committee & Activity Reports
   1. Board Finance Committee (BFC) – Trustee Houston provided a brief report.
      Trustee Williams ask for headcount for the past 10 years compared to where we are today.
   2. Board Legislative Committee (BLC) – Trustee Reyes provided a brief report.
   3. Board Policy & Procedures Ad-Hoc Committee (BPPAC) – No report.

   Regional and State Reports
   1. Board of Governors (BOG) – Trustee Williams provided a brief report.
   2. Joint Powers Authority – Trustee Houston provided a brief report.

B. Chancellor's Report –Chancellor Rodriguez provided a brief report.

VII. ACTION AGENDA

A. 10-09-2025, Board Meeting Minutes
Motion: to approve the 10-09-2025 minutes

Moved by: Trustee Williams. Seconded by Trustee Betters.

Roll Call Vote:	AYES:	Garcia (advisory), Espinoza (advisory), Gonzales, Betters, Longville, Williams, Aguilera, Reyes, Houston
	NOES:	none
	ABSTAIN:	none
	ABSENT:	none

Motion passed

B. 2025-2028 Student Equity and Achievement Program (SEAP) Plan (CHC)
Motion: to approve the 2025-2028 Student Equity and Achievement Program (SEAP) Plan (CHC)

Moved by: Trustee Betters. Seconded by Trustee Houston.

Roll Call Vote:	AYES:	Garcia (advisory), Espinoza (advisory), Gonzales, Betters, Longville, Williams, Aguilera, Reyes, Houston
	NOES:	none
	ABSTAIN:	none
	ABSENT:	none

Motion passed

C. Approval to Award Bid #CC01-3608.08-San Bernardino Valley College Career Pathways 2-Allied Health & Aeronautics
Motion: to award Bid #CC01-3608.08-San Bernardino Valley College Career Pathways 2-Allied Health & Aeronautics.

Moved by: Trustee Aguilera. Seconded by Houston.

Roll Call Vote:	AYES:	Garcia (advisory), Espinoza (advisory), Gonzales, Betters, Longville, Williams, Aguilera, Reyes, Houston
	NOES:	none
	ABSTAIN:	none
	ABSENT:	none

Motion passed

D. Board Annual Organizational Meeting Date

Motion: to award Bid #CC01-3608.08-San Bernardino Valley College Career Pathways 2-Allied Health & Aeronautics.

Moved by: Trustee Longville. Seconded by Aguilera.

Roll Call Vote:	AYES:	Garcia (advisory), Espinoza (advisory), Gonzales, Betters, Longville, Williams, Aguilera, Reyes, Houston
	NOES:	none
	ABSTAIN:	none
	ABSENT:	none

Motion passed

E. Board Annual Organizational Meeting Date

Motion: to approve the Board Annual Organizational Meeting Date.

Moved by: Trustee Longville. Seconded by Reyes.

Roll Call Vote:	AYES:	Garcia (advisory), Espinoza (advisory), Gonzales, Betters, Longville, Williams, Aguilera, Reyes, Houston
	NOES:	none
	ABSTAIN:	none
	ABSENT:	none

Motion passed

VIII. CONSENT AGENDA

A. **Instruction/Student Services**
   1. Curriculum – CHC

B. **Human Resources**
   1. Adjunct and Substitute Academic Employees
   2. Annual Military Equipment Report
   3. Appointment of District Employees

4. Appointment of Interim Managers
5. Employee Promotions
6. Management Job Descriptions Revision
7. Non-Instructional Pay
8. Payment of Stipends
9. Revise Rates of Pay for Professional Expert Hourly Employees
10. Sewer System Management Plan

C. **Business & Fiscal Services**

1. Contracts at or Above $114,500
2. Individual Membership
3. Resolution #2025-11-13-FS-01 Approving Transfers of Appropriations for the 2025-26 Fiscal Year
4. Surplus Property and Authorize Donation
5. Surplus Property and Authorize Private Sale or Disposal

D. **Facilities**

1. Master Services Agreements Task Orders for Bond Construction

Motion: to approve the Consent Agenda as presented

Moved by: Trustee Longville. Seconded by Trustee Aguilera.

Roll Call Vote:	AYES:	Garcia (advisory), Espinoza (advisory), Gonzales, Betters, Longville, Williams, Aguilera, Reyes, Houston
	NOES:	none
	ABSTAIN:	none
	ABSENT:	none

Motion passed

IX. REPORTS

Brief reports were provided orally. All written reports are uploaded and can be referenced at www.sbccd.edu/Govenda

A. Represented Groups

1. Crafton Hills College Academic Senate –Chris Olivera provided a brief report.
2. Crafton Hills College Classified Senate – Karen Peterson provided a brief report.
3. Crafton Hills College Associated Students – no report.
4. San Bernardino Valley College Academic Senate – No report.
5. San Bernardino Valley College Classified Senate – No report.
6. San Bernardino Valley College Associated Students – No report.
7. CSEA – Ernest Guillen provided a written report.
8. CTA - Susan Mattson provided a brief report.
9. Police Officers Association – No report.

B. Staff Reports

1. San Bernardino Valley College President – President Contreras provided a brief report.
2. Crafton Hills College President – President Horan provided a brief report.
3. Executive Vice Chancellor – No report.
4. Vice Chancellor of Human Resources & Police Services – No report.

5. Vice Chancellor of Educational & Student Support Services – No report.
6. Associate Vice Chancellor of Governmental Affairs & Strategic Communications – No report.

IX. INFORMATION ITEMS

A. Board Master Action Planning Calendar
B. Budget Revenue & Expenditure Summary
C. Construction Change Orders and Amendments – Bond
D. Construction Contracts Subject to UCCAP
E. Contracts Below $114,500
F. Diversity, Equity, Inclusion, and Anti-Racism (DEIA) Initiatives Annual Report
G. General Fund Cash Flow Analysis
H. Lexipol Policies and Procedures
I. MOUs between SBCCD and the CSEA
J. MOUs between SBCCD and the CTA
K. Professional Expert Short-Term and Substitute Employees
L. Purchase Order Report
M. Resignations
N. Volunteers

X. ANNOUNCEMENT OF CLOSED SESSION ITEMS

A. Conference with Labor Negotiators
Government Code 54957.6
Agency Representatives: Diana Rodriguez and Kristina Hannon
Non-Represented Groups: CSEA, CTA, POA,
Management/Supervisors, and Confidential Employees
B. Public Employee Discipline/Dismissal/Release/Non Re-Employment
Government Code 54957
Number of cases: 3
C. Conference with Legal Counsel – Anticipated Litigation
Significant Exposure to Litigation Pursuant to Subdivision (d)(2) and
(e) of Government Code Section 54956.9
Number of cases: 1
D. Conference with Legal Counsel – Existing Litigation
Government Code 54956.9(e)(3) or (d)(1)
Number of cases: 1
E. Public Employee Performance Evaluation
Government Code Section 54957(b)(1)
Title: Chancellor
F. Conference with Real Property Negotiator
Government Code Section 54956.8
Properties – Assessor Parcel Numbers:
0141-151-32-0000, 0141-151-31-0000, 0141-151-43-0000, 0141-151-44-0000, 0164-013-11-0000, 0164-013-12-0000, 0160-183-56-0000
Negotiating Parties: (SBCCD (Proposed Buyer)
Real Property Negotiators: Diana Z. Rodriguez, Ed.D., Chancellor and Jose Torres, EVC

XI. PUBLIC COMMENTS ON CLOSED SESSION ITEMS

XII. CONVENE CLOSED SESSION

The Board convened to closed session at 5:06 p.m.

XIII. RECONVENE PUBLIC MEETING

Chair Gonzales reconvened the public meeting at 5:54 p.m.

XIV. REPORT OF ACTION IN CLOSED SESSION

On November 13, 2025, in closed session, the Board unanimously approved Resolution No. 2025-11-13-HR01 for the release of employee #29631 from the administrative position of Assistant Manager, Workforce Development at the District's Professional Development Center (PDC), due to lack of funds, effective December 31, 2025.

On November 13, 2025, in closed session, the Board unanimously approved the Resignation Agreement and General Release between the District and Employee No. 27259. Pursuant to the terms of the agreement, Employee No. 27259 has resigned effective October 31, 2025. Under the agreement, Employee No. 27259 releases the District from any and all legal claims.

XV. ADJOURNMENT

The next meeting of the Board: Board Annual Organizational Meeting
December 12, 2025, at 4:00 p.m.
SBCCD Boardroom
550 E. Hospitality Ln. Suite 200
San Bernardino, CA 92407

The Board of Trustees adjourned at 5:55 p.m.

The Board of Trustees approved the November 13, 2025, minutes on December 12, 2025.

_____
Dr. Cherina Betters, Clerk
SBCCD Board of Trustees

_____
Heather M. Madole, Administrative Officer
SBCCD Office of the Chancellor

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Gilbert Contreras, President, SBVC

PREPARED BY: Dr. Yvonne Gutierrez, Vice President of Student Services, SBVC

DATE: December 12, 2025

SUBJECT: 2025-2028 Student Equity & Achievement Program (SEAP) Plan (SBVC)

RECOMMENDATION

It is recommended that the Board of Trustees approve the 2025-2028 Student Equity and Achievement Program (SEAP) Plan for submission to the California Community Colleges Chancellor's Office (CCCCO).

OVERVIEW

The Student Equity and Achievement Program (SEAP) is a state-funded program consolidated by the California Community Colleges Chancellor's Office (CCCCO) to support student success and close equity gaps. Per Title 5 regulations, all California Community Colleges are required to develop and submit a comprehensive three-year SEAP Plan.

This 2025-2028 SEAP Plan outlines the college's data-driven goals, planned activities, and corresponding budget for addressing persistent equity gaps among disproportionately impacted (DI) student groups. The plan has been developed through a collaborative process involving faculty, staff, administrators, and students, and it serves as our roadmap for implementing high-impact practices to improve student outcomes. Board approval is the final step required before submitting the plan to the CCCCO.

ANALYSIS

Approval of the 2025-2028 SEAP Plan is essential for the college to remain in compliance with state mandates and to secure its annual SEAP funding allocation. This funding is critical for supporting a wide range of essential student services, including tutoring, counseling, embedded support, basic needs initiatives, and other interventions specifically designed to assist our most vulnerable student populations.

The plan provides a high-level summary of our equity data, identifies the specific DI student groups we will focus on, and details the strategic interventions we will implement to close achievement gaps. Adopting this plan reaffirms the college's commitment to equity and provides a clear framework for accountability and continuous improvement over the next three years.

SBCCD GOALS

Use those that apply from the list.
1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
3. Be a Leader and Partner in Addressing Regional Issues

FINANCIAL IMPLICATIONS

Approval of the 2025-2028 Student Equity and Achievement Program (SEAP) Plan is a required condition for the colleges to receive its annual SEAP categorical funding allocation from the California Community Colleges Chancellor's Office.

These funds are not part of the general fund and are specifically restricted to supporting the goals and activities outlined in the approved plan. This funding is essential for financing a wide range of critical student success and equity initiatives, including, but not limited to:

- Counseling and advising services.
- Tutoring and embedded academic support
- Equity-focused professional development
- Programmatic efforts to close identified achievement gaps.

Failure to approve the plan would jeopardize this vital funding stream and significantly hinder the college's ability to serve its disproportionately impacted student populations.





STUDENT EQUITY PLAN

2025-2028

























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1926 2026

SAN BERNARDINO VALLEY COLLEGE

CENTENNIAL

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Section 13: Vision 2030 Equity Alignment and Coordination

Section 1: ASSURANCES AND REFLECTION

Assurances

Please attest to the following assurances and answer its associated question.

- ✓ I have read the legislation Education Code 78220 and Education Code 78222, and I am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.
- ✓ I have read the legislation Education Code 78221 and acknowledge that Student Equity and Achievement funds are allocated towards the successful implementation of new or existing strategies to achieve the equity goals established for identified student groups in this equity plan.
- ✓ I have read and given special consideration to Education Code 78220 section (b), which states, "Student equity plans shall be developed with the active involvement of all groups on campus as required by law, including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and with the involvement of appropriate people from the community."

Campus Involvement & Leveraging Student Voice

Please provide a description of how your college ensures active involvement of all groups on campus, including, but not limited to, those identified in subdivision (b) above, in developing the student equity plan. Please also include specific strategies your college will deploy to leverage student voice to advance your institutional equity goals.

SBVC recognizes that authentic equity work begins with listening to students and the community. The college will continue to expand opportunities for students to influence institutional equity goals through:

- Student Voice Forums and Listening Sessions: Will host forums and sessions each semester to capture feedback from disproportionately impacted (DI) student populations regarding campus climate, access to resources, and academic experiences.
- Student Focus Groups: In partnership with ASG and student organizations (such as Umoja-Tumaini, Puente, Dreamers Resource Center, Tatayan, and LGBTQA+) will conduct student focus groups to better understand the needs and strengths of specific communities.
- **Student Participation in Governance**: ASG and student representatives serve as voting members on committees and other governance bodies to ensure the student perspective informs policy and resource allocation.
- **Campus Climate and Equity Surveys**: Will continue to deploy surveys annually to assess progress toward closing equity gaps and to identify emerging challenges, with findings shared transparently across the college.

- **Transparency & Engagement:** To maintain engagement throughout the life of the plan, SBVC will employ continuous feedback that includes data review sessions, professional development workshops, and progress updates shared through College Council, Academic Senate, Classified Senate, the President's Executive Cabinet, and the Wolverine Weekly, a campus-wide newsletter that originates from the President's Office. Transparency in outcomes and decision-making reinforces trust and motivates continued participation from all constituent groups.
- By embedding student voice and cross-constituent collaboration in every stage of the Student Equity Plan from development to implementation, SBVC transforms equity work into a collective responsibility and a shared commitment to student success.

✓ I have read the legislation Education Code 78220 and understand per Education Code section (c), the Student Equity Plan "shall be adopted by the governing board of the community college district and submitted to the Chancellor of the California Community Colleges..."

- ✓ I acknowledge the importance of needing to be race-conscious in the development of this Student Equity Plan.

Race-Consciousness

Please describe how your college plans to be race-conscious in the development of this Student Equity Plan. The following link is an optional resource: Empowering Lessons from SEPI for Designing and Implementing Race-Conscious 2025-28 Student Equity Plans provides information on race-consciousness strategies and student equity planning.

San Bernardino Valley College (SBVC) is committed to developing a race-conscious Student Equity Plan that acknowledges and addresses the historical and systemic barriers that have impacted racially minoritized students. The college recognizes that equity cannot be achieved through race-neutral strategies; instead, SBVC centers race and intersectionality in its analysis, planning, and implementation to break institutional barriers and foster belonging for all students.

SBVC's race-conscious equity planning is also supported through alignment with the College's Institutional Mission, Vision, and Values, which emphasize diversity, inclusion, and social justice. Progress toward racial equity goals is communicated transparently through campus forums, reports, and presentations, allowing the entire community to engage in shared reflection and continuous improvement.

By acknowledging race as a central factor in educational outcomes and embedding race-conscious strategies throughout the Student Equity Plan, San Bernardino Valley College reaffirms its commitment to creating a learning environment where all students, particularly those historically marginalized, can thrive and succeed.

SBVC will continue to employ a race-conscious approach by disaggregating quantitative and qualitative data to uncover equity gaps that may be obscured by aggregate reporting. The college examines outcomes through a lens that considers race and ethnicity alongside gender, income, disability, and other intersecting identities. This analysis is not limited to access and completion metrics but extends to students' sense of belonging, experiences of bias, and access to support services.

In addition to data, SBVC will actively incorporate lived experiences through student focus groups and feedback gathered from racially minoritized student organizations. These perspectives shape both the understanding of inequities and the design of responsive, culturally affirming strategies.

- ✓ I have read Education Code 78220 section a(6) and understand it requires the college's student equity plan to include a schedule and process of evaluation.

Local Review Process & Schedule

Please describe the process you will implement to ensure ongoing local review and evaluation of how your student equity plan is advancing your institutional common equity goals and supporting continuous improvement. Please also provide your schedule (i.e., annually by June 30th of each year, at the end of each semester, etc.) of when evaluations and reporting to the campus community will take place.

San Bernardino Valley College (SBVC) will continue to establish a structured and transparent process to ensure continuous review, evaluation, and improvement of the Student Equity Plan. The College's approach will emphasize collaboration, data-informed decision-making, and alignment with institutional and statewide equity goals, ensuring that all efforts are intentional, measurable, and sustainable.

SBVC will continue to implement an equity-centered evaluation cycle that includes data analysis, reflection, and planning throughout each academic year. The Student Success Advisory Committee (SSAC), which integrates Student Equity, Guided Pathways, and Student Support Service, serves as one of the primary bodies responsible for overseeing implementation and review of the Student Equity Plan.
The evaluation process includes:

1. Data Review and Disaggregation: The Office of Research, Planning, and Institutional Effectiveness (RPIE) provides disaggregated data by race/ethnicity,

gender, and other disproportionately impacted (DI) categories to identify trends, progress, and persistent equity gaps.

2. Departmental Reflection and Reporting: Departments and programs supported by Student Equity and Achievement (SEA) will submit reports describing how activities align with equity goals, address barriers, and support DI populations.
3. Qualitative Feedback: To guide decision-making, SBVC will gather input through listening sessions, surveys, and focus groups, ensuring that data reflects and respects student voices and experiences.
4. Committee Review and Integration: The SSAC will analyze the findings to assess progress toward equity outcomes, recommend improvements, and ensure alignment with institutional priorities and budget planning.
5. Communication and Transparency: Progress reports and updates will be shared with College Council, Academic Senate, Classified Senate, and Associated Student Government (ASG) to maintain college-wide awareness and engagement.

Evaluation Schedule

Timeframe	Activity	Responsible Party	Outcome/Deliverable
End of each semester (December & May)	Departmental/divisional reflections and SSAC review of SEA funded activities	Departments, divisions, & SSAC	Semester summary and progress report.
Annually by June 30th	Comprehensive equity evaluation using institutional data, program reflections, and student feedback	RPIE/SSAC/SEA	Annual Equity Progress will be shared with the campus community.
August (start of academic year	Presentation of prior year outcomes, updated goals, and planned interventions	Student Services & Instructional Divisions, SSAC, SEA	Shared presentation at Convocation, governance committees, and campus newsletter

Ongoing	Continuous student and stakeholder feedback (listening sessions, focus groups, surveys). Divisional meetings, cross-collaboration with committees	SSAC, ASG, Divisions, Departments, Equity Partners	Real-time improvement of activities and initiatives.

Alignment with Vision 2030 and Chancellor's Office Requirements

SBVC's evaluation process aligns with the California Community Colleges Vision 2030 framework, specifically under Goal 1: Equity in Success, which emphasizes closing racial equity gaps and increasing completion rates with equity. Data collected through this ongoing review process supports the college's contribution to statewide metrics on student achievement, transfer, and workforce outcomes.

Additionally, SBVC ensures compliance with California Community Colleges Chancellor's Office (CCCCO) requirements for Student Equity and Achievement (SEA) Program reporting. The college submits annual updates and outcome data as part of the statewide accountability framework, using these reports to inform local continuous improvement and strengthen the connection between college-level and systemwide equity efforts.

Through consistent evaluation, reflection, and transparent communication, SBVC maintains a living Student Equity Plan that evolves with the needs of its students and community. Findings from the annual evaluation cycle inform institutional planning processes, program review, resource allocation, and professional development priorities. This approach ensures that equity remains central to the college's mission and that all stakeholders, students, classified professionals, faculty, administrators, and community partners will share the responsibility for advancing SBVC's common equity goals and promoting student success for all.

Section 2: CONTACTS

NAME	RESPONSIBILITY	EMAIL ADDRESS	PHONE NUMBER
Maria Del Carmen Rodriguez	Project Lead	marodrig@sbccd.cc.ca.us	909-384-8592
Keenan Giles	Alternate Project Lead	kgiles@sbccd.cc.ca.us	909-384-8581
Gilbert Contreras	Approver: Chancellor/President	gcontreras@sbccd.cc.ca.us	909-384-4477
Steven Sutorus	Approver: Chief Business Officer	ssutorus@sbccd.cc.ca.us	909-382-4031
Leticia Hector	Approver: Chief Instructional Officer	lhector@sbccd.cc.ca.us	909-387-1685
Yvonne Gutierrez-Sandoval	Approver: Chief Student Services Officer	ygutierrezs@sbccd.cc.ca.us	909-384-8992
Patricia Quach	Approver: Guided Pathways Coordinator/Lead	pquach@sbccd.cc.ca.us	909-384-8996
Andrea Hecht	Approver Academic Senate President	ahecht@sbccd.cc.ca.us	909-384-8974

Section 3: STUDENT EQUITY REFLECTION

Based on an analysis of the 2022–2025 Student Equity Plan, SBVC has identified systemic and structural factors contributing to persistent equity gaps among disproportionately impacted student populations across five key metrics: 1) enrollment, 2) English and math transfer-level completion, 3) term-to-term persistence, 4) goal completion, and 5) transfer to a four-year university, and is developing targeted strategies to address these barriers. Key root causes include, but are not limited to:

1. Structural Barriers to Access and Engagement: DI students often encounter challenges such as limited financial resources, lack of awareness of support programs, and insufficient advising, which delay enrollment, course completion, and transfer readiness.
2. Institutional and Cultural Factors: Students from racially minoritized groups, first-generation learners, and students with disabilities reported feelings of isolation, no sense of belonging, and limited culturally relevant support within classrooms and student services. Implicit bias in advising, instruction, and assessment practices contributed to uneven outcomes.
3. Gaps in Data-Informed and Targeted Interventions: Before the 2022–2025 plan, interventions were sometimes implemented broadly without disaggregating outcomes by race, ethnicity, or other DI identifiers, limiting the effectiveness of strategies to close specific equity gaps.

SBVC has taken intentional steps to embed equity as a guiding principle in both practice and culture. Notable approaches include:

1. Equity Minded Decision Making: The college has strengthened the integration of equity considerations into all institutional planning processes, including program review, budget allocation, and curriculum design. Data disaggregation by DI populations ensures that strategies are tailored to the unique needs of each student group.
2. Cross-Functional Committees and Shared Governance: The Student Success Advisory Committee, combining Student Equity, Guided Pathways, and Student Support Services, fosters collaboration between faculty, classified staff,

administrators, and students to ensure that equity initiatives are informed by diverse perspectives and aligned with institutional priorities.

3. Professional Learning and Equity Focused Training: SBVC provides ongoing professional development around anti-racism, implicit bias, culturally sustaining pedagogy, and equity-minded teaching practices. These efforts have cultivated a campus-wide awareness of structural inequities and strengthened a shared commitment to student success.
4. Targeted Student Support Programs: Programs such as Umoja-Tumaini, Puente, and the Dreamers Resource Center have provided culturally relevant mentoring, counseling, and academic support that directly address barriers to persistence and completion for DI students. Early data shows these initiatives are improving retention and course completion rates.
5. Equity Infused Guided Pathways Implementation: SBVC's integration of equity strategies into Guided Pathways—through comprehensive onboarding, proactive advising, and streamlined course sequences has reduced confusion and course bottlenecks, particularly for first-generation and racially minoritized students.
6. Data-Driven Continuous Improvement Processes: By routinely reviewing disaggregated outcomes data and soliciting student feedback, SBVC has been able to adjust interventions mid-cycle, scale successful practices, and ensure accountability.

- A stronger student-centered culture has emerged, emphasizing belonging, engagement, and co-creation of solutions with students.
- Staff and faculty increasingly embrace equity-minded language and practices, moving away from deficit-focused narratives toward strength-based approaches.
- Shared governance and transparent data sharing have reinforced a culture of collective responsibility, where all campus constituents are accountable for advancing equity goals.

Through these institutional actions, cultural changes, and processes, SBVC has made measurable progress in reducing equity gaps and improving outcomes for disproportionately impacted students, laying a strong foundation for the 2025–2028 Student Equity Plan.

Based on the analysis of the 2022–2025 Student Equity Plan, SBVC has identified several strategies, cultural practices, and institutional processes that are working effectively and will be continued and expanded in the 2025–2028 plan. These discoveries provide continuity between plans and guide the development, implementation, and assessment of equity initiatives:

- Programs such as Umoja-Tumaini, Puente, Tatayan, and the Dreamers Resource Center have demonstrated measurable success in improving retention, course completion, and overall engagement for disproportionately impacted (DI) students. SBVC has learned that providing mentoring, culturally affirming programming, and proactive academic guidance directly addresses barriers faced by racially minoritized students and first-generation learners. These programs will remain central to the 2025–2028 plan, with expanded outreach and integration across additional student populations and instructional areas.

- The integration of equity strategies into Guided Pathways, including streamlined course sequences, comprehensive onboarding, and proactive advising, has reduced confusion, minimized course bottlenecks, and increased student persistence. SBVC has discovered that aligning equity practices with academic pathways and institutional structures ensures that interventions reach students in a timely and meaningful way. This approach will continue in the next plan cycle, with targeted enhancements for DI populations based on disaggregated outcome data.

- SBVC's practice of regularly reviewing disaggregated student outcome data, combining quantitative metrics with qualitative student feedback, and making evidence-based adjustments has been critical in closing equity gaps. Additionally, the use of cross-constituent committees, such as the Student Success Advisory Committee, fosters shared responsibility and accountability for equity outcomes. SBVC has learned that a culture of transparency, reflection, and collaborative problem-solving drives effective and sustainable change. These

processes will continue as a cornerstone of the 2025–2028 plan, ensuring that interventions remain responsive, measurable, and equity-focused.

Guiding Principles for 2025–2028

- Student Voice at the Center: Continue to actively solicit and incorporate input from DI student populations to ensure strategies reflect lived experiences.
- Targeted Equity Strategies: Expand culturally relevant programs and pathway-specific interventions that will demonstrate measurable impact.
- Data Driven Adaptation: Continue to maintain a structured, semesterly, and annual evaluation cycle to inform continuous improvement and campus-wide accountability.

By leveraging these discoveries and maintaining continuity from the previous plan, SBVC is positioned to strengthen its equity-focused culture, sustain successful interventions, and advance measurable outcomes for all disproportionately impacted student populations in the 2025–2028 Student Equity Plan.

SECTION 4: EXECUTIVE SUMMARY

San Bernardino Valley College (SBVC) serves approximately 18,375 students each academic year. The campus is an urban section of San Bernardino County within the boundaries of the city of San Bernardino. SBVC is diverse in every respect including the faculty, staff, and students enrolled in the college. The diverse makeup of the campus contributes to our strong commitment to student equity. The intent of the Student Equity Plan is to increase student equity and success amongst students who are historically underperforming and underserved.

San Bernardino Valley College (SBVC) has reflected on past practices to close equity gaps and is moving forward with intentional strategies aligned to the State Chancellor's Office Vision 2030 goals. Building on lessons learned, SBVC is committed to ensuring equitable transfer, completion, and retention outcomes for all students, particularly those from historically underrepresented groups.

Black Serving Institution Designation

SBVC has applied for the Black Serving Institution (BSI) designation to strengthen foundational learning and expand resources for developmental education. This designation supports equity by providing scaffolding for students entering with diverse academic backgrounds, ensuring readiness for transfer and career pathways.

Creating a Sense of Belonging

A strong sense of belonging is central to student success. SBVC is expanding peer mentorship, culturally responsive student organizations, and inclusive campus events to foster connection and community. These initiatives empower students to feel valued, supported, and motivated to persist toward their academic and career goals.

Enhancing Culturally Responsive Learning Communities

SBVC is enhancing culturally responsive learning communities that integrate equity into curriculum, pedagogy, and student support. Faculty development emphasizes inclusive teaching, while learning communities provide academic support and cultural

affirmation. These efforts strengthen engagement, retention, and equitable outcomes in transfer, degree completion, and workforce readiness.

Through reflection, intentional planning, and alignment with Vision 2030, SBVC is advancing equity-driven strategies that close gaps, foster belonging, and enhance culturally responsive practices. These commitments ensure that all students can thrive academically and achieve successful transfer and career outcomes.

Integrated Curriculum, Instruction, and Student Support SBVC recognizes that a successful educational journey requires alignment between curriculum, instructional practices, and student support services. Curriculum will be designed to reflect transfer, and workforce demands while embedding equity and culturally responsive content. Faculty will employ inclusive instructional strategies that foster engagement and academic rigor. Student support services, including counseling, tutoring, financial aid, and basic needs resources, will be intentionally integrated into the classroom experience and extended beyond it. By combining these elements, SBVC ensures students receive holistic guidance that strengthens learning, retention, and completion both inside and outside the classroom.

Equity-Focused Professional Development
SBVC is deeply committed to advancing equity through intentional professional development opportunities that empower both staff and students. Faculty, administrators, and student leaders have actively participated in nationally recognized conferences and structured training programs designed to strengthen equity practices and cultural responsiveness. In addition, faculty and staff engaged in structured trainings offered through the USC Race and Equity Center and attended conferences such as NCORE, HACU, A2MEND, and APAHE. These experiences provide SBVC with valuable strategies to close equity gaps, foster inclusive learning environments, and advance the Vision 2030 goals.

San Bernardino Valley College (SBVC) has established dedicated task forces for both its Hispanic Serving Institution (HSI) and Black Serving Institution (BSI) designations to advance equity and student success. These task forces are charged with developing and

expanding culturally responsive programming, fostering institutional growth, and promoting professional development opportunities for faculty and staff. Through workshops, trainings, and intentional initiatives, SBVC ensures that students receive comprehensive support tailored to their diverse needs. This collaborative approach enhances the college's ability to provide a high-quality educational experience while upholding its commitment to access, equity, and excellence

Student Services Leadership in Vision Alignment

In the past, our college operated with over a hundred goals spread across various departments and plans. While each goal had merit, the sheer volume made it difficult to prioritize, align resources, and demonstrate progress. As a result, we recognized that to truly serve our students and community, we need a more focused and strategic approach that would unify our efforts, maximize our resources, and ensure accountability.

The "Valley Up! Initiative 2025-2030" strives to advance the mission of Valley College through intentional strategic planning that leverages existing planning documents and sets the vision as Valley College enters its second century.

The Valley Up! Initiative 2025-2030 refines our strategic approach and sets a clear direction for the college by focusing on one guiding principle: Advancing Community. Four college priorities serve as the foundation for SBVC's guiding principle.

1. Career and Transfer
2. Health & Safety
3. Boldly Student-Centered
4. Opportunities for All

SBVC STANDS WITH YOU

We See You. We Support You. We Stand with You.

San Bernardino Valley College reaffirms its unwavering commitment to provide a safe, inclusive, and empowering environment for every member of our campus community, especially those who have been historically marginalized. We lead with love and remain resolute in living our mission and core values every day.

Student Equity Budgeting 2025-2028

The California Community Colleges Chancellor's Office (CCCCO) and the Legislature, through Senate Bills 1456 and 860, have provided funding to enhance student success and equity across community colleges. SBVC has utilized these funds in various ways, including supporting positions, professional development, programming, and services. These efforts aim to improve student success and close equity gaps

Student Equity and Achievement (SEA) Allocation

Expenditure Type	Amount
1000 – Management, Instruction Salary	$2,768,389.00
2000 – Non-Instructional Salaries	$1,333,181.00
3000 – Employee Benefits	$1,233,869.00
4000 – Supplies and Materials	$30,835.00
5000 – Other Operating Expenses & Services (conferences for students & staff)	$200,281.00
6000 – equipment – technology	$20,003.00
7000 – other student aid (parking permits, textbooks)	$37,178.00
Total allocation	$5,623,736.00

Evidence of Progress Towards Equity Goals

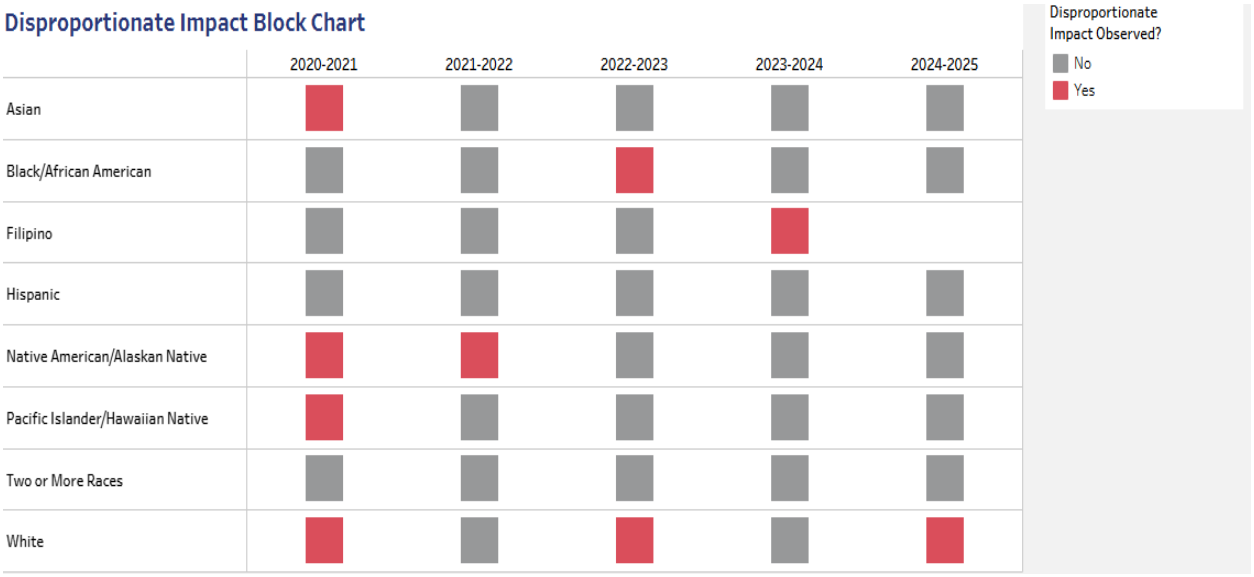
SBVC has made measurable progress in advancing equity through strategic collaboration between Instruction and Student Services. Guided by the 2022–2025 Student Equity Plan, these efforts have successfully closed equity gaps in two of five key metrics: Successful Enrollment and Transfer-Level Math and English Completion. This milestone underscores the institution's commitment to implementing targeted interventions and support services that drive student success.

Despite these achievements, equity gaps remain in term-to-term persistence, goal vision completion, and transfer to a four-year university, where disproportionately impacted student populations continue to encounter barriers. SBVC is committed to addressing these challenges through sustained collaboration, data-driven strategies, and a culture of continuous improvement.

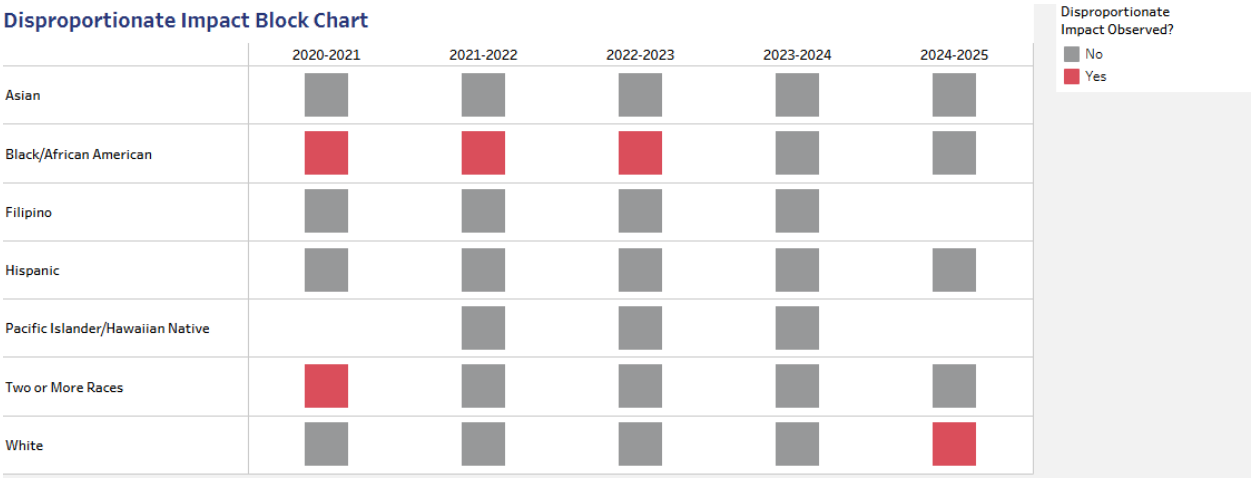
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Section 5: Student Populations Experiencing Disproportionate Impact

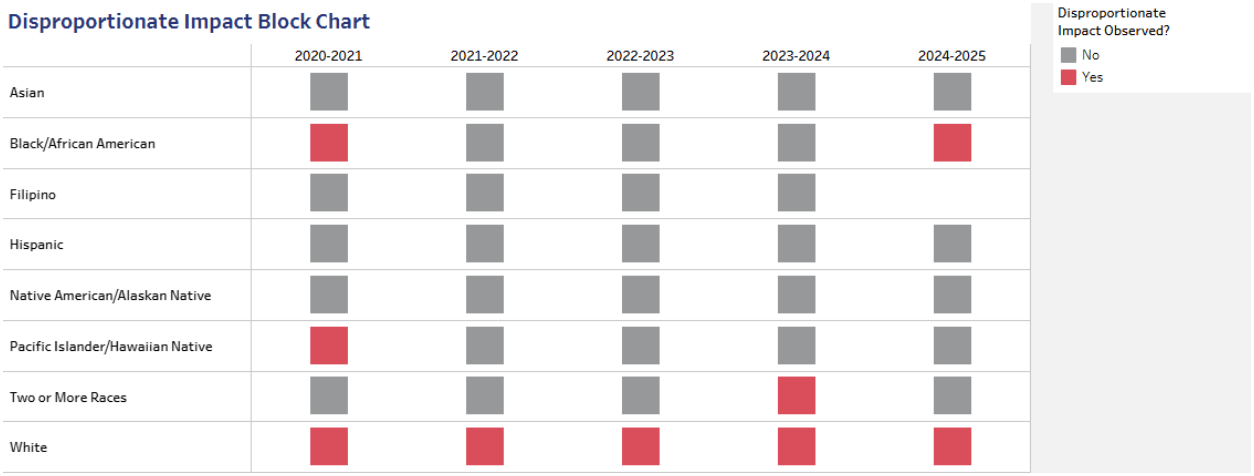
Successful Enrollment – DI – White students



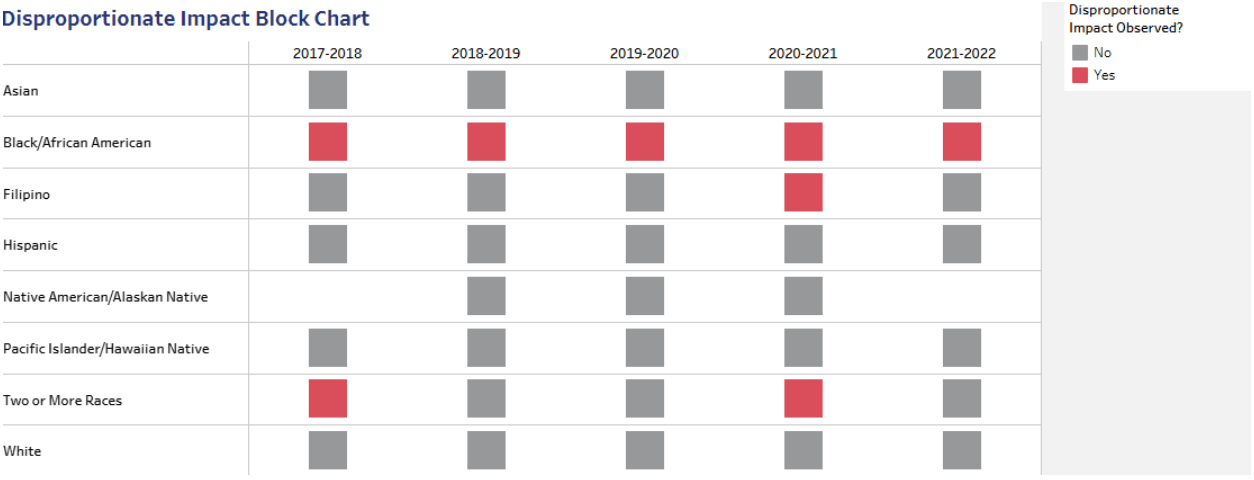
Transfer Level Math & English Completion – DI White students



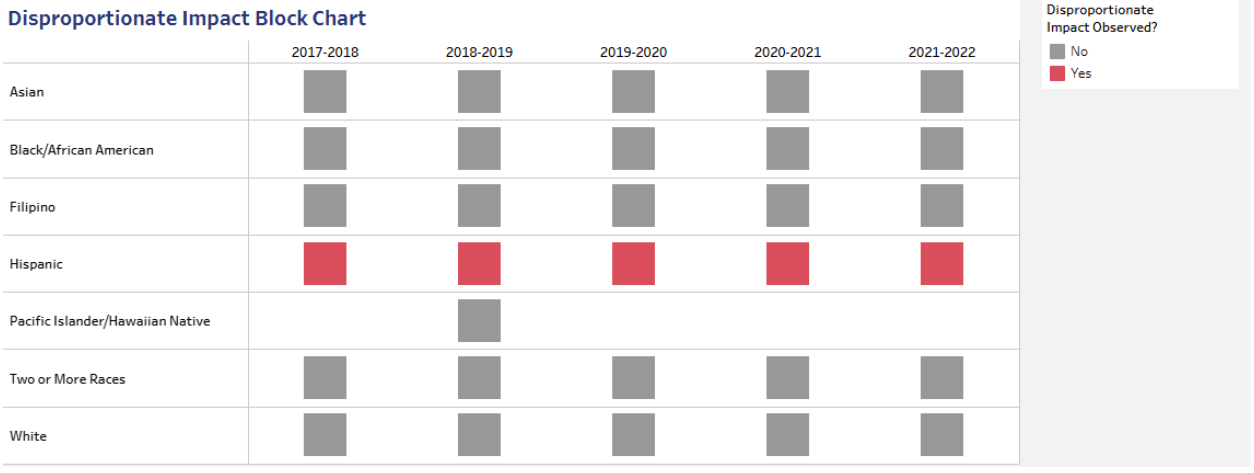
Primary Term to Secondary Term DI – Black/African American and White Students



Vision Goal Completion – DI Black/African American Students

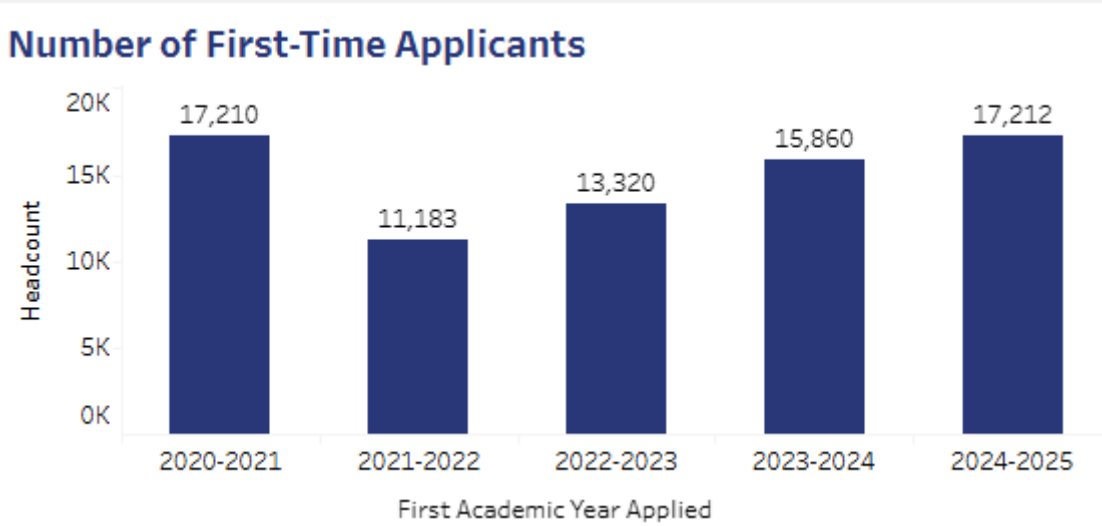


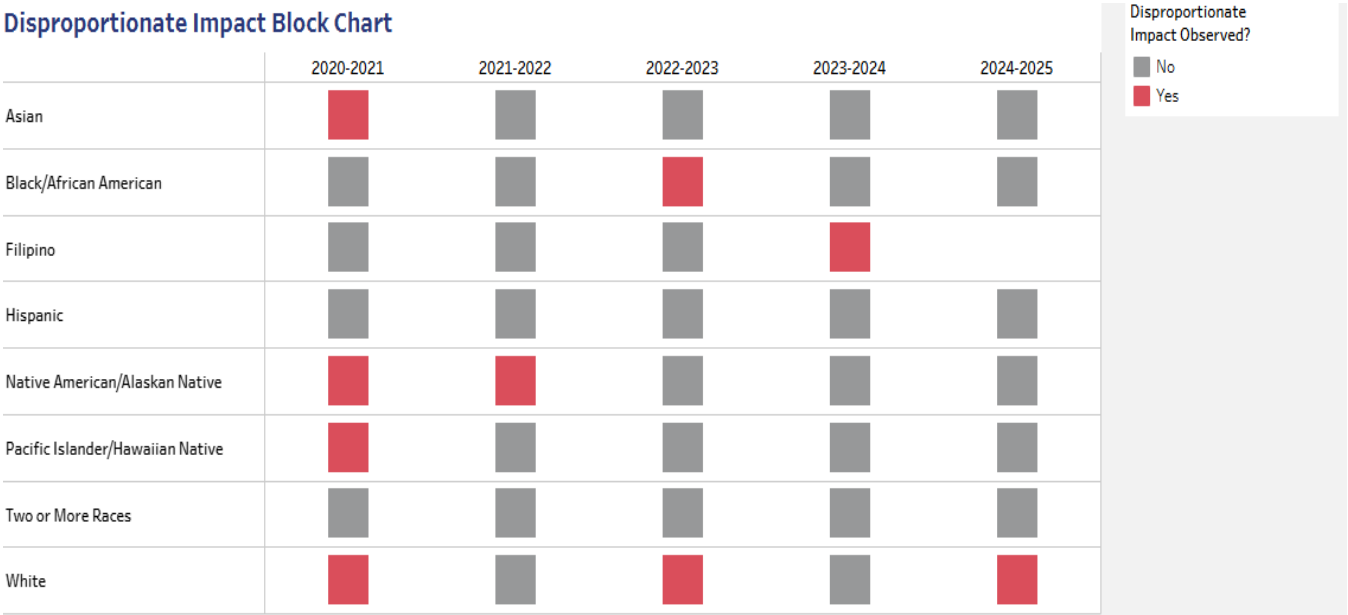
Transfer to a 4-year University – DI Hispanic/Latine Students



Section 6: Metric 1: Successful Enrollment

The percentage of first-time applicants who enroll by the end of that academic year (summer to spring)





The table above shows that the Enrollment gap was closed for our Black/African American students.

Key Strategies for Successful Enrollment:

1. **Continue to identify and allocate locations for Enrollment Labs to support student onboarding and success.** The Assessment Center has been a hub where Enrollment Labs serve as a center for students to transition seamlessly from prospective applicants to fully enrolled students. The Enrollment Lab will integrate services that address every stage of the enrollment journey. Students will receive guided support through application completion, document verification, and matriculation steps. Dedicated staff will assist with FAFSA submissions and financial aid counseling to ensure affordability is not a barrier. The lab will also provide hands-on registration support, helping students select courses aligned with their academic goals and term schedules. Collaboration across admissions, advising, and financial aid offices will create a one-stop environment that reduces confusion and increases enrollment. The goal is to transform the student experience into a streamlined, supportive pathway where every visitor leaves the lab "Successfully Enrolled."

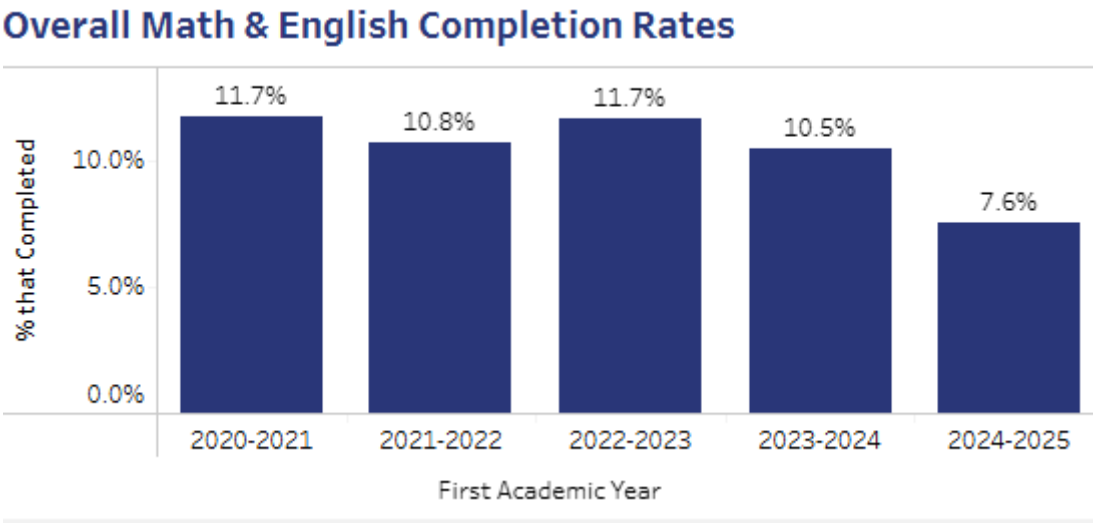
2. **Continuation and reinforcement of "Successful Enrollment Labs";** The continuation and reinforcement of Successful Enrollment Labs ensures that students receive consistent, hands-on support throughout the enrollment journey. These labs function as dedicated spaces where staff guide students through completing applications, resolving documentation issues, and navigating financial aid or FAFSA requirements. By addressing difficulties in real time, the labs reduce barriers and prevent delays that often hinder student progress. Reinforcement includes expanding lab hours, integrating technology for tracking progress, and fostering collaboration across admissions, advising, and financial aid offices. The labs will emphasize proactive outreach, inviting students who may be at risk of stopping out to return and complete their enrollment. Workshops and peer mentoring will be incorporated to build confidence and community, while multilingual support ensures accessibility for diverse populations.

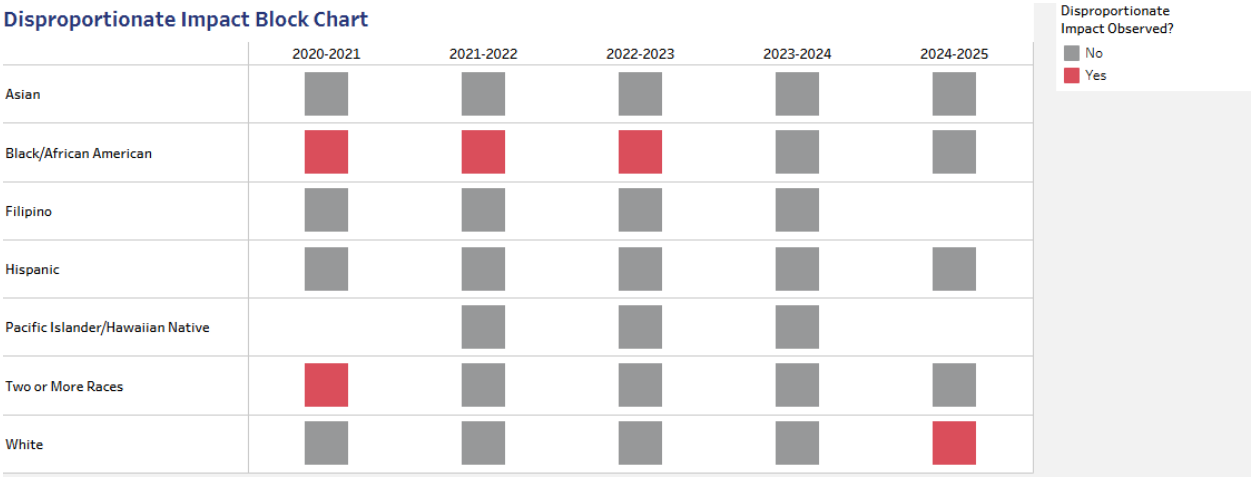
3. **Targeted Recruitment and Outreach efforts, specifically tied into directing students into the use of "Successful Enrollment Labs**, will be strategically aligned to direct students into Successful Enrollment Labs, ensuring personalized support at every stage. Efforts will extend beyond traditional marketing, using direct communication with high schools, community organizations, and digital platforms to reach diverse populations. The labs will be emphasized as a central resource for guidance on applications, financial aid, and registration. Staff and ambassadors will highlight the labs during events, orientations, and tours as the "gateway" to enrollment. Campaigns using social media, email, and text messaging will reinforce participation, creating a seamless bridge from interest to enrollment and boosting conversion rates.

4. **Additional strategy: Strengthen Dual Enrollment and Intentional partnerships with local K-12 partners**; to create a more seamless pipeline into higher education. By enhancing our collaboration with district leaders, counselors, and teachers, institutions can ensure that students are aware of opportunities to earn college credit while enrolled in high school. Host annual "College Readiness and Dual Enrollment Summits" where high school students, parents, and educators engage with college faculty and staff. These events will provide hands-on workshops about enrollment labs, financial aid, and course selection, while also celebrating student success stories. This approach not only strengthens academic preparation but also builds trust and visibility, ensuring that more students transition confidently from high school into successful college enrollment.

Section 7: Metric 2: Transfer Level English and Mathematics

The percentage of students who successfully complete transfer-level English and Mathematics in their first academic year.





The table above shows that the Enrollment gap was closed for our Black/African American students.

Key Strategies to Transfer Level English and Mathematics:

1. **Development/maintenance of Major-specific/recommended math courses**; will remain a priority to ensure students are placed in pathways that best support

their academic and career goals. We will continuously assess student success in these courses to guide improvements, with a focus on equity and completion. Progress will be reevaluated considering the Math 102 revamp and the implementation of AB 1705/705, ensuring compliance with state mandates while maintaining academic rigor. Faculty collaboration, curriculum adjustments, and data-driven decision-making will strengthen course relevance, improve retention, and enhance overall student achievement in mathematics. Continue to assess and evaluate the effectiveness and success of students in respective math courses. The mathematics department, alongside Institutional Research, will conduct focus groups with enrolled students each semester to gather feedback on course design, instructional support, and overall learning experience.

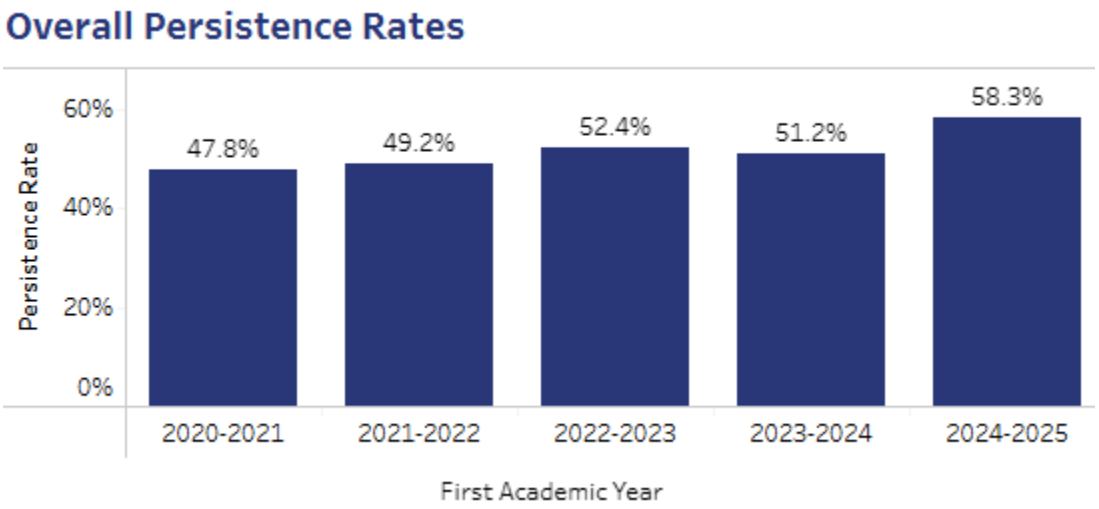
2. **Co-Requisite English course:** will be continuously evaluated to measure its effectiveness and impact on student success. These courses, designed to provide additional academic support while students complete transfer-level English, are critical in meeting the requirements of AB 1705/705. Evaluation will include tracking student completion rates, persistence, and performance outcomes, while also identifying equity gaps among diverse populations. Faculty collaboration and curriculum review will ensure that instructional strategies remain responsive to student needs. English department alongside Institutional Research will conduct focus groups with enrolled students each semester to gather feedback on course design, instructional support, and overall learning experience.

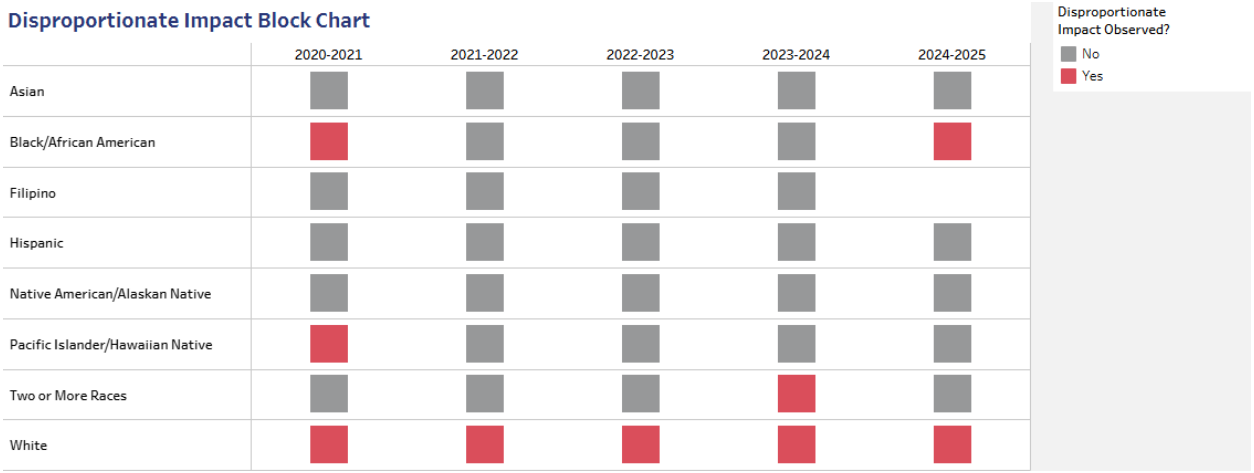
3. **Strengthening "Intrusive Counseling practices"** will involve using data and technology to provide more hands-on support in education planning and registration. Counselors will play an active role in guiding students through registration labs, conducting classroom visits, and collaborating closely with instructional faculty to ensure alignment between academic goals and course selection. Revisiting and refining the counselor liaison model will help evaluate its effectiveness in fostering stronger student-counselor connections. SBVC will continue to track student persistence and registration completion rates each term, comparing outcomes for those engaged in intrusive counseling versus those who were not.

4. **Additional key strategy:** expansion of cohort models, options, and offerings to provide students with structured learning communities that foster engagement, persistence, and completion. Cohorts allow students to progress together through linked courses, build peer support networks, and access targeted advising and counseling services. Expanding options will include developing cohorts for specific majors, transfer pathways, and special populations such as first-generation or underrepresented students. Faculty collaboration and intentional programming will strengthen the sense of belonging and academic readiness. The departments will work collaboratively with Office of Institutional Research to monitor retention and completion rates of cohort participants compared to non-cohort students each academic year.

Section 8: Metric 3: Term-to-Term Persistence

The percentage of students who persist from their first primary term (fall or spring) to their second primary term.





*In **2024-2025**, **54.0%** of the **524** first-time **Black/African American** students persisted from their first primary term (either Fall or Spring) to the next immediate primary term, resulting in an **observable disproportionate impact**.*

Key Strategies for Term-to-Term Persistence:

1. **Specialized Programs Information Sessions and Connecting Students to Support Programs and Services:** will be expanded to intentionally connect students with campus resources, support programs, and services early and often. Since 80% of students are not affiliated with specialized programs, these sessions will maximize “in-reach” potential by proactively engaging students who may otherwise miss critical opportunities. Counselors, faculty, and program staff will collaborate to deliver presentations, workshops, and resource fairs that highlight academic support, financial aid, and student success initiatives. To measure success, departments and divisions will work collaboratively with Institutional Research to track how many students joined or utilized support programs after attending sessions.

2. **Continue to Offer and Reinforce intentional Registration Season Efforts:** will ensure students receive timely, proactive support to complete the enrollment process. Activities such as the Registration Block Parties will create welcoming, community-focused events where students can finalize schedules, meet counselors, and access resources in a supportive environment. Technology tools such as Starfish will be leveraged to track student progress, send reminders, and flag those needing additional outreach. Counselors will employ intrusive practices, guiding students step-by-step through registration and connecting them to enrollment labs for hands-on assistance. These combined strategies foster engagement, reduce barriers, and increase successful registration rates across diverse student populations.

3. **Intentional Efforts to Increase FAFSA and Financial Aid Application Process Completion:** will focus on maximizing the use of “Enrollment Centers/Labs” as active spaces for financial aid support. These labs will provide hands-on assistance with FAFSA applications, verification, and award processing, ensuring students overcome common barriers to completion. Staff will collaborate with counseling and admissions to integrate financial aid guidance into the overall enrollment process, directly increasing the percentage of students receiving Pell

Grants and other aid. FAFSA completion rates and Pell Grant awards each term will be assessed for outcomes before and after lab implementation.

4. Additional Key Strategies:

a) **Elevate Equity through Culturally Responsive Academic Empowerment Initiatives**, ensuring that all students feel supported and represented in their educational journey. These efforts will include creating culturally responsive learning communities that foster belonging and engagement, implementing peer mentorship programs that connect students with role models from similar backgrounds, and providing faculty development focused on inclusive pedagogy. By equipping instructors with tools to integrate diverse perspectives into teaching, SBVC can strengthen student success. Institutional Research will collaborate to monitor retention and course completion rates for students in learning communities and compare them to those of non-participants.

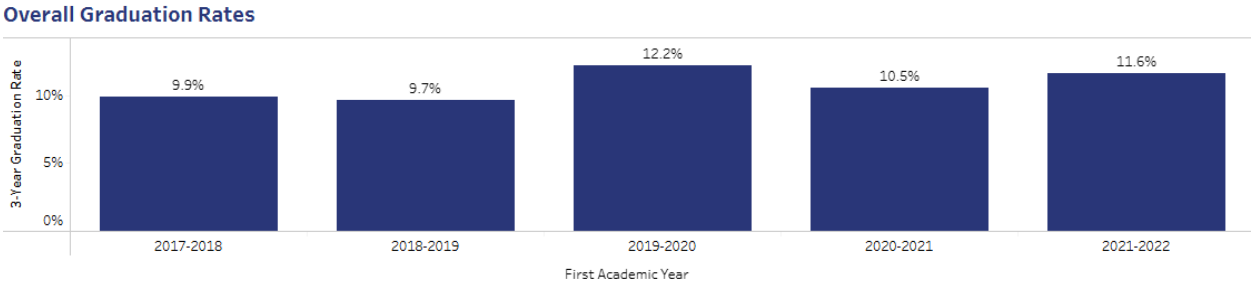
b) Strengthen Student Engagement and Support Systems to Promote Continued Enrollment. SBVC's goal is to increase overall persistence rates by 2%, ensuring that more students continue their educational journey from one term to the next. This will be achieved through proactive outreach, enhanced academic support services, and initiatives that address barriers to re-enrollment, such as financial challenges and basic needs. By fostering a sense of belonging and providing targeted interventions, SBVC is committed to creating an environment that empowers students to persist and succeed.

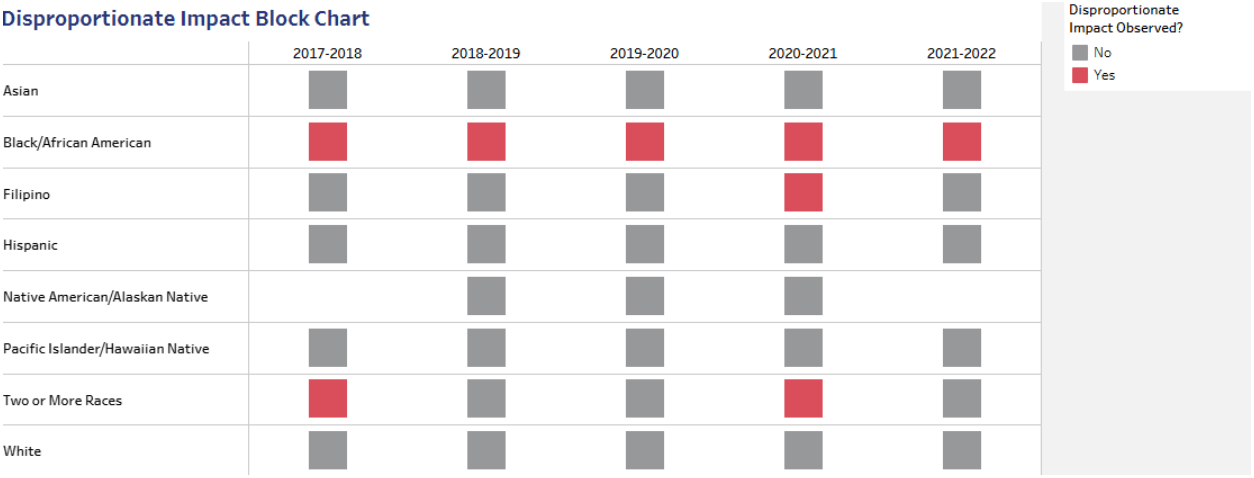
c) **Enhance students' sense of belonging and cultural representation through inclusive spaces.** SBVC is committed to creating a safe, inclusive, and vibrant campus environment that encourages students to remain engaged beyond the classroom. The Master Plan prioritizes design strategies that foster community, collaboration, and cultural representation. Indoor and outdoor spaces will be developed to support events, daily gatherings, and active learning, including flexible classrooms, student lounges, and multipurpose areas distributed across campus with a concentration near student services. Enhanced pedestrian pathways, intuitive wayfinding, and branded entry points will strengthen campus

identity and improve circulation, while public art, monuments, and fountains will celebrate higher education and diverse cultural heritages. In alignment with this vision, SBVC will implement a comprehensive branding strategy that reflects diversity, equity, and inclusion across physical and digital spaces. This includes visual identity elements, signage, and messaging that affirm the cultural identities of our student population. Designated mural spaces will showcase cultural diversity and student voices, serving as visual affirmations of equity and belonging. Central to these efforts, the new Student Services Building will house a Multicultural Center, a hub for cultural engagement, student organizations, and equity programming, along with dedicated spaces for Puente and Umoja programs. These areas will provide students with opportunities to connect, celebrate diversity, and access resources that support their success. These initiatives collectively aim to enhance students' sense of belonging, contribute to term-to-term persistence, and transform SBVC into a campus where students choose to stay, learn, and thrive.

Section 9: Metric 4: Vision Goal Completion

The percentage of students who graduate within three academic years of starting at SBVC.





*In **2021-2022**, **6.5%** of the **536** first-time **Black/African American** students graduated within three academic years of starting at SBVC, resulting in an **observable disproportionate impact**.*

1. **Enhance data collection to identify the root causes:** data-driven, systematic case management will be developed to integrate early alert tools, proactive counseling, and individualized education planning. This system will allow faculty and staff to monitor academic progress, intervene when challenges arise, and provide support to address barriers to completion. By combining technology with intentional counseling practices, SBVC can ensure students receive timely

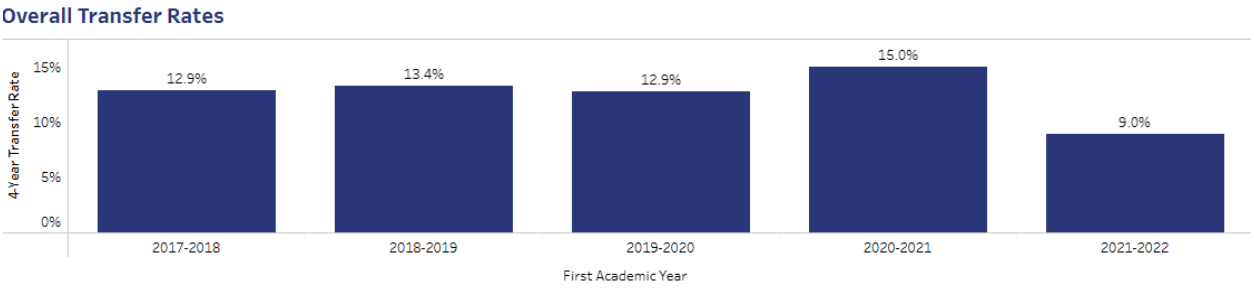
guidance toward certificates, degrees, and transfer goals. Completion rates and persistence of students will be tracked through case management.

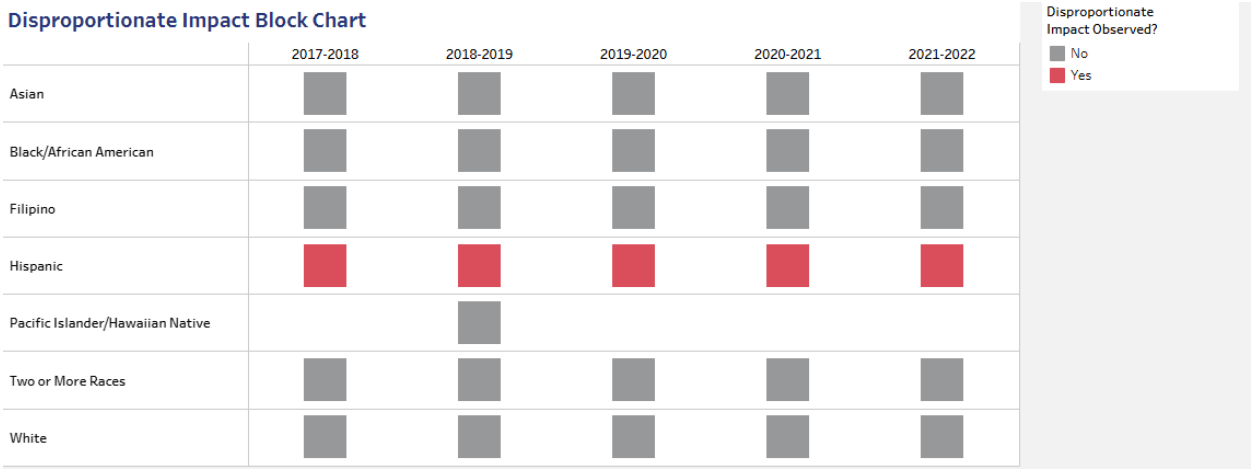
2. **Guided Pathways and Academic Mapping:** continue to develop clear degree maps for all majors with embedded milestones to guide progress.
   These maps will outline recommended courses, sequencing, and critical checkpoints, helping students avoid excess units and stay on track toward timely completion. Faculty, counselors, and advisors will collaborate to regularly review and update maps to reflect transfer requirements, workforce needs, and state mandates. By integrating academic planning tools and proactive counseling, SBVC can provide students with a transparent roadmap that improves retention, increases completion, and strengthens overall student success outcomes.

3. Advancing **Equity & Culturally Responsive Practices** – will require intentional efforts to expand learning communities, peer mentorship opportunities, and faculty development in inclusive pedagogy. Learning communities will provide structured environments where students can build connections, foster a sense of belonging, and receive targeted academic support. Peer mentorship will connect students with role models who share similar backgrounds, offering guidance and encouragement throughout their educational journey. Faculty training will emphasize culturally responsive teaching strategies that integrate diverse perspectives into curriculum and classroom practice. This will reduce equity gaps, strengthen retention, and empower students to achieve academic and personal success.
4. Additional Key strategy:
   a) **Provide Comprehensive support to students** by expanding access to mental health services, financial aid guidance, and basic needs resources. Success coaches and peer mentors will guide students throughout their educational journey, ensuring personalized assistance and stronger connections to campus resources. Collaborate with Institutional Research to track the utilization of mental health, financial aid, and basic needs services, alongside retention outcomes of students engaged with success coaches and peer mentors.

Section 10: Metric 5: Transfer to a 4-year University

The percentage of students who transfer to a 4-year university within four academic years of starting at SBVC.





*In **2021-2022**, **8.0%** of the **1,604** first-time **Hispanic** students transferred to a 4-year university within four academic years of starting at SBVC, resulting in an **observable disproportionate impact**.*

1. **Eliminate Disproportionate Impact in Transfer Outcomes,** SBVC will implement intentional strategies to eliminate disproportionate impact in transfer to four-year universities, to ensure that opportunities are equitable for all students. Collaboration with the Transfer and Career Services Coordinator, faculty, and staff will identify and address barriers that prevent historically underrepresented groups from achieving successful transfer outcomes. Continuous assessment of transfer data, disaggregated by student demographics, will guide improvements.

2. **Close Equity Gaps in Transfer Outcomes-** SBVC will implement intentional strategies to eliminate equity gaps in student transfer to four-year universities, ensuring that all students, regardless of race, ethnicity, income, or background, have equitable opportunities to achieve successful transfer outcomes. Strengthening guided pathways, expanding culturally responsive learning communities, enhancing intrusive counseling, and increasing financial aid access are some of the key strategies. Faculty and staff will collaborate on how to remove systemic barriers and provide targeted support to historically underrepresented groups. Continuous monitoring of transfer data will guide improvements and ensure proportional representation in transfer rates across all student populations by 2030.

3. **Transfer-Focused Early Alert and Counseling** SBVC will integrate transfer-focused early alert systems and counseling interventions to identify students at risk of delays in their transfer journey. Through proactive monitoring, faculty and staff will connect these students with academic advising, financial aid, and transfer resources to ensure timely support. This strategy strengthens pathways to four-year universities, reduces barriers, and promotes equitable transfer success across all student groups. By combining technology with personalized guidance, SBVC will improve retention and completion outcomes. The Transfer and Career Services Coordinator will collaborate with Institutional Research to track annual transfer rates for students flagged by early alerts and compare them to rates for students not flagged.

4. **Additional Key Strategies:**

   a) Cross Collaboration to Enhance Transfer Culture: SBVC will strengthen cross-collaboration among faculty, staff, student services, and community partners to build a robust transfer culture that supports Hispanic students and closes equity gaps. This strategy will include coordinated efforts between

academic departments, counseling, and the Transfer Career Services Department to provide culturally responsive guidance, workshops, and mentorship. Partnerships with four-year universities will expand opportunities and streamline transfer pathways. By fostering a campus-wide commitment to equity, SBVC will ensure Hispanic students receive the resources and encouragement needed to achieve successful transfer outcomes. Annually, the Transfer Career Services Coordinator will collaborate with Institutional Research to monitor Hispanic students' transfer rates and compare progress against baseline data.

b) Strengthen Transfer Pathways and Partnerships with California State University, San Bernardino (CSUSB) - SBVC's goal is to position the college as the leading feeder institution to CSUSB. This initiative focuses on strengthening transfer pathways, enhancing student support services, and building strategic partnerships with CSUSB. By prioritizing equity and access, we aim to increase the number of students successfully transferring each year.

Please describe how and why your college strategies listed above for both DI and overall student populations will work to remove barriers, address student needs, and create clear pathways to improve transfer and meet related goals outlined in Vision 2030.

SBVC is expanding access to academic planning tools, transfer guides, and real-time progress tracking through online platforms and in-person support. By centralizing information and making it easily accessible, we enhance transfer requirements and degree planning knowledge for everyone. Targeted outreach and culturally responsive resources ensure DI students receive personalized support, addressing gaps in awareness and access. These strategies align with Vision 2030 by streamlining transfer pathways, improving retention, and increasing completion rates through transparent academic planning and integrated support systems.

Section 11: Intensive Focus on Population(s) Experiencing Disproportionate Impact

Equity Focus: Black/African American Students – Term-to-Term Persistence
Black/African American students at SBVC continue to experience disproportionate impact in term-to-term persistence and Vision Goal completion. To address these gaps, SBVC will implement intentional strategies that provide targeted support, strengthen engagement, and ensure equitable outcomes.

Action Plan 1: Intrusive Counseling and Early Alert Systems

- Implement proactive counseling interventions to identify students at risk of not persisting.
- Use early alert technology to flag attendance, academic performance, and financial aid challenges.
- Connect students immediately to advising, tutoring, and financial resources.

Measurement of Success: Track persistence rates of Black/African American students flagged by early alert compared to those not flagged, aiming for year-over-year improvement and parity with overall student persistence rates by 2030.

Action Plan 2: Culturally Responsive Learning Communities and Mentorship

- Expand culturally responsive learning communities that affirm identity and provide academic support.
- Pair students with faculty/staff mentors and peer mentors to strengthen belonging and accountability.
- Offer workshops focused on transfer readiness, financial literacy, and career planning.

Measurement of Success: Monitor participation rates in learning communities and mentorship programs and compare persistence and completion outcomes of participants versus non-participants. Target: close the persistence gap by 2030.
Support Commitment

SBVC will support Black/African American students by embedding equity into curriculum, instruction, and student services. This includes culturally responsive pedagogy, expanded financial aid outreach, and intentional community-building efforts. By aligning these supports with Vision 2030, SBVC ensures that persistence and completion outcomes reflect the true potential of all students.

Equity Focus: Hispanic/Latine Students – Transfer to Four-Year Universities
Hispanic/Latine students at SBVC experience disproportionate impact in lower transfer rates to four-year universities. To close these gaps, SBVC will implement intentional, equity-driven strategies that strengthen academic pathways, provide culturally responsive support, and ensure successful transfer outcomes.

Action Plan 1: Strengthen Guided Pathways and Transfer Readiness

- Expand guided pathways with clear milestones for transfer preparation.
- Provide intrusive counseling focused on transfer planning, financial aid literacy, and academic advising.
- Partner with four-year universities to streamline articulation agreements and transfer workshops.

Measurement of Success: Track annual transfer rates of Hispanic/Latine students, comparing progress against baseline data. Target: year-over-year increase in transfer rates, with parity achieved by 2030.

Action Plan 2: Expand Culturally Responsive Learning Communities and Mentorship

- Enhance learning communities that affirm cultural identity and provide academic support.
- Pair students with faculty/staff mentors and peer mentors to strengthen belonging and accountability.
- Offer workshops on career readiness, leadership, and navigating university systems.

Measurement of Success: Monitor participation rates in learning communities and mentorship programs. Compare persistence and transfer outcomes of participants versus non-participants. Target: close persistence and completion gaps by 2030.

Support Commitment

SBVC will support Hispanic/Latine students by embedding equity into curriculum, instruction, and student services. This includes culturally responsive pedagogy, expanded financial aid outreach, and intentional community-building efforts. By aligning these supports with Vision 2030, SBVC ensures that Hispanic/Latine students achieve equitable transfer outcomes and thrive both academically and personally.

Section 12: Student Education Plans

Comprehensive Student Education Plans					
Academic Year cohort (include summer and winter if applicable	Total number of Enrolled Students in Cohort	# of students who received a comprehensive Ed plan by end of 1st Primary Term	% of students (out of the total number of students enrolled in cohort) who received a comprehensive ed plan by end of first primary term	# of students who received a comprehensive ed plan by end of first academic year	% of students (out of the total number of students enrolled in cohort) who received a comprehensive by end of first academic year
Fall 2022 Cohort (comprehensive ed plan by 6/30/2023)	**3087**	**977**	**32%**	**1106**	**36%**
Spring 2023 cohort (comprehensive ed plan)	**3971**	**1283**	**32%**	**1450**	**37%**
Fall 2023 cohort (comprehensive ed plan by 6/30/2024)	**1992**	**526**	**26%**	**674**	**34%**
Spring 2024 cohort (comprehensive ed plan by 12/30/2024)	**2467**	**848**	**34%**	**1027**	**42%**

Identify Student Populations Experiencing DI in Receiving a Comprehensive Ed Plan
Using local college data and the CCCCO Percentage Point Gap Minus One (PPG-1), identify and list student populations experiencing disproportionate impact (DI) in receiving a comprehensive education plan by the end of the First Primary Term and/or the end of the First Academic Year.

Disproportionate Impact Trends by Subgroups				
RACE				
Subgroup	**2022FA**	**2023SP**	**2023FA**	**2024SP**
Asian	No	No	Yes	No
Black/African American	No	No	No	Yes
Filipino	No	No	No	No
Hispanic	No	No	Higher than Others	No
Native American/Alaskan Native	Higher than Others	Yes	No	Yes
Pacific Islander/Hawaiian Native	No	No	No	No
Two or More Races	No	No	No	No
Unknown/Unreported	No	No	No	No
White	Yes	No	No	No
GENDER				
Subgroup	**2022FA**	**2023SP**	**2023FA**	**2024SP**
Unknown	No	No	Yes	Yes
Female	Yes	No	Yes	Yes
Male	Higher than Others	No	Higher than Others	Higher than Others
FIRST GENERATION				
Subgroup	**2022FA**	**2023SP**	**2023FA**	**2024SP**
N	No	Yes	No	Yes
Unknown/Unreported	Higher than Others	No	Yes	Higher than Others
Y	No	No	Higher than Others	Higher than Others

Comprehensive Education Plan Implementation for DI Student Populations

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college plans to implement or continue to proactively ensure the identified disproportionately impacted (DI) student populations receive a comprehensive education plan early in their journey - with a primary goal deliver in the first semester, and a secondary goal of delivery by the end of their first academic year.

To ensure disproportionately impacted (DI) student populations—female, first-generation, Native American, Black/African American, and Asian students receive a comprehensive education plan early in their academic journey, SBVC will implement a coordinated, equity-driven approach. Structural changes will embed education planning into onboarding and orientation, supported by mandatory first-semester counseling, and enhance technology-enabled degree planning tools. Targeted initiatives will include culturally responsive outreach, early alert systems, and dedicated counseling teams trained in equity and cultural competency. Action steps will integrate education planning into student support programs and offer group planning sessions during orientation, complemented by peer mentorship and proactive follow-up campaigns. The primary goal is to deliver education plans within the first semester, with a secondary goal of completion by the end of the first academic year, ensuring DI students have clear, actionable pathways to success.

Comprehensive Education Plan Implementation for ALL Students

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies for the DI student populations and transfer-intending students summarized above, your college plans to implement or continue to proactively ensure all students receive a comprehensive education plan early in their journey - with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year. This will help support equitable outcomes and prepare students for transfer, employment, and economic mobility.

SBVC will deliver comprehensive education plans to all students during their first semester, using structured onboarding, counseling sessions, and guided pathways to advance equity and success. Building strategies for disproportionately impacted (DI) and transfer-intending students, the college will implement structural changes that embed education planning into onboarding, orientation, and first-semester advising. SBVC will require counseling sessions in the first term and utilize degree-planning tools within student portals to simplify and accelerate education plan completion. Initiatives include proactive outreach campaigns, early alert systems for students without plans by mid-semester, and the incorporation of education planning into student support programs and guided pathways. Action steps will feature group planning workshops, peer mentorship, and targeted follow-up to ensure completion by the end of the first academic year. These efforts, which involve coordinated work between Instruction and Student Services, ensure that every student, regardless of background, receives clear, comprehensive, and actionable pathways to success.

Section 13: SBVC Vision 2030 Alignment:

1. Guided Pathways and Equity-Centered Strategies

San Bernardino Valley College is committed to centering the student experience through the Guided Pathways framework, ensuring that equity-driven practices are embedded in all aspects of student support, academic programs, and institutional decision-making. Some key strategies, but not limited to:

1. Integrated Student Support Structures
   a) Enhance and support the Welcome Center that integrates admissions, financial aid, and orientation, ensuring students, particularly disproportionately impacted populations, receive holistic and coordinated support.
   b) Align case management, early alert systems, and student success coaching, which will guide students through course sequencing, program requirements, and transfer opportunities.
2. Equity Centered Academic Pathways
   a) Continue to implement degree and certificate maps that clearly outline major transfer-level course sequences for Black/African American students.
   b) Expand learning communities and culturally responsive programs to integrate academic support, mentoring, and counseling.
   c) Utilize disaggregated data to identify equity gaps in course completion, program progression, and transfer, informing targeted interventions within pathways, especially for Black/African American students.
3. Cross-functional collaboration and faculty engagement
   a) Foster collaboration between instructional faculty, student services, and classified professionals to ensure that course offerings, support services, and academic interventions are aligned with student pathways and Vision 2030 goals.
   b) Provide professional development for faculty and staff focused on equity-minded teaching, culturally responsive pedagogy, and anti-racist practices to strengthen student engagement and persistence.

4. Continuous Monitoring and Improvement
    a) Embed ongoing assessment and evaluation using student outcome data to refine pathways, support strategies, and interventions for disproportionately impacted students.
    b) Aligning SEA program initiatives with Guided Pathways progress metrics, ensuring that equity center goals, such as enrollment, persistence, completion, and transfer, are met for all student populations.

Through these structural changes, intentional initiatives, and actions, SBVC ensures that the Guided Pathways framework is not only a roadmap for academic success but also a mechanism to close equity gaps and fulfill the Vision 2030 commitment to student-centered, equitable educational outcomes.

2. Student Financial Aid Administration

SBVC is committed to maximizing financial aid access and supporting the success of disproportionately impacted students, particularly Black/African American students. Key strategies include, but are not limited to:

1. FAFSA completion and outreach
    a) Conduct targeted outreach campaigns in collaboration with high schools, community organizations, and internal departments.
    b) Offer bilingual workshops, virtual sessions, and one-on-one assistance to guide students and families through the application process.
2. Holistic Financial Aid Guidance
    a) Provide early notifications and reminders for students regarding Pell Grants, Cal Grants, scholarships, and emergency aid.
    b) Offer workshops on financial literacy, budgeting, and planning to help students maintain enrollment and progress toward completion.
3. Data-Informed Evaluation
    a) Use disaggregated data to track FAFSA completion, receipt, and impact on enrollment and persistence.
    b) Regularly assess financial aid outreach and support strategies to identify gaps and refine interventions for DI student populations.

SBVC will ensure that financial barriers are minimized and that all students can access the resources necessary to enroll, persist, and succeed academically.

3. Student Accessibility Services (SAS)

- **Student Accessibility Services (SAS)** is committed to ensuring equitable access and supporting disproportionately impacted students in achieving academic success. Key strategies, but not limited to:

1. Proactive Outreach and Early Engagement
   a) SAS staff will identify and reach out to students with disabilities early in the enrollment process to provide guidance on accommodations, academic planning, and campus resources.
   b) Collaborate with counseling, outreach, and equity programs to ensure students are aware of SAS services.
2. Professional Development and Campus Collaboration
   a) Provide workshops to faculty and staff on inclusive teaching practices, accessibility, and equity-minded pedagogy.
   b) Collaborate with student services and instructional divisions to embed SAS support into pathways, ensuring all students have equitable opportunities to succeed.

Through these coordinated efforts, SAS supports the removal of systemic and structural barriers, promoting equitable enrollment, persistence, and completion for Black/African American students.

4. **Extended Opportunity Programs & Services (EOPS), Cooperative Agencies Resources for Education (CARE), and CalWORKs**

EOPS/CARE & CalWORKs programs are committed to removing barriers and promoting equitable success for disproportionately impacted students, particularly Black/African American students. Key strategies include, but are not limited to:

SBVC's EOPS/CARE & CalWORKs Programs are committed to removing barriers and promoting equitable success for disproportionately impacted students, particularly Black/African American students. Key strategies include, but are not limited to:

1. **Proactive Outreach and Early Enrollment Support**

   a) Conduct targeted outreach to identify eligible students early, especially those from underrepresented communities, to maximize program participation.

   b) Assist students with application completion, financial aid coordination, and enrollment support, ensuring timely connection to essential resources.

2. **Integration with Equity Initiatives**

   a) Collaborate with Guided Pathways, Umoja-Tumaini, Puente, Tatayan, and First Year Experience programs to provide culturally relevant academic and mentoring support.

   b) Use data-driven tracking to monitor student progress, identify at-risk students, and intervene early to prevent stop-outs.

   c) Track and report outcomes related to enrollment, persistence, degree/certificate completion, and transfer, with particular attention to Black/African American and Hispanic/Latine students.

EOPS/CARE and CalWORKs will continue to ensure that Black/African American and Hispanic/Latine students receive targeted academic, financial, and personal support to overcome systematic barriers, persist towards completion, and achieve their academic and career goals.

5. **NextUp & Guardian Scholars**

   NextUp and Guardian Scholars are programs designed and dedicated to providing targeted support to disproportionately impacted students who are also current or former foster youth enrolled at or planning to enroll at SBVC. Like other student support programs, the focus is to promote equitable access, persistence, and completion. Key strategies are, but not limited to:

   a. Proactive Outreach and Early Connection

   a) Identify and engage foster youth early, including those from underrepresented communities, to connect them with essential NextUp services and resources tailored to their unique needs.

   b) Collaborate with service-area K-12 districts, community partners such as San Bernardino County Superintendent of Schools (SBCSS), the County's Children

and Family Services (CFS), and Giveback Academy as well as the various on-campus departments to ensure timely access to enrollment, financial aid, and academic support services.

b. **Foster Youth Advisory Council (FYAC) Initiative:** In partnership with SBCSS, the NextUp and Guardian Scholars Program are working with Eisenhower High School in the Rialto Unified School District to roll out the FYAC Initiative during the 2025-2026 academic year. This initiative aims to enhance peer mentorship, student leadership, and engagement opportunities for foster youth students.
   Key components of this initiative include:
c. Leadership training provided by the GiveBack Academy.
d. Providing stipends of $800 per semester to four selected NextUp Student Peer Mentors, who will lead FYAC meetings and mentor new and current foster youth students.
e. Allocating funds to purchase incentives (e.g., vendor gift cards) to encourage mentee participation in FYAC meetings and mentoring sessions.
f. Supporting program and marketing materials to promote the initiative and enhance student leadership skills.

NextUp and Guardian Scholars support current and former foster youth, especially DI student populations at SBVC, by providing early outreach, connecting students to essential services, and collaborating with K-12 districts and community partners to ensure access to enrollment, financial aid, and academic resources. The programs are also launching the Foster Youth Advisory Council (FYAC) with SBCSS and Eisenhower High School to strengthen peer mentorship and leadership through training, mentor stipends, participation incentives, and targeted outreach.

7. Veterans Resource Center

The Veterans Resource Center is committed to removing barriers and promoting equitable success for disproportionately impacted students, particularly Black/African American students. Key strategies include, but are not limited to:

1. Proactive Outreach and Early Enrollment Support

a) Conduct targeted outreach to identify eligible students early, including those from underrepresented communities, to maximize program participation.
b) Assist students with application completion, financial aid coordination, and enrollment support, ensuring early connection to resources.
c) Partner with veteran organizations to increase recruitment of female veterans and their dependents

2. Integration with Equity Initiatives
   a) Collaborate with Guided Pathways, Umoja Tumaini, Puente, and First Year Experience programs to provide culturally relevant academic and mentoring support.
   b) Use data-driven tracking to monitor student progress, identify at-risk students, and intervene early to prevent stop-outs.
   c) Track and report outcomes for enrollment, persistence, degree/certificate completion, and transfer for Black/African American and Hispanic/Latine students, in particular.
   d) Host informational sessions and events specifically designed for female veterans and dependents. Partner with AMVETS Post 77 to provide on and off-campus events for our female veterans.

The Veteran's Resource Center will ensure that Black/African American and Hispanic/Latine students receive targeted academic, financial, and personal support to overcome systemic barriers, persist in their education, and achieve their educational and career goals.

8. Justice Involved/Justice Impacted Students

San Bernardino Valley College is committed to ensuring equitable access, comprehensive support, and clear pathways to success for students who are justice-involved or justice-impacted. Key strategies include, but are not limited to:

1. Proactive Outreach and Early Enrollment Support
   a) Conduct targeted outreach to identify eligible students early, including those from underrepresented communities, to maximize program participation.

These may include local correctional facilities, probation offices, juvenile facilities, and community organizations.

d) Assist students with SBVC admission application completion, financial aid assistance, and enrollment support, to ensure academic counseling, transition to college, and referrals to support programs.

2. Integration with Equity Initiatives

e) Collaborate with Guided Pathways, Umoja Tumaini, Puente, Tatayan, and First Year Experience programs to provide culturally relevant academic and mentoring support.

f) Use data-driven tracking to monitor student progress, identify at-risk students, and intervene early to prevent stop-outs.

g) Track and report outcomes for enrollment, persistence, degree/certificate completion, and transfer for Black/African American and Hispanic/Latine students, in particular.

Through these strategies, SBVC removes structural barriers, fosters retention and academic success, and ensures justice-involved and justice-impacted students have equitable opportunities to persist, complete, and transfer.

9. **Low Income Adults**

To expand access and improve outcomes for low-income adult learners, San Bernardino Valley College will implement intentional, equity-driven strategies that address structural barriers and foster a culture of support, flexibility, and belonging. Key strategies include:

1) Flexible Academic Pathways and Scheduling

a) Increase access to short-term certificates, hybrid, and online course offerings to accommodate working adults and caregivers.

b) Expand evening, weekend, and accelerated course options to promote degree and certificate completion.

2) Strengthened Financial and Basic Needs Support

a) Expand outreach and support for financial aid, including FAFSA/CADAA workshops and personalized assistance to increase participation among adult learners.

b) Enhance partnerships with Basic Needs programs (food pantry, emergency grants, transportation assistance, technology loan programs) to reduce non-academic barriers to persistence.

3) Holistic Student Support and Case Management

a) Develop a proactive case management model to connect adult learners with counseling, career services, tutoring, and community resources.

b) Strengthen the coordination between Student Services and Workforce Development to provide wraparound academic and career support.

4) Targeted Outreach and Re-engagement

a) implement outreach campaigns to re-engage students with “some college, no degree,” leveraging data to identify and invite them back to complete their education.

b) Partner with local employers, workforce agencies, and community organizations to increase awareness of educational opportunities for working adults.

5. Professional Development and Institutional Alignment

a) Provide equity-focused professional development for faculty and staff on serving adult learners, trauma-informed practices, and inclusive classroom strategies.

b) Review institutional policies and processes, such as enrollment, placement, and academic probation, to identify and remove barriers that disproportionately affect low-income adults.

6) Continuous Evaluation and Improvement

a) Use disaggregated data to monitor enrollment, retention, and completion outcomes for low-income adult learners.

b) Collect student feedback to guide program improvements and ensure initiatives remain responsive to adult learners' evolving needs.

10. Credit for Prior Learning (CPL)

San Bernardino Valley College is committed to expanding equitable access, support, and pathways to success to Credit for Prior Learning (CPL). Key strategies include, but are not limited to:

1. Proactive Awareness and Outreach for Early Enrollment Support
   a) Conduct targeted outreach to identify eligible students early, including those from underrepresented communities, to maximize program participation.
   b) Assist students with application completion, financial aid coordination, and enrollment support, ensuring early connection to resources.

2. Integration with Equity Initiatives
   c) Collaborate with Guided Pathways, Umoja Tumaini, Puente, Tatayan, and First Year Experience programs to provide culturally relevant academic and mentoring support.
   d) Use data-driven tracking to monitor student progress, identify at-risk students, and intervene early to prevent stop-outs.
   e) Track and report outcomes for enrollment, persistence, degree/certificate completion, and transfer for Black/African American and Hispanic/Latine students.

Through these strategies, SBVC ensures that CPL is accessible, transparent, and leveraged as a tool to reduce barriers, promote timely completion, and advance equity for all students.

11. Dual Enrollment

San Bernardino Valley College is committed to expanding equitable access, support, and pathways to high school students. Key strategies include, but are not limited to:

1. Proactive Outreach and Recruitment
    a) Conduct targeted outreach to identify eligible students early, including those from underrepresented communities, to maximize program participation.
    b) Assist students with application completion, financial aid coordination, and enrollment support, ensuring early connection to resources.

2. Integration with Equity Initiatives
    a) Collaborate with Guided Pathways, Umoja Tumaini, Puente, Tatayan, and First Year Experience programs to provide culturally relevant academic and mentoring support.
    b) Use data-driven tracking to monitor student progress, identify at-risk students, and intervene early to prevent stop-outs.
    c) Track and report outcomes for enrollment, persistence, degree/certificate completion, and transfer for Black/African American and Hispanic/Latine students, in particular.
    d) Align dual enrollment courses with SBVC's guided pathways to ensure transfer-level readiness and seamless transition to college programs.

Through these strategies, SBVC ensures that dual enrollment serves as a bridge to higher education, accelerates academic progress, and reduces equity gaps for Black/African American students.

12. Strong Workforce/Perkins

Our college will leverage the Strong Workforce Program (SWP), Perkins Program, and the Student Equity and Achievement (SEA) Program in a coordinated effort to close equity gaps and increase female participation in high-wage CTE programs, such as aeronautics and automotive, aligning with Vision 2030's goals.

- Targeted Outreach & Recruitment
    - Develop high-touch outreach campaigns to engage female students, including partnerships with K-12 schools, community organizations, and STEM-focused programs.
    - Host Women in CTE Career Exploration Days featuring industry role models and hands-on demonstrations in not only aeronautics and automotive labs, but in all CTE fields.
- Customized Support Services
    - SEA will provide wraparound services such as academic tutoring, mentoring, and support services to remove barriers for female students.
    - Perkins will fund career counseling and advising tailored to non-traditional gender participation in CTE fields.
- High-Tech Learning Opportunities
    - SWP will integrate virtual reality simulations and online modules for aeronautics and automotive training, making programs more accessible and engaging.
    - Expand hybrid learning options for students, balancing work and family responsibilities.
- Work-Based Learning & Industry Partnerships
    - Collaborate with regional employers to create internships and apprenticeships specifically for women in aeronautics and automotive.
    - Launch scholarship programs and toolkits for female students entering these fields.
    - Closing Equity Gaps
        - Data-Driven Approach:
          Use disaggregated data to identify enrollment, retention, and completion gaps for female students in CTE programs.
        - Measurable Goals:
            - Increase female enrollment in aeronautics, automotive, and other CTE programs

        - Achieve completion parity for female students within three years.
    - Continuous Assessment:
      Conduct annual program reviews and student feedback sessions to refine strategies.
    - Goal is to have a coordinated, equity-driven approach to empower females and all students in high-wage CTE fields.

Through these strategies, SBVC ensures that workforce and technical education pathways are accessible, equitable, and aligned with Vision 2030 goals, providing students with opportunities to achieve high-wage careers and economic mobility.

Additional Programs:

Dreamer's Resource Center: SBVC is committed to strengthening the Dreamer's Resource Center (DRC) as a hub of support for undocumented, mixed-status, and immigrant students, including disproportionately impacted populations. To strengthen student support and promote equitable access, the college will implement structural enhancements by increasing dedicated staffing, embedding Dreamer's Resource Center (DRC) services into onboarding and counseling, and utilizing technology to simplify access to information and schedule appointments. Initiatives to enhance culturally responsive programming, financial aid, and scholarship workshops, and partnerships with community organizations to provide legal and mental health resources. Action steps will focus on proactive outreach campaigns, peer mentorship programs, and collaboration with Instruction and Student Services to embed DRC support into Guided Pathways and First-Year Experience programs. These efforts aim to ensure that Dreamer students receive comprehensive guidance and equitable opportunities for academic success, transfer, and economic mobility.

Tatayan Community: SBVC is committed to supporting the Tatayan Community by developing culturally responsive programming that honors heritage while promoting academic achievement. To ensure that Tatayan students continue their education

seamlessly, SBVC will expand outreach and engagement efforts, integrate Tatayan perspectives into onboarding and counseling processes, and provide dedicated support services, including mentorship, academic planning, and financial aid guidance. These initiatives will include community-based events, partnerships with tribal organizations, and the use of technology to simplify access to resources. By fostering a sense of belonging and aligning services with cultural values, SBVC aims to remove barriers and create clear pathways for Tatayan students to achieve their educational and career goals.

Umoja/Tumaini Community: SBVC is committed to enhancing Umoja/Tumaini programming to create a culturally responsive and empowering environment that supports Black/African American students in reaching their academic and career goals. The college will enhance outreach and engagement through community-centered events, mentorship opportunities, and leadership development activities that celebrate identity and heritage. In addition, academic support will include proactive counseling, comprehensive education planning, and transfer guidance to ensure students remain on track to earn their degrees. Furthermore, SBVC will integrate Umoja principles into onboarding and classroom experiences, while leveraging technology and partnerships to provide seamless access to resources. These efforts aim to create a sense of belonging, remove barriers, and empower Umoja/Tumaini students to thrive academically and professionally.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Heather M. Madole, Administrative Officer

DATE: December 12, 2025

SUBJECT: Assignments to Board Advisory Committees

RECOMMENDATION

It is recommended that the Board of Trustees approve representatives on board advisory committees for the 2026 calendar year.

OVERVIEW

Committee	2025 Members	2026 Members
Legislative Committee	1. Frank Reyes (Chair) 2. Carlos Aguilera 3. John Longville	1. 2. 3.
Finance Committee	1. Dr. Stephanie Houston (Chair) 2. Dr. Nathan Gonzales 3. Dr. Cherina Betters	1. 2. 3.

ANALYSIS

Pursuant to Board Policy 2220, the Board may, by action, establish committees that it determines are necessary to assist the Board in its responsibilities. Any committee established by Board action shall comply with the requirements of the California Public Meetings Act (Brown Act) and with these policies regarding open meetings.

Board committees that are composed solely of less than a quorum of members of the Board that are advisory are not required to comply with the Brown Act, or with these policies regarding open meetings, unless they are standing committees.

Board committees that are only advisory have no authority or power to act on behalf of the Board. Findings or recommendations shall be reported to the Board for consideration.

Standing committees of the Board can be found on the Board of Trustees page of the District Website http://www.sbccd.edu

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
3. Be a Leader and Partner in Addressing Regional Issues
4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

There are no financial implications associated with this board item.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Heather M. Madole, Administrative Officer

DATE: December 12, 2025

SUBJECT: Board Member Assignment to the San Bernardino Regional Emergency Training Center Joint Powers Authority

RECOMMENDATION

It is recommended that the Board of Trustees approve the assignment of one trustee to the San Bernardino Regional Emergency Training Center Joint Powers Authority for the 2026 calendar year.

OVERVIEW

	2025 Member	2026 Member
San Bernardino Regional Emergency Training Center Joint Powers Authority	1. Dr. Stephanie Houston	1.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
3. Be a Leader and Partner in Addressing Regional Issues
4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

There are no financial implications associated with this board item.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Diana Z. Rodriguez, Chancellor

REVIEWED BY: Angel Rodriguez, Associate Vice Chancellor of Government Relations, Strategic Communications & Grants

PREPARED BY: Ynez D. Canela, Associate Director of Legislative & Community Relations

DATE: December 12, 2025

SUBJECT: SBCCD's 2026 Legislative and Budget Priorities for Workforce Development and Community Prosperity

RECOMMENDATION

It is recommended that the Board of Trustees approve SBCCD's 2026 Legislative and Budget Priorities for Workforce Development and Community Prosperity.

OVERVIEW

The 2026 legislative advocacy priorities, as presented, advance SBCCD's four districtwide goals and mission to, "Positively impact the lives and careers of our students, the well-being of their families, and the prosperity of our community through excellence in educational and training opportunities." These priorities uphold the board's legislative principles as follows:

- Eliminating barriers to student access and success.
- Increasing public investment in community college students.
- Improving college affordability and basic needs support.
- Supporting local decision-making.
- Strengthening state and federal partnerships.
- Promoting civic engagement.

ANALYSIS

Approval of SBCCD's 2026 Legislative and Budget Priorities for Workforce Development and Community Prosperity will guide the Board Legislative Committee and SBCCD Chancellor's Office in engaging with government officials and diverse stakeholders to promote public policy solutions that support student achievement and economic mobility in the Inland Empire. Upon board adoption, this public policy platform will be presented to local, state, and federal policymakers during the 2026-27 legislative and budget-building cycle.

BOARD GOAL

Goal 1: Eliminate Barriers to Student Access and Success
Goal 2: Be a diverse, equitable, inclusive and anti-racist institution
Goal 3: Be a leader and partner in addressing regional issues
Goal 4: Ensure fiscal accountability and sustainability.

FINANCIAL IMPLICATIONS

None.

San Bernardino Community College District
2026 Legislative and Budget Priorities
for Workforce Development and Community Prosperity

Overview: The legislative and budget priorities outlined below advance SBCCD's four districtwide goals and mission to "Positively impact the lives and careers of our students, the well-being of their families, and the prosperity of our community through excellence in educational and training opportunities." SBCCD shall refer to these advocacy priorities when engaging with policymakers and key stakeholders during the 2026-27 legislative and budget-building cycle.

Let's Make College & Career Education More Affordable

- **Streamline Student Access to Essential Resources for College Affordability and Career Success:** SBCCD supports policies and cross-sector collaboration to build stronger referral systems that connect eligible students with essential resources, including but not limited to financial aid for college, housing, CalFresh, Medi-Cal, and Covered California. Expanding access to these critical local and state resources reduces the overall cost of attending community college, easing financial strain on students pursuing degrees and career certificates. Streamlining these systems is a practical investment in the Inland Empire's economic future, creating pathways for students—especially those balancing work, family, and education—to gain valuable skills and improve their career success. This approach strengthens our workforce, promotes self-sufficiency, and contributes to a resilient, thriving economy.
- **Expand State Financial Aid to Strengthen the Talent Pipeline:** A strong economy depends on a skilled workforce. Expanding and simplifying California's financial aid eligibility will enable more Inland Empire residents to access community college and career training, directly supporting workforce readiness and economic growth. SBCCD supports funding and implementing the Cal Grant Equity Framework and other state initiatives to broaden financial aid eligibility for recent high school graduates and adult learners, making career-focused education more affordable. This approach is essential to meeting employer demands for skilled workers, advancing economic opportunity in underserved regions, and reinforcing our regional and state's position as a competitive, innovative economy.

- **Invest in Simplifying FAFSA and Expanding Pell Grants for a Skilled Workforce:** SBCCD supports federal policies that simplify financial aid access by reducing unnecessary complexity in the Free Application for Federal Student Aid (FAFSA). Streamlining FAFSA will ensure all eligible students—including those from low- and middle-income families, regardless of their parents' background—can access financial aid, making community college and career training more attainable. This approach empowers working adults, returning veterans, and students to strengthen our local economy. Additionally, SBCCD advocates for increased investments in the Pell Grant and supports the Bipartisan Workforce Pell Act, which aims to expand Pell Grant eligibility to high-quality, short-term workforce programs. This legislation provides more opportunities for individuals to gain skills in high-demand fields, fueling economic growth and workforce readiness.

- **Promote Affordable Access to Textbooks and Learning Materials:** SBCCD supports policies, funding, and partnerships that make textbooks and learning materials more affordable and accessible for students. By negotiating agreements with textbook companies to lower costs and expanding initiatives like open educational resources (OER), the Zero Textbook Cost initiative, textbook rental programs, and digital access options, we can reduce financial burdens on students. These efforts help ensure students have the tools to succeed in their studies and develop the skills essential for the workforce.

Let's Prepare Students for Good-Paying Careers

- **Support $10 Million for the San Bernardino Job Growth Corridor to Modernize Job Training Facilities:** SBCCD is seeking $10 million to create the San Bernardino Job Growth Corridor, a revitalization project to modernize job training facilities located in the neighborhood adjacent to San Bernardino International Airport, the former Norton Air Force Base. Both the Economic Development & Corporate Training Center and the San Bernardino Regional Emergency Training Center are in critical need of life and safety infrastructure improvements and space modernization to support hands-on training for first responders and essential industry jobs. These upgrades will revitalize the community, address regional job training needs, and equip a skilled workforce to drive economic growth.
- **Expand Bachelor's Degrees at Community Colleges for High-Need Careers:** SBCCD supports policies to expand bachelor's degree offerings at community colleges to prepare students for high-demand careers. Crafton Hills College offers a bachelor's in Respiratory Care, and San Bernardino Valley College offers one in Water Resources Management—two fields essential to our region's health and sustainability. Expanding these programs will give more students access to valuable credentials, address regional workforce needs, and strengthen our commitment to collaborative partnerships with four-year universities to support student success.

- **Strengthen Apprenticeships and California's Career Education Systems:** SBCCD supports the Governor's goal of creating 500,000 earn-and-learn apprenticeships by 2029 and advocates for funding to strengthen initiatives like the California Apprenticeship Initiative. Apprenticeship opportunities enable students to earn credit toward certificates or degrees through on-the-job training or classroom-based experiential learning—reducing the need to sacrifice income for education. Moreover, SBCCD supports the collaborative approach and core principles of the Master Plan for Career Education, which aims to modernize how education and workforce systems work together, ensuring learners gain skills and qualifications for high-opportunity careers.

- **Enhance Credit for Prior Learning to Support Adult Learners:** SBCCD supports competency-based education and initiatives that allow adult learners to receive college credits based on their relevant work experience, making higher education more accessible and aligned with workforce needs. Additionally, SBCCD advocates ensuring that any "credit for prior learning" recognized by community colleges seamlessly transfers to University of California (UC) and California State University (Cal State) institutions. These efforts support students' career advancement and educational progress across California's higher education system.

Let's Build Affordable Student Housing and Combat Hunger

- **Advocate for $50M for the Affordable Student and Workforce Housing Project:** SBCCD is seeking $50 million to finish funding Legacy Village at San Bernardino Valley College, which will provide affordable housing for students and local workers. We are also urging the state to expand the Affordable Student Housing Grant Program so ready-to-build projects can move forward. In addition, we're asking the state to revise its housing rules so they match who community college students are today. Many are adults with jobs and children, so colleges need support to build family-friendly units rather than only dorm-style housing.
- **Expand CalFresh Access at Community College Cafeterias for a Healthy Future Workforce:** SBCCD supports policy changes that allow community college campuses to accept EBT for a broader range of affordable, healthy food options. Many students work while attending school, balancing multiple responsibilities, and need convenient access to nutritious meals to stay productive. Current restrictions classify campus cafeterias with over 50% prepared foods as restaurants, limiting EBT usage, despite these cafeterias' focus on accessible and healthy options. SBCCD advocates for granting an exemption for campus settings to ensure students have the resources to focus on their studies, complete their programs, and enter the workforce better prepared. Allowing EBT access in these unique environments is a practical investment in the state's talent pipeline, improving workforce readiness and reducing barriers to success for students who will contribute to our economic growth.

Let’s Open Doors of Opportunity for Everyone

- **Empower All Students to Build Community and Achieve Success:** At SBCCD, we are committed to creating an environment where students, employees, and guests of all backgrounds feel welcomed, respected, and valued. SBCCD supports funding and policies that provide every student with access to higher education, career training, financial aid, support services, and on-campus networks—including learning communities that foster belonging and educational growth. By promoting inclusive educational practices and encouraging social and intellectual exchange among people of diverse cultures, races, genders, ages, religions, political perspectives, sexual orientations, immigration statuses, and abilities, we cultivate a strong, connected community. Together, we empower each member of SBCCD to realize their potential, build meaningful relationships, and prepare for success in the workforce, contributing to the prosperity of our local communities.

- **Support State and Federal Investments in Hispanic-Serving Institutions for a Stronger Local Workforce:** As federally recognized Hispanic-Serving Institutions, Crafton Hills College and San Bernardino Valley College reflect the diversity of the Inland Empire and play a critical role in workforce development. SBCCD supports state and federal investments in HSIs to expand access to STEM education, apprenticeships, and pathways to four-year universities. These investments prepare the healthcare workers who keep us healthy, the first responders who keep us safe, and the skilled professionals who drive our economy forward.

- **Support Funding to Strengthen Equal Employment Opportunity Best Practices**: SBCCD supports ongoing funding to align hiring practices with statewide equal employment opportunity goals, fostering a workplace and learning environment where everyone has the opportunity to succeed and feel they belong. This investment creates spaces where employees and students can thrive and contribute meaningfully to our communities.

Let’s Safeguard the Financial Stability of Our Community Colleges

- **Ensure Emergency Preparedness and Immediate Relief for Our Community Colleges:** SBCCD supports partnerships and funding at all levels—local, state, federal, and public-private—to quickly address the safety and technology needs of our students, faculty, and staff. In times of crisis, from wildfires and extreme heat to snowstorms and pandemics, rapid access to emergency funds is crucial to keep our colleges operational and able to serve our community. By securing timely resources, we help our colleges not only navigate emergencies but also emerge stronger and ready to support the Inland Empire’s recovery and growth.

- **Protect Funding for Community Colleges Under Proposition 98:** Proposition 98, passed in 1988, mandates a minimum state funding level for K-12 schools and California community colleges. We urge policymakers to protect state funding for community colleges. Ensuring community colleges receive their fair share of funding is essential to maintaining educational quality and accessibility.

- **Improve State Funding Model for Part-Time Faculty Health Insurance Program:** SBCCD supports state policy changes aimed at enhancing the funding structure of the Part-Time Faculty Health Insurance Program in California and advocates for a system where the state directly provides the necessary funding to community college districts instead of reimbursing them later. The Part-Time Faculty Health Insurance Program's current reimbursement model heavily burdens districts like SBCCD with substantial upfront costs before receiving state reimbursements. This creates financial uncertainty and makes it challenging for SBCCD to manage other significant financial commitments. To provide health benefits to all part-time faculty members, SBCCD would need an upfront expenditure of $13.2 million, which exceeds the district's current capacity. Therefore, it is vital that the state adjusts the funding mechanism by providing upfront funding to districts. This change would reduce financial uncertainty and enable SBCCD to enhance the educational experience for all.

- **Provide CalSTRS/CalPERS Relief:** SBCCD supports ongoing funding in non-Proposition 98 resources to "buy down" the employer contribution levels required by colleges/districts. Doing so will free up general fund revenues for other student-centered priorities.

- **Support Ongoing Funding for KVCR TV/FM:** SBCCD owns and operates KVCR, the Inland Empire's NPR and PBS affiliate station, and the headquarters of FNX, the nation's only TV channel devoted to Native American and World Indigenous programming. SBCCD requests ongoing public investment to enhance KVCR TV/FM's ability to provide long-term educational content, local news, and diverse cultural programs to our region and beyond.

- **Support the CCC's 2026-27 Systemwide Budget Request:** SBCCD supports the California Community Colleges' 2026-27 systemwide budget request, which includes $508.1 million in ongoing and $208.4 million in one-time resources. This funding will advance Vision 2030 and provide stable base funding, essential support for faculty, and flexible academic and career pathways that equip students to succeed in the workforce.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Kevin Horan, President, CHC

PREPARED BY: Dr. Keith Wurtz, Vice President, Instruction, CHC

DATE: December 12, 2025

SUBJECT: Consideration of Approval of Curriculum - CHC

RECOMMENDATION

It is recommended that the Board of Trustees approve the CHC curriculum modifications.

OVERVIEW

The courses, certificates, and degrees at CHC are continually being revised and updated to reflect and meet student needs.

ANALYSIS

These courses, certificates, and degrees have been approved for addition, modification, and deletion by the Curriculum Committee of the Academic Senate and will be included in 2025-2026 College Catalog.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
3. Be a Leader and Partner in Addressing Regional Issues
4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

None.

NEW COURSE

COURSE ID	COURSE TITLE
ANTH C1000	Introduction to Biological Anthropology with Lab
DISCIPLINE:	Anthropology
DEPARTMENT:	Social Science
CATALOG DESCRIPTION:	In this course students examine human origins, evolution, and variation with a focus on the adaptations of humans and other primates. Biological evolution and scientific methods are foundations for the course. The laboratory component uses interactive exercises to investigate the anatomy, genetics, behavior, variation, and evolution of humans and other primates.
SCHEDULE DESCRIPTION:	In this course students examine human origins, evolution, and variation with a focus on the adaptations of humans and other primates. Biological evolution and scientific methods are foundations for the course. The laboratory component uses interactive exercises to investigate the anatomy, genetics, behavior, variation, and evolution of humans and other primates.
STUDENT LEARNING OUTCOMES:	NEW
REQUISITES:	None
LECTURE UNITS:	3
LAB/FIELD UNITS:	1
TOTAL UNITS:	4
CONTACT HOURS:	96-108
RATIONALE:	An introductory biological anthropology course is typically offered at community colleges and four-year institutions and is part of a comprehensive community college anthropology curriculum. ANTH C1000 is associate degree applicable, applies to the associate degree requirements for an AA-T in Anthropology and meets the associate degree general education requirements. This course transfers to CSU.
EQUATE:	Not currently equated with SBVC
EFFECTIVE:	Fall 2027

COURSE MODIFICATION

COURSE ID	COURSE TITLE
ANTH C1001	Introduction to Biological Anthropology
CATALOG DESCRIPTION:	In this course, students examine human origins, evolution, and variation with a focus on the adaptations of humans and other primates. Biological evolution and scientific methods are foundations for the course.
SCHEDULE	In this course, students examine human origins, evolution, and variation with a

DESCRIPTION:	focus on the adaptions of humans and other primates. Biological evolution and scientific methods are foundations for the course.
STUDENT LEARNING OUTCOMES:	NEW
REQUISITES:	None
RATIONALE:	Course modification for the purposes of Common Course Numbering
EQUATE:	This course currently equates with ANTHRO-106 at SBVC
EFFECTIVE:	Fall 2026

COURSE ID	COURSE TITLE
ANTH C1001H	Introduction to Biological Anthropology - Honors
CATALOG DESCRIPTION:	In this course, students examine human origins, evolution, and variation with a focus on the adaptations of humans and other primates. Biological evolution and scientific methods are foundations for the course. This is an honors course.
SCHEDULE DESCRIPTION:	In this course, students examine human origins, evolution, and variation with a focus on the adaptations of humans and other primates. Biological evolution and scientific methods are foundations for the course. This is an honors course.
STUDENT LEARNING OUTCOMES:	No Change
REQUISITES:	No Change
RATIONALE:	Course modification for the purposes of Common Course Numbering
EQUATE:	This course currently equates with ANTHRO 106H at SBVC
EFFECTIVE:	Fall 2026

COURSE ID	COURSE TITLE
ANTH C1001L	Biological Anthropology Lab
CATALOG DESCRIPTION:	In this laboratory course, students investigate the anatomy, genetics, behavior, variation, and evolution of humans and other primates. Students apply the scientific method and use interactive exercises in this course supplement to the Introduction to Biological Anthropology lecture course.
SCHEDULE DESCRIPTION:	In this laboratory course, students investigate the anatomy, genetics, behavior, variation, and evolution of humans and other primates. Students apply the scientific method and use interactive exercises in this course supplement to the Introduction to Biological Anthropology lecture course.
STUDENT LEARNING OUTCOMES:	NEW
REQUISITES:	Corequisite: Successful completion of or concurrent enrollment in ANTH C1001 or ANTH C1001H.

RATIONALE:	Course modification for the purposes of Common Course Numbering
EQUATE:	This course currently equates with ANTHRO-106L at SBVC
EFFECTIVE:	Fall 2026

COURSE ID	COURSE TITLE
ANTH C1001LH	Biological Anthropology Lab - Honors
STUDENT LEARNING OUTCOMES:	No Change
REQUISITES:	Prerequisite: Acceptance into the College Honors Institute Corequisite: ANTH C1001 or ANTH C1001H
RATIONALE:	Common Course Numbering
EQUATE:	Not currently equated with SBVC
EFFECTIVE:	Fall 2026

COURSE ID	COURSE TITLE
ASTR C1001	Introduction to Astronomy
CATALOG DESCRIPTION:	This course introduces fundamental concepts of astronomy, including the Solar System, stars, supernovae, galaxies, black holes, and the expanding universe. Students learn how to study the cosmos and what the latest discoveries reveal about the origins and fate of the universe.
SCHEDULE DESCRIPTION:	This course introduces fundamental concepts of astronomy, including the Solar System, stars, supernovae, galaxies, black holes, and the expanding universe. Students learn how to study the cosmos and what the latest discoveries reveal about the origins and fate of the universe.
STUDENT LEARNING OUTCOMES:	New
REQUISITES:	Departmental Recommendation: Successful completion of PHYSIC 100 Successful completion of PHYSIC 100
RATIONALE:	Course modification for the purposes of Common Course Numbering
EQUATE:	This course currently equates with ASTRON-120 at SBVC
EFFECTIVE:	Fall 2026

COURSE ID	COURSE TITLE
ASTR C1001L	Introduction to Astronomy Lab
CATALOG DESCRIPTION:	This laboratory course reinforces fundamental principles and concepts of astronomy by applying the scientific method through experiments, observations,

	and/or simulations. Laboratory work to supplement ASTR C1001.
SCHEDULE DESCRIPTION:	This laboratory course reinforces fundamental principles and concepts of astronomy by applying the scientific method through experiments, observations, and/or simulations. Laboratory work to supplement ASTR C1001
STUDENT LEARNING OUTCOMES:	No Change
REQUISITES:	Corequisite: Completion of or concurrent enrollment in ASTR C1001 or other locally approved astronomy lecture course.
RATIONALE:	Course modification for the purposes of Common Course Numbering
EQUATE:	This course currently equates with ASTRON-125 at SBVC
EFFECTIVE:	Fall 2026

COURSE ID	COURSE TITLE
BIOL C1000	Introduction to Biology with Lab
CATALOG DESCRIPTION:	This combined lecture and laboratory course provides the non-biology major with an introduction to living things and their environment. Students use experimentation and investigation to develop important critical thinking skills. Students learn about the process of science, the building blocks of life, the role and regulation of DNA, how populations change over time, the movement of energy within and between life forms, and how species interact with each other and their surroundings. By the end of the course, students will be able to apply an understanding of biological concepts to current issues and their impacts on society.
SCHEDULE DESCRIPTION:	This combined lecture and laboratory course provides the non-biology major with an introduction to living things and their environment. Students use experimentation and investigation to develop important critical thinking skills. Students learn about the process of science, the building blocks of life, the role and regulation of DNA, how populations change over time, the movement of energy within and between life forms, and how species interact with each other and their surroundings. By the end of the course, students will be able to apply an understanding of biological concepts to current issues and their impacts on society.
STUDENT LEARNING OUTCOMES:	NEW
RATIONALE:	Common Course Numbering
EQUATE:	This course currently equates with BIOL-100 at SBVC
EFFECTIVE:	Fall 2026

COURSE ID	COURSE TITLE
COMM C1004	Interpersonal Communication
CATALOG DESCRIPTION:	This course covers theory, research and application of ethical one-to-one communication practices in various and diverse interpersonal relationships including in personal, professional and social situations.
SCHEDULE DESCRIPTION:	This course covers theory, research and application of ethical one-to-one communication practices in various and diverse interpersonal relationships including in personal, professional and social situations.
STUDENT LEARNING OUTCOMES:	No Change
REQUISITES:	Departmental Recommendation: Eligibility for ENGL C1000
RATIONALE:	Course modification for the purposes of Common Course Numbering
EQUATE:	This course currently equates with COMMST 111 at SBVC
EFFECTIVE:	Fall 2026

COURSE ID	COURSE TITLE
COMM C1004H	Interpersonal Communication - Honors
CATALOG DESCRIPTION:	This course covers theory, research, and application of ethical one-t-one communication practices in various and diverse interpersonal relationships including in personal, professional and social situations. This is an honors course.
SCHEDULE DESCRIPTION:	This course covers theory, research, and application of ethical one-to-one communication practices in various and diverse interpersonal relationships including in personal, professional and social situations. This is an honors course.
STUDENT LEARNING OUTCOMES:	No Change
RATIONALE:	Course modification for the purposes of Common Course Numbering
REQUISITES:	No Change
EQUATE:	This course currently equates with COMM-111H at SBVC
EFFECTIVE:	Fall 2026

COURSE ID	COURSE TITLE
MATH C2210	Calculus I: Early Transcendentals
CATALOG DESCRIPTION:	A first course in differential and integral calculus of a single variable. Topics include limits and continuity of functions, techniques and applications of differentiation, an introduction to integration, and the Fundamental Theorem of Calculus. This course is primarily intended for Science, Technology, Engineering, and Mathematics (STEM) majors.

SCHEDULE DESCRIPTION:	A first course in differential and integral calculus of a single variable. Topics include limits and continuity of functions, techniques and applications of differentiation, an introduction to integration, and the Fundamental Theorem of Calculus. This course is primarily intended for Science, Technology, Engineering, and Mathematics (STEM) majors.
STUDENT LEARNING OUTCOMES:	NEW
REQUISITES:	Prerequisite: Pre-calculus, or college algebra and trigonometry, or equivalent, or placement as determined by the college's multiple measures assessment process.
RATIONALE:	Common Course Numbering
EQUATE:	This course currently equates with MATH 250 at SBVC
EFFECTIVE:	Fall 2026

COURSE ID	COURSE TITLE
MATH C2210E	Calculus I: Early Transcendentals – Embedded Support
CATALOG DESCRIPTION:	A first course in differential and integral calculus of a single variable. Topics include limits and continuity of functions, techniques and applications of differentiation, an introduction to integration, and the Fundamental Theorem of Calculus. This course is primarily intended for Science, Technology, Engineering, and Mathematics (STEM) majors. This course includes embedded support.
SCHEDULE DESCRIPTION:	A first course in differential and integral calculus of a single variable. Topics include limits and continuity of functions, techniques and applications of differentiation, an introduction to integration, and the Fundamental Theorem of Calculus. This course is primarily intended for Science, Technology, Engineering, and Mathematics (STEM) majors. This course includes embedded support.
STUDENT LEARNING OUTCOMES:	NEW
REQUISITES:	Prerequisite: Pre-calculus, or college algebra and trigonometry, or equivalent, or placement as determined by the college's multiple measures assessment process.
RATIONALE:	Common Course Numbering
EQUATE:	This course currently equates with MATH 250 at SBVC
EFFECTIVE:	Fall 2026

COURSE ID	COURSE TITLE
MATH C2220	Calculus II: Early Transcendentals
CATALOG DESCRIPTION:	A second course in differential and integral calculus of a single variable. Topics include applications of integration, techniques of integration, infinite sequences and series, and the calculus of parametric and polar equations. This course is primarily intended for Science, Technology, Engineering, and Mathematics (STEM)

	majors.
SCHEDULE DESCRIPTION:	A second course in differential and integral calculus of a single variable. Topics include applications of integration, techniques of integration, infinite sequences and series, and the calculus of parametric and polar equations. This course is primarily intended for Science, Technology, Engineering, and Mathematics (STEM) majors.
STUDENT LEARNING OUTCOMES:	NEW
REQUISITES:	Prerequisite: Calculus I: Early Transcendentals (MATH C2210), or equivalent, or placement as determined by the college's multiple measures assessment process.
RATIONALE:	Common Course Numbering
EQUATE:	This course currently equates with MATH 251 at SBVC
EFFECTIVE:	Fall 2026

COURSE ID	COURSE TITLE
SOCI C1000	Introduction to Sociology
CATALOG DESCRIPTION:	This course introduces students to Sociology: the study of people, groups, and institutions that shape people's lives. Through a mix of theory, research, and real-world examples, students explore key sociological concepts like culture, inequality, power, collective action, and social change. With content reflecting diverse histories and lived experiences, students make connections between their lives and the social forces that influence individual opportunities and choices. Students in this course will develop a critical lens that allows them to better understand and transform themselves and society.
SCHEDULE DESCRIPTION:	This course introduces students to Sociology: the study of people, groups, and institutions that shape people's lives. Through a mix of theory, research, and real-world examples, students explore key sociological concepts like culture, inequality, power, collective action, and social change. With content reflecting diverse histories and lived experiences, students make connections between their lives and the social forces that influence individual opportunities and choices. Students in this course will develop a critical lens that allows them to better understand and transform themselves and society.
STUDENT LEARNING OUTCOMES:	No Change.
RATIONALE:	Common Course Numbering
EQUATE:	This course currently equates with SOC-100 at SBVC
EFFECTIVE:	Fall 2026

COURSE ID	COURSE TITLE
SOCI C1000H	Introduction to Sociology - Honors
CATALOG DESCRIPTION:	This course introduces students to Sociology: the study of people, groups, and institutions that shape people's lives. Through a mix of theory, research, and real-world examples, students explore key sociological concepts like culture, inequality, power, collective action, and social change. With content reflecting diverse histories and lived experiences, students make connections between their lives and the social forces that influence individual opportunities and choices. Students in this course will develop a critical lens that allows them to better understand and transform themselves and society. This is an honors course.
SCHEDULE DESCRIPTION:	This course introduces students to Sociology: the study of people, groups, and institutions that shape people's lives. Through a mix of theory, research, and real-world examples, students explore key sociological concepts like culture, inequality, power, collective action, and social change. With content reflecting diverse histories and lived experiences, students make connections between their lives and the social forces that influence individual opportunities and choices. Students in this course will develop a critical lens that allows them to better understand and transform themselves and society. This is an honors course.
STUDENT LEARNING OUTCOMES:	New
RATIONALE:	Common Course Numbering
REQUISITES:	No Change
EQUATE:	This course currently equates with SOC-100H at SBVC
EFFECTIVE:	Fall 2026

COURSE DELETIONS

COURSE ID	COURSE TITLE
ASTRON 150H	Introduction to Astronomy - Honors
RATIONALE:	There is a lack of student interest
EFFECTIVE:	Fall 2026

COURSE ID	COURSE TITLE
JAPN 102	College Japanese II
RATIONALE:	There is a lack of student interest
EFFECTIVE:	Fall 2026

COURSE ID	COURSE TITLE
JAPN 103	College Japanese III
RATIONALE:	There is a lack of student interest
EFFECTIVE:	Fall 2026

COURSE ID	COURSE TITLE
JAPN 104	College Japanese IV
RATIONALE:	There is a lack of student interest
EFFECTIVE:	Fall 2026

COURSE ID	COURSE TITLE
MATH 117	Computer Applications in Research
RATIONALE:	There is a lack of student interest
EFFECTIVE:	Fall 2026

COURSE ID	COURSE TITLE
MATH 225	Computer-Based Problems for Calculus
RATIONALE:	There is a lack of student interest
EFFECTIVE:	Fall 2026

NEW PROGRAMS

ASSOCIATE IN ART IN LAW, PUBLIC POLICY, AND SOCIETY FOR TRANSFER Crafton - AA-T

Required Courses:

26.0-27.0

BUSAD 210
Business Law

3.0

ENGL C1000
Academic Reading and Writing

4.0

OR
ENGL C1000H
Academic Reading and Writing - Honors

4.0

ENGL C1001

Critical Thinking and Writing
4.0

OR
ENGL C1001H
Critical Thinking and Writing - Honors
4.0

OR
COMM 125
Critical Thinking Through Argumentation and Debate
3.0

OR
COMM 125H
Critical Thinking Through Argumentation and Debate - Honors
3.0

COMM C1000
Introduction to Public Speaking
3.0

OR
COMM C1000H
Introduction to Public Speaking-Honors
3.0

PHIL 105
Intro to Ethics: Contemporary Moral Problems
3.0

OR
PHIL 105H
Introduction to Ethics: Contemporary Moral Problems-Honors
3.0

POLS C1000
American Government and Politics
3.0

OR
POLS C1000H
American Government and Politics - Honors
3.0

STAT C1000
Introduction to Statistics
4.0

OR
STAT C1000H
Introduction to Statistics - Honors
4.0

OR
PSYC 120
Statistics for the Social and Behavioral Sciences
4.0

HIST C1001
United States History to 1877

3.0

OR

HIST C1001H

United States History to 1877 - Honors

3.0

OR

HIST C1002

United States History Since 1865

3.0

OR

HIST C1002H

United States History Since 1865 - Honors

3.0

List A: Select two courses (6 units) from two of the areas listed below (NOTE: Courses must not have been used above)

6.0

Area 1: Economics

ECON C2002

Principles of Macroeconomics

3.0

OR

ECON C2002H

Principles of Macroeconomics - Honors

3.0

OR

ECON C2001

Principles of Microeconomics

3.0

OR

ECON C2001H

Principles of Microeconomics-Honors

3.0

Area 2: Political Science

POLS 104

Introduction to Comparative Politics

3.0

OR

POLS 106

Introduction to World Politics

3.0

OR

POLS 110

Introduction to Political Theory

3.0

Area 3: Public Policy

SOC 105

Social Problems

3.0

Area 4: Diversity

ANTHRO 102
Cultural Anthropology
3.0

OR

ANTHRO 102H
Cultural Anthropology-Honors
3.0

OR

COMM 174
Intercultural Communication in a Diverse World
3.0

OR

ETHS 132
Identity and Ideology: Introduction to Chicano/a and Latino/a Studies
Same as: SOC 132
3.0

OR

ETHS 132H
Identity and Ideology: Introduction to Chicano/a and Latino/a Studies - Honors
Same as: SOC 132H
3.0

OR

GEOG 102
Human Geography
3.0

OR

GEOG 102H
Human Geography-Honors
3.0

OR

SOC 141
Race, Ethnicity and Diversity
Same as: ETHS 141
3.0

OR

SOC 141H
Race, Ethnicity and Diversity-Honors
Same as: ETHS 141H
3.0

OR

SOC 145
Sex, Gender and Society
3.0

Area 5: College Success

COUN 100
Student Success and the College Experience
3.0

Total: 32.0-33.0

Program Level Outcomes
Analyze American Political and Legal Institutions
Apply Ethical Reasoning and Critical Thinking
Communicate Effectively Through Speaking and Writing
Understand Social Behavior and Economic Principles
Analyze Historical and Cultural Contexts

Program Goals and Objectives
The program is designed to prepare students for academic transfer, professional advancement, and meaningful civic engagement. It provides a strong foundation in legal and governmental studies while developing analytical, ethical, and communication skills essential for success in public service and related professions.

Program goals include preparing students for seamless transfer to California State University campuses and other four-year institutions, equipping them with the competencies necessary for careers in legal, governmental, and public service fields, and fostering civic-minded graduates who actively contribute to their communities.

Upon completion of the program, students will be able to apply critical thinking and analytical skills to complex legal, political, and social issues; demonstrate effective written and oral communication; and explain the structure and interrelationships of legal and governmental systems. Students will also conduct research using credible legal and academic sources, apply ethical reasoning and social justice principles to decision-making, and demonstrate professionalism and career readiness in legal and policy-related environments.

Rationale
A Law, Public Policy, and Society AAT at Crafton Hills College would address critical workforce needs in San Bernardino County's extensive government and legal sectors while providing students with guaranteed transfer pathways to complete bachelor's degrees and pursue careers in law, public service, and policy analysis.

Catalog Description
The Associate in Arts in Law, Public Policy, and Society for Transfer (AA-T) is designed to provide students with a comprehensive, interdisciplinary foundation for transfer to a California State University (CSU) campus to complete a bachelor's degree in a related field. This program emphasizes the development of critical thinking, communication, and analytical skills essential for success in law school and careers in legal, governmental, and public service fields.

The interdisciplinary curriculum combines coursework from political science, history, philosophy, communications, sociology, and economics to provide students with a broad understanding of legal systems, policy development, and social justice issues. Students will examine the relationships between law, government, and society while developing the research, writing, and argumentation skills necessary for success in legal and policy-related careers.

EFFECTIVE: Spring 2026

ASSOCIATE IN SCIENCE IN PHYSICS 2.0 FOR TRANSFER Crafton - AS-T

PHYSIC 250
College Physics I
4.0

PHYSIC 251
College Physics II
4.0

PHYSIC 252
College Physics III
4.0

MATH 250
Single Variable Calculus I
4.0

MATH 251
Single Variable Calculus II
4.0

MATH 252
Multivariable Calculus
5.0

MATH 265
Linear Algebra
4.0

MATH 266
Introduction to Ordinary Differential Equations
4.0

CSCI 110
Introduction to Computer Science I (C++)
4.0

Total: 37.0

Program Level Outcomes

ommunicate concepts and results through well-organized lab reports.
Apply critical thinking skills and physical methods in solving problems appropriate for lower division physics courses.
Demonstrate general knowledge of physical concepts and principles appropriate for lower division courses in physics.
Demonstrate standard laboratory skills and techniques appropriate for lower division courses in physics.

Program Goals and Objectives

The program is designed to:

- Build strong quantitative and analytical skills through mastery of calculus, multivariable calculus, linear algebra, differential equations, and calculus-based physics.
- Instill basic laboratory skills and skills to write a well-organized and informative lab report as appropriate for courses in physics.

- Support equity and access by providing a clear and efficient pathway for students to enter Physics or other STEM disciplines.

Rationale
This new Physics 2.0 AS-T degree is designed to meet state regulations, ensuring that Crafton Hills College (CHC) curriculum aligns with current California State University (CSU) and University of California (UC) transfer requirements.

Catalog Description
The Associate in Science in Physics 2.0 for Transfer (AS-T in Physics 2.0) at Crafton Hills College is designed for students who plan to transfer to a CSU or UC and pursue a bachelor's degree in Physics or a related field such as Engineering, Astronomy, Astro-Physics, Computer Science, or Mathematics. This program provides students with a strong foundation in calculus-based physics, single-variable and multivariable calculus, linear algebra, differential equations, and computer programming. Completion of this degree guarantees admission to the CSU system (though not to a specific campus or major) and prepares students for continued study in mathematics and STEM fields.

EFFECTIVE: Fall 2026

ASSOCIATE IN ART IN SOCIAL JUSTICE: ETHNIC STUDIES FOR TRANSFER Crafton - AA-T

REQUIRED	
	9.0
Required course SOC 145 Sex, Gender and Society	
	3.0
AND ETHS 141 Race, Ethnicity and Diversity **Same as:** SOC 141	
	3.0
OR SOC 141H Race, Ethnicity and Diversity-Honors **Same as:** ETHS 141H	
	3.0
And one additional course from: ETHS 106 Introduction to Women's Studies Through an Ethnic Studies Lens **Same as:** SOC 106	
	3.0
OR ETHS 107 Native Peoples of North America	

Same as: ANTHRO 107, HIST 107

3.0

OR

ETHS 132
Identity and Ideology: Introduction to Chicano/a and Latino/a Studies
Same as: SOC 132

3.0

OR

ETHS 132H
Identity and Ideology: Introduction to Chicano/a and Latino/a Studies - Honors
Same as: SOC 132H

3.0

LIST A Students must complete three courses from at least two of the following areas (only one course from Area 4 may be used):

9.0-10.0

AREA 1: HISTORY AND GOVERNMENT

HIST 150
Survey of Latin American History

3.0

AREA 2 ARTS AND HUMANITIES
Students must complete three courses from at least two of the following areas (only one course from Area 4 may be used):

ART 113
Survey of Asian Art

3.0

OR

ANTHRO 102
Cultural Anthropology

3.0

OR

ANTHRO 102H
Cultural Anthropology-Honors

3.0

OR

ANTHRO 125
Language and Culture

3.0

OR

ENGL 162
Asian American Literature
Same as: ETHS 162

3.0

OR

ENGL 163
Chicano/Latino Literature
Same as: ETHS 163

3.0

OR

ENGL 164
Native American Literature
Same as: ETHS 164
3.0

OR
ENGL 165
African-American Literature
Same as: ETHS 165
3.0

AREA 3: SOCIAL SCIENCE

PHIL 105
Intro to Ethics: Contemporary Moral Problems
3.0

OR
PHIL 105H
Introduction to Ethics: Contemporary Moral Problems-Honors
3.0

OR
ETHS 107
Native Peoples of North America
Same as: ANTHRO 107, HIST 107
3.0

AREA 4: QUANTITATIVE REASONING AND RESEARCH METHODS

STAT C1000
Introduction to Statistics
4.0

OR
STAT C1000H
Introduction to Statistics - Honors
4.0

OR
PSYC 120
Statistics for the Social and Behavioral Sciences
4.0

OR
PSYC 201
Research Methods
4.0

AREA 5: MAJOR PREPARATION

Any course articulated as lower-division preparation in the Social Justice Studies, African American Studies; Africana Studies; American Indian Studies; American Studies; Arabic Language, Literature and Culture; Asian American Studies; Chicano/Chicana Studies; Ethnic Studies; Gender Studies; Labor and Employment Studies; Labor Studies; Latin American Studies; Liberal Studies w/Option in Interdisciplinary Studies in Culture & Society; Liberal Studies - Border Studies Option; Mexican-American Studies; Modern Jewish Studies; Negotiation, Conflict Resolution and Peacebuilding; Sociology - Concentration in Critical Race Studies; Sociology – Concentration Race, Class, and Gender; Sociology with Inequalities and Diversity Option; Social Science with Emphasis in Islamic and Arabic Studies; Women, Gender, and Sexuality Studies; Women’s Studies major at a CSU not already used.

ETHS 106
Introduction to Women's Studies Through an Ethnic Studies Lens
Same as: SOC 106
3.0

OR
ETHS 107
Native Peoples of North America
Same as: ANTHRO 107, HIST 107
3.0

OR
ETHS 132
Identity and Ideology: Introduction to Chicano/a and Latino/a Studies
Same as: SOC 132
3.0

OR
ETHS 132H
Identity and Ideology: Introduction to Chicano/a and Latino/a Studies - Honors
Same as: SOC 132H
3.0

Total: 18.0-19.0

Program Level Outcomes
Demonstrate knowledge and understanding of the histories and experiences of racial/ethnic groups within the U.S. and their contributions to the development of U.S. society.
Identify issues such as gender, race, class, ethnicity, and nationality as they intersect with the social justice issues of racism, sexism, classism, and other oppressive structures within society.
Comprehend social justice as a basic human right and understand that all people, no matter what their age, race, ethnicity, class, gender, sexual orientation, or ability, deserve equal economic and social rights and opportunities.

Program Goals and Objectives
Grounded within the experiences of historically marginalized communities, Social Justice: Ethnic Studies aims to understand the impact of colonialism, racism, discrimination, the social construction of race, and intersectionality through examining the histories, cultures, social movements, and lived experiences of racial/ethnic groups in the United States.

Rationale
Associate in Arts for Transfer degree in Social Justice: Ethnic Studies (AA-T) at Crafton Hills College will help the visibility of Ethnic Studies on campus. Many future educators can attain a degree as Ethnic Studies requirements have now been implemented in K-12 classrooms under California Assembly Bill (AB 101). This degree proposal was created referencing the ADT Submission Form for Social Justice: Ethnic Studies.

Catalog Description
Social Justice: Ethnic Studies examines the different ways power and privilege work in our society to better understand them in order to create a better world. As an interdisciplinary major, we combine approaches from sociology, psychology, and history, along with studying art, literature, and popular

culture to understand the struggles that people face and to begin thinking about how to help make them better. By examining race/ethnicity, class, gender, sexuality, national origin, and (dis)ability, as well as how these parts of who we are intersected to create individual identities, we are able to focus on how to help people and fight for what is right. This major is perfect for any student looking to transfer into programs and continue their studies in race/ethnic studies, Black or African American studies, Latinx/Chicanx Studies, Asian/Asian American Studies, Gender and Sexuality Studies, LGBTQ+/Queer Studies, or fields like Sociology, History, Psychology, English, or Cultural Studies.

Effective: 2026SP

ASSOCIATE IN SCIENCE DEGREE IN MATHEMATICS FOR TRANSFER 2.0 Crafton - AS-T

REQUIRED CORE COURSES:	
	21.0
MATH 250 Single Variable Calculus I	
	4.0
MATH 251 Single Variable Calculus II	
	4.0
MATH 252 Multivariable Calculus	
	5.0
MATH 265 Linear Algebra	
	4.0
MATH 266 Introduction to Ordinary Differential Equations	
	4.0
LIST A COURSES	
	3.0-4.0
Must take 3-4 units from the courses in list A	
CIS 113 Java Programming	
	3.0
CSCI 110 Introduction to Computer Science I (C++)	
	4.0
CSCI 112 Programming Fundamentals: Python	
	3.0
CSCI 120 Introduction to Computer Science II (C++)	

3.0

CSCI 240
Computer Organization and Assembly Language Programming

3.0

PHYSIC 250
College Physics I

4.0

Total: 24.0-25.0

Program Level Outcomes
Notational Literacy - Recognize, define, and apply formal mathematical notation to explain mathematical ideas.
Application of Methods - Successfully perform multivariate calculations, such as differentiation and integration, in both theoretical and applied settings.
Critical Thinking - Apply critical thinking skills to analyze, interpret, and solve a variety of mathematical problems.
Program Goals and Objectives
The program is designed to:

- Align with statewide transfer standards (Cal-GETC, C-ID, ADT) to ensure seamless transfer and degree applicability.
- Build strong quantitative and analytical skills through mastery of calculus, multivariable calculus, linear algebra, and differential equations.
- Connecting mathematical theory to real world contexts through calculus-based physics or programming.
- Support equity and access by providing a clear and efficient pathway for students to enter STEM disciplines.

Rationale
This new Mathematics 2.0 AST degree is to meet state regulations, ensuring the curriculum aligns with current university transfer requirements.

Catalog Description
The Associate in Science in Mathematics for Transfer (AS-T in Mathematics 2.0) at Crafton Hills College is designed for students who plan to transfer to a California State University (CSU) or University of California (UC) and pursue a bachelor's degree in Mathematics or a related field such as engineering, physics, computer science, or statistics. This program provides students with a strong foundation in single-variable and multivariable calculus, linear algebra, and differential equations, while also allowing flexibility through coursework in programming or calculus-based physics. Completion of this degree guarantees admission to the CSU system (though not to a specific campus or major) and prepares students for continued study in mathematics and STEM fields.

Effective: 2026FA

ASSOCIATE IN SCIENCE IN ENVIRONMENTAL SCIENCE FOR TRANSFER Crafton - AS-T

REQUIRED CORE	
	39.0
CHEM 150 General Chemistry I	
	5.0
BIOL 130 Cell and Molecular Biology	
	4.0
OR BIOL 130H Cell and Molecular Biology-Honors	
	4.0
BIOL 131 Populations and Organisms	
	4.0
OR BIOL 131H Populations and Organisms-Honors	
	4.0
BIOL 123 Ecology and Environment	
	3.0
GEOL 100 Physical Geology	
	4.0
OR GEOL 100H Physical Geology-Honors	
	4.0
OR GEOG 110 Physical Geography	
	3.0
OR GEOG 110H Physical Geography-Honors	
	3.0
AND GEOG 111 Physical Geography Laboratory	
	1.0
OR GEOG 111H Physical Geography Laboratory-Honors	
	1.0

OR
GEOL 101
Introduction to Geology
3.0
OR
GEOL 101H
Introduction to Geology-Honors
3.0
AND
GEOL 160
Geology Laboratory
1.0
PSYC 120
Statistics for the Social and Behavioral Sciences
4.0
OR
STAT C1000
Introduction to Statistics
4.0
OR
STAT C1000H
Introduction to Statistics - Honors
4.0
MATH 250
Single Variable Calculus I
4.0
OR
MATH 250E
Single Variable Calculus I Enhanced
4.0
OR
MATH 141
Calculus for Business
4.0
ECON 201
Principles of Microeconomics
3.0
OR
ECON 201H
Principles of Microeconomics-Honors
3.0
PHYSIC 250
College Physics I
4.0
AND
PHYSIC 251
College Physics II
4.0

OR
PHYSIC 110
General Physics I
4.0

AND
PHYSIC 111
General Physics II
4.0
Total: 39.0

Program Level Outcomes
Demonstrate critical thinking skills through analysis of experimental data then drawing conclusions and making predictions based on evidence.
Demonstrate the processes and skills associated with environmental science research, including an integrated working knowledge of instrumentation and envir processes.
Communicate environmental science ideas and processes clearly and precisely, both orally and in writing.

Program Goals and Objectives
To provide an improved breadth of transferable courses in the disciplines accepted by the CSU and UC systems that major in the Environmental Sciences.

Rationale
We need to offer this degree to be in compliance.

Catalog Description:
The Associate in Science-Transfer (AS-T) degree in Environmental at Crafton Hills College is designed to meet the needs of students transferring to a California State University who intend to major in environmental science or a related field of study.

Effective: 2026SP

DISTANCE EDUCATION

COURSE ID:	ANTH C1000	Fully Online / Partially Online/ OPA
COURSE TITLE:	Introduction to Biological Anthropology with Lab	
RATIONALE:	An introductory biological anthropology course is typically offered at community colleges and four-year institutions and is part of a comprehensive community college anthropology curriculum. ANTH C1000 is associate degree applicable, applies to the associate degree requirements for an AA-T in Anthropology and meets the associate degree general education requirements. This course transfers to CSU.	
EQUATE:	Not currently equated with SBVC	
EFFECTIVE:	Fall 2027	

COURSE ID:	ANTH C1001	Fully Online / Partially Online
COURSE TITLE:	Introduction to Biological Anthropology	
RATIONALE:	Course modification for the purposes of Common Course Numbering	
EQUATE:	This course currently equates with ANTHRO-106 at SBVC	
EFFECTIVE:	Fall 2026	

COURSE ID:	ANTH C1001H	Fully Online / Partially Online
COURSE TITLE:	Introduction to Biological Anthropology - Honors	
RATIONALE:	Course modification for the purposes of Common Course Numbering	
EQUATE:	This course currently equates with ANTHRO 106H at SBVC	
EFFECTIVE:	Fall 2026	

COURSE ID:	ANTH C1001L	Fully Online / Partially Online
COURSE TITLE:	Biological Anthropology Lab	
RATIONALE:	Course modification for the purposes of Common Course Numbering	
EQUATE:	This course currently equates with ANTHRO-106L at SBVC	
EFFECTIVE:	Fall 2026	

COURSE ID:	ANTH C1001LH	Fully Online / Partially Online/OPA
COURSE TITLE:	Biological Anthropology Lab - Honors	
RATIONALE:	Common Course Numbering	
EQUATE:	Not currently equated with SBVC	
EFFECTIVE:	Fall 2026	

COURSE ID:	BIOL C1000	Partially Online
COURSE TITLE:	Introduction to Biology with Lab	
RATIONALE:	Common Course Numbering	
EQUATE:	This course currently equates with BIOL-100 at SBVC	
EFFECTIVE:	Fall 2026	

COURSE ID:	COMM C1004	Fully Online / Partially Online
COURSE TITLE:	Interpersonal Communication	
RATIONALE:	Course modification for the purposes of Common Course Numbering	
EQUATE:	This course currently equates with COMMST 111 at SBVC	
EFFECTIVE:	Fall 2026	

COURSE ID:	SOCI C1000	Fully Online / Partially Online
COURSE TITLE:	Introduction to Sociology	
RATIONALE:	Common Course Numbering	
EQUATE:	This course currently equates with SOC-100 at SBVC	
EFFECTIVE:	Fall 2026	

DISCIPLINE NAME CHANGE

Changing CD to CDEV – Required for Common Course numbering.

CD 100 becomes CDEV 100
CD 101 becomes CDEV 101
CD 112 becomes CDEV 112
CD 115 becomes CDEV 115
CD 126 becomes CDEV 126
CD 130 becomes CDEV 130
CD 131 becomes CDEV 131
CD 132 becomes CDEV 132
CD 133 becomes CDEV 133
CD 136 becomes CDEV 136
CD 137 becomes CDEV 137
CD 182 becomes CDEV 182
CD 185 becomes CDEV 185
CD 186 becomes CDEV 186
CD 211 becomes CDEV 211
CD 212 becomes CDEV 212
CD 244becomes CDEV 244
CD 250 becomes CDEV 250
CD 270 becomes CDEV 270
CD 271 becomes CDEV 271
CD 272 becomes CDEV 272
CD 295 becomes CDEV 295

EFFECTIVE: Spring 2026 or Fall 2026 as approved by CCCCIO

Changing the following THART classes to THART/S – Theatre Arts, Stagecraft – to allow faculty to meet minimum qualifications.
THART 122 becomes THART/S 122
THART 123 becomes THART/S 123
THART 124x2 becomes THART/S 124x2
THART 129 becomes THART/S 129
THART 134x4 becomes THART/S 134x4
THART 140x2 becomes THART/S 140x2
THART 145 becomes THART/S 145
THART 164 becomes THART/S 164
THART 165 becomes THART/S 165
THART 176 becomes THART/S 176
THART 179 becomes THART/S 179
THART 245 becomes THART/S 245

EFFECTIVE: Spring 2026

COURSE CORRECTION

Vocational Nursing Crafton - A.S. Degree

AH 102 Nursing Pharmacology	3.0
VNUR 010 Fundamentals and Mental Health	**13.0**
VNUR 011 Medical/Surgical Nursing 1	13.5
VNUR 011L Medical/Surgical Nursing 1 Lab	0.5
VNUR 012 Medical/Surgical Nursing 2	13.5
VNUR 012L Medical/Surgical Nursing 2A Lab	0.5
VNUR 013 Maternal/Child Nursing	9.0
	Total: 53.0

RATIONALE: Corrections were made to the program after board submission on 06/12/25. New VNUR Courses added, Program Total is 53.

COURSE CORRECTION:

- VNUR-010 13 units
- CNUR/N-500 Open Entry / Open Exit course

EFFECTIVE: Summer 2026

Vocational Nursing Crafton - Certificate of Achievement

AH 102 Nursing Pharmacology	3.0
VNUR 010 Fundamentals and Mental Health	**13.0**
VNUR 011 Medical/Surgical Nursing 1	13.5
VNUR 011L Medical/Surgical Nursing 1 Lab	0.5
VNUR 012 Medical/Surgical Nursing 2	13.5
VNUR 012L Medical/Surgical Nursing 2A Lab	0.5
VNUR 013 Maternal/Child Nursing	9.0
	Total: 53.0

RATIONALE: Corrections were made to the program after board submission on 06/12/25. New VNUR Courses added, Program Total is 53.

COURSE CORRECTION:

- VNUR-010 13 units
- CNUR/N-500 Open Entry / Open Exit course

EFFECTIVE: Summer 2026

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Diana Z. Rodriguez, Ed.D., Chancellor

REVIEWED BY: Gilbert J. Contreras, Ph.D., President, SBVC

PREPARED BY: Leticia Hector, Vice President, Instruction, SBVC

DATE: December 11, 2025

SUBJECT: Curriculum – SBVC

RECOMMENDATION

It is recommended that the Board of Trustees approve the SBVC curriculum modifications.

OVERVIEW

The courses, certificates, and degrees at SBVC are continually being revised and updated to reflect and meet student needs.

ANALYSIS

These courses, certificates, and degrees have been approved for addition, modification, and deletion by the Curriculum Committee of the Academic Senate and will be included in the 2025-2026 and 2026-2027 College Catalogs.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution

FINANCIAL IMPLICATIONS

None.

SAN BERNARDINO VALLEY COLLEGE
SUBMITTED FOR BOARD OF TRUSTEE APPROVAL
December 11, 2025

NEW COURSE

Addition to the 2026-2027 College Catalog

Course ID: **ART 222**
Course Title: Independent Study in Art
Units: 1-3
Independent Study: 48 - 54 hours per semester
Course Description: Students with previous coursework in art may do assigned projects involving research and analysis of selected topics. This independent study is for students who are interested in furthering their knowledge of art. Prior to registration, a written contract must be prepared jointly by the instructor and the student.
TOP Code: 1002.00
Equate: Course not offered at CHC.
Effective: Fall 2026

NEW COURSE

Addition to the 2026-2027 College Catalog

Course ID: **SOCI 601**
Course Title: Mindfulness, Society, and Self
Lecture: 16-18 hours per semester
Course Description: This noncredit course introduces mindfulness meditation and social awareness for personal well-being and workforce readiness. Mindfulness has been shown to strengthen relationships, reduce stress, and improve concentration. You will practice mindful breathing, body scans, and non-judgmental observation while exploring how sociocultural and group dynamics shape experiences, interactions, and identity. You are invited to engage with these tools at a pace that feels safe. Whether you're preparing for a career in healthcare, education, social work, or any people-centered path, this course offers valuable soft skills you can include on your resume and California's Digital Career Passport. Completion of SOC 601 and SOC 602 are required to earn the Certificate in Mindfulness for Work and Community.
TOP Code: 4930.12
Equate: Course not offered at CHC.
Effective: Fall 2026

NEW COURSE

Addition to the 2026-2027 College Catalog

Course ID: **SOCI 602**
Course Title: Compassion, Connection, and Belonging
Lecture: 16-18 hours per semester
Course Description: This noncredit course introduces compassion-based mindfulness for personal well-being and workplace readiness. Compassion practices have been shown to lower anxiety, improve resilience, and strengthen connection and belonging. Included in this course are core compassion practices including self-compassion, gratitude, equanimity, and loving kindness, along with an exploration of compassion tools within the social context of workplace and organizational environments and interactions. You are invited to engage with these tools at a pace that feels safe. Whether you're preparing for a career in healthcare, education, social work, or any people-centered path, this course offers valuable

soft skills you can include on your resume and California's Digital Career Passport. Completion of SOC 601 and SOC 602 are required to earn the Certificate in Mindfulness for Work and Community.

TOP Code: 4930.12
Equate: Course not offered at CHC.
Effective: Fall 2026

NEW COURSE

Addition to the 2026-2027 College Catalog

Course ID: **WRM 325**
Course Title: Water Resources Economics
Units: 3
Lecture: 48-54 hours per semester
Prerequisite: ECON C2001 or ECON C2001H or ECON C2002 or ECON C2002H and WRM 302
Limitation on Enrollment: Associate degree in Water Technology or an equivalent field, along with acceptance into the Bachelor of Science program in Water Resource Management.
Course Description: This course provides an inclusive introduction to economic theory, focusing on microeconomic and macroeconomic principles related to water resource management. Students will explore theoretical frameworks that highlight access constraints for diverse communities and examine how energy extraction, production, and climate change disproportionately affect marginalized populations and endangered species, emphasizing the link between environmental justice and economic policy. Students will also apply economic valuation techniques and impact assessments that prioritize equity and sustainability. By analyzing various frameworks, they will learn to evaluate the social and environmental implications of water management decisions, enhancing their ability to advocate for fair access to resources and promote sustainable practices. Incorporating diverse perspectives and anti-racist frameworks, the course aims to equip students with the tools to develop equitable planning and development strategies that address societal and environmental challenges in water resource management.
TOP Code: 0958.00
Equate: Course not offered at CHC.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
ANTHRO 100	INTRODUCTION TO ARCHAEOLOGY

Course ID: **ANTH 100**
Course Description: This course introduces archaeology, its methods and contributions, in an anthropological context. Topics in this course include cultural resource management, seriation, interpretation of finds, and selected case studies. (Formerly ANTHRO 100)
Rationale: Batch Approval - Updating prefix to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
ANTHRO 102	CULTURAL ANTHROPOLOGY

Course ID: **ANTH 102**
Course Description: This course is an introduction to the anthropological study of human diversity and culture. Cultural anthropologists study human organization, expression, subsistence, communication, belief, and identity, in relation to social inequalities and culture change. (Formerly ANTHRO 102)
Rationale: Batch Approval – Updating prefix and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
ANTHRO 102H	CULTURAL ANTHROPOLOGY - HONORS

Course ID: **ANTH 102**
Course Description: This course is an introduction to the anthropological study of human diversity and culture. Cultural anthropologists study human organization, expression, subsistence, communication, belief, and identity, in relation to social inequalities and culture change. This course is intended for students in the Honors Program, but is open to all students who desire more challenging course work. (Formerly ANTHRO 102H)
Rationale: Updating prefix, description, outcomes, objectives, and materials.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
ANTHRO 103	ANTHROPOLOGY OF FOOD

Course ID: **ANTH 103**
Course Description: This course studies food from a holistic anthropological perspective. It examines production and consumption of food around the world and across time, and it investigates the variability of the cultural meanings and ecological roles of particular food resources and practices. (Formerly ANTHRO 103)
Rationale: Batch Approval – Updating prefix and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
ANTHRO 106	BIOLOGICAL ANTHROPOLOGY

Course ID: **ANTH C1001**
Course Title: Introduction to Biological Anthropology
Course Description: In this course, students examine human origins, evolution, and variation with a focus on the adaptations of humans and other primates. Biological evolution and scientific methods are foundations for the course. (Formerly ANTHRO 106)
Rationale: Aligning with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
ANTHRO 106H	BIOLOGICAL ANTHROPOLOGY - HONORS

Course ID: **ANTH C1001H**
Course Title: Introduction to Biological Anthropology - Honors
Course Description: In this course, students examine human origins, evolution, and variation with a focus on the adaptations of humans and other primates. Biological evolution and scientific methods are foundations for the course. This is an honors course. (Formerly ANTHRO 106H)
Rationale: Aligning with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
ANTHRO 106L	BIOLOGICAL ANTHROPOLOGY LABORATORY

Course ID: **ANTH C1001L**
Course Title: Biological Anthropology Lab
Corequisite: Successful completion of or concurrent enrollment in ANTH C1001
Course Description: In this laboratory course, students investigate the anatomy, genetics, behavior, variation, and evolution of humans and other primates. Students apply the scientific method and use interactive exercises in this course supplement to the Introduction to Biological Anthropology lecture course. (Formerly ANTHRO 106L)
Rationale: Aligning with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
ANTHRO 108	INTRODUCTION TO NATIVE AMERICAN STUDIES

Course ID: **ANTH 108**
Course Description: This course provides an introduction to the field of Native American Studies. It emphasizes the agency, struggles, and social justice efforts of Native Americans in the United States. Topics covered include Native cultural and intellectual traditions; racialization and intersectionality; antiracism and decolonization; and the relationship between Western scientific practices and Native American experiences. This course is also offered as ETHS 108. (Formerly ANTHRO 108)
Rationale: Batch Approval – Updating prefix and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
ANTHRO 108H	INTRODUCTION TO NATIVE AMERICAN STUDIES - HONORS

Course ID: **ANTH 108H**
Rationale: Batch Approval – Updating prefix to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
ANTHRO 109	VISUAL CULTURE AND ART

Course ID: **ANTH 109**
Course Description: This course explores approaches to visual culture and art in the discipline of anthropology. Included in the course is a survey of diverse visual and artistic practices, study of the relations between power and sight, and introduction to the methods of visual anthropology. (Formerly ANTHRO 109)
Rationale: Batch Approval – Updating prefix and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
ANTHRO 111	THE ANTHROPOLOGY OF MAGIC, WITCHCRAFT, AND RELIGION

Course ID: **ANTH 111**
Course Description: This course introduces the study of beliefs and practices, past and present, associated with magic, witchcraft, and religion. Topics examined include ritual,

symbolism, altered states of consciousness, and healing, as well as syncretism, change, and the social roles of these beliefs and practices. (Formerly ANTHRO 111)

Rationale: Batch Approval – Updating prefix and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
ANTHRO 111H	THE ANTHROPOLOGY OF MAGIC, WITCHCRAFT, AND RELIGION - HONORS

Course ID: **ANTH 111H**
Course Description: This course introduces the study of beliefs and practices, past and present, associated with magic, witchcraft, and religion. Topics examined include ritual, symbolism, altered states of consciousness, and healing, as well as syncretism, change, and the social roles of these beliefs and practices. This course is intended for students in the Honors Program but is open to all students who desire more challenging course work. (Formerly ANTHRO 111H)
Rationale: Batch Approval – Updating prefix and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
ANTHRO 125	LANGUAGE AND CULTURE

Course ID: **ANTH 125**
Course Description: This course provides a foundation for the study of language from an anthropological perspective. Topics studied fall into two main categories: the structure of language and the use of language in cultural contexts. Topics include language ideologies, speech communities, and the relation between culture and language. (Formerly ANTHRO 125)
Rationale: Batch Approval – Updating prefix and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
ANTHRO 222	INDEPENDENT STUDY IN ANTHROPOLOGY

Course ID: **ANTH 222**
Course Description: Students with previous coursework in anthropology may do assigned projects involving research and analysis of selected topics. This independent study is for students who are interested in furthering their knowledge of anthropology. Prior to registration, a written contract must be prepared jointly by the instructor and the student. (Formerly ANTHRO 222)

Rationale: Batch Approval – Updating prefix and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
ART 103	ART APPRECIATION

Course ID: **ARTH 103**
Course Description: The course is an introduction to two- and three-dimensional art from a multicultural perspective. Art in a historical and worldwide context, the function of art in society, art processes, and visual vocabulary are examined. Students will develop an increased appreciation of the differences and similarities among the styles, content, and expression of world art. (Formerly ART 103)
Rationale: Batch Approval – Updating prefix and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
ART 105	HISTORY OF MODERN ART

Course ID: **ARTH 105**
Course Description: This course is a survey of the major stylistic movements, ideologies, and artists that comprise the Modern period in art from the 19th century through the 20th century. Traditional art forms and newer media are discussed, especially in relation to technological, cultural, political, racial and social histories. (Formerly ART 105)
Rationale: Batch Approval – Updating prefix and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
ART 107	ART HISTORY: AFRICA, OCEANIA AND THE AMERICAS

Course ID: **ARTH 107**
Course Description: The course provides a survey of art from Africa, Oceania and the Americas. This includes an examination of the religious and social factors influencing art, artifacts, and architecture. (Formerly ART 107)
Rationale: Batch Approval – Updating prefix and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
ART 108	ART OF MEXICO AND MESOAMERICA

Course ID: **ARTH 108**
Course Description: The course is a survey of Mexican and Mesoamerican art from Precolumbian times through the 21st century. Art will be evaluated and critiqued on historical content, subject matter, and aesthetics. (Formerly ART 108)
Rationale: Batch Approval – Updating prefix and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
ASTRON 120	INTRODUCTION TO ASTRONOMY

Course ID: **ASTR C1001**
Course Description: This course introduces fundamental concepts of astronomy, including the Solar System, stars, supernovae, galaxies, black holes, and the expanding universe. Students learn how to study the cosmos and what the latest discoveries reveal about the origins and fate of the universe. (Formerly ASTRON 120)
Rationale: Aligning with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
ASTRON 125	ASTRONOMY LABORATORY

Course ID: **ASTR C1001L**
Course Title: Introduction to Astronomy Lab
Corequisite: Completion of or concurrent enrollment in ASTR C1001 or other locally approved astronomy lecture course
Course Description: This laboratory course reinforces fundamental principles and concepts of astronomy by applying the scientific method through experiments, observations, and/or simulations. (Formerly ASTRON 125)
Rationale: Aligning with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
ASTRON 222	INDEPENDENT STUDY IN ASTRONOMY

Course ID: **ASTR 222**
Prerequisite: ASTR C1001
Course Description: Students with previous course work in Astronomy may do assigned projects involving research and analysis of selected topics. This independent study is for students who are interested in furthering their knowledge of Astronomy. Prior to registration, a written contract must be prepared jointly by the instructor and the student. (Formerly ASTRON 222)
Rationale: Batch Approval – Updating prefix, prerequisite, and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
BIOL 100	GENERAL BIOLOGY

Course ID: **BIOL C1000**
Course Title: Introduction to Biology with Lab
Course Description: This combined lecture and laboratory course provides the non-biology major with an introduction to living things and their environment. Students use experimentation and investigation to develop important critical thinking skills. Students learn about the process of science, the building blocks of life, the role and regulation of DNA, how populations change over time, the movement of energy within and between life forms, and how species interact with each other and their surroundings. By the end of the course, students will be able to apply an understanding of biological concepts to current issues and their impacts on society. (Formerly BIOL 100)
Rationale: Aligning with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
CD 061	ACTIVITIES FOR SCHOOL-AGE CHILDREN

Course ID: **CDEV 061**
Course Description: This course is a survey of programs and activity planning for school-age children, including both before-and after-school activities for groups and individuals. Inclusive and culturally responsive teaching practices in school age programs are emphasized. (Formerly CD 061)
Rationale: Batch Approval – Updating prefix and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
CD 075	FAMILY CHILD CARE PRACTICES

Course ID: **CDEV 075**
Course Description: This course is designed to meet the specific needs of the family child care provider. The emphasis is on learning licensing regulations, good business practices, age appropriate curriculum, healthy environments, positive guidance, and basic child development. Other topics include creating partnerships with parents, maintaining health and safety and working with children from diverse backgrounds, including children with special needs and disabilities. (Formerly CD 075)
Rationale: Batch Approval – Updating prefix and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
CD 100	INTRODUCTION TO CHILD DEVELOPMENT

Course ID: **CDEV 100**
Course Description: This course is an introduction to and overview of the field of child development, designed to familiarize students with the broad aspects of the profession, philosophies, theories and principles of caring for children in a variety of settings. (Formerly CD 100)
Rationale: Batch Approval – Updating prefix and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
CD 105	CHILD GROWTH AND DEVELOPMENT

Course ID: **CDEV C1000**
Course Description: Students examine the progression of development in the physical, cognitive, social, and emotional domains and identify developmental milestones for children from conception through adolescence. Emphasis is on interactions between biological processes, environmental, and cultural factors. Students may engage in various methods of observing children's development to evaluate individual differences and analyze development characteristics at various stages according to developmental theories. (Formerly CD 105)
Rationale: Aligning with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
CD 105H	CHILD GROWTH AND DEVELOPMENT - HONORS

Course ID: **CDEV C1000H**
Course Description: Students examine the progression of development in the physical, cognitive, social, and emotional domains and identify developmental milestones for children from conception through adolescence. Emphasis is on interactions between biological processes, environmental, and cultural factors. Students may engage in various methods of observing children's development to evaluate individual differences and analyze development characteristics at various stages according to developmental theories. This is an honors course. (Formerly CD 105H)
Rationale: Aligning with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
CD 108	EARLY CHILDHOOD DEVELOPMENT

Course ID: **CDEV 108**
Course Description: This course covers the development of children from two years to eight years old. Specifically, this course explores prominent theories related to early childhood development, typical and atypical development of children from two to eight years, contextual influences, and methods of studying the development of young children. (Formerly CD 108)
Rationale: Batch Approval – Updating prefix and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
CD 109	CHILDHOOD STRESS AND TRAUMA

Course ID: **CDEV 109**
Course Description: This course provides a comprehensive overview of theories, concepts and issues related to childhood stress and trauma. Emphasis is on the short-term and long-term effects that stress and trauma have on the physical, cognitive, language, social and emotional stages of a child's development. Students are introduced to child behavior patterns and potential responses to stress and trauma. Students examine research and innovative methods that support a child's coping skills and healing process. This course is designed to help early childhood practitioners and parents understand how children react and adapt to stress and trauma and to learn strategies to support and care for children. (Formerly CD 109)
Rationale: Batch Approval – Updating prefix and description to align with CCN.

Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
CD 111	OBSERVATION AND ASSESSMENT IN CHILD DEVELOPMENT

Course ID: **CDEV 111**
Prerequisite: CDEV C1000 or CDEV C1000H
Corequisite: CDEV C1000 or CDEV C1000H
Course Description: This course covers the appropriate use of a variety of assessment and observation strategies to document young children's development and learning. The use of findings to inform and plan learning environments and experiences are emphasized. Recording strategies, rating systems, portfolios, and multiple assessment tools are discussed, along with respectful strategies for collaboration with diverse families and professionals. This course requires a minimum of 15 hours observing children. (Formerly CD 111)
Rationale: Batch Approval – Updating prefix, pre/co-requisites, and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
CD 113	PRINCIPLES AND PRACTICES OF TEACHING YOUNG CHILDREN

Course ID: **CDEV 113**
Course Description: This course examines the historical and theoretical perspectives of developmentally appropriate practices in early care and education for children from birth through age eight. Typical roles and expectations of early childhood educators are explored. Professional ethics, career pathways and professional standards are identified. Students learn best practices for developmentally and culturally appropriate learning environments, curriculum, and effective pedagogy for young children, including how play contributes to children's learning, growth and development. (Formerly CD 113)
Rationale: Batch Approval – Updating prefix and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
CD 114	INTRODUCTION TO CURRICULUM

Course ID: **CDEV 114**
Prerequisite: CDEV C1000 or CDEV C1000H
Course Description: This course presents an overview of developmentally appropriate curriculum and environments for children from birth through eight. Students use knowledge of

children's development, theories of learning and development, culturally respectful practices and examples from various models of developmentally appropriate practice, to plan environments and curriculum in all content areas to support children's development and learning integrated throughout the indoor and outdoor settings. (Formerly CD 114)

Rationale: Batch Approval – Updating prefix, prerequisite, and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
CD 115	HEALTH, SAFETY AND NUTRITION

Course ID: **CDEV 115**
Course Description: This course covers an introduction to the laws, regulations, standards, policies, procedures and best practices related to health, safety, and nutrition in care and education settings for children from birth through middle childhood. Content in this course includes the teacher's role in prevention strategies, nutrition and meal planning, integrating health, safety and nutrition experiences into daily routines, and overall risk management. Respectful culturally responsive collaboration with families, staff and health professionals is included. (Formerly CD 115)
Rationale: Batch Approval – Updating prefix and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
CD 126	CHILD, FAMILY, AND THE COMMUNITY

Course ID: **CDEV 126**
Course Description: This course examines the processes of socialization, focusing on the interrelationships of family, school, and community. Multiple societal contexts are examined. The course explores the role of the collaboration between family, community and schools in supporting children's development, from birth through adolescence. (Formerly CD 126)
Rationale: Batch Approval – Updating prefix and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
CD 127	GUIDANCE OF CHILDREN

Course ID: **CDEV 127**
Course Description: This course presents a developmental approach to the guidance and discipline of children. Effective guidance theories and methods are presented for teachers and professionals working with children, including children with special needs.

Effective communication methods for early childhood educators working with children and their parents will be emphasized. (Formerly CD 127)

Rationale: Batch Approval – Updating prefix and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
CD 130	CREATIVE MUSIC AND MOVEMENT FOR CHILDREN

Course ID: **CDEV 130**
Course Description: This course explores the importance of music and movement in the development of children ages two through eight. Because children's physical and motor maturation influences all other aspects of development this course focuses on planning for motor skill progression though creative and teacher-guided movement. There is equal emphasis on developmentally appropriate musical activities and on rhythmic experiences with musical instruments and creative props. (Formerly CD 130)
Rationale: Batch Approval – Updating prefix and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
CD 133	CREATIVE SCIENCE AND MATH ACTIVITIES FOR CHILDREN

Course ID: **CDEV 133**
Course Description: This course focuses on planning and implementing creative and developmentally appropriate science and math activities for young children. Content includes: life science, physical science, and earth science; creation of scientific environment in the classroom; scientific concepts and the science process skills (observing, comparing, measuring, classifying and predicting); the basic math concepts (classifying, ordering, seriation, patterning, number sense, simple reasoning and counting); and how to create a math environment. (Formerly CD 133)
Rationale: Batch Approval – Updating prefix and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
CD 134	LANGUAGE, LISTENING AND LITERATURE FOR CHILDREN

Course ID: **CDEV 134**
Course Description: This course emphasizes the process of language acquisition in children and techniques and experiences which promote language development and listening skills. It includes the examination of children's literature; teaching strategies for reading picture books to children; presenting poetry; flannel board activities;

puppetry and storytelling in the classroom for children ages two through eight. (Formerly CD 134)

Rationale: Batch Approval – Updating prefix and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
CD 136	CREATIVE ART EXPERIENCES FOR CHILDREN

Course ID: **CDEV 136**
Course Description: This course focuses on establishing an environment for young children that cultivates and nourishes creativity and their aesthetic sense. It includes the principles of creative development; instructional strategies; materials, tools and equipment in an art program; and developmentally appropriate activities and experiences which underscore the emotional, social, physical, and cognitive needs of children from two through eight years of age. (Formerly CD 136)
Rationale: Batch Approval – Updating prefix and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
CD 137	PLAY AND MATERIALS FOR CHILDREN

Course ID: **CDEV 137**
Course Description: This course introduces the theories and pedagogies of play and inquiry based learning and development. A focus of the course is on how play, inquiry, pedagogy, assessment and planning are purposefully and holistically integrated across a range of learning contexts. Child centered approaches are examined with a focus on using environments and resources to plan and support learning and development. (Formerly CD 137)
Rationale: Batch Approval – Updating prefix and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
CD 138	TEACHING IN A DIVERSE SOCIETY

Course ID: **CDEV 138**
Course Description: This course is an examination of the historical and current perspectives on diversity and inclusion and the impact of systemic societal influences on children's development, learning and school experiences. Strategies for developmentally, culturally and linguistically appropriate anti-bias curriculum are explored, as well as approaches to promote inclusive and anti-racist classroom communities. The course includes self-reflection on the influence of a teacher's

own culture and life experiences on teaching and interactions with children and families. (Formerly CD 138)

Rationale: Batch Approval – Updating prefix and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
CD 160	MIDDLE CHILDHOOD DEVELOPMENT

Course ID: **CDEV 160**
Course Description: In this course students examine the processes of child development during the middle childhood years from 6 to 12 years. This course is designed to prepare students with a thorough understanding of how school-age children change as they develop and to also give students an appreciation for the diverse sources of influence on development. This course includes the study of developmental theories and the practical implications of those theories. Students will be introduced to broad substantive areas related to learning and teaching. (Formerly CD 160)
Rationale: Batch Approval – Updating prefix and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
CD 185	INFANT/TODDLER GROWTH AND DEVELOPMENT

Course ID: **CDEV 185**
Course Description: This course explores the physical, social-emotional, cognitive, and language development of children from birth to age three. It fulfills the California licensing requirements for infant center personnel and includes infant/toddler interactions and curriculum. (Formerly CD 185)
Rationale: Batch Approval – Updating prefix and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
CD 186	INFANT AND TODDLER CURRICULUM

Course ID: **CDEV 186**
Course Description: This course is a survey of program and curriculum planning for infants and toddlers child care and education settings, including early intervention and inclusive programs, emphasizing curriculum and principles and practices of quality care and developmentally appropriate practices specific to infants, toddlers and two-year-old children, birth to three years. (Formerly CD 186)
Rationale: Batch Approval – Updating prefix and description to align with CCN.

Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
CD 205	CHILD DEVELOPMENT PRACTICUM / FIELD EXPERIENCE

Course ID: **CDEV 205**
Prerequisite: CDEV C1000 or CDEV C1000H and CDEV 113 and CDEV 114 and CDEV 126
Course Description: Students learn teaching skills through the demonstration of developmentally appropriate early childhood program planning and teaching competencies under the supervision of ECE/CD faculty and other qualified early education professionals. Students utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Reflective practice will be emphasized as student teachers design, implement, and evaluate approaches, strategies, and techniques that promote development and learning. This course also includes exploration of career pathways, professional development, and teacher responsibilities. (Formerly CD 205)
Rationale: Batch Approval – Updating prefix, prerequisites, and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
CD 215	EARLY INTERVENTION AND INCLUSION INTERNSHIP

Course ID: **CDEV 215**
Prerequisite: CDEV C1000 or CDEV C1000H and CDEV 244
Course Description: This course provides a supervised internship as an assistant in an early intervention or inclusion setting with children from birth through eight years. It explores the unique development and guidance of infants, toddlers and young children with disabilities and other special needs. Adaptation of curriculum, natural environments, identification and assessment are discussed. (Formerly CD 215)
Rationale: Batch Approval – Updating prefix, prerequisites, and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
CD 244	CHILDREN WITH SPECIAL NEEDS

Course ID: **CDEV 244**
Prerequisite: CDEV C1000 or CDEV C1000H

Course Description: This course introduces the physical, social, emotional and intellectual characteristics of children with disabilities and other special needs. It covers teaching strategies that are sensitive to children with special needs and their families, as well as the legal requirements of educating children with disabilities or other special needs. (Formerly CD 244)
Rationale: Batch Approval – Updating prefix, prerequisites, and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
CD 245	EARLY INTERVENTION AND INCLUSION

Course ID: **CDEV 245**
Prerequisite: CDEV C1000 or CDEV C1000H and CDEV 244
Course Description: This course focuses on theories, research and practical teaching strategies in early intervention and inclusion and early childhood special education. Students learn intervention techniques and strategies to work with children with disabilities and other special needs. (Formerly CD 245)
Rationale: Batch Approval – Updating prefix, prerequisites, and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
CD 270	ADULT SUPERVISION AND MENTORING IN EARLY CARE AND EDUCATION

Course ID: **CDEV 270**
Prerequisite: CDEV C1000 or CDEV C1000H
Course Description: This course presents methods and principles for supervising student teachers, volunteers, staff, and other adults in early care and education settings. The roles and development of early childhood professionals as mentors and leaders is emphasized. (formerly CD 270)
Rationale: Batch Approval – Updating prefix, prerequisites, and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
CD 271	ADMINISTRATION I: PROGRAMS IN EARLY CHILDHOOD EDUCATION

Course ID: **CDEV 271**
Prerequisite: CDEV C1000 or CDEV C1000H and CDEV 126

Course Description: This course is an introduction to the administration of early childhood programs. It covers program types, budget, management, regulations, laws, development and implementation of policies and procedures. This course also examines the administrative tools, philosophies, and techniques needed to organize, open, and operate and early care and education program. (Formerly CD 271)
Rationale: Batch Approval – Updating prefix, prerequisites, and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
CD 272	ADMINISTRATION II: PERSONNEL AND LEADERSHIP IN EARLY CHILDHOOD EDUCATION

Course ID: **CDEV 272**
Prerequisite: CDEV C1000 or CDEV C1000H and CDEV 126
Recommendation: CDEV 271
Course Description: This course provides effective strategies for personnel management and leadership in early care and education settings. It includes legal and ethical responsibilities, supervision techniques, professional development, and reflective practices for a diverse and inclusive early care and education program. (Formerly CD 272)
Rationale: Batch Approval – Updating prefix, requisites, and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
CD 601	PARENT-CHILD INTERACTION

Course ID: **CDEV 601**
Course Description: This noncredit course includes general concepts, goals and strategies of parenting through the life span in varying life circumstances and diverse family types. Establishing and maintaining close emotional relationships through bonding, attachment, and effective communication techniques with children at all developmental stages is emphasized. Effective guidance skills, shaping and modifying children's behavior are explored. (Formerly CD 601)
Rationale: Batch Approval – Updating prefix, and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
COMM 111	INTERPERSONAL COMMUNICATION

Course ID: **COMM C1004**

Course Description: This course covers theory, research, and application of ethical one-to-one communication practices in various and diverse interpersonal relationships including in personal, professional, and social situations. (Formerly COMM 111)
Rationale: Aligning with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
COMM 111H	INTERPERSONAL COMMUNICATION - HONORS

Course ID: **COMM C1004H**
Course Description: This course covers theory, research, and application of ethical one-to-one communication practices in various and diverse interpersonal relationships including in personal, professional, and social situations. This is an honors course. (Formerly COMM 111H)
Rationale: Aligning with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2027-2028 College Catalog

COURSE ID	COURSE TITLE
CS 130	DISCRETE STRUCTURES

Prerequisite: CS 110
Rationale: Removing MATH 102 prerequisite.
Effective: Fall 2027

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
CS 265	CS 265 - DATA STRUCTURES AND ALGORITHMS WITH C++

Prerequisite: CS 190
Prerequisite/Corequisite: CS 130 and MATH C2210
Rationale: Updating requisites and materials.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2027-2028 College Catalog

COURSE ID	COURSE TITLE
EDUC 201	LOOKING INTO CLASSROOMS: SECONDARY EDUCATION

Course Title: Introduction to Secondary Education

Course Description: This course has an emphasis on understanding the role of the secondary education teacher, instructional methods, curriculum as it relates to grade-level state standards, teacher preparation, educational theory, learning theory, teaching theory, cooperative relationships, and professional ethics of teaching. Students record and interpret their observations and compare them to published studies of classrooms. Designed for students interested in teaching middle school, grades 6-8, and high school, grades 9-12, including secondary education classrooms designated as Career Technical Education (CTE) and Special Education, this course involves classroom observations in local schools identified as having exemplary programs. Proof of a negative TB test and fingerprint clearance are required for classroom observations.

Rationale: Updating title, description, and materials.

Effective: Fall 2027

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
ETHS 108	INTRODUCTION TO NATIVE AMERICAN STUDIES

Course Description: This course provides an introduction to the field of Native American Studies. It emphasizes the agency, struggles, and social justice efforts of Native Americans in the United States. Topics covered include Native cultural and intellectual traditions; racialization and intersectionality; antiracism and decolonization; and the relationship between Western scientific practices and Native American experiences. (This course is also offered as ANTH 108 or ANTH 108H)

Rationale: Batch Approval – Updating description to align with CCN.

Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
ETHS 141	RACE AND ETHNIC RELATIONS

Course Description: This course is a sociological and interdisciplinary examination of racial and ethnic groups in American society. Topics include historical and contemporary events and practices that have institutionalized racism including the social struggles of the four racialized core groups, with a focus on introductory concepts of ethnic studies, intersectionality, and anti-racist approaches toward social justice and equity. (This course is also offered as SOCI 141)

Rationale: Batch Approval – Updating description to align with CCN.

Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
ETHS 141H	RACE AND ETHNIC RELATIONS - HONORS

Course Description: This course is a sociological and interdisciplinary examination of racial and ethnic groups in American society. Topics include historical and contemporary events and practices that have institutionalized racism including the social struggles of the four racialized core groups, with a focus on introductory concepts of ethnic studies, intersectionality, and anti-racist approaches toward social justice and equity. This course is intended for students in the Honors Program but is open to all students who desire more challenging course work. (This course is also offered as SOCI 141H)
Rationale: Batch Approval – Updating description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2025-2026 College Catalog Addendum

COURSE ID	COURSE TITLE
MACH 021	MACHINE SHOP

Recommendation: MACH 090 and MACH 129
Rationale: Updating Recommendation.
Effective: Fall 2025

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
MATH 250	SINGLE VARIABLE CALCULUS I

Course ID: **MATH C2210**
Course Title: Calculus I: Early Transcendentals
Prerequisite: Pre-calculus, or college algebra and trigonometry, or equivalent, or placement as determined by the college's multiple measures assessment process.
Course Description: A first course in differential and integral calculus of a single variable. Topics include limits and continuity of functions, techniques and applications of differentiation, an introduction to integration, and the Fundamental Theorem of Calculus. This course is primarily intended for Science, Technology, Engineering, and Mathematics (STEM) majors. (Formerly MATH 250)
Rationale: Aligning with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
MATH 251	SINGLE VARIABLE CALCULUS II

Course ID: **MATH C2220**
Course Title: Calculus II: Early Transcendentals
Prerequisite: Calculus I: Early Transcendentals (MATH C2210), or equivalent, or placement as determined by the college's multiple measures assessment process.
Course Description: A second course in differential and integral calculus of a single variable. Topics include applications of integration, techniques of integration, infinite sequences and series, and the calculus of parametric and polar equations. This course is primarily intended for Science, Technology, Engineering, and Mathematics (STEM) majors. (Formerly MATH 251)
Rationale: Aligning with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
MATH 252	MULTIVARIABLE CALCULUS

Prerequisite: MATH C2220
Rationale: Batch Approval – Updating prerequisite to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
MATH 265	LINEAR ALGEBRA

Prerequisite: MATH C2210
Rationale: Batch Approval – Updating prerequisite to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
MATH 266	ORDINARY DIFFERENTIAL EQUATIONS

Prerequisite: MATH C2220
Rationale: Batch Approval – Updating prerequisite to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
MATH 650	SUPPORT FOR CALCULUS

Corequisite: MATH C2210
Rationale: Batch Approval – Updating corequisite to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
PHT 072	PHARMACY CLINICAL EXPERIENCE

Units: 3
Laboratory: 144 – 162 contact hours per semester
Course Description: In this course, students study the application of prescription processing, inventory management and dispensing of medications in a pharmacy under the direct supervision of a pharmacist. It emphasizes use of a pharmacy database, customer service, communication and professional ethics.
Rationale: Updating description, units, outcomes, objectives, content, assignments, and materials.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
PHYSIC 202	PHYSICS I

Prerequisite: MATH C2210 and PHYSIC 101
Corequisite: MATH C2210 - The department highly recommends completing MATH C2210 prior to enrollment in PHYSIC 202.
Rationale: Batch Approval – Updating prerequisite and corequisite to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
PHYSIC 203	PHYSICS II

Prerequisite: MATH C2220
Corequisite: MATH C2220
Rationale: Batch Approval – Updating prerequisite and corequisite to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
PHYSIC 204	PHYSICS III

Prerequisite: MATH C2220
Corequisite: MATH C2220
Rationale: Batch Approval – Updating prerequisite and corequisite to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
PHYSIC 210	MODERN PHYSICS

Prerequisite: PHYSIC 203 and PHYSIC 204 and PHYSIC 151 and PHYSIC 152 and MATH C2220
Rationale: Batch Approval – Updating prerequisites to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2027-2028 College Catalog

COURSE ID	COURSE TITLE
POLS 170	INTRODUCTION TO THE POLITICS OF RACE AND GENDER

Prerequisite: None
Recommendation: ENGL C1000 or ENGL C1000H
Rationale: Changing prerequisite to a recommendation.
Effective: Fall 2027

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
SOC 100	INTRODUCTION TO SOCIOLOGY

Course ID: **SOCI C1000**
Course Description: This course introduces students to Sociology: the study of people, groups, and institutions that shape people's lives. Through a mix of theory, research, and real-world examples, students explore key sociological concepts like culture, inequality, power, collective action, and social change. With content reflecting diverse histories and lived experiences, students make connections between their lives and the social forces that influence individual opportunities and choices. Students in this course will develop a critical lens that allows them to better understand and transform themselves and society. (Formerly SOC 100)
Rationale: Aligning with CCN.

Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
SOC 100H	INTRODUCTION TO SOCIOLOGY - HONORS

Course ID: **SOCI C1000H**
Recommendation: READ 100 or ENGL C1000 or ENGL C1000H
Course Description: This course introduces students to Sociology: the study of people, groups, and institutions that shape people's lives. Through a mix of theory, research, and real-world examples, students explore key sociological concepts like culture, inequality, power, collective action, and social change. With content reflecting diverse histories and lived experiences, students make connections between their lives and the social forces that influence individual opportunities and choices. Students in this course will develop a critical lens that allows them to better understand and transform themselves and society. This is an honors course. (Formerly SOC 100H)
Rationale: Aligning with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
SOC 110	SOCIAL PROBLEMS

Course ID: **SOCI 110**
Course Description: This course is an examination of contemporary social issues in the United States including causes, consequences, interventions, and solutions, with an emphasis on social institutions and other topics such as crime, inequalities, substance abuse, and the role of power and ideology in the construction and definitions of social problems. (Formerly SOC 110)
Rationale: Updating prefix and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
SOC 110H	SOCIAL PROBLEMS - HONORS

Course ID: SOCI 110H
Course Description: This course is an examination of contemporary social issues in the United States including causes, consequences, interventions, and solutions, with an emphasis on social institutions and other topics such as crime, inequalities, substance abuse, and the role of power and ideology in the construction and definitions of social problems. This course is intended for students in the Honors Program, but is open to all students who desire more challenging work. (Formerly SOC 110H)

Rationale: Updating prefix and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
SOC 120	HEALTH AND SOCIAL JUSTICE

Course ID: **SOCI 120**
Course Title: Medical Sociology
Course Description: This course is a sociological introduction to health and illness in society. There is a focus on the social determinants of health, health inequities, policies, organization and access to the healthcare system. Comparisons to global healthcare policies and health outcomes are evaluated. (Formerly SOC 120)
Rationale: Updating title and also updating prefix and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
SOC 130	FAMILY SOCIOLOGY

Course ID: **SOCI 130**
Course Description: This course is an examination of the family as a social institution. Topics include historical and contemporary trends, social stratification, intimacy and relationships, and social forces that influence the family. (Formerly SOC 130)
Rationale: Updating prefix and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
SOC 135	INTRODUCTION TO CRIME

Course ID: **SOCI 135**
Course Description: This course is a sociological examination of crime, criminality, and deviance in society with a focus on types of deviant and criminal behaviors, history, and patterns in the United States. Topics include sociological theories, definition and measurement of crime, cultural values and norms related to deviance, social inequality, criminal justice system, and the laws and methods used to control crime and deviance. (Formerly SOC 135)
Rationale: Updating prefix and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
SOC 141	RACE AND ETHNIC RELATIONS

Course ID: **SOCI 141**
Course Description: This course is a sociological and interdisciplinary examination of racial and ethnic groups in American society. Topics include historical and contemporary events and practices that have institutionalized racism including the social struggles of the four racialized core groups, with a focus on introductory concepts of ethnic studies, intersectionality, and anti-racist approaches toward social justice and equity. This course is also offered as ETHS 141. (Formerly SOC 141)
Rationale: Updating prefix and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
SOC 141H	RACE AND ETHNIC RELATIONS - HONORS

Course ID: **SOCI 141H**
Course Description: This course is a sociological and interdisciplinary examination of racial and ethnic groups in American society. Topics include historical and contemporary events and practices that have institutionalized racism including the social struggles of the four racialized core groups, with a focus on introductory concepts of ethnic studies, intersectionality, and anti-racist approaches toward social justice and equity. This course is intended for students in the Honors Program but is open to all students who desire more challenging course work. This course is also offered as ETHS 141H. (Formerly SOCI 141H)
Rationale: Updating prefix and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
SOC 145	SOCIOLOGY OF GENDER

Course ID: **SOCI 145**
Course Description: This course is an examination of the social construction of gender, femininity, and masculinity in the United States. Topics include historical, cross-cultural, and societal forces and change that influence gender socialization, expectations, and practices with an emphasis on social institutions and some focus on global contemporary trends. (Formerly SOC 145)
Rationale: Updating prefix and description to align with CCN.
Effective: Fall 2026

COURSE MODIFICATION

Changes to the 2026-2027 College Catalog

COURSE ID	COURSE TITLE
SOC 150	AGING AND THE LIFE COURSE

Course ID: **SOCI 150**
Course Description: This course is a sociological and multi-disciplinary examination of aging and the life course with an emphasis on aging as a social process. Topics include demographic trends, historical, cross-cultural, political, and economic forces that influence the experience of aging on individuals and families throughout the lifespan, communities, and societies, with some focus on global patterns. (Formerly SOC 150)
Rationale: Updating prefix and description to align with CCN.
Effective: Fall 2026

COURSE DELETION

MACH 062 MACH 078 PHIL 112

Rationale: Courses are no longer offered.
Effective: Fall 2026

DISTANCE EDUCATION

ANTH 102H	ART 222	CS 130	CS 265	EDUC 201
MATH 120	PHT 072	POLS 170	SOCI 110	SOCI 110H
SOCI 120	SOCI 130	SOCI 135	SOCI 141	SOCI 141H
SOCI 150	SOCI 601	SOCI 602	WRM 325	

Rationale: **Distance Education Delivery**
One of the planning themes and goals of San Bernardino Valley College (SBVC) is student access. The faculty and curriculum committee have worked to examine course delivery and make curricular adjustments to meet the necessary demand for distance education. The online delivery method of these courses supports the mission of SBVC by providing access to education to a diverse community of learners who find themselves in a community with complicated lives and difficult and demanding schedules and responsibilities.
Effective: Fall 2026

NEW CERTIFICATE

Gallery Management - Certificate of Achievement

The Gallery Management Certificate is an innovative program combining arts studies with professional experience in museums and commercial enterprises. It prepares students to engage responsibly with diverse communities, promote equitable and inclusive practices, and reflect a broad range of cultural perspectives in their professional work.

REQUIRED COURSES:

ARTH 103	Art Appreciation	3.0
ART 260	Museum and Gallery Practices	3.0
ART 261	Introduction to Arts Administration	3.0

ART 262	Marketing the Arts	3.0
ART 263	Global Cultures: Seeing the World	3.0
ART 264	Gallery Management Certificate Practicum	3.0
		Total: 18.0

This is a Gainful Employment Program

Effective: Fall 2026

NEW CERTIFICATE

Mindfulness for Work and Community - Certificate of Completion

This noncredit Certificate in Mindfulness for Work and Community introduces students to mindfulness meditation as an applied practice for managing stress, improving focus, and supporting social well-being, connection, belonging, equity, and inclusion in workforce and community settings. Students will learn and practice the foundations of mindfulness meditation and compassion-based practices within social contexts and environments. This includes the awareness of how societal systems, cultural expectations, and group dynamics shape workplace experiences and relationships. Students will gain mindfulness tools to approach work and community roles with presence, clarity, and social awareness. This certificate teaches mindfulness-related soft skills in preparation for a career in healthcare, education, social work, or any people-centered path and can be included on resumes and California's Digital Career Passport. This certificate does not certify students to lead mindfulness meditation sessions.

REQUIRED COURSES:

SOCI 601	Mindfulness, Society, and Self	16.0-18.0
SOCI 602	Compassion, Connection, and Belonging	16.0-18.0
		Total Hours: 32.0-36.0

Effective: Fall 2026

NEW DEGREE

Applied Artificial Intelligence - A.S. Degree

The Applied Artificial Intelligence Associate of Science Degree introduces students to the concepts, tools, and techniques that drive modern AI applications. The program provides a strong foundation in computer science while emphasizing hands-on experience with machine learning, natural language processing, data analysis, and automation. Students will learn how AI is applied in fields such as business, healthcare, education, and cybersecurity, and gain practical skills that prepare them for entry-level careers in technology. Graduates of this program will be ready to contribute to projects involving AI development, deployment, and support, with the ability to adapt to emerging technologies in a rapidly evolving industry.

REQUIRED COURSES:

CIT 100	Introduction to Personal Computers **OR**	3.0
CS 110	Fundamentals of Computer Science	3.0
MATH 180	Introduction to Data Science **OR**	4.0
CS 130	Discrete Structures	3.0
CIT 104	Amazon Web Services (AWS) Academy: Introduction to the Cloud	4.0
CIT 232	Computer Network Fundamentals	3.0
CIT 215	Database Management Systems	3.0
CS 102	Introduction to Python Programming **OR**	3.0
CS 102H	Introduction to Python Programming – Honors	3.0
CS 104	Data Programming with Python	4.0
CS 160	Introduction to Data Science and Engineering	4.0
CS 188	Introduction to Artificial Intelligence (AI)	3.0
CS 189	Introduction to Machine Learning	3.0
		Total: 33.0-34.0

Effective: Fall 2026

NEW DEGREE

Cybersecurity - A.S. Degree

The Cybersecurity Associate of Science Degree provides students with the knowledge and hands-on skills needed to protect information systems, networks, and data from cyber threats. The program covers core topics such as computer networks, operating systems, ethical hacking, digital forensics, and information security principles. Students will gain experience with industry tools and practices that prepare them for entry-level positions in cybersecurity. Graduates of this program will be ready to pursue careers in areas such as network defense, security operations, and system administration while building a strong foundation for continued study.

REQUIRED COURSES:		
CS 110	Fundamentals of Computer Science **OR**	3.0
CIT 100	Introduction to Personal Computers	3.0
CIT 090	Introduction to Web Security	3.0
CIT 091	Introduction to Networks (CCNA - Cisco Networking Academy)	3.0
CIT 092	Switching, Routing, and Wireless Essentials CCNA (Cisco Networking Academy)	3.0
CIT 093	Enterprise Networking, Security, and Automation CCNA (Cisco Networking Academy)	3.0
CIT 128	Introduction to Linux OS	3.0
CIT 127	Introduction to Computer Forensics	3.0
CIT 140	Introduction to Systems Analysis and Design	3.0
CIT 160	Introduction to Information Systems Security	3.0
CS 102	Introduction to Python Programming **OR**	3.0
CS 102H	Introduction to Python Programming – Honors	3.0
RECOMMENDED COURSES:		
CIT 099	Cisco Certified Network Associate Security	3.0
CIT 104	Amazon Web Services (AWS) Academy: Introduction to the Cloud	4.0
CS 189	Introduction to Machine Learning	3.0
CS 188	Introduction to Artificial Intelligence (AI)	3.0
		Total: 30.0

Effective: Fall 2026

NEW DEGREE

Water Resources Management – Bachelor’s Degree

The Bachelor's Degree in Water Resources Management introduces students to public policy decisions and statutory mandates that govern water demand, affect water supply, and impact water quality. The concentration in Water Resources Management enables students to develop the knowledge and skills needed to apply organizational theories in leadership and integrated resource management, facilitate the complex nature of intergovernmental relations among local, state, federal, and private organizations, interpret major policies, legislative acts, and regulations governing water resources, analyze water policy issues, and evaluate alternative policy solutions. The program emphasizes the importance of diversity, equity, inclusion, and accessibility (DEIA) in water resource planning and management, ensuring that students understand how equitable policies and inclusive practices contribute to sustainable and socially responsible water governance. Students also explore financial management and budget forecasting functions and facilitate strategic planning and goal-setting processes for water sector organizations.

Employment for graduates occurs in a wide range of fields and sectors, including private, non-profit, and government agencies. Possible career paths include leadership roles in:

- Water Supply Utilities
- Water/Wastewater Treatment Plants
- Regulatory Agencies
- Groundwater and Conservation Districts
- Watershed/River Basin Authorities

REQUIRED COURSES:		
GENERAL EDUCATION (GE) COURSES:		
ENGL 300	Advanced Writing and Critical Thinking in the Industry Disciplines	4.0
GIS 400	GIS and Data Analysis in Water Resources Management	4.0
STAT 300	Applied Statistical Research and Analysis	4.0
WATER RESOURCES MANAGEMENT COURSES:		
WRM 301	California Water History	3.0
WRM 302	Introduction to Water Resources Management	3.0
WRM 310	Applied and Professional Ethics in the Water Sector	3.0
WRM 315	Technology and Public Administration	3.0
WRM 330	Water Law	3.0
WRM 401	Managing Public Organizations in the Water Sector	3.0
WRM 402	Water Resources Management and the Public Policy Process	3.0
WRM 420	Human Resources Administration in the Water Sector	3.0
WRM 460	Water Resources Budgeting and Financial Management	3.0
WRM 495	Research Methods in Water Resources Management	3.0
WRM 498	Internship in Water Resources Management	3.0
ELECTIVES - Select Four Courses:		
WRM 320	Strategic Planning in the Water Sector	3.0
WRM 325	Water Resources Economics	3.0
WRM 335	Tribal Water Rights	3.0
WRM 340	International Environmental Policy	3.0
WRM 430	Water Sector Leadership and Diversity	3.0
WRM 440	Collective Bargaining and Labor Relations	3.0
CULMINATING EXPERIENCE REQUIREMENT:		
WRM 499A	Applied Research (Capstone) Project in Water Resources Management **OR**	3.0
WRM 499B	Comprehensive Written Exam in Water Resources Management	3.0
		Total: 60.0

Effective: Fall 2026

DEGREE CORRECTION

Sociology Associate in Arts - Transfer Degree, AA-T

Sociology is both a scientific and humanistic discipline. Sociologists examine the systems of social action including single social acts, social relationships, organizations, institutions, communities, and societies. Through analyses of society, its groups, institutions, and processes, sociologists attempt to understand and predict human behavior. The study of sociology prepares students for further study of and careers in social work, probation, corrections, human services, law enforcement, research, public policy, law and education.

The Associate in Arts for Transfer (AA-T) degree is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing the AA-T are guaranteed admission to the CSU system, but not to a particular campus or major.

To earn this Sociology AA-T degree, students must meet the following requirements:

- Completion of the following major requirements with a minimum grade of "C" (or "P").
- Certified completion of the California General Education Transfer Curriculum (Cal-GETC), which requires a minimum of 34 units; and
- Completion of a minimum 60 Cal-GETC transferrable semester units with a minimum “C” grade required in each course. A “C” is defined as a minimum of 2.0 grade points on a 4.0 scale.

Students planning on transferring to a four-year institution and major in Sociology should consult with a counselor regarding the transfer process and lower division requirements.

REQUIRED COURSES:		
SOC 100	Introduction to Sociology **OR**	3.0
SOC 100H	Introduction to Sociology – Honors	3.0
SOC 110	Social Problems **OR**	3.0
SOC 110H	Social Problems – Honors	3.0
Statistics - 1 Course:		
PSYC 105	Statistics for the Behavioral Sciences **OR**	4.0
STAT C1000	Introduction to Statistics **OR**	4.0
STAT C1000H	Introduction to Statistics – Honors **OR**	4.0
ECON 208	Business and Economic Statistics	4.0
LIST A - Two courses from the following: (6 units)		
PSYC 201	Research Methods for the Behavioral Sciences	4.0
SOC 130	Family Sociology	3.0
SOC 145	Sociology of Gender	3.0
SOC 141	Race and Ethnic Relations **OR**	3.0
SOC 141H	Race and Ethnic Relations – Honors **OR**	3.0
ETHS 141	Race and Ethnic Relations **OR**	3.0
ETHS 141H	Race and Ethnic Relations – Honors	3.0
SOC 135	Introduction to Crime	3.0
LIST B - One course from the following (or any course not used from List A): (3 units)		
SOC 150	Aging and the Life Course	3.0
SOC 120	Health and Social Justice	3.0

Major Total: 19-20
Total units that may be double-counted: 9
General Education (Cal-GETC) Units: 34
Elective Units: 15-16

Total: 60.0

Rationale: Removed an extra “or” between SOC 100H and SOC 110.
Effective: Fall 2025

DEGREE CORRECTION

Spanish Associate in Arts - Transfer Degree, AA-T

The Associate in Arts for Transfer (AA-T) degree in Spanish has a threefold purpose. It is designed to help students: increase proficiency in the language; understand the cultures of the Spanish-speaking world; and, meet the requirements for completion of the bachelor’s degree in the CSU or UC systems. Students who complete the Spanish AA-T will have a solid foundation in reading, writing, speaking, and comprehending Spanish. Additionally, they will have developed a deeper awareness and understanding of the unique and diverse cultural milieu of Latin America and Spain. The skills acquired will help students prepare for a variety of careers in areas where a knowledge of Spanish is desirable, such as business, healthcare, journalism, education, communications, public safety, and more.

The Associate in Arts for Transfer (AA-T) degree is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing the AA-T are guaranteed admission to the CSU system, but not to a particular campus or major.

To earn this Spanish AA-T degree, students must meet the following requirements:

- Completion of the following major requirements with a minimum grade of "C" (or "P").
- Certified completion of the California General Education Transfer Curriculum (Cal-GETC), which requires a minimum of 34 units; and
- Completion of a minimum 60 Cal-GETC transferrable semester units with a minimum “C” grade required in each course. A “C” is defined as a minimum of 2.0 grade points on a 4.0 scale.

Students planning on transferring to a four-year institution and major in Spanish should consult with a counselor regarding the transfer process and lower division requirements.

REQUIRED COURSES:

SPAN 101	College Spanish I **OR**	5.0
SPAN 101H	College Spanish I – Honors	5.0
SPAN 102	College Spanish II **OR**	5.0
SPAN 102H	College Spanish II – Honors	5.0
SPAN 103	College Spanish III **OR**	4.0
SPAN 103H	College Spanish III – Honors **OR**	4.0
SPAN 157	Spanish for Heritage Speakers I	4.0
SPAN 104	College Spanish IV **OR**	4.0
SPAN 158	Spanish for Heritage Speakers II	4.0

Note: If a student places out of any core course(s) and is not awarded units for that course, the student will need to take additional units from List A to compensate or complete the following approved course substitutions (ANTHRO 102, ANTHRO 102H, ANTHRO 125, COMM 174, ETHS 141, ETHS 141H, GEOG 102, SOC 100, SOC 100H, SOC 141, SOC 141H, or SOC 145 to meet the 18-unit requirement for the major.

LIST A - One course from the following: (3 Units)

ENGL 163	Chicana/o Literature **OR**	3.0
ETHS 163	Chicana/o Literature	3.0
HIST 140	Chicano Experiences in U.S. History **OR**	3.0
HIST 140H	Chicano Experiences in U.S. History – Honors **OR**	3.0
HIST 150	Introduction to Latin American History	3.0
SPAN 109	Spanish Civilization and Culture	3.0
SPAN 110	Latin American Civilization and Culture	3.0

Major Total: 21
Total units that may be double-counted: 6
General Education (Cal-GETC) Units: 34
Elective Units: 11

Total: 60.0

Rationale: Adding SPAN 157 as an “or” course.
Effective: Fall 2025

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Dr. Kevin Horan, President, CHC
Dr. Gilbert Contreras, President, SBVC
Kristina Hannon, Vice Chancellor, Human Resources, Payroll, Police Services, and Health and Safety Administration

DATE: December 12, 2025

SUBJECT: Consideration of Approval of Adjunct and Substitute Academic Employees

RECOMMENDATION

It is recommended that the Board of Trustees approve the employment of adjunct and substitute academic employees as indicated on the attached list.

OVERVIEW

Part-time academic employees selected from the established pool are offered individual contracts on a semester-by-semester basis.

ANALYSIS

All requirements for employment processing will be completed prior to the contract start date. No individual will be offered a contract until Human Resources has cleared the individuals for employment.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution

FINANCIAL IMPLICATIONS

The cost for employment of adjunct and substitute academic employees is included in the appropriate 2025-2026 budgets.

Adjunct and Substitute Academic Employees

Presented for Information December 12, 2025

[v.11.13.2025.p.2|2]

2025 – 2026 Academic Year

Employee Name	Location Assignment	Course Subject	Discipline per Minimum Qualifications
Aina, Marina	SBVC	Ethnic Studies	Ethnic Studies
Chavez, Trisha	SBVC	Nursing	Nursing
Dulay, Elise	SBVC	History	History
Nguyen, Thuan	SBVC	Sociology	Sociology
Nordstrom, Matthew	SBVC	Geography	Geography
Qazi, Ali	SBVC	Chemistry	Chemistry
Rounds, Michael	SBVC	History	History
Yaryan, Mary	SBVC	Geography	Geography
Hernandez, Raymond	CHC	Respiratory Technologies	Respiratory Technologies

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources, Payroll, Police Services, and Health and Safety Administration

DATE: December 12, 2025

SUBJECT: Consideration of Approval to Appoint District Employees

RECOMMENDATION

It is recommended that the Board of Trustees approve appointment of the employees on the attached list and, as necessary, approve the corresponding employment contract(s) as well.

OVERVIEW

The employees on the attached list are submitted for approval.

ANALYSIS

All requirements in the employment process have been or will be completed. Employees will not commence work until all requirements are met.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution

FINANCIAL IMPLICATIONS

The cost of employment for these employees is included in the appropriate 2025-2026 budgets.

Appointment of District Employees

Submitted for Board Approval December 12, 2025

[v.12.1.2025.p.1|1]

Employee Name, Title Location Assignment & Department	Start Date	Salary Schedule, Range & Step	New or Replacing	Fund	Live Scan Clearance
Alphonse, Jeff Chemistry Professor SBVC Chemistry	01/13/26	Academic 1D*	Ana Mayo	General Funds	TBD†
Bailly, Johanna Payroll Technician DSO Human Resources	01/05/26	Classified 39C	New	General Funds	TBD†
Gonzalez, Carol Senior Executive Administrative Assistant DSO EDCT	12/17/25	Confidential/Supervisory 22D	Daniella Esparza	General Funds	TBD†
Guzman, Sergio Admissions and Records Specialist CHC Admissions and Records	01/05/26	Classified 38A	New	General Funds	TBD†
Marquez, Evelyn Counselor, Student Accessibility Services SBVC Student Accessibility Services	01/06/26	Academic 1C*	New	Disabled Student Support Services Funds	TBD†
Navarro, Anna Food Service Worker SBVC Food Services	12/15/25	Classified 20A	Maria Esparza Gastelum	General Funds	TBD†
Parsons, Michelle (Tony) Associate Dean Instructional Support Services CHC Instructional Support Services	01/12/26	Management 21D	New	General Funds	TBD†
Peachy, Burt District Director of Grants DSO Government Relations, Strategic Communications & Grants	12/15/25	Management 19D	New	General Funds	TBD†

†Live Scan clearance pending; employee will not start without clearance.
*Salary placement to be determined upon verification of education and experience.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources, Payroll & Police Services, and Health and Safety Administration

DATE: December 12, 2025

SUBJECT: Consideration to Rescind the Approval to Appoint District Employee

RECOMMENDATION

It is recommended that the Board of Trustees rescind the approval to appoint the employees on the attached list and rescind the corresponding employment contract as well.

ANALYSIS

The previously appointed employees rescinded the acceptance of their offer of employment prior to their start date. Therefore, their offer of employment and contract will be rescinded.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution

FINANCIAL IMPLICATIONS

There are no financial implications associated with this board item.

Appointment of District Employee- Rescind

Submitted for Board Approval December 12, 2025

[v.11.18.2025.p.1|1]

Employee Name Location Assignment	Effective Date	Range & Step	New or Replacing	Fund	Live Scan Clearance
Cacheux, Gabriel Custodian SBVC Custodial	11/17/25	Classified 29A	Jimmy Chavirria	General Fund	TBD†

†Live Scan clearance pending; employee will not start without clearance.

*Salary placement to be determined upon verification of education and experience.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources, Payroll & Police Services, and Health and Safety Administration

DATE: December 12, 2025

SUBJECT: Consideration of Approval of Employee Promotions

RECOMMENDATION

It is recommended that the Board of Trustees approve the promotion of the SBCCD employees as indicated on the attached list.

OVERVIEW

The promotion of the employees on the attached list are submitted for approval.

ANALYSIS

These employees have gone through the recruitment process and are being recommended for promotion.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution

FINANCIAL IMPLICATIONS

The cost of this promotion is included in the appropriate 2025-2026 budgets.

Employee Promotions

Submitted for Board Approval December 12, 2025

[v.12.1.2025.p.1|1]

Employee Name	From	To	New/ Replacing	Fund	Effective Date
Lagrima, Luna	CHC Admissions & Records **Admissions and Records Technician** Classified Salary Schedule Range 33, Step H	CHC Admissions & Records **Admissions and Records Specialist** Classified Salary Schedule Range 38, Step F	Ali Raventos	General Fund	12/15/25
Ryan, Maureen	SBVC Athletics **Senior Student Services Technician** Classified Salary Schedule Range 38, Step F	SBVC Kinesiology **Administrative Assistant III** Classified Salary Schedule Range 41, Step F	New	General Fund	12/15/25
Sogomonian, Nori	SBVC Spanish **Professor, Spanish** Academic Salary Schedule Range I, Step 21	SBVC Arts & Humanities **Division Dean** Management Salary Schedule Range 23, Step A	Leticia Hector	General Fund	01/01/26

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources, Payroll, Police Services, and Health and Safety Administration

DATE: December 12, 2025

SUBJECT: Consideration for the approval of the implementation of Phase 1 findings from the CSEA Classification and Compensation Study, including the Classified Salary Schedule

RECOMMENDATION

It is recommended that the Board of Trustees approve:

1. The implementation of Phase 1 findings from the CSEA Classification and Compensation Study, as specified in the Memorandum of Understanding provided to the Board on November 13, 2025, will comprise of revisions to classified job descriptions, adjustments to the range to reflect the median, and the introduction of new classified job descriptions.

2. The Classified Salary Schedule will incorporate the findings resulting from Phase 1 of the CSEA Classification and Compensation Study and shall take effect on March 1, 2024.

OVERVIEW

SBCCD completed Phase 1 of the CSEA Classification and Compensation Study through a review of comparison markets and by gathering input from managers and classified employees. This initiative was a collaborative effort between the SBCCD and CSEA representatives, ensuring alignment on findings and recommendations. The changes resulting from Phase 1 will take effect on March 1, 2024.

ANALYSIS

In accordance with BP 7130, the Classified Salary Schedule shall be established and adjusted by the Board of Trustees. The Phase 1 findings of the CSEA Classification and Compensation Study related to classified employees are addressed by this board item. Those adjustments were made to the entire range, by moving positions to the appropriate spot, and job description revisions to ensure duties and scope were aligned with pay.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
3. Be a Leader and Partner in Addressing Regional Issues
4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

The cost of employment for these employees is included in the appropriate 2025-2026 budgets.

Administrative Assistant I

TITLE: Administrative Assistant I
RANGE: (MEDIAN) 33 +19-
JOB FAMILY: Administrative/Clerical Support
UPDATE/CHANGE SUMMARY: 5 PDQs received; minor updates.

SUMMARY DESCRIPTION

Performs a variety of difficult and complex general administrative, and clerical duties in support of assigned area.

DISTINGUISHING CHARACTERISTICS

The Administrative Assistant I classification is distinguished from the Administrative Clerk classification by the performance of the full range of general administrative and complex secretarial duties including recording and taking meeting notes, purchasing and budgeting.

SUPERVISION RECEIVED AND EXERCISED

Receives general direction from appropriate supervisor; checks with supervisor regarding non-routine assignments. May provide technical and functional direction to assigned student workers and/or lower level staff.

REPRESENTATIVE DUTIES

1. Performs a variety of administrative support duties to assist the supervisor in meeting reporting requirements, functional responsibilities, and research objectives; informs assigned supervisor and others of essential timelines; coordinates the flow of activities through the office in relation to priorities and schedules.

2. Develops and maintains assigned calendars, schedules, and appointments; coordinates and arranges meetings; coordinates activities with other areas.

~~2.~~3. Participates in the planning and coordination of activities and events for the assigned area.

~~3.~~4. Interacts and relays information, questions, and decisions regarding supervisor's area of assignment; responds to routine questions and requests for information; prepares preliminary responses for assigned supervisor's approval.

~~4.~~5. Provides support for supervisor in meetings and committees as assigned; attends meetings and take notes or records proceedings; prepares and distributes agendas, background materials, and minutes as appropriate.

~~5.~~6. Performs a variety of clerical accounting duties and responsibilities involved in financial record keeping and reporting for assigned area; receives and processes invoices; maintains a variety of accounting records, logs, and files; compiles information and data for statistical and financial reports; checks and tabulates data.

~~6.~~7. Assists supervisor in budget administration; tracks budget activity and resolves budget issues and problems; posts, monitors, and tracks invoices and other expenditures; prepares purchase requisitions.

~~7.~~8. Assists in payroll processing functions for assigned area including to prepare payroll forms and maintain records for timesheets and various authorizations.

~~8.~~9. Orders supplies and equipment as needed; oversees their timely receipt and storage; schedules maintenance and repairs as needed.

~~9.~~10. Responds to routine questions and requests for information.

~~10.~~11. Establishes and maintains, interrelated filing systems; collects, compiles, and records narrative, statistical, and financial data and other information; researches and verifies information as requested.

~~11.~~12. Types, formats, proofreads, duplicates, and distributes a wide variety of correspondence, reports, notices, schedules, lists, forms, and other materials.

~~12.~~13. Assists in preparing Board agenda items in assigned area and provides supporting documents as necessary.

~~13.~~14. Receives mail and identifies and refers matters to the supervisor in order of priority.

15. Enters, updates, corrects, and extracts information; maintains and generates reports from a database or network system.

~~14.~~16. May assist in updating and maintaining information on the department website.

~~15.~~17. Performs other duties related to the primary job duties.

QUALIFICATIONS
CORE COMPETENCIES:

Analyzing and Interpreting Data

- Apply sorting, coding and categorizing rules
- Analyze data
- Read reports
- Draw meaning and conclusions from quantitative and/or qualitative data

Customer Focus

- Attending to the needs and expectations of customer
- Seeks information about the immediate and longer term needs of the customer
- Anticipates what the customer may want or expect in a product or service
- Works across organizational boundaries to meet customer needs **

Reading Comprehension

- Understanding and using written information
- Knows the meaning of printed words; comprehend the literal meaning of text
- Make interpretations, applications, deductions, inferences, extrapolations from written information **

Professional and Technical Expertise

- Applying technical subject matter to the job **
- Knows the rudimentary concepts of performing the essential technical operations

Critical Thinking

- Analytically and logically evaluates information to resolve problems
- Follow guide, SOP or other step by step procedures for locating the source of a problem and fixing it
- May detect ambiguous, incomplete, or conflicting information or instructions**

Attention to Detail

- Focusing on the details of work content
- Shows care and thoroughness in adhering to process and procedures that assure quality
- Applies knowledge and skill in recognizing and evaluating details of work**
- Applies skilled final touches on products

Using Technology

- Working with electronic hardware and software applications
- Using basic features and functions of software and hardware
- Experiments and finds novel uses for standard features and functions **
- Adds, improves, modifies, or develops features and functionality**

Team Work/Involving Others

- Collaborating with others to achieve shared goals
- Engages others for suggestions and ideas

Writing

- Communicating effectively in writing
- Using correct writing mechanics including spelling, vocabulary, grammar, syntax, punctuation, capitalization, sentence structure
- Logically orders and structures ideas and progression of thought

Adaptability

- Responding positively to change and modifying behavior as the situation requires**
- Accept and adjust to changes and the unfamiliar

Innovation

- Imagining and devising new and better ways of doing things**
- Fix what is broken; find solutions and fixes with resources at hand
- Finds new approaches to performing familiar tasks
- Create and invent new ideas; envision the unexpected, unexplored, untried**

Listening

- Comprehend and verbal instructions and orally presented information
- Recalls or retrieves key points in a conversation
- Listen actively by rephrasing others' input cogently and accurately**

Valuing Diversity

- Shows acceptance of individual differences
- Welcomes input and inclusion of others who may be different from oneself

- Shows understanding and empathy for the challenges of groups seeking inclusion or dealing with perceived discrimination

**Lead, Advanced or Senior Level Positions*

Education/Training:

Equivalent to the completion of high school.

Experience:

Three (3) years of responsible secretarial experience involving a high level of public contact.

Desired Education/Experience: N/A
Equivalency Provision: N/A

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

Environment: Work is performed primarily in a standard office setting with frequent interruptions and distractions; extended periods of time viewing computer monitor; possible exposure to dissatisfied individuals.

Physical: Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to occasionally lift, carry, push, and/or pull light to moderate amounts of weight up to 25 pounds; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment.

Hearing: Hear in the normal audio range with or without correction.

Administrative Assistant II

TITLE: Administrative Assistant II
RANGE: 37 (MEDIAN)
JOB FAMILY: Administrative/Clerical Support
UPDATE/CHANGE SUMMARY: 3 PDQs received; minor updates.

SUMMARY DESCRIPTION

Performs the full range of administrative and secretarial, duties of a complex nature in support of assigned administrative, academic, or student services departments.

DISTINGUISHING CHARACTERISTICS

The Administrative Assistant II classification is distinguished from the Administrative Assistant I classification in that the Administrative Assistant II performs the full range of administrative support and complex secretarial duties independently including travel approvals and reimbursement, hiring paperwork approvals for hourly and temporary employees, acts as a liaison for board items, makes recommendations and applies budget transfers.

SUPERVISION RECEIVED AND EXERCISED

Receives general direction from appropriate supervisor; checks with supervisor regarding non-routine assignments. May provide technical and functional direction to assigned student workers and/or lower-level staff.

REPRESENTATIVE DUTIES

1. Assists assigned administrator in meeting reporting requirements, functional responsibilities, and research objectives; organizes functions and activities promoted by the program area.
2. Reviews, updates, and informs the supervisor and others of essential timelines; discusses and reviews calendar of events on a regular basis with assigned administrator to ensures timely coordination of office activities and status of assigned projects; develops schedules and participates in ~~related to~~ department activities and services.
3. Develops and maintains assigned calendars, schedules, and appointments; coordinates and arranges meetings; participates in the planning and coordination of activities and events for the assigned area.
4. Collects, researches, compiles, analyzes, verifies, summarizes, records, and evaluates information; prepares and distributes narrative, statistical, and financial data, and provides recommendations, completes reports; verifies and reviews forms and reports for completeness and conformance with established regulations and procedures.
5. Oversees projects independently as assigned ensures that work is performed in a timely and accurate manner; uses independent judgment to develop and provide recommendations, suggestions, or information as appropriate.
6. Answers phones and responds to questions and requests for information; communicates information in person, via email, or by telephone where knowledge, and interpretation of policies and procedures are necessary.
7. Serves as liaison for assigned administrator by relaying messages, answering questions, clarifying information, responding to requests, resolving problems, explaining District, College,

Department, or program area policies and procedures, or referring callers to the administrator or others as necessary.

8. Oversees the preparation of Board agenda items and supporting documents; ensures Board agenda items are forwarded within District timelines and legal requirements and guidelines; notifies administrator of Board requests for information or action.
9. Assists supervisor in the preparation and administration of program budget(s), cost estimates for budget recommendations, justifications for budget items, and allocation of funds, processes, monitors and tracks expenditures, provides budget reports; resolves budget issues and problems; interacts with others regarding deposits; processes budget/expense transfers, and recommends budget revisions; assists with travel approvals and reimbursements for department staff.
10. Recommends expenditures for equipment, materials, and supplies and assures their timely ordering, receipt, and storage; schedules maintenance and repairs as needed posts, monitors, and tracks invoices and other expenditures; processes conference and other reimbursements.
11. Provides support for supervisor in meetings and committees as assigned; attends meetings and takes notes or records proceedings; prepares and distributes agendas, background materials, and minutes as appropriate.
12. Prepares oral and written preliminary responses for assigned supervisor's approval; facilitates communications between assigned supervisor, administrators, students, faculty, staff, other offices, educational institutions, public agencies, and the public.
13. Formats, types, proofreads, updates, edits, duplicates, and distributes correspondence, notices, lists, schedules, forms, memoranda, and other materials according to established procedures, policies, and standards.
14. Processes information related to staff hiring and payroll processes for assigned area; prepares and/or completes forms, monitors signature process, and tracks approvals for hiring personnel.
15. Establishes and maintains a variety of complex, interrelated filing systems including student confidential files; establishes and maintains files for information, records, and reports including those related to budget and cost records; maintains manuals and updated resource materials.
16. Receives mail and identifies and refers matters to the administrator in order of priority.
~~16.~~17. May assist in updating and maintaining information on the department website.
~~17.~~18. Performs other duties related to the primary job duties.

QUALIFICATIONS
CORE COMPETENCIES:

Analyzing and Interpreting Data

- Apply sorting, coding and categorizing rules
- Analyze data
- Read reports
- Draw meaning and conclusions from quantitative and/or qualitative data

Customer Focus

- Attending to the needs and expectations of customer
- Seeks information about the immediate and longer term needs of the customer
- Anticipates what the customer may want or expect in a product or service
- Works across organizational boundaries to meet customer needs **

Reading Comprehension

- Understanding and using written information
- Knows the meaning of printed words; comprehend the literal meaning of text
- Make interpretations, applications, deductions, inferences, extrapolations from written information **

Professional and Technical Expertise

- Applying technical subject matter to the job **
- Knows the rudimentary concepts of performing the essential technical operations

Critical Thinking

- Analytically and logically evaluates information to resolve problems
- Follow guide, SOP or other step by step procedures for locating the source of a problem and fixing it
- May detect ambiguous, incomplete, or conflicting information or instructions**

Attention to Detail

- Focusing on the details of work content
- Shows care and thoroughness in adhering to process and procedures that assure quality
- Applies knowledge and skill in recognizing and evaluating details of work**
- Applies skilled final touches on products

Using Technology

- Working with electronic hardware and software applications
- Using basic features and functions of software and hardware
- Experiments and finds novel uses for standard features and functions **
- Adds, improves, modifies, or develops features and functionality**

Team Work/Involving Others

- Collaborating with others to achieve shared goals
- Engages others for suggestions and ideas

Writing

- Communicating effectively in writing
- Using correct writing mechanics including spelling, vocabulary, grammar, syntax, punctuation, capitalization, sentence structure
- Logically orders and structures ideas and progression of thought

Adaptability

- Responding positively to change and modifying behavior as the situation requires**

- Accept and adjust to changes and the unfamiliar

Innovation

- Imagining and devising new and better ways of doing things**
- Fix what is broken; find solutions and fixes with resources at hand
- Finds new approaches to performing familiar tasks
- Create and invent new ideas; envision the unexpected, unexplored, untried**

Listening

- Comprehend and verbal instructions and orally presented information
- Recalls or retrieves key points in a conversation
- Listen actively by rephrasing others' input cogently and accurately**

Valuing Diversity

- Shows acceptance of individual differences
- Welcomes input and inclusion of others who may be different from oneself
- Shows understanding and empathy for the challenges of groups seeking inclusion or dealing with perceived discrimination

***Lead, Advanced or Senior Level Positions*

Education/Training:

Equivalent to the completion of high school and fifteen (15) semester units of college coursework.

Experience:

Four (4) years of increasingly responsible secretarial experience involving a high level of public contact and providing secretarial support to management staff.

License or Certificate: N/A

Desired Education/Experience:

Experience in an administrative office in an educational environment

Equivalency Provision

In the absence of fifteen (15) semester units of college level coursework, equivalent to the completion of high school and five (5) years of increasingly responsible secretarial experience involving a high level of public contact and providing secretarial support to management staff is qualifying.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

Environment: Work is performed primarily in a standard office setting with frequent interruptions and distractions; extended periods of time viewing computer monitor; possible exposure to dissatisfied individuals.

Physical: Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch,

reach, and twist; to occasionally lift, carry, push, and/or pull light to moderate amounts of weight up to 25 pounds; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment.

Hearing: Hear in the normal audio range with or without correction.

Administrative Assistant III

TITLE: Administrative Assistant III
RANGE: 41 (MEDIAN)
JOB FAMILY: Administrative/Clerical Support
UPDATE/CHANGE SUMMARY: Minor Updates

SUMMARY DESCRIPTION

Performs a variety of highly responsible, complex, and sensitive administrative and secretarial duties in support of an assigned Division or District-wide program.

DISTINGUISHING CHARACTERISTICS

The Administrative Assistant III classification is distinguished from the Administrative Assistant II classification in that it supports an administrator with a broad level of responsibility with substantial District-wide impact. The duties involve a wide variety of diverse, complex, sensitive and confidential administrative and secretarial tasks, requiring tact and independent judgment. Incumbents are required to be self-directed and to relieve the administrator of routine administrative duties.

SUPERVISION RECEIVED AND EXERCISED

Receives limited direction from appropriate supervisor; refers only unusual decisions to supervisor. May provide technical and functional direction to assigned student workers and/or lower-level staff.

REPRESENTATIVE DUTIES

1. Participates and assists in the administration of a Division or District-wide program; serves frequently as a liaison between the administrator and the public, students, staff, and other campus officials.
2. Assists assigned administrator in meeting reporting requirements, functional responsibilities, and research objectives; assists in organizing programs, functions, and activities promoted by the District, College, or Division area.
3. Plans and organizes office support functions; oversees, evaluates, and coordinates the flow of office work and ensures that work is performed in a timely and accurate manner; recommends improvements in workflow, procedures, and use of equipment and forms.
4. Reviews, updates, and informs the assigned administrator and others of essential timelines; discusses and reviews calendar of events on a regular basis with the administrator to assure timely coordination of office activities and status of assigned projects.
5. Assists the administrator in developing procedures to expedite transmittal of information or facilitate implementation of policies and programs; develops standardized templates for division reports and publications; establishes new and revised office procedures as appropriate.
6. Develops and maintains assigned calendars, schedules, and appointments; initiates and establishes meetings; collaborates with other divisions and departments on activities and services, including orientation; participates in the planning and coordination of activities and events for the assigned area.

7. Collects, researches, compiles, analyzes, verifies, summarizes, records, and evaluates information; prepares and distributes narrative, statistical, and financial data, and provides recommendations; completes reports; verifies and reviews forms and reports for completeness and conformance with established regulations and procedures.
8. Oversees projects independently as assigned; ensures that work is performed in a timely and accurate manner; uses independent judgment to develop and provide recommendations, suggestions, or information as appropriate.
9. Responds to sensitive questions, complaints, and requests for information; communicates information in person, via email, or by telephone where independent judgment, knowledge, and interpretation of policies and procedures are necessary.
10. Serves as liaison for the assigned administrator, by relaying messages, answering questions, clarifying information, responding to requests, resolving problems, explaining District, College, Department, or program area policies and procedures, or referring callers to the administrator or others as necessary.
11. Oversees the preparation of Board agenda items and supporting ensures Board agenda items are forwarded within District timelines and legal requirements and guidelines; makes necessary notifications regarding board action as necessary; researches and resolves discrepancies as necessary.
12. Collaborates with the administrator in the preparation and administration of program budget(s), cost estimates for budget recommendations, justifications for budget items, and allocation of funds; processes, monitors, and tracks expenditures; provides budget reports, resolves budget issues and problems; interacts with others regarding deposits; processes budget/expense transfers and recommends budget revisions; assists with travel approvals and reimbursements for department staff.
13. Recommends expenditures for equipment, materials, and supplies; initiates contact with vendors for various products and services and assures their timely ordering, receipt, and storage; schedules maintenance and repairs as needed; posts, monitors, and tracks invoices and other expenditures.
14. Provides support to assigned administrator for standing and ad hoc committees and other groups as assigned; attends meetings and takes notes or records proceedings; prepares and distributes agendas, background materials, and minutes as appropriate.
15. Prepares and maintains a variety of sensitive and confidential materials, transcriptions correspondence, memoranda, reports, proposals, and other materials.
16. Establishes and maintains a variety of complex, interrelated filing systems including confidential files; establishes and maintains files for information, records, and reports including those related to budget and cost records; assists in creating manuals and resource materials.
17. Processes information related to faculty and staff hiring and payroll processes for assigned area; prepares and/or completes forms, monitors signature process, and tracks approvals for hiring personnel.
18. Receives and distributes mail and identifies and refers matters to the administrator in order of priority.

~~18.~~19. May assist in updating and maintaining information on the department website.

~~19.~~20. Performs other duties related to the primary job duties.

QUALIFICATIONS
CORE COMPETENCIES:

Analyzing and Interpreting Data

- Apply sorting, coding and categorizing rules
- Analyze data
- Read reports
- Draw meaning and conclusions from quantitative and/or qualitative data

Customer Focus

- Attending to the needs and expectations of customer
- Seeks information about the immediate and longer term needs of the customer
- Anticipates what the customer may want or expect in a product or service
- Works across organizational boundaries to meet customer needs **

Reading Comprehension

- Understanding and using written information
- Knows the meaning of printed words; comprehend the literal meaning of text
- Make interpretations, applications, deductions, inferences, extrapolations from written information **

Professional and Technical Expertise

- Applying technical subject matter to the job **
- Knows the rudimentary concepts of performing the essential technical operations

Critical Thinking

- Analytically and logically evaluates information to resolve problems
- Follow guide, SOP or other step by step procedures for locating the source of a problem and fixing it
- May detect ambiguous, incomplete, or conflicting information or instructions**

Attention to Detail

- Focusing on the details of work content
- Shows care and thoroughness in adhering to process and procedures that assure quality
- Applies knowledge and skill in recognizing and evaluating details of work**
- Applies skilled final touches on products

Using Technology

- Working with electronic hardware and software applications
- Using basic features and functions of software and hardware
- Experiments and finds novel uses for standard features and functions **

- Adds, improves, modifies, or develops features and functionality**

Team Work/Involving Others

- Collaborating with others to achieve shared goals
- Engages others for suggestions and ideas

Writing

- Communicating effectively in writing
- Using correct writing mechanics including spelling, vocabulary, grammar, syntax, punctuation, capitalization, sentence structure
- Logically orders and structures ideas and progression of thought

Adaptability

- Responding positively to change and modifying behavior as the situation requires**
- Accept and adjust to changes and the unfamiliar

Innovation

- Imagining and devising new and better ways of doing things**
- Fix what is broken; find solutions and fixes with resources at hand
- Finds new approaches to performing familiar tasks
- Create and invent new ideas; envision the unexpected, unexplored, untried**

Listening

- Comprehend and verbal instructions and orally presented information
- Recalls or retrieves key points in a conversation
- Listen actively by rephrasing others' input cogently and accurately**

Valuing Diversity

- Shows acceptance of individual differences
- Welcomes input and inclusion of others who may be different from oneself
- Shows understanding and empathy for the challenges of groups seeking inclusion or dealing with perceived discrimination

***Lead, Advanced or Senior Level Positions*

Education/Training:
Equivalent to the completion of high school and thirty (30) semester units of college level coursework.

Experience:

Five (5) years of increasingly responsible secretarial experience involving a high level of public contact and providing secretarial support to executive and management staff.

License or Certificate: N/A

Desired Education/Experience:
Experience in an administrative office in an educational environment

Equivalency Provision

In the absence of thirty (30) semester units of college level coursework, equivalent to the completion of high school and six (6) years of increasingly responsible secretarial experience involving a high level of public contact and providing secretarial support to executive and management staff is qualifying.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

Environment: Work is performed primarily in a standard office setting with frequent interruptions and distractions; extended periods of time viewing computer monitor; possible exposure to dissatisfied individuals.

Physical: Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to occasionally lift, carry, push, and/or pull light to moderate amounts of weight up to 25 pounds; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment.

Hearing: Hear in the normal audio range with or without correction.

Administrative Coordinator

TITLE: Administrative Coordinator
RANGE: 45
JOB FAMILY: Administrative/Clerical Support
UPDATE/CHANGE SUMMARY: 7 PDQs received; added Supervision Rec'd and Exercised for consistency; minor updates.

SUMMARY DESCRIPTION

Performs a variety of highly responsible, complex, and sensitive administrative and secretarial duties in support of the assigned executive administrator (e.g. Vice Chancellor, Associate Vice Chancellor, Executive Director, Chief of Police, and Vice President). Provides oversight and coordinates assignments for assigned staff.

DISTINGUISHING CHARACTERISTICS

The Administrative Coordinator classification is distinguished from the Administrative Assistant III by the performance of the full range of highly responsible, complex, and sensitive administrative duties in support of an executive level administrator with a broad level of responsibility for major, complex programs and functions with substantial District-wide impact. The Administrative Coordinator performs the most difficult and responsible types of duties assigned to classes within this series including the provision of lead support for assigned staff. Incumbents are required to be self-directed and to relieve the administrator of routine administrative duties.

SUPERVISION RECEIVED AND EXERCISED

Receives limited direction from appropriate supervisor; refers only unusual decisions to supervisor. May provide technical and functional direction to assigned student workers and other administrative support staff.

REPRESENTATIVE DUTIES

1. Participates and assists in the administration of the office, relieving the administrator of a variety of technical and administrative duties; serves frequently as a liaison between the administrator and the public, students, staff, and other campus/District officials; promotes and maintains positive staff, student, and community relations; handles matters of a difficult and sensitive nature.
2. Plans and organizes office support functions for the assigned office; coordinates, oversees, and evaluates the flow of office work and assures that work is performed in a timely and accurate manner; recommends and implements improvements in work flow, and procedures.
3. Reviews, updates, and informs the assigned administrator and others of essential timelines; discusses and reviews calendar of events on a regular basis with the assigned administrator to ensure timely coordination of office activities and status of assigned projects; develops schedules related to activities and services for assigned area.
4. Coordinates and assists the administrator in meeting various reporting requirements, operational responsibilities, research objectives, organizing programs, functions, and activities mandated by the District or College.
5. Assists in developing procedures to expedite transmittal of information or facilitate implementation of policies and programs; develops standardized computer formats for reports and publications; establishes new and revised office procedures as appropriate.

6. Develops and maintains assigned calendars, schedules, and appointments; coordinates, schedules, and arranges for meetings, trainings, and inspections; coordinates activities with other divisions and departments; coordinates travel arrangements for assigned staff; processes conference reimbursement and other requests.
7. Assists with preparation of bid documents and proposals; prepares and monitors necessary permits in contracts; ensures contractual terms are in compliance with District policies.
8. Participates in the orientation of new employees when assigned.
9. Collects, researches, compiles, analyzes, verifies, summarizes, records, and evaluates information; prepares and distributes narrative, statistical, and financial data and provides recommendations; completes reports; verifies and reviews forms and reports for completeness and conformance with established regulations and procedures.
10. Plans, coordinates, implements, and evaluates complex projects, including accounting related projects; gathers information and creates complex spreadsheets and reports; uses independent judgment to develop and provide recommendations, suggestions, or information as appropriate.
11. Responds to sensitive questions, complaints, and requests for information; communicates information in person or via email, or by telephone where independent judgment, knowledge, and interpretation of policies and procedures are necessary.
12. Oversees the preparation of Board agenda items and supporting documents; ensures Board agenda items are forwarded within District timelines and legal requirements and guidelines; assures the appropriate administrator receives timely notification of Board requests for information or action; assures that the Board receives information and notification of action taken as requested; researches and resolves discrepancies as necessary.
13. Coordinates the preparation, development, and administration of program budget(s); prepares cost estimates for budget recommendations; submits justifications for budget items; allocates funds to proper budget codes; monitors and tracks expenditures; provides regular budget reports for control of expenditures; resolves budget issues and problems; assists with deposits; processes budget/expense transfers; recommends budget revisions.
14. Recommends expenditures for equipment, materials, and supplies; initiates contact with vendors for various products and services and assures their timely ordering, receipt, and storage; schedules maintenance and repairs as needed; posts, monitors, and tracks invoices and other expenditures.
15. Provides support to assigned administrator for standing and ad hoc committees and other groups as assigned; attends meetings and takes notes or records proceedings; prepares and distributes agendas, background materials, and minutes as appropriate.
16. Prepares and maintains a variety of sensitive and confidential materials, transcriptions, correspondence, memoranda, reports, proposals, and other materials.
17. Composes correspondence independently; prepares preliminary responses to letters, general correspondence, and personal inquiries of a sensitive nature, including faculty, students, and staff complaints, for appropriate administrator.
18. Establishes and maintains a variety of complex, interrelated filing systems including confidential files; establishes and maintains files for information, records, and reports including those related to budget and cost records; maintains manuals and updates resource materials.

19. Receives and distributes mail and identifies and refers matters to the appropriate administrator in order of priority.

~~19.~~20. May assist in updating and maintaining information on the department website.

~~20.~~21. Performs other duties related to the primary job duties.

QUALIFICATIONS

Education/Training:

An Associate's degree or sixty (60) semester units in business or a related field.

Experience:

Six (6) years of increasingly responsible secretarial experience involving a high level of public contact, use of computer and office applications, and providing secretarial support to executive and management staff.

License or Certificate: N/A

Desired Education/Experience:

Experience in an administrative office in an educational environment

Equivalency Provision

In the absence of sixty (60) semester units of college level coursework, equivalent to the completion of high school and eight (8) years of increasingly responsible secretarial experience involving a high level of public contact, use of computer and office applications, and providing secretarial support to executive and management staff is qualifying.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

Environment: Work is performed primarily in a standard office setting with frequent interruptions and distractions; extended periods of time viewing computer monitor; possible exposure to dissatisfied individuals.

Physical: Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to occasionally lift, carry, push, and/or pull light to moderate amounts of weight up to 25 pounds; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment.

Hearing: Hear in the normal audio range with or without correction.

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Athletic Trainer

Classified Range: 50

Board Approved: 07/13/23; rev. TBD

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*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are **not** intended to reflect all duties performed within the job; however, any additional duties will be reasonably related to this class.*

SUMMARY DESCRIPTION

Organizes and participates in programs for the care, treatment, rehabilitation, and prevention of physical injuries to athletes in the athletic program.

SUPERVISION RECEIVED AND EXERCISED

Receives general direction from appropriate supervisor; checks with supervisor regarding non-routine assignments. May provide technical and functional direction to assigned student workers/trainees.

REPRESENTATIVE DUTIES

The following duties are typical for this classification.

1. Evaluates athletic injuries, performs appropriate first aid~~, and~~; provides and coordinates referrals to physicians, specialists, health services, hospitals, and other health professionals as necessary.

~~1.~~2. Administers follow-up treatment and rehabilitation based on the physician's guidance and the trainer's discretion.

~~2.~~3. Coordinates, develops, and ~~demonstrate~~ administers post-surgical, preventative, and maintenance rehabilitation programs for ~~student~~ student-athletes utilizing various rehabilitative techniques, skills, and modalities ~~following standing orders~~as prescribed by standing orders from the medical physician.

~~3.~~4. Develops, ~~Organize~~organizes, ~~Schedule~~schedules, and implements preventative treatment methods, including but not limited to Physical Examinations, Emergency Action Plans (EAP's), and concussion management protocols in accordance with CCCAA requirements and guidelines.

5. Applies taping and wrapping of injured areas and for injury surveillance.

6. Assists in the coordination of travel arrangements for the athletic trainers, medical equipment, and potential medical care for out-of-town athletic events.

~~4.~~7. Inspects practice and competition areas to ensure safety and prevention of injury.

~~5.~~8. Attends games and renders first aid and immediate evaluation of injuries as necessary.

~~6.~~9. Ensures Athletic Training Room is open and training services are available whenever intercollegiate teams are practicing or competing on campus.

~~7.~~10. Maintains confidential records, including injury report forms, diagnoses, treatment, prescriptions, physical examination reports, accident reports, and insurance forms as related to the athletics program.

~~8. Coordinates and facilitates medical referrals to physicians, specialists, physical therapists, or other healthcare providers for further evaluation or treatment beyond your scope of practice.~~

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~~9.~~11. Operates whirlpool, ultrasound, hydrocollator, muscle stimulator, and other exercise and therapeutic machines.

12. Communicates with coaches, athletes, team physicians, and others regarding injuries, treatments, and rehabilitation programs.

~~10.~~13. Coordinates and consults with coaches to design off-season physical conditioning programs for athletes requiring physical rehabilitation.

~~11.~~14. Orders, receives, and stocks training supplies, equipment, and materials as needed.

~~12.~~15. Maintains current knowledge of athletic training trends and practices; incorporates new developments as appropriate into program.

~~13.~~16. Performs other duties related to the primary job duties.

MINIMUM QUALIFICATIONS

The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.

CORE COMPETENCIES:

Critical Thinking

- Analytically and logically evaluates information to resolve problems
- Follow guide, SOP or other step by step procedures for locating the source of a problem and fixing it
- May detect ambiguous, incomplete, or conflicting information or instructions**

Fact Finding

- Obtaining facts and data pertaining to an issue or question
- Uses defined investigation and information search techniques

Adaptability

- Responding positively to change and modifying behavior as the situation requires**
- Accept and adjust to changes and the unfamiliar

Attention to Detail

- Focusing on the details of work content
- Shows care and thoroughness in adhering to process and procedures that assure quality
- Applies knowledge and skill in recognizing and evaluating details of work**
- Applies skilled final touches on products

Athletic Trainer

Classified Range: 50

Board Approved: 07/13/23; rev. TBD

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Listening

- Comprehend and verbal instructions and orally presented information
- Recalls or retrieves key points in a conversation
- Listen actively by rephrasing others' input cogently and accurately**

Using Technology

- Working with electronic hardware and software applications
- Using basic features and functions of software and hardware
- Experiments and finds novel uses for standard features and functions **
- Adds, improves, modifies, or develops features and functionality**

Customer Focus

- Attending to the needs and expectations of customer
- Seeks information about the immediate and ~~longer-term~~longer-term needs of the customer
- Anticipates what the customer may want or expect in a product or service
- Works across organizational boundaries to meet customer needs **

Reading Comprehension

- Understanding and using written information
- Knows the meaning of printed words; comprehend the literal meaning of text
- Make interpretations, applications, deductions, inferences, extrapolations from written information **

Professional and Technical Expertise

- Applying technical subject matter to the job **
- Applies a mastery of knowledge and skill for performing across a wide range of technical or professional applications
- Possess recognized expertise outside of the organization**

Self-Management

- Follows through on instructions and assignments
- Self-directed and self- monitored in commitments and accomplishments
- Redefines or reprioritizes activities within scope of responsibility

Valuing Diversity

- Shows acceptance of individual differences

District Initial Proposal 8/20/2024

- Welcomes input and inclusion of others who may be different from oneself
- Shows understanding and empathy for the challenges of groups seeking inclusion or dealing with perceived discrimination

***Lead, Advanced or Senior Level Positions*

Education and Experience Guidelines

Education/Training:

Possession of and ability to maintain a current certification as an Athletic Trainer by the National Athletic Trainers' Association.

Experience:

Two (2) years of experience working as a certified athletic trainer at the secondary level or higher.

License or Certificate:

Possession of current CPR Certificate and First Aid certifications.

Possession of a valid driver's license.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Environment: Work is performed in both indoor and outdoor environments; travel from site to site; frequently works around athletic playing fields; exposure to all types of weather and temperature conditions, noise, blood borne pathogens and bodily fluids. Positions may be required to work evenings, nights, and weekends.

Physical: Primary functions require sufficient physical ability and mobility to work with athletes on playing fields or in training facilities; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to occasionally lift, carry, push, and/or pull moderate to heavy amounts of weight up to 50 pounds; to occasionally lift, carry, push, and/or pull heavier amounts of weight with or without assistance; to operate athletic training equipment requiring repetitive hand movement and fine coordination; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; to identify and distinguish colors; and to operate assigned equipment.

Hearing: Hear in the normal audio range with or without correction.

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CTE Program Support Specialist

Classified Range: 37

Board Approved: TBD P. 1|5

SUMMARY DESCRIPTION

Performs the full range of administrative and secretarial duties of a complex nature in support of assigned Career and Technical Education (CTE) programs. Supports program accreditation, scheduling, clinical affiliation agreements, regulatory compliance, and coordination with external training and licensure partners.

DISTINGUISHING CHARACTERSTICS

The CTE Program Support Specialist classification is distinguished from the Administrative Assistant series classifications in that it provides direct support to regulated academic programs. In addition to general administrative duties, this role includes responsibilities related to maintaining records for accreditation and certification boards, tracking student credentialing and immunization compliance, organizing clinical rotation schedules, and liaising with certifying agencies.

SUPERVISION RECEIVED AND EXERCISED

Receives general direction from appropriate supervisor; checks with supervisor regarding non-routine assignments. May provide technical and functional direction to assigned student workers.

REPRESENTATIVE DUTIES

The following duties are typical for this classification.

1. Supports the administrator for assigned CTE programs in meeting licensure, certification, and/or accreditation requirements by coordinating documentation for regulatory and accrediting bodies. Maintains compliance tracking systems for student onboarding requirements such as background checks, immunizations, and CPR certifications.
2. May assist in the coordination and scheduling of various activities and events, such as externships, skills labs, simulations, outreach, and related activities in partnership with faculty and external training sites.
3. Organizes and files confidential records such as student rosters, evaluations, clinical documentation, and licensure progress. Organizes and updates files related to MOUs, affiliation agreements, budgets, and compliance documentation.
4. Provides full administrative support to CTE program administrators for assigned programs, including calendar management, correspondence, mail processing, meeting coordination, and preparation of reports, agendas, and minutes. Ensures timely execution of office functions and departmental projects.
5. Assists with budget development, purchasing, and reconciliation for specialized equipment and instructional materials for assigned programs. Processes expense reports, travel reimbursements, and budget transfers; monitors spending and prepares financial summaries for assigned programs.
6. Serves as a point of contact between administrators, faculty, students, and external agencies. Responds to inquiries, explains program policies and procedures, and communicates information via

phone, email, or in person. Facilitates communication across campus departments, clinical partners, training vendors, and licensing entities.

7. Supports or leads projects as assigned, using independent judgment to develop recommendations and ensure timely progress. Coordinates meetings, including advisory board sessions, committee meetings, and administrative briefings; prepares supporting materials and tracks follow-up actions.
8. Prepares and tracks hiring paperwork and payroll documentation for hourly and temporary staff for assigned programs. Monitors signatures and approvals and maintains records in accordance with District procedures.
9. Prepares and submits Board agenda items and related documentation for assigned programs, ensuring compliance with District timelines and legal requirements.
10. Formats, types, proofreads, and distributes a variety of written materials, including schedules, lists, forms, reports, and official communications.
11. Performs other duties related to the primary job duties.

MINIMUM QUALIFICATIONS

The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.

CORE COMPETENCIES:

Analyzing and Interpreting Data

- Apply sorting, coding and categorizing rules
- Analyze data
- Read reports
- Draw meaning and conclusions from quantitative and/or qualitative data

Customer Focus

- Attending to the needs and expectations of customer
- Seeks information about the immediate and longer term needs of the customer
- Anticipates what the customer may want or expect in a product or service
- Works across organizational boundaries to meet customer needs **

Reading Comprehension

- Understanding and using written information
- Knows the meaning of printed words; comprehend the literal meaning of text
- Make interpretations, applications, deductions, inferences, extrapolations from written information **

District Initial Proposal 8/19/2025

CTE Program Support Specialist

Classified Range: 37

Board Approved: TBD P. 3|5

Professional and Technical Expertise

- Applying technical subject matter to the job **
- Knows the rudimentary concepts of performing the essential technical operations

Critical Thinking

- Analytically and logically evaluates information to resolve problems
- Follow guide, SOP or other step by step procedures for locating the source of a problem and fixing it
- May detect ambiguous, incomplete, or conflicting information or instructions**

Attention to Detail

- Focusing on the details of work content
- Shows care and thoroughness in adhering to process and procedures that assure quality
- Applies knowledge and skill in recognizing and evaluating details of work**
- Applies skilled final touches on products

Using Technology

- Working with electronic hardware and software applications
- Using basic features and functions of software and hardware
- Experiments and finds novel uses for standard features and functions **
- Adds, improves, modifies, or develops features and functionality**

Team Work/Involving Others

- Collaborating with others to achieve shared goals
- Engages others for suggestions and ideas

Writing

- Communicating effectively in writing
- Using correct writing mechanics including spelling, vocabulary, grammar, syntax, punctuation, capitalization, sentence structure
- Logically orders and structures ideas and progression of thought

Adaptability

- Responding positively to change and modifying behavior as the situation requires**
- Accept and adjust to changes and the unfamiliar

Innovation

- Imagining and devising new and better ways of doing things**
- Fix what is broken; find solutions and fixes with resources at hand
- Finds new approaches to performing familiar tasks
- Create and invent new ideas; envision the unexpected, unexplored, untried**

Listening

- Comprehend and verbal instructions and orally presented information
- Recalls or retrieves key points in a conversation
- Listen actively by rephrasing others' input cogently and accurately**

Valuing Diversity

- Shows acceptance of individual differences
- Welcomes input and inclusion of others who may be different from oneself
- Shows understanding and empathy for the challenges of groups seeking inclusion or dealing with perceived discrimination

***Lead, Advanced or Senior Level Positions*

Education and Experience Guidelines

Education/Training:

Equivalent to the completion of high school and fifteen (15) semester units of college coursework.

Experience:

Four (4) years of administrative or secretarial experience, including one (1) year in support of CTE, health sciences, or public safety training programs.

Equivalency Provision

In the absence of fifteen (15) semester units of college level coursework, equivalent to the completion of high school and five (5) years of administrative or secretarial experience, including one (1) year in support of CTE, health sciences, or public safety training programs.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Environment: Work is performed primarily in a standard office setting with frequent interruptions and distractions; extended periods of time viewing computer monitor; possible exposure to dissatisfied individuals.

District Initial Proposal 8/19/2025

CTE Program Support Specialist

Classified Range: 37

Board Approved: TBD P. 5|5

Physical: Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to occasionally lift, carry, push, and/or pull light to moderate amounts of weight up to 25 pounds; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment.

Hearing: Hear in the normal audio range with or without correction.

Laboratory Assistant II – Culinary Arts

TITLE: ~~Laboratory Assistant II – Culinary Arts~~Culinary Program Specialist
RANGE: 42 (MEDIAN)
JOB FAMILY: Instructional Support
UPDATE/CHANGE SUMMARY: 1 PDQ's received; changes to reflect scope of work.

SUMMARY DESCRIPTION

Provides laboratory and program assistance to students and faculty within Culinary Arts, including support in student-run restaurant, catering, and food truck services.

DISTINGUISHING CHARACTERISTICS

N/A

SUPERVISION RECEIVED AND EXERCISED

Receives general direction from appropriate supervisor; checks with supervisor regarding non-routine assignments. May provide technical and functional direction to assigned short-term and student workers.

REPRESENTATIVE DUTIES

1. Working from the knowledge of the subject area, reference materials, course outline, and without specific instructions, sets up and prepares class demonstrations in the Culinary Arts program; collaborates with faculty and assists students in executing high-volume food service operations, including student-run restaurant services, catering, and special event meal preparation.

2. Practices and demonstrates the proper procedures, safe operation, and maintenance of commercial kitchen equipment, including knives, mixers, ovens, and food processors~~safe and effective use and operation of a variety of equipment and tools used in the Culinary Arts program~~.

3. Assembles and portions food ingredients, measuring tools, and specialized equipment for class demonstrations and instructional labs in alignment with faculty course outlines and learning objectives~~supplies and sets up apparatus used in class demonstrations and assignments, such as food ingredients for each recipe, knives, mixers, and electric chafing dishes, based on syllabus~~.

4. ~~Issues supplies, materials, and equipment to students such as food ingredients in quantities required for classroom assignments, knives, and measuring equipment; maintains records and facilitates the return of supplies and equipment checked out to students~~.

5. Assists in the demonstrations of ~~food production~~culinary techniques, artistic buffet presentations, and preparation of salads, sauces, baked items, and hot and cold entrees.

6. Operates, maintains, and troubleshoots commercial-grade kitchen equipment, including mixers, slicers, ovens, microwaves, refrigeration units, and industrial dishwashing systems; schedules and oversees routine maintenance and vendor service contracts~~adjusts and makes minor repairs on equipment used in culinary arts and food production, such as mixers, slicers, ovens microwaves, and toasters; schedules maintenance for equipment as necessary~~.

7. Provides assistance to students and instructors in the daily activities and preparation of food for the culinary program functions, including the Food Truck, Sunroom, Den, and various ~~District functions, and other~~ catering events; operates a cash register and POS system.

8. Keeps storerooms and work areas orderly and clean; issues supplies, materials, and equipment to students such as food ingredients in quantities required for classroom assignments, knives, and measuring equipment; maintains records and facilitates the return of supplies and equipment checked out to students.

9. Maintains inventory records of food, supplies, material, and equipment; ~~and~~ prepares inventory reports and requisitions; prepares daily sales reports, maintains expenditure records and provides data for budget estimates.

10. Places orders, inspects, receives, and stocks food, ingredients, and supplies, verifying compliance with industry quality and safety standards; coordinates with vendors to ensure timely delivery and product consistency for the Culinary Arts program ~~orders to vendor, inspects foods for standards of quality, receives, and stocks materials, supplies, and equipment for the Culinary Arts program use~~.

~~11.~~ Assists in maintaining security of laboratories, laboratory equipment, supplies, and materials; sets and monitors refrigerator, freezer, and dishwasher temperatures as specified.

11. Assists in taking orders, payments, and preparing foods such as soups, salads, desserts and bakery goods during breakfast, lunch, or dinner to service restaurant customers.

12. Assists in creating and updating instructional materials, including lab manuals and standardized recipes; assists with providing tours and information regarding the program.

13. Plans and creates menus and pricing; ~~and~~ recommends substitutions to utilize food on hand; estimates the number of persons to be served and determines the quantity of food to be prepared.

14. Reconciles cash drawers; ~~E~~ensures that leftover food is properly labeled, dated, stored, and utilized to keep waste at a minimum.

15. Performs duties related to the primary job duties.

QUALIFICATIONS

Education/Training:

An Associates Degree or sixty (60) semester units from an accredited institution in Culinary Arts.

Experience:

Two (2) years of food industry experience that includes cooking and inventory responsibilities.

License or Certificate:

Possession of a valid ServeSafe® Food Protection Manager Certification or the ability to get it within seven (7) days of getting hired.

Desired Education/Experience: N/A

Equivalency Provision:

In the absence of an Associate's Degree or sixty (60) semester units in Culinary Arts, equivalent to the completion of high school and four (4) years of food industry experience that includes cooking and inventory responsibilities is qualifying.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

Environment: Work is performed primarily in a laboratory/kitchen setting; exposure to noise, smoke, fumes, heat, electrical energy, grease, oils; extensive handling of food.

Physical: Primary functions require sufficient physical ability and mobility to work in a laboratory/kitchen setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to frequently lift, carry, push, and/or pull light to heavy amounts of weight up to 50 pounds; to operate kitchen appliances and office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment.

Hearing: Hear in the normal audio range with or without correction.

Curriculum Coordinator

TITLE: Curriculum ~~Coordinator~~Analyst
RANGE: ~~43~~54
JOB FAMILY: Instructional Support
UPDATE/CHANGE SUMMARY: 1 PDQ received; updated duties to reflect evolution of scope of work as well as addition of catalog duties.

SUMMARY DESCRIPTION

Performs advanced, specialized, and highly responsible curriculum support functions, ensuring the accuracy, integrity, and compliance of curriculum and catalog processes with institutional policies, state regulations, and accreditation standards. ~~Performs a variety of highly responsible, complex and sensitive administrative and curriculum related support duties. Provides technical support in the design, development, approval, and implementation of the College's curriculum; coordinates and provides support for establishing, changing, coding, maintaining, and reporting curriculum-related activities.~~

DISTINGUISHING CHARACTERISTICS

N/A

SUPERVISION RECEIVED AND EXERCISED

Receives limited direction from appropriate supervisor; refers only unusual decisions to supervisor. May provide technical and functional direction to assigned student workers and other administrative staff.

REPRESENTATIVE DUTIES

1. Assists the assigned Vice President of Instruction in meeting reporting requirements, functional responsibilities, and research objectives; assists in organizing programs, functions, and activities related to curriculum support; including the preparation and submittal of the annual Prerequisite Survey and the Annual Curriculum Approval Certification to the Chancellor's Office.
2. Administers the curriculum management system, including course and program coding; coordinates the implementation of new software and technical procedures that support curriculum development.
3. Reviews and submits programs and courses to the Chancellor's Office, making sure curriculum aligns with California Education Code, Title V, and the California State Chancellor's Office, serving as liaison to the Chancellor's Office for curriculum matters.
4. Serves as the system administrator for the online catalog management system; editing and updating the catalog (and addendum) annually; creating timelines and evaluating the process to plan for improvements in the catalog; coordinates with the printers.
5. Works with Admissions and Records to update the CCCApply database and degree planning system; troubleshoots course registration errors.
6. Reviews and analyzes curriculum for compliance with state regulations and education code, federal regulations, and District policies and procedures; audits all new course and program MIS codes and documentations before submitting to the Chancellor's Office.

7. Assists the Accreditation Liaison Officer (ALO) in compliance with ACCJC requirements for new and substantially modified programs; assists the ALO with the preparation of Accreditation reports regarding curriculum and learning outcomes.
8. Participates in curriculum creation, revisions and modifications as approved by the appropriate administrator and enters the approved curriculum information into internal and/or external curriculum databases as appropriate.
9. Develops, maintains, and updates a variety of reports, lists, and databases related to curriculum and programs as directed.
10. Serves as an informational resource, responding to requests, inquiries, and questions from administrators, faculty, staff, students, and community members.
11. Plans, designs, and creates various reports/statistical data for programs, courses, and other related data on various computer database programs; prepares reports on programs and courses including but not limited to: Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), Distance Education courses (DE), CTE programs and courses, Enhanced Noncredit, and Gainful Employment (GE) programs.
12. Serves as lead liaison and technical resource to the Curriculum Committee; assists in the preparation of agenda, board agenda items, and various other materials; develops and recommends timelines and calendars; manages curriculum and academic programs websites.
13. Provides administration, faculty, and staff with training and support on how to access and use the curriculum management system; provides technical support and assistance in creating, updating, and maintaining curriculum; troubleshoots problems; participates in the review and testing of system upgrades.
14. Collaborates with District personnel in updating and maintaining course and program records including MIS data; identifies and resolves issues and concerns relating to implementation, operations, policies, and procedures and coordinate the resolution of technical issues.
15. Maintains current knowledge of applicable laws, regulations, policies, and procedures including those related to college curriculum, Title V, and Education Code regulations.

~~1. Performs a variety of clerical, specialized and technical duties involved in the development maintenance, and support of curriculum database systems, reports, and records; facilitates the collection, management, manipulation, reporting, and distribution of data used for catalog and schedule production.~~

~~2. Assists the assigned Vice President of Instruction in meeting reporting requirements, functional responsibilities, and research objectives; assists in organizing programs, functions, and activities related to curriculum support.~~

~~3. Coordinates the approved curriculum development and modification process which includes updating and maintaining curriculum in curriculum maintenance databases; ensures curriculum is compliant with established guidelines.~~

~~4. Participates in curriculum creation, revisions and modifications as approved by the appropriate administrator and enters the approved curriculum information into internal and/or external curriculum databases as appropriate.~~

~~5. Develops, maintains, and updates a variety of reports, lists, and databases related to curriculum and programs as directed.~~

~~6. Serves as an informational resource, responding to requests, inquiries, and questions from administrators, faculty, staff and students.~~

~~7. Prepares various reports, contracts, Board agenda items, statistical data, and other materials to support the curriculum development and maintenance functions.~~

~~8. Prepares and maintains a variety of special materials including, but not limited to, directories and content for college catalogs.~~

~~9. Prepares and/or oversees preparation of internal and externally mandated curriculum-related administrative reports.~~

~~10. Functions as the Instruction Office liaison with the Articulation Officer in reviewing and maintaining articulation agreements with applicable higher education institutions.~~

~~11. Compiles, analyzes and summarizes data for special projects, programs and reports.~~

~~12. Coordinates and performs special curriculum-related projects and programs; maintains a calendar of curriculum and other committee activities, coordinating with other departments for attendance.~~

~~13. Maintains up-to-date records, logs, and filing systems pertaining to curriculum. Provides support to faculty and staff on documentation needed for curriculum design and maintenance.~~

~~14.~~16. Performs other duties related to the primary job duties.

QUALIFICATIONS
CORE COMPETENCIES:

Analyzing and Interpreting Data

- Apply sorting, coding and categorizing rules
- Analyze data
- Read reports
- Draw meaning and conclusions from quantitative and/or qualitative data

Customer Focus

- Attending to the needs and expectations of customer
- Seeks information about the immediate and longer term needs of the customer
- Anticipates what the customer may want or expect in a product or service
- Works across organizational boundaries to meet customer needs **

Reading Comprehension

- Understanding and using written information
- Knows the meaning of printed words; comprehend the literal meaning of text
- Make interpretations, applications, deductions, inferences, extrapolations from written information **

Professional and Technical Expertise

- Applying technical subject matter to the job **
- Knows the rudimentary concepts of performing the essential technical operations

Critical Thinking

- Analytically and logically evaluates information to resolve problems
- Follow guide, SOP or other step by step procedures for locating the source of a problem and fixing it
- May detect ambiguous, incomplete, or conflicting information or instructions**

Attention to Detail

- Focusing on the details of work content
- Shows care and thoroughness in adhering to process and procedures that assure quality
- Applies knowledge and skill in recognizing and evaluating details of work**
- Applies skilled final touches on products

Using Technology

- Working with electronic hardware and software applications
- Using basic features and functions of software and hardware
- Experiments and finds novel uses for standard features and functions **
- Adds, improves, modifies, or develops features and functionality**

Team Work/Involving Others

- Collaborating with others to achieve shared goals
- Engages others for suggestions and ideas

Writing

- Communicating effectively in writing
- Using correct writing mechanics including spelling, vocabulary, grammar, syntax, punctuation, capitalization, sentence structure
- Logically orders and structures ideas and progression of thought

Adaptability

- Responding positively to change and modifying behavior as the situation requires**
- Accept and adjust to changes and the unfamiliar

Innovation

- Imagining and devising new and better ways of doing things**
- Fix what is broken; find solutions and fixes with resources at hand
- Finds new approaches to performing familiar tasks
- Create and invent new ideas; envision the unexpected, unexplored, untried**

Listening

- Comprehend and verbal instructions and orally presented information
- Recalls or retrieves key points in a conversation
- Listen actively by rephrasing others' input cogently and accurately**

Valuing Diversity

- Shows acceptance of individual differences
- Welcomes input and inclusion of others who may be different from oneself
- Shows understanding and empathy for the challenges of groups seeking inclusion or dealing with perceived discrimination

***Lead, Advanced or Senior Level Positions*

Education/Training:
An ~~Associate's~~ Bachelor's degree ~~or sixty (60) semester units~~ in business or a related field from an accredited institution.

Experience:
~~Five (5)~~Four (4) years of increasingly responsible administrative support experience ~~involving a high level of public contact to executive and management staff.~~in an Office of Instruction and Curriculum or another educational environment.

License or Certificate: N/A

~~**Desired Education/Experience:**~~
~~Three (3) years of experience in providing administrative support in an Office of Instruction and Curriculum or another educational environment.~~

Equivalency Provision
In the absence of a Bachelor's degree, an Associate's degree or sixty (60) semester units of college level coursework in business or a related field~~, equivalent to the completion of high school~~ and ~~eight (8)~~six (6) years of increasingly responsible secretarial experience in an Office of Instruction and Curriculum or another educational environment ~~involving a high level of public contact and providing secretarial support to executive and management staff~~ is qualifying.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

Environment: Work is performed primarily in a standard office setting.

Physical: Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to occasionally lift, carry, push, and/or pull light to moderate amounts of weight up to 25 pounds; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment.

Hearing: Hear in the normal audio range with or without correction.

Development Assistant

TITLE: Development Assistant
RANGE: 36 (MEDIAN)
JOB FAMILY: Administrative/Clerical Support
UPDATE/CHANGE SUMMARY: 1 PDQ's received; new hire; no changes recommended; added language to duty one to align with DL requirement.

SUMMARY DESCRIPTION

Assists in planning, coordinating, and implementing fund-raising activities including coordination of membership drives, contributions, publications, special events, computer data input, and grant proposals.

DISTINGUISHING CHARACTERISTICS

N/A

SUPERVISION RECEIVED AND EXERCISED

Receives general direction from appropriate supervisor; checks with supervisor regarding non-routine assignments. May provide technical and functional direction to assigned student workers.

REPRESENTATIVE DUTIES

1. Assists with the design, implementation, and coordination of all fund-raising and membership activities from inception to completion on and off-site.
2. Assists with campaigns to increase annual financial contributions through direct mail, underwriting, promotions, and special events.
3. Serves as point of contact for inquiries related to fund-raising and membership; provides information within the area of assignment.
4. Writes, edits, and produces a variety of correspondence including letters to donors, pledge fulfillment reminders, renewal, and additional gift letters, solicitation letters to new donors, event letters, welcome and thank you acknowledgements, event and program information for guides, mailing inserts, tax letters, and related correspondence.
5. Assists in coordinating and scheduling production of materials for fundraising including ordering, printing, and delivery of materials, tracking inventory, and mailing production.
6. Assists in planning membership campaigns.
7. Provides information and data to assist in developing, writing, and procuring underwriting grants for specified programs or general operations from businesses, foundations, government agencies, and other sources.
8. Assists in the coordination of volunteer activities and volunteer involvement within the assigned area.
9. Assists in planning and organizing special events as necessary.
10. Enters and maintains data related to fund-raising functions; assists in preparation of various forms including bank deposits and specialized reports; sends declined transactions and non-sufficient funds notices as necessary.
11. Stays current with new trends and developments in the field of fundraising; incorporates new developments as appropriate.
12. Performs other duties related to the primary job duties.

QUALIFICATIONS

CORE COMPETENCIES:

Analyzing and Interpreting Data

- Apply sorting, coding and categorizing rules
- Analyze data
- Read reports
- Draw meaning and conclusions from quantitative and/or qualitative data

Customer Focus

- Attending to the needs and expectations of customer
- Seeks information about the immediate and longer term needs of the customer
- Anticipates what the customer may want or expect in a product or service
- Works across organizational boundaries to meet customer needs **

Reading Comprehension

- Understanding and using written information
- Knows the meaning of printed words; comprehend the literal meaning of text
- Make interpretations, applications, deductions, inferences, extrapolations from written information **

Professional and Technical Expertise

- Applying technical subject matter to the job **
- Knows the rudimentary concepts of performing the essential technical operations

Critical Thinking

- Analytically and logically evaluates information to resolve problems
- Follow guide, SOP or other step by step procedures for locating the source of a problem and fixing it
- May detect ambiguous, incomplete, or conflicting information or instructions**

Attention to Detail

- Focusing on the details of work content
- Shows care and thoroughness in adhering to process and procedures that assure quality
- Applies knowledge and skill in recognizing and evaluating details of work**
- Applies skilled final touches on products

Using Technology

- Working with electronic hardware and software applications
- Using basic features and functions of software and hardware
- Experiments and finds novel uses for standard features and functions **
- Adds, improves, modifies, or develops features and functionality**

Team Work/Involving Others

- Collaborating with others to achieve shared goals
- Engages others for suggestions and ideas

Writing

- Communicating effectively in writing
- Using correct writing mechanics including spelling, vocabulary, grammar, syntax, punctuation, capitalization, sentence structure
- Logically orders and structures ideas and progression of thought

Adaptability

- Responding positively to change and modifying behavior as the situation requires**
- Accept and adjust to changes and the unfamiliar

Innovation

- Imagining and devising new and better ways of doing things**
- Fix what is broken; find solutions and fixes with resources at hand
- Finds new approaches to performing familiar tasks
- Create and invent new ideas; envision the unexpected, unexplored, untried**

Listening

- Comprehend and verbal instructions and orally presented information
- Recalls or retrieves key points in a conversation
- Listen actively by rephrasing others' input cogently and accurately**

Valuing Diversity

- Shows acceptance of individual differences
- Welcomes input and inclusion of others who may be different from oneself
- Shows understanding and empathy for the challenges of groups seeking inclusion or dealing with perceived discrimination

***Lead, Advanced or Senior Level Positions*

Education/Training:

Equivalent to the completion of high school supplemented by thirty (30) semester units of business administration, marketing, advertising or a closely related field.

Experience:

Two (2) years of experience in development, marketing, fund-raising, or sales.

License or Certificate:

Possession of a valid driver's license.

Desired Education/Experience: N/A

Equivalency Provision:

In the absence of thirty (30) semester units of business administration, marketing, advertising or a closely related field, three (3) years of experience in development, marketing, fund-raising, or sales is qualifying.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

Environment: Work is performed primarily in a standard office setting; occasionally travel from site

to site.

Physical: Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to occasionally lift, carry, push, and/or pull light to moderate amounts of weight up to 25 pounds; may occasionally lift, carry, push, and/or pull heavier amounts of weight with or without assistance; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment.

Hearing: Hear in the normal audio range with or without correction.

District Initial Proposal 10/15/2024

Development Coordinator

Classified Range: 45

Board Approved: 11/18/21 P. 1|5

SUMMARY DESCRIPTION

Plans, coordinates, and implements development activities including coordination of alumni membership drives, contributions, publications, special events, and computer data input.

SUPERVISION RECEIVED AND EXERCISED

Receives limited direction from appropriate supervisor; refers only unusual decisions to supervisor. May provide technical and functional direction to ~~assigned student workers~~lower-level staff and temporary employees.

REPRESENTATIVE DUTIES

The following duties are typical for this classification.

1. Coordinates and participates in the daily operational functions of the Foundation office.
2. Assists in the development of development-related programs; c~~C~~oordinates all development-related activities, programs, and events from inception to completion, including Foundation board committee meetings.
3. Facilitates Foundation Board communication; responds to inquiries from alumni, faculty, staff and the general public.
4. Assists with department campaigns to increase annual financial contributions through direct mail, and special events.
5. Creates, prepares, and maintains a variety of documentation; obtains signatures as needed; files necessary compliance documentation with appropriate agency as required.
6. Composes and edits a variety of correspondence including fundraising letters, event letters, welcome and thank you acknowledgements, event and program information, mailing inserts and tax donation letters and forms.
7. Coordinates and schedules production of marketing communications materials for fundraising including ordering, printing, and delivery of materials, tracking inventory, and mailing production.
8. Coordinates volunteer activities and volunteer involvement.

~~8.~~9. Ensures compliance with guidelines to maintain the confidentiality and security of all Foundation-related information.

~~9.~~10. Maintains donor data including gift processing, tracking activities in donor files, donor research, developing prospect and invitation lists, prepares and provides reports as requested.

~~10.~~11. Participates in professional group meetings; provides appropriate information within area of responsibility.

~~11.~~12. Stays informed on current legislation; ~~Incorporates~~ makes notifications and incorporates changes as assigned in the field of advancement, development, and fundraising.

District Initial Proposal 10/15/2024

Development Coordinator

Classified Range: 45

Board Approved: 11/18/21 P. 2|5

~~12.~~13. Assists with donor identification, cultivation and stewardship in scholarship review and award process; ensures that awards match donor's intent.

~~13.~~14. Assists with proposals and grant applications; maintains records and oversees reporting as needed.

~~14.~~15. Assists with the administration of Foundation and grant funded programs in accordance with Foundation bylaws, policies, and procedures, District and College policies and procedures, and state and federal requirements; assists in foundation audits as necessary.

16. Assists in the development, administration, and analysis of the Foundation's budget; assists in the forecasting of funds needed for staffing, equipment, materials, and supplies.

~~15.~~17. Assists in the strategic planning process; evaluates and analyzes resource development activities and recommends areas for improvement.

~~16.~~18. Monitors and processes expenditures and adjustments for Foundation funding, including grants, endowments, scholarships, department, program, and other funds; reviews documentation and funding requests for accuracy.

~~17.~~19. Coordinates the preparation of board agenda items and supporting documents; ensures board items are forwarded within District timelines and legal requirements and guidelines; researches and resolves discrepancies as necessary.

~~18.~~20. Develops and maintains department social media accounts and website; refers issues to technology services.

~~19.~~21. Performs other duties related to the primary job duties.

MINIMUM QUALIFICATIONS

The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.

CORE COMPETENCIES:

Analyzing and Interpreting Data

- Apply sorting, coding and categorizing rules
- Analyze data
- Read reports
- Draw meaning and conclusions from quantitative and/or qualitative data

Customer Focus

- Attending to the needs and expectations of customer
- Seeks information about the immediate and longer term needs of the customer
- Anticipates what the customer may want or expect in a product or service

Development Coordinator

Classified Range: 45

Board Approved: 11/18/21 P. 3|5

- Works across organizational boundaries to meet customer needs **

Reading Comprehension

- Understanding and using written information
- Knows the meaning of printed words; comprehend the literal meaning of text
- Make interpretations, applications, deductions, inferences, extrapolations from written information **

Professional and Technical Expertise

- Applying technical subject matter to the job **
- Knows the rudimentary concepts of performing the essential technical operations

Critical Thinking

- Analytically and logically evaluates information to resolve problems
- Follow guide, SOP or other step by step procedures for locating the source of a problem and fixing it
- May detect ambiguous, incomplete, or conflicting information or instructions**

Attention to Detail

- Focusing on the details of work content
- Shows care and thoroughness in adhering to process and procedures that assure quality
- Applies knowledge and skill in recognizing and evaluating details of work**
- Applies skilled final touches on products

Using Technology

- Working with electronic hardware and software applications
- Using basic features and functions of software and hardware
- Experiments and finds novel uses for standard features and functions **
- Adds, improves, modifies, or develops features and functionality**

Team Work/Involving Others

- Collaborating with others to achieve shared goals
- Engages others for suggestions and ideas

Writing

- Communicating effectively in writing
- Using correct writing mechanics including spelling, vocabulary, grammar, syntax, punctuation, capitalization, sentence structure

District Initial Proposal 10/15/2024

Development Coordinator

Classified Range: 45

Board Approved: 11/18/21 P. 4|5

- Logically orders and structures ideas and progression of thought

Adaptability

- Responding positively to change and modifying behavior as the situation requires**
- Accept and adjust to changes and the unfamiliar

Innovation

- Imagining and devising new and better ways of doing things**
- Fix what is broken; find solutions and fixes with resources at hand
- Finds new approaches to performing familiar tasks
- Create and invent new ideas; envision the unexpected, unexplored, untried**

Listening

- Comprehend and verbal instructions and orally presented information
- Recalls or retrieves key points in a conversation
- Listen actively by rephrasing others' input cogently and accurately**

Valuing Diversity

- Shows acceptance of individual differences
- Welcomes input and inclusion of others who may be different from oneself
- Shows understanding and empathy for the challenges of groups seeking inclusion or dealing with perceived discrimination

***Lead, Advanced or Senior Level Positions*

Education and Experience Guidelines

Education/Training:

- An Associate's degree or the equivalent of sixty (60) semester units with major coursework in business administration or a related field from an accredited university.

Required Experience:

- Four (4) years of experiece in a customer service focused environment involving a high level of interpersonal public contact.

Preferred Experience:

- Bachelor's degree from an accredited college or university with major coursework preferably in business administration or a related field.

EFG

District Initial Proposal 10/15/2024

Development Coordinator

Classified Range: 45

Board Approved: 11/18/21 P. 5|5

- Fundraising or development experience with a Foundation, nonprofit, or grant-based program.
- Experience in the California Community College environment.

License and Certification:

- Possession of a valid driver's license.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Environment: Work is performed primarily in a standard office setting; occasionally travel from site to site; and extended periods of time viewing computer monitor.

Physical: Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to occasionally lift, carry, push, and/or pull light to moderate amounts of weight up to 25 pounds; occasionally lift, carry, push, and/or pull heavier amounts of weight with or without assistance; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment.

Hearing: Hear in the normal audio range with or without correction.

Grant Technician

Classified Range: 34

Board Approved: 11/18/21 P. 1|4

SUMMARY DESCRIPTION

Performs specialized duties related to grant administration, including budget development and monitoring, reporting, correspondence, and maintaining accurate financial and program records. This role also involves coordinating grant-related activities and engaging with external stakeholders~~Performs specialized duties related to developing and monitoring grant budgets, preparing a variety of budget and grant reports, preparing special reports and correspondence, and maintaining accurate and orderly financial and other grant-related records~~.

DISTINGUISHING CHARACTERISTICS

N/A

SUPERVISION RECEIVED AND EXERCISED

Receives general direction from appropriate supervisor; checks with supervisor regarding non-routine assignments. May provide technical and functional direction to assigned student workers.

REPRESENTATIVE DUTIES

1. Generates, compiles, enters, maintains, tracks, and reports on a variety of grant data.
1. Assists with the assembly of grant application documentation; maintains accurate records in compliance with grant policies and requirements.
2. Assists in the preparation and production of training materials related to assigned grant activities.
3. Generates grant related documents, correspondence, and reports.
4. Plans and host various onsite and offsite events, meetings, and training related to assigned grants, including providing information about grant-funded programs to external stakeholders~~Assists with planning, and hosting various onsite and offsite events, meetings, and trainings related to assigned grants~~.
5. Participates in orientations and other activities related to assigned grants.
6. Provides information and documentation as needed as related to assigned grants.
7. Assists participants with completing program assessments and surveys.
8. Maintains physical and electronic records and files for grant programs in compliance with applicable regulations and policies; maintains tracking record of program equipment.
9. Maintains calendar of grant related activities; submits facility requests for grant related activities as needed.
10. Monitors and updates website; refers concerns or issues to technology services.
11. Reviews grant expenditure records; provide data for budget estimates; prepares and reviews purchase orders, processes invoices, collects and processes other grant related forms.

~~11.~~12. Develops and distributes grant-related correspondence, flyers, and outreach materials to

promote participation in grant-funded programs while ensuring alignment with grant objectives.

~~12.~~13. Performs other duties related to the primary job duties.

MINIMUM QUALIFICATIONS

The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.

CORE COMPETENCIES:

Analyzing and Interpreting Data

- Apply sorting, coding and categorizing rules
- Analyze data
- Read reports
- Draw meaning and conclusions from quantitative and/or qualitative data

Customer Focus

- Attending to the needs and expectations of customer
- Seeks information about the immediate and longer term needs of the customer
- Anticipates what the customer may want or expect in a product or service
- Works across organizational boundaries to meet customer needs **

Reading Comprehension

- Understanding and using written information
- Knows the meaning of printed words; comprehend the literal meaning of text
- Make interpretations, applications, deductions, inferences, extrapolations from written information **

Professional and Technical Expertise

- Applying technical subject matter to the job **
- Knows the rudimentary concepts of performing the essential technical operations

Critical Thinking

- Analytically and logically evaluates information to resolve problems
- Follow guide, SOP or other step by step procedures for locating the source of a problem and fixing it
- May detect ambiguous, incomplete, or conflicting information or instructions**

Attention to Detail

- Focusing on the details of work content
- Shows care and thoroughness in adhering to process and procedures that assure quality
- Applies knowledge and skill in recognizing and evaluating details of work**
- Applies skilled final touches on products

Using Technology

- Working with electronic hardware and software applications
- Using basic features and functions of software and hardware
- Experiments and finds novel uses for standard features and functions **
- Adds, improves, modifies, or develops features and functionality**

Team Work/Involving Others

- Collaborating with others to achieve shared goals
- Engages others for suggestions and ideas

Writing

- Communicating effectively in writing
- Using correct writing mechanics including spelling, vocabulary, grammar, syntax, punctuation, capitalization, sentence structure
- Logically orders and structures ideas and progression of thought

Adaptability

- Responding positively to change and modifying behavior as the situation requires**
- Accept and adjust to changes and the unfamiliar

Innovation

- Imagining and devising new and better ways of doing things**
- Fix what is broken; find solutions and fixes with resources at hand
- Finds new approaches to performing familiar tasks
- Create and invent new ideas; envision the unexpected, unexplored, untried**

Listening

- Comprehend and verbal instructions and orally presented information
- Recalls or retrieves key points in a conversation
- Listen actively by rephrasing others' input cogently and accurately**

Valuing Diversity

- Shows acceptance of individual differences
- Welcomes input and inclusion of others who may be different from oneself
- Shows understanding and empathy for the challenges of groups seeking inclusion or dealing with perceived discrimination

***Lead, Advanced or Senior Level Positions*

Education and Experience Guidelines

QUALIFICATIONS

Education/Training:

Equivalent to the completion of the high school supplemented by twelve (12) units of college level coursework in business or a related field.

Experience:

Two (2) years of clerical experience.

License or Certificate:

Possession of a valid driver's license.

Desired Education/Experience: N/A

Equivalency Provision: N/A

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

Environment: Work is performed primarily in a standard office setting with frequent interruptions and distractions; extended periods of time viewing computer monitor; possible exposure to dissatisfied individuals.

Physical: Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to occasionally lift, carry, push, and/or pull light to moderate amounts of weight up to 25 pounds; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment.

Hearing: Hear in the normal audio range with or without correction.

Schedule/Catalog Data Specialist

TITLE: ~~Schedule/Catalog Data Specialist~~Instructional Scheduling Analyst
RANGE: ~~42~~54
JOB FAMILY: Instructional Support
UPDATE/CHANGE SUMMARY: 4 PDQs received;

SUMMARY DESCRIPTION

Prepares, organizes, enters data for, and formats the College's class schedules.

DISTINGUISHING CHARACTERISTICS

N/A

SUPERVISION RECEIVED AND EXERCISED

Receives limited direction from appropriate supervisor; refers only unusual decisions to supervisor. May provide technical and functional direction to assigned student workers.

REPRESENTATIVE DUTIES

1. Serves as lead responsible for identifying and analyzing schedule errors, attendance accounting manual requirements, and data from IT and Research to ensure efficiency and accuracy in class scheduling.

~~2.~~ Plans, develops, and formats the schedule of classes for all terms ensuring compliance with institutional policies, attendance accounting guidelines, and operational requirements.~~organizes, coordinates, and builds schedule of classes for all terms.~~

~~3.~~ Reviews and verifies course listings and schedule data for accuracy, completeness, and compliance with state regulations and institutional policies; works closely with faculty, administrators, and staff to identify and resolve discrepancies, ensuring alignment with academic and operational requirements..~~Collaborates and coordinates with department heads, division deans, and other College personnel on matters related to preparation of class schedules and catalog.~~

~~4.~~ Develops and disseminates the class schedule production calendar based on registration cycles; communicates key deadlines to instructional faculty, staff, and administrators to ensure timely and efficient schedule development. ~~Produces and formats fall, spring, and summer schedule of classes.~~

~~5.~~ Maintains and updates schedules and student data, ensuring accurate instructional space assignments and data integrity; collaborates with IT to recommend system modifications and enhancements to current systems and software. ~~Plans, develops, organizes, and coordinates the preparation of the annual college catalog; designs and develops the annual college catalog.~~

6. Develops, updates, and maintains comprehensive training guides and instructional materials for classroom scheduling management software, emphasizing classroom availability and conflict resolution; ensures resources remain current with institutional policies and system updates. ~~Enters and maintains data and information related to academic programs, Taxonomy of Programs (TOPS) code analysis, and prerequisite checking; enters and maintains course and section data~~.

~~7.~~ Responds to inquiries from faculty, staff, and management regarding the student data management system, scheduling processes, and instructional services procedures; extracts and reviews curricula, schedules, and related data to ensure compliance with the attendance accounting manual as well as state and local regulations ~~Performs duties related to course maintenance; enters and updates course data from Board document.~~

~~8.~~ Compiles, analyzes, and prepares reports on instructional scheduling data, including enrollment trends, room utilization, and compliance metrics; generates correspondence and documentation for management review. ~~Participates in processes to track enrollment; produces reports during weeks prior to and up to semester start dates to track enrollment.~~

~~9.~~ Processes and updates staff assignment changes in scheduling and instructional systems as needed to ensure accurate records and availability. ~~Maintains staff changes and updates information needed on a daily.~~

~~10.~~7. Verifies prerequisites for divisions and departments, identifying and resolving discrepancies or data errors to support accurate course enrollment and compliance with institutional policies. ~~Checks prerequisites for Division/Departments; investigates and resolves problems and errors in Division/Department data as needed~~.

~~11.~~ Represents the Instruction Office on committees, task forces, and working groups, including but not limited to MIS, DAWG, Curriculum; contributes expertise on instructional scheduling and system functionality. ~~Perform duties related to Management Information Systems (MIS) data element reporting; collaborates with technology services to correct and re-submit MIS data element reports to the State.~~

~~12.~~ Assists in the configuration and maintenance of scheduling software, ensuring compliance with attendance accounting regulations and institutional requirements. ~~Collaborates with other departments to conduct TOPS code analysis and review certificates and programs.~~

~~13.~~ Reviews and responds to audit findings related to instructional scheduling; assesses scheduling processes for efficiency and compliance; develops training materials and delivers workshops for faculty and staff. ~~Plans, develops, and organizes annual bids and quotes for the schedule of classes and catalog production.~~

8. Supports the articulation process by assisting in the submission and maintenance of transfer degree documentation in coordination with the Articulation Officer

~~14.~~9. Performs other duties related to the primary job duties.

QUALIFICATIONS
CORE COMPETENCIES:

Analyzing and Interpreting Data

- Apply sorting, coding and categorizing rules
- Analyze data
- Read reports
- Draw meaning and conclusions from quantitative and/or qualitative data

Customer Focus

- Attending to the needs and expectations of customer
- Seeks information about the immediate and longer term needs of the customer

- Anticipates what the customer may want or expect in a product or service
- Works across organizational boundaries to meet customer needs **

Reading Comprehension

- Understanding and using written information
- Knows the meaning of printed words; comprehend the literal meaning of text
- Make interpretations, applications, deductions, inferences, extrapolations from written information **

Professional and Technical Expertise

- Applying technical subject matter to the job **
- Knows the rudimentary concepts of performing the essential technical operations

Critical Thinking

- Analytically and logically evaluates information to resolve problems
- Follow guide, SOP or other step by step procedures for locating the source of a problem and fixing it
- May detect ambiguous, incomplete, or conflicting information or instructions**

Attention to Detail

- Focusing on the details of work content
- Shows care and thoroughness in adhering to process and procedures that assure quality
- Applies knowledge and skill in recognizing and evaluating details of work**
- Applies skilled final touches on products

Using Technology

- Working with electronic hardware and software applications
- Using basic features and functions of software and hardware
- Experiments and finds novel uses for standard features and functions **
- Adds, improves, modifies, or develops features and functionality**

Team Work/Involving Others

- Collaborating with others to achieve shared goals
- Engages others for suggestions and ideas

Writing

- Communicating effectively in writing
- Using correct writing mechanics including spelling, vocabulary, grammar, syntax, punctuation, capitalization, sentence structure
- Logically orders and structures ideas and progression of thought

Adaptability

- Responding positively to change and modifying behavior as the situation requires**
- Accept and adjust to changes and the unfamiliar

Innovation

- Imagining and devising new and better ways of doing things**
- Fix what is broken; find solutions and fixes with resources at hand
- Finds new approaches to performing familiar tasks
- Create and invent new ideas; envision the unexpected, unexplored, untried**

Listening

- Comprehend and verbal instructions and orally presented information
- Recalls or retrieves key points in a conversation
- Listen actively by rephrasing others' input cogently and accurately**

Valuing Diversity

- Shows acceptance of individual differences
- Welcomes input and inclusion of others who may be different from oneself
- Shows understanding and empathy for the challenges of groups seeking inclusion or dealing with perceived discrimination

***Lead, Advanced or Senior Level Positions*

Education/Training:

An Bachelor's degree in business or a related field from an accredited institution.

~~Equivalent to the completion of high school supplemented by fifteen (15) semester units of college level course work in information systems, business administration, public administration, or a related field.~~

Experience:

~~Three (3)~~Four (4) years of responsible administrative and secretarial experience including experience involving responsibilities related to the preparation of college catalog and class schedules or similar documents.

License or Certificate: N/A

Desired Education/Experience: N/A

Equivalency Provision:

In the absence of a Bachelor's degree, an Associate's degree or sixty (60) semester units of college level coursework in business or a related field and six (6) years of responsible administrative and secretarial experience including experience involving responsibilities related to the preparation of college catalog and class schedules or similar documents is qualifying.

~~N/A~~

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

Environment: Work is performed primarily in a standard office setting.

Physical: Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch,

reach, and twist; to occasionally lift, carry, push, and/or pull light to moderate amounts of weight up to 25 pounds; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment.

Hearing: Hear in the normal audio range with or without correction.

Instructional Services Analyst (NEW)

TITLE: Instructional Services Analyst
RANGE: 54
JOB FAMILY: Instructional Support
UPDATE/CHANGE SUMMARY: New position.

SUMMARY DESCRIPTION

Performs a variety of highly responsible, complex, and sensitive administrative and scheduling, catalog, and curriculum related duties.

Incumbents will specialize in a designated area of assignment while performing a variety of highly responsible, complex, and sensitive administrative functions related to scheduling, catalog, and curriculum duties, while also contributing to tasks across all areas as needed.

DISTINGUISHING CHARACTERISTICS

N/A

SUPERVISION RECEIVED AND EXERCISED

Receives limited direction from appropriate supervisor; refers only unusual decisions to supervisor. May provide technical and functional direction to assigned student workers.

REPRESENTATIVE DUTIES

General:

1. Maintain and update course, section, and staff data in the college's MIS system, ensuring compliance with state and institutional reporting requirements.
2. Collaborate with District Computing Services to correct and resubmit MIS data element reports and conduct TOPS code analysis.
3. Perform technical and clerical tasks to support curriculum, catalog, and scheduling systems, including data management, reporting, and troubleshooting.
4. Serve as an informational resource, responding to inquiries from administrators, faculty, staff, and students.
5. Operate office equipment and software necessary for curriculum, catalog and scheduling functions.
6. Performs other duties related to the primary job duties.

Curriculum:

1. Manages, creates, and maintains courses and various other codes pertaining to curriculum in Colleague
2. Assists the assigned Vice President of Instruction in meeting reporting requirements, functional responsibilities, and research objectives; assists in organizing courses, programs, functions, and activities related to curriculum support.

3. Coordinates the approved curriculum development and modification process which includes updating and maintaining curriculum in curriculum maintenance databases; ensures curriculum is compliant with established guidelines.
4. Participates in curriculum creation, revisions and modifications as approved by the appropriate administrator and enters the approved curriculum information into internal and/or external curriculum databases as appropriate.
5. Develops, maintains, and updates a variety of reports, lists, and databases related to curriculum as directed.
6. Maintains up-to-date records, logs, and filing systems pertaining to curriculum. Provides support to faculty and staff on documentation needed for curriculum design and maintenance.
7. Prepares various reports, contracts, Board agenda items, statistical data, and other materials to support the curriculum development and maintenance functions.
8. Prepares and/or oversees preparation of internal and externally mandated curriculum-related administrative reports.

Catalog:

1. Collaborates and coordinates with faculty, administrators, and staff to prepare, organize, format, and distribute the annual College catalog.
2. Provides support in the planning, developing, organizing, and coordinating timelines for the preparation of the annual college catalog.
3. May assist in the development of the catalog and the approval process of courses and programs with the College and the State.

Scheduling:

4. Plan, develop, organize, coordinate, produce, format, prepares timelines, and build the schedule for all terms.
5. Collaborates, consults, and coordinates with department heads, division deans, and other College personnel on matters related to the preparation of class schedules.
6. Participate in processes to track enrollment; produce reports during weeks prior to and up to semester start dates to track enrollment.
7. Check prerequisites for Divisions/Departments; investigate and resolve problems and errors in Division/Department data as needed.
8. Plan, develop, organize, coordinate, produce, format, and build the schedule for all terms.
9. Collaborates, consults, and coordinates with department heads, division deans, and other College personnel on matters related to the preparation of class schedules.
10. Participate in processes to track enrollment; produce reports during weeks prior to and up to semester start dates to track enrollment.
11. Check prerequisites for Divisions/Departments; investigate and resolve problems and errors in Division/Department data as needed.

QUALIFICATIONS

Education/Training:

A Bachelor's degree in business or a related field from an accredited institution

Experience:

Four (4) years of responsible administrative and secretarial experience in an Office of Instruction and Curriculum or another educational environment.

License or Certificate: N/A

Desired Education/Experience: N/A

Equivalency Provision:

In the absence of a Bachelor's degree, an Associate's degree or sixty (60) semester units of college level coursework in business or a related field and six (6) years of responsible administrative and secretarial experience including experience in an Office of Instruction and Curriculum or another educational environment.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

Environment: Work is performed primarily in a standard office setting.

Physical: Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to occasionally lift, carry, push, and/or pull light to moderate amounts of weight up to 25 pounds; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment.

Hearing: Hear in the normal audio range with or without correction.

Laboratory Assistant II – Allied Health

TITLE: Laboratory Assistant II – Allied Health
RANGE: 42 (MEDIAN)
JOB FAMILY: Instructional Support
UPDATE/CHANGE SUMMARY: 1 PDQs received; corrected working conditions; added/updated duties.

SUMMARY DESCRIPTION

Provides laboratory and program assistance to students and faculty within the Allied Health programs. **DISTINGUISHING CHARACTERISTICS**

N/A

SUPERVISION RECEIVED AND EXERCISED

Receives minimal direction from supervisor; works from procedures and best practices on general objectives; refers only specific matters to supervisor. May provide technical and functional direction to student workers.

REPRESENTATIVE DUTIES

1. Collaborates with faculty to provide instructional skills laboratories for student within the Allied Health programs; Working from the knowledge of the subject area, reference materials, course outline, and without specific instructions, sets up and prepares class demonstrations and simulations.
2. Practices and demonstrates the safe and effective use and operation of a variety of equipment and tools used in the Allied Health programs.
3. Assists with simulation labs by utilizing computers and audiovisual equipment in simulation scenarios using human patient simulators.
4. Issues supplies, materials, and equipment used for skills lab sessions; maintains records and facilitates the return of supplies and equipment checked out to students.
5. Assembles and sets up materials, supplies and equipment; Operates, troubleshoots, adjusts and makes minor repairs on equipment used in simulation and skills labs; schedules maintenance for equipment as necessary.
6. Ensures lab compliance with health and safety regulations, including proper handling and disposal of biohazardous materials and adherence to OSHA and institutional safety policies.
7. Keeps stockroom and work areas orderly and clean; coordinates lab laundry services for pickup and delivery.
8. Maintains inventory records of supplies, material and equipment and prepares inventory reports and requisitions; maintains expenditure records and provides data for budget estimates.
9. Researches and requests quotes from vendors; Places orders to vendors, receives, and stocks materials, supplies, and equipment for the use of Allied Health programs.

~~9.~~10. Assists in maintaining security of laboratories, laboratory equipment, supplies, and materials; coordinates pick up for removal of sharps containers.

~~10.~~11. Performs other duties related to the primary job duties.

QUALIFICATIONS

Education/Training:

An Associate's Degree or sixty (60) semester units from an accredited institution in nursing or a health-related field.

Experience:

Two (2) years of experience in a hospital, clinic, or other healthcare setting that includes providing direct patient care or utilizing medical equipment or medical supplies.

License or Certificate:

Valid Vocational Nurse (LVN) License.

BLS Certification

Desired Education/Experience:

A valid Registered Nurse License is preferred.

Equivalency Provision:

In the absence of an Associate's Degree or sixty (60) semester units in nursing or a health-related field, equivalent to the completion of high school and a Valid Vocational Nurse License and three (3) years of experience in a hospital, clinic, or other healthcare setting that includes providing direct patient care or utilizing medical equipment or medical supplies is qualifying.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

Environment: Work is primarily performed in clinical and laboratory settings, with exposure to various biological agents and potential pathogens. The role involves working with medical equipment, diagnostic tools, and patient care apparatus.

Physical: The primary responsibilities require sufficient physical ability and mobility to work in clinical and laboratory environments. This includes the ability to stand or sit for extended periods, occasionally stoop, bend, kneel, crouch, reach, and twist. The position frequently requires lifting, carrying, pushing, and/or pulling light to moderate weights up to 30 pounds, with occasional need to lift, carry, push, and/or pull heavier weights, with or without assistance. The role also involves operating laboratory and office equipment that requires repetitive hand movement and fine coordination, including using a computer keyboard. Effective verbal communication is required for information exchange. Personal protective equipment, including safety glasses or goggles, gloves, respirators, and face shields, must be worn as necessary.

Vision: Ability to see within the normal visual range, with or without correction, to read computer screens, printed documents, and operate assigned equipment. The role also requires the ability to distinguish colors for tasks such as using diagnostic tools and identifying equipment.

Hearing: Hear in the normal audio range with or without correction.

~~**Environment:** Work is performed primarily in a classroom/laboratory setting; exposure to noise, smoke, fumes, heat, electrical energy, grease, oils; extensive handling of food.~~

~~**Physical:** Primary functions require sufficient physical ability and mobility to work in a classroom/laboratory setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to frequently lift, carry, push, and/or pull light to heavy amounts of weight up to 50 pounds; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.~~

~~**Vision:** See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment.~~

~~**Hearing:** Hear in the normal audio range with or without correction.~~

Laboratory Assistant II – Art

TITLE: Laboratory Assistant II – Art
RANGE: 42 (MEDIAN)
JOB FAMILY: Instructional Support
UPDATE/CHANGE SUMMARY: 1 PDQ's received; minor changes.

SUMMARY DESCRIPTION

Provides assistance to faculty and students within the Art.

DISTINGUISHING CHARACTERISTICS

N/A

SUPERVISION RECEIVED AND EXERCISED

Receives minimal direction from supervisor; works from procedures and best practices on general objectives; refers only specific matters to supervisor. May provide technical and functional direction to student workers.

REPRESENTATIVE DUTIES

1. Working from knowledge of the subject area, reference materials, course outline, and without specific instructions, sets up and prepares class demonstrations and experiments.
2. Orders, receives, stocks, inventories, and prepares laboratory supplies such as paints, clays, glazes, colorants, chemicals, and other material used in a ceramics and sculpture, drawing and painting laboratory.
3. Issues and maintains records on materials loaned to students, instructors, and other departments; issues and maintains records on lockers.
4. Demonstrates to students the proper use and care of laboratory materials and equipment; assists in maintaining security of laboratories, laboratory equipment, supplies, and materials.
5. Assists with the design, construction, and modification of new and existing equipment such as kilns.
6. Maintains proper storage and handling of chemicals, supplies, and equipment.
7. Operates, inspects, and performs repairs on laboratory equipment such as clay mixers, potter's wheels, pug mill, hammer mill, sandblaster, various kilns, and power tools.
8. May mix clay and cut glass; loads, fires, and unloads a variety of kilns used for student projects.
9. May assist in preparing exhibits in Art Gallery and art building showcases; contacts and coordinates with artists; designs and mounts exhibits; collects and registers work; distributes work after exhibits; performs various publicity duties; maintains gallery space.

~~9.~~10. May participate in the hiring process of short-term models.

~~10.~~11. May maintain expenditure records and provide data for budget estimates.

~~11.~~12. Monitors production of, collects, and processes hazardous waste materials and toxic chemicals resulting from lab classes; collects and properly stores hazardous waste.

~~12.~~13. Performs other duties related to the primary job duties.

QUALIFICATIONS
CORE COMPETENCIES:

Critical Thinking

- Analytically and logically evaluates information to resolve problems
- Follow guide, SOP or other step by step procedures for locating the source of a problem and fixing it
- May detect ambiguous, incomplete, or conflicting information or instructions**

Fact Finding

- Obtaining facts and data pertaining to an issue or question
- Uses defined investigation and information search techniques

Adaptability

- Responding positively to change and modifying behavior as the situation requires**
- Accept and adjust to changes and the unfamiliar

Attention to Detail

- Focusing on the details of work content
- Shows care and thoroughness in adhering to process and procedures that assure quality
- Applies knowledge and skill in recognizing and evaluating details of work**
- Applies skilled final touches on products

Listening

- Comprehend and verbal instructions and orally presented information
- Recalls or retrieves key points in a conversation
- Listen actively by rephrasing others' input cogently and accurately**

Using Technology

- Working with electronic hardware and software applications
- Using basic features and functions of software and hardware
- Experiments and finds novel uses for standard features and functions **
- Adds, improves, modifies, or develops features and functionality**

Customer Focus

- Attending to the needs and expectations of customer
- Seeks information about the immediate and longer term needs of the customer
- Anticipates what the customer may want or expect in a product or service
- Works across organizational boundaries to meet customer needs **

Reading Comprehension

- Understanding and using written information
- Knows the meaning of printed words; comprehend the literal meaning of text
- Make interpretations, applications, deductions, inferences, extrapolations from written information **

Professional and Technical Expertise

- Applying technical subject matter to the job **
- Applies a mastery of knowledge and skill for performing across a wide range of technical or professional applications
- Possess recognized expertise outside of the organization**

Self-Management

- Follows through on instructions and assignments
- Self-directed and self- monitored in commitments and accomplishments
- Redefines or reprioritizes activities within scope of responsibility

Valuing Diversity

- Shows acceptance of individual differences
- Welcomes input and inclusion of others who may be different from oneself
- Shows understanding and empathy for the challenges of groups seeking inclusion or dealing with perceived discrimination

***Lead, Advanced or Senior Level Positions*

Education/Training:

Equivalent to the completion of sixty (60) semester units of college-level coursework that includes a minimum of twenty (20) semester units in art, ceramics, glass, sculpture, and related courses.

Experience:

Two (2) years of experience as a laboratory technician in an appropriate subject field or comparable experience in a working art studio.

License or Certificate: N/A

Desired Education/Experience: N/A

Equivalency Provision: N/A

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

Environment: Work is performed primarily in a classroom/laboratory setting; exposure to heat, noise, dust, fumes; work with art equipment and apparatus.

Physical: Primary functions require sufficient physical ability and mobility to work in a classroom/laboratory setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to frequently lift, carry, push, and/or pull light to moderate amounts of weight; to occasionally lift, carry, push, and/or pull heavier amounts of weight with or without assistance; to operate office and laboratory equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment; distinguish color.

Hearing: Hear in the normal audio range with or without correction.

Laboratory Technician I – Biological Sciences

Classified Range: 47

Board Approved: 11/18/21 P. 1|4

SUMMARY DESCRIPTION

Provides instructional support services by performing technical work in a biology laboratory ~~specializing in microbiology, anatomy and physiology~~.

SUPERVISION RECEIVED AND EXERCISED

Receives minimal direction from supervisor; works from procedures and best practices on general objectives; refers only specific matters to supervisor. May provide technical and functional direction to student workers.

REPRESENTATIVE DUTIES

The following duties are typical for this classification.

1. Working from knowledge of the subject area, reference materials, course outline, and without specific instructions, arranges, prepares, and gathers materials, equipment, solutions, and media for class demonstrations and experiments; applies specific biology-related industry standards and methods to reference instructional materials and course outlines.
2. Determines, designs, develops, and tests a variety of equipment for use in the biology lab.
3. Monitors the production and collection of toxic chemicals, hazardous waste and biohazardous waste resulting from lab classes and experiments; arranges for proper storage and disposal of hazardous waste materials; reports maintenance problems as they occur.
4. Prepares and dispenses chemical solutions for labs; prepares and performs analyses on reagents and a variety of known and unknown chemical compounds; maintains safety protocols in preparing chemical solutions.
5. Prepares biohazardous solutions and media; ensures proper handling and disposal in accordance with applicable regulations and policies; prepares and dispenses stains, solutions, and preservatives by mixing bottling, and labeling.
6. Calibrates, maintains, cleans, and performs repairs on scientific equipment and supplies.
7. Inventories, orders, receives and stocks materials, supplies, and equipment for laboratory use; determines and compiles lists of needed laboratory items and supplies for upcoming semester instruction; requests quotes from vendors; enters purchasing requests for needed items; receives and tracks missing items; arrange for returns of damaged items; search for vendors for specialty items.
8. Maintains records and reports on laboratory materials loaned to students, instructors, and other departments; issues and maintains records on lockers.
9. Maintains expenditure records and provides data for budget estimates.
10. Orders, receives, and provides care for or stores live or preserved laboratory specimens such as taxidermy and skulls; cleans and maintains the integrity of specimens; maintains preserved specimen fluid levels; maintains and ensures sufficient population of Dermestid beetles for lab experiments.
11. Maintains care of laboratory specimens, including aquariums, ~~insects~~ small vivarium animals, and plant.

12. Demonstrates to students the proper use and care of laboratory materials and equipment; assists in maintaining security of laboratories, laboratory equipment, supplies and materials.
13. Performs other duties related to the primary job duties.

MINIMUM QUALIFICATIONS

The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.

CORE COMPETENCIES:

Critical Thinking

- Analytically and logically evaluates information to resolve problems
- Follow guide, SOP or other step by step procedures for locating the source of a problem and fixing it
- May detect ambiguous, incomplete, or conflicting information or instructions**

Fact Finding

- Obtaining facts and data pertaining to an issue or question
- Uses defined investigation and information search techniques

Adaptability

- Responding positively to change and modifying behavior as the situation requires**
- Accept and adjust to changes and the unfamiliar

Attention to Detail

- Focusing on the details of work content
- Shows care and thoroughness in adhering to process and procedures that assure quality
- Applies knowledge and skill in recognizing and evaluating details of work**
- Applies skilled final touches on products

Listening

- Comprehend and verbal instructions and orally presented information
- Recalls or retrieves key points in a conversation
- Listen actively by rephrasing others' input cogently and accurately**

Using Technology

- Working with electronic hardware and software applications
- Using basic features and functions of software and hardware
- Experiments and finds novel uses for standard features and functions **
- Adds, improves, modifies, or develops features and functionality**

Customer Focus

- Attending to the needs and expectations of customer
- Seeks information about the immediate and longer term needs of the customer
- Anticipates what the customer may want or expect in a product or service
- Works across organizational boundaries to meet customer needs **

Reading Comprehension

- Understanding and using written information
- Knows the meaning of printed words; comprehend the literal meaning of text
- Make interpretations, applications, deductions, inferences, extrapolations from written information **

Professional and Technical Expertise

- Applying technical subject matter to the job **
- Applies a mastery of knowledge and skill for performing across a wide range of technical or professional applications
- Possess recognized expertise outside of the organization**

Self-Management

- Follows through on instructions and assignments
- Self-directed and self- monitored in commitments and accomplishments
- Redefines or reprioritizes activities within scope of responsibility

Valuing Diversity

- Shows acceptance of individual differences
- Welcomes input and inclusion of others who may be different from oneself
- Shows understanding and empathy for the challenges of groups seeking inclusion or dealing with perceived discrimination

***Lead, Advanced or Senior Level Positions*

Education and Experience Guidelines

Education:

- Equivalent to completion of sixty (60) semester units of college level coursework that includes a minimum of eighteen (18) semester units in biological laboratory sciences including microbiology.

Experience:

- Two (2) years of experience as a laboratory technician in Biology, Anatomy and Physiology, Chemistry, Microbiology, or a related field.

Preferred Education and/or Experience

A Bachelor's Degree from an accredited college or university with major coursework in Biology, Anatomy and Physiology, Chemistry, Microbiology, or a related field.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Environment: Work is performed primarily in a classroom/laboratory setting; exposure to moderately high levels of toxic chemicals and solvents, allergenic plants and materials, and microbiological pathogens; work with laboratory equipment and apparatus.

Physical: Primary functions require sufficient physical ability and mobility to work in a classroom/laboratory setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to occasionally lift, carry, push, and/or pull light to moderate amounts of weight up to 25 pounds; to operate laboratory and office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information; requires the wearing of personal protective equipment including safety glasses or goggles, lab coats, gloves, respirators, or face shields.

Vision: See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment; distinguish color.

Hearing: Hear in the normal audio range with or without correction.

Laboratory Technician I – Computer Information Technology

TITLE: Laboratory Technician I – Computer Information Technology
RANGE: 47 (MEDIAN)
JOB FAMILY: Instructional Support
UPDATE/CHANGE SUMMARY: 0 PDQ's received; minor changes.

SUMMARY DESCRIPTION

Provides instructional support services by performing technical work in a computer information laboratory.

DISTINGUISHING CHARACTERISTICS

N/A

SUPERVISION RECEIVED AND EXERCISED

Receives minimal direction from supervisor; works from procedures and best practices on general objectives; refers only specific matters to supervisor. May provide technical and functional direction to student workers.

REPRESENTATIVE DUTIES

1. Sets-up computer hardware and lab lessons for faculty and student use in a laboratory environment; cleans and maintains computer related hardware and cables to keep in proper working condition.
2. Assists faculty, staff and students with the general and specific uses of a variety of computer stations; demonstrates computer procedures.
3. Demonstrates to students the proper use of computer equipment; tutors students in order to assist them in their understanding and use of multiple software programs.
4. Troubleshoots computer operations to determine malfunctions; perform repairs to hardware, software and floppy disks; sends equipment out for major repairs.
5. Installs and maintains servers.
6. Performs networking duties.
7. May install necessary software on the CIS classroom and lab computers.
8. May maintain expenditure records and provide data for budget estimates.
9. Performs duties related to the primary job duties.

QUALIFICATIONS

CORE COMPETENCIES:

Critical Thinking

- Analytically and logically evaluates information to resolve problems
- Follow guide, SOP or other step by step procedures for locating the source of a problem and fixing it
- May detect ambiguous, incomplete, or conflicting information or instructions**

Fact Finding

- Obtaining facts and data pertaining to an issue or question
- Uses defined investigation and information search techniques

Adaptability

- Responding positively to change and modifying behavior as the situation requires**
- Accept and adjust to changes and the unfamiliar

Attention to Detail

- Focusing on the details of work content
- Shows care and thoroughness in adhering to process and procedures that assure quality
- Applies knowledge and skill in recognizing and evaluating details of work**
- Applies skilled final touches on products

Listening

- Comprehend and verbal instructions and orally presented information
- Recalls or retrieves key points in a conversation
- Listen actively by rephrasing others' input cogently and accurately**

Using Technology

- Working with electronic hardware and software applications
- Using basic features and functions of software and hardware
- Experiments and finds novel uses for standard features and functions **
- Adds, improves, modifies, or develops features and functionality**

Customer Focus

- Attending to the needs and expectations of customer
- Seeks information about the immediate and longer term needs of the customer
- Anticipates what the customer may want or expect in a product or service
- Works across organizational boundaries to meet customer needs **

Reading Comprehension

- Understanding and using written information
- Knows the meaning of printed words; comprehend the literal meaning of text
- Make interpretations, applications, deductions, inferences, extrapolations from written information **

Professional and Technical Expertise

- Applying technical subject matter to the job **
- Applies a mastery of knowledge and skill for performing across a wide range of technical or professional applications
- Possess recognized expertise outside of the organization**

Self-Management

- Follows through on instructions and assignments

- Self-directed and self- monitored in commitments and accomplishments
- Redefines or reprioritizes activities within scope of responsibility

Valuing Diversity

- Shows acceptance of individual differences
- Welcomes input and inclusion of others who may be different from oneself
- Shows understanding and empathy for the challenges of groups seeking inclusion or dealing with perceived discrimination

***Lead, Advanced or Senior Level Positions*

Education:

Equivalent to completion of sixty (60) semester units of college coursework that includes eighteen (18) semester units of courses in Computer Information Science (CIS), Computer Science or a related field.

Experience:

Three (3) years of experience in the operation, maintenance, and repair of personal computers and related equipment.

License or Certificate: N/A

Desired Education/Experience: ~~A Bachelor's Degree from an accredited college or university with major coursework in Computer Information Science (CIS), Computer Science, or a related field.~~

Equivalency Provision: N/A

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

Environment: Work is performed primarily in a classroom/laboratory setting; exposure to noise.

Physical: Primary functions require sufficient physical ability and mobility to work in a classroom/laboratory setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to occasionally lift, carry, push, and/or pull light to moderate amounts of weight up to 25 pounds; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment.

Hearing: Hear in the normal audio range with or without correction.

Laboratory Technician I – Geo-Science and Anthropology

TITLE: Laboratory Technician I – Geo-Science and Anthropology
RANGE: 47 (MEDIAN)
JOB FAMILY: Instructional Support
UPDATE/CHANGE SUMMARY: 0 PDQ's received; minor changes.

SUMMARY DESCRIPTION

Provides instructional support services by performing technical work in Geo-science and Anthropology laboratories.

DISTINGUISHING CHARACTERISTICS

N/A

SUPERVISION RECEIVED AND EXERCISED

Receives minimal direction from supervisor; works from procedures and best practices on general objectives; refers only specific matters to supervisor. May provide technical and functional direction to student workers.

REPRESENTATIVE DUTIES

1. Working from knowledge of the subject area, reference materials, course outline, and without specific instructions, organizes, arranges, and prepares class demonstrations and experiments within the Geo-Science and Anthropology laboratories.
1. Places and arranges samples, equipment, and models for instructional use; assembles and installs new equipment; ensures efficient laboratory operations.
2. Inventories, places orders, receives, and stocks materials, supplies, and equipment for laboratory field use; determines and compiles lists of needed items and supplies for upcoming semester instruction; requests quotes from vendors; enters purchasing requests for needed items; receives and tracks missing items; arranges for returns of damaged items; searches for vendors for specialty items.
3. Curates, catalogs, inventories and cares for laboratory samples and collections in Geo-Science and Anthropology; organizes and maintains map and bone collections.
4. Issues and maintains records on materials loaned to students, instructors, and other departments.
5. Demonstrates the proper use and care of laboratory materials and equipment; assists in maintaining security of laboratories, laboratory equipment, field supplies and materials.
6. Prepares and performs analyses on rock and mineral samples as well as a variety of known and unknown specimen.
7. Calibrates, maintains, and performs repairs on scientific equipment and field supplies.
8. Edits and reads maps utilizing geospatial software and maintains map collection.
9. Performs other duties related to the primary job duties.

QUALIFICATIONS

Education:

An Associate's Degree or sixty (60) semester units of college level coursework that includes a minimum of eighteen (18) semester units in Geo-Science-related coursework. Courses may include, but are not limited to, ecology, environmental science, geography, oceanography, atmospheric science, petrography, biogeography, climatology, soil science, and general, organic and environmental chemistry.

Experience:

Two (2) years of experience in the Geo-science field.

License or Certificate:

Possession of a valid driver's license.

Desired Education/Experience: ~~A Bachelor's Degree from an accredited college or university with major coursework in Environmental Science or a related field.~~

Equivalency Provision: N/A

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

Environment: Work is performed primarily in a classroom/laboratory or field setting; exposure to dust; work with laboratory equipment, apparatus, rocks and minerals.

Physical: Primary functions require sufficient physical ability and mobility to work in a classroom/laboratory setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to frequently lift, carry, push, and/or pull light to moderate amounts of weight up to 25 pounds; to occasionally lift, carry, push, and/or pull heavier amounts of weight with or without assistance; to operate laboratory and office equipment requiring repetitive hand movement and fine coordination, including use of a computer keyboard; and to verbally communicate to exchange information; requires the wearing of personal protective equipment including safety glasses or goggles, lab coats, gloves, respirators, or face shields.

Vision: See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents, and to operate assigned equipment; distinguish color.

Hearing: Hear in the normal audio range with or without correction.

EFG

Laboratory Technician I – Physics

TITLE: Laboratory Technician I – Physics
RANGE: 47 (MEDIAN)
JOB FAMILY: Instructional Support
UPDATE/CHANGE SUMMARY: 1 PDQ's received; minor changes.

SUMMARY DESCRIPTION

Provides instructional support services by performing technical work in physics laboratory.

DISTINGUISHING CHARACTERISTICS

N/A

SUPERVISION RECEIVED AND EXERCISED

Receives minimal direction from supervisor; works from procedures and best practices on general objectives; refers only specific matters to supervisor. May provide technical and functional direction to student workers.

REPRESENTATIVE DUTIES

1. Coordinates with faculty in the planning and implementation of experimental design and preparation of laboratory experiments; working from knowledge of the subject area, reference materials, course outline and without specific instructions, organizes, arranges, sets up and prepares class demonstrations and experiments in the Physics/Astronomy laboratory.
2. Places and arranges equipment and models for instructional use; assembles and installs new equipment; ensures efficient laboratory operations.
3. Inventories, orders, receives, and stocks materials, supplies, and equipment for laboratory use; determines and compiles lists of needed laboratory items and supplies for upcoming semester instruction; requests quotes from vendors; enters purchasing requests for needed items; receives and tracks missing items; arranges for returns of damaged items; searches for vendors for specialty items.
4. Issues and maintains records of materials and equipment loaned to students, instructors, and other departments.
5. Demonstrates to students the proper use and care of laboratory materials and equipment.
6. Assists in maintaining security of laboratories, laboratory equipment, supplies and materials.
7. Calibrates, maintains, and performs repairs on scientific and electronic equipment and apparatus; fabricates electronic and mechanical apparatus; uses schematics to diagnose circuit issues.
8. Constructs special projects from schematics, blueprints or sketches, and circuit diagrams; uses machining tools as needed.
9. Oversees the computer lab; provides guidance to students on proper use of computers and related peripheral equipment.
10. May maintain expenditure records and provide data for budget estimates.
11. Performs other duties related to the primary job duties.

QUALIFICATIONS

Education:

An Associate's Degree or the completion of sixty (60) semester units of college level coursework that includes a minimum of eighteen (18) semester units of physics or astronomy laboratory courses.

Experience:

Two (2) years of experience as a laboratory technician in Physics and/or Astronomy that includes the operation, maintenance, and repair of electronic equipment.

License or Certificate: N/A

Desired Education/Experience: ~~A Bachelor's Degree from an accredited college or university with major coursework in physics, astronomy, or a related field.~~

Equivalency Provision: N/A

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

Environment: Work is performed primarily in a classroom/laboratory setting or machine shop; exposure to dusts, fumes, moderately high levels of noise and electrical energy; work with laboratory and electronic equipment and apparatus.

Physical: Primary functions require sufficient physical ability and mobility to work in a classroom/laboratory setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to frequently lift, carry, push, and/or pull light to moderate amounts of weight up to 25 pounds; to occasionally lift, carry, push, and/or pull heavier amounts of weight with or without assistance; to operate office, laboratory and electronic equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information; requires the wearing of personal protective equipment including safety glasses or goggles, lab coats, rubber or plastic gloves, respirators, or face shields.

Vision: See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment; distinguish color.

Hearing: Hear in the normal audio range with or without correction.

Laboratory Technician II – Anatomy & Physiology

TITLE: Laboratory Technician II – ~~Anatomy & Physiology~~Biological Sciences
RANGE: 50 (MEDIAN)
JOB FAMILY: Instructional Support
UPDATE/CHANGE SUMMARY: 2 PDQ's received; add/update duties.

SUMMARY DESCRIPTION

Provides instructional support services for faculty and students in the use of a variety of equipment, materials, and supplies in the biology, microbiology, and anatomy and physiology laboratory setting.

DISTINGUISHING CHARACTERISTICS

~~N/A~~The Laboratory Technician II – Biological Sciences is distinguished from the Laboratory Technician I by the performance of duties across multiple disciplines within the Biological Sciences. The Laboratory Technician II provides full scope support for biology and anatomy and physiology, and limited support for microbiology.

SUPERVISION RECEIVED AND EXERCISED

Receives minimal direction from supervisor; works from procedures and best practices on general objectives; refers only specific matters to supervisor. May provide technical and functional direction to student workers.

REPRESENTATIVE DUTIES

1. Coordinates with faculty in the planning and implementation of experimental design and preparation of laboratory experiments.
2. Working from knowledge of the subject area, reference materials, course outline, and without specific instructions organizes, arranges, and prepares materials, equipment, solutions, and media for class demonstrations and experiments.
3. ~~2.~~ Applies specific industry standards and methods to reference instructional materials and course outlines within the ~~anatomy and physiology laboratory~~assigned laboratories; may assist with creating and updating lab manuals and other pertinent educational documents for laboratory teaching.
4. ~~3.~~ Determines, designs, develops, ~~Assembles~~ assembles, tests, and installs new equipment; ensures efficient laboratory operations; maintains cleanliness and sanitary conditions upon conclusion of each lab session by washing, sterilizing tools, equipment, and supplies.
5. ~~4.~~ Prepares various chemical and biohazardous solutions for laboratory activities; prepares and dispenses solutions and chemical materials used for lab classes which may include reagents, acids, bases, buffers, carcinogens, and unknowns; prepares solutions and preservatives by mixing, bottling, and labeling.
6. Orders, receives, and provides care for laboratory specimens and storage of preserved specimens, which may include ensuring compliance in the maintenance of human cadavers for laboratory use.
7. ~~5.~~ Maintains care of laboratory specimens, including aquariums, small vivarium animals, and plants; maintains and ensures sufficient population of Dermestid beetles for lab experiments.

~~6.~~8. Inventories, orders, receives, and stocks materials, supplies, and equipment for laboratory use; determines and compiles lists of needed laboratory items and supplies for upcoming semester instruction; requests quotes from vendors; enters purchasing requests for needed items; receives and tracks missing items; arranges for the return of damaged items; searches for vendors for specialty items.

~~7.~~9. Monitors production and collection of toxic chemicals, hazardous waste and biohazardous waste resulting from lab classes and experiments; arranges for proper storage and disposal of hazardous waste materials, including hazardous waste related to the human cadaver program.

~~8.~~10. Calibrates, maintains, cleans, and performs repairs on laboratory and scientific equipment and supplies.

~~9.~~11. Maintains records and reports on laboratory materials loaned to students, instructors, and other departments; issues and maintains records on lockers.

~~10.~~12. Maintains expenditure records and provides data for budget estimates.

~~11.~~13. Demonstrates to students proper use and care of laboratory materials and equipment; assists in maintaining security of laboratories, laboratory equipment, supplies and materials.

~~12.~~14. Performs other duties related to the primary job duties.

QUALIFICATIONS

Education:

An Associate's Degree or the completion of sixty (60) semester units of college level coursework that includes a minimum of eighteen (18) semester units in biological laboratory sciences, including anatomy and physiology, chemistry, microbiology, biology, or a related field.

Experience:

Four (4) years of experience as a laboratory technician in anatomy and physiology, chemistry, microbiology, biology, or a related field.

License or Certificate: N/A

Desired Education/Experience: ~~A Bachelor's Degree from an accredited college or university with major coursework in anatomy physiology, chemistry, microbiology, biology, or a related field.~~

Equivalency Provision: N/A

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

Environment: Work is performed primarily in a classroom/laboratory setting; exposure to dusts, mists, fumes, moderately high levels of chemicals and solvents; risk of exposure to blood borne and/or other carcinogens and pathogens; work with laboratory equipment and apparatus.

Physical: Primary functions require sufficient physical ability and mobility to work in classroom/laboratory setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to frequently lift, carry, push, and/or pull light to moderate amounts of weight up to 25 pounds; to operate laboratory and office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to

verbally communicate to exchange information; requires the waring of personal protective equipment including safety glasses or goggles, lab coats, gloves, respirators, or face shields.

Vision: See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment.

Hearing: Hear in the normal audio range with or without correction.

Laboratory Technician III – Chemistry

TITLE: Laboratory Technician III – Chemistry
RANGE: 52 (MEDIAN)
JOB FAMILY: Instructional Support
UPDATE/CHANGE SUMMARY: 2 PDQ's received; minor changes.

SUMMARY DESCRIPTION

Provides instructional support services for faculty and students in the use of variety of equipment, materials, and supplies in the chemistry laboratory setting.

DISTINGUISHING CHARACTERISTICS

N/A

SUPERVISION RECEIVED AND EXERCISED

Receives minimal direction from supervisor; works from procedures and best practices on general objectives; refers only specific matters to supervisor. May provide technical and functional direction to student workers.

REPRESENTATIVE DUTIES

1. Coordinates with faculty in the planning and implementation of experimental design and preparation of laboratory experiments; working from knowledge of the subject area, reference materials, course outline, and without specific instructions, organizes, arranges, and prepares laboratory equipment, reagents, chemical solutions unknowns, and other teaching aids for class demonstrations, experiments, and general instruction.
2. Prepares and dispenses hazardous and non-hazardous chemicals and solutions, including toxins, acids, bases, corrosives, oxidizers, reducers flammables, irritants, carcinogens and mutagens; performs analyses on water, reagents, and unknown compounds.
3. Troubleshoots chemistry experiments by conducting and applying quantitative and qualitative research; collaborates with faculty to run new experiments.
4. Monitors production and collection of hazardous waste materials and toxic chemical materials resulting from lab classes.
5. Analyzes, categorizes, and properly stores hazardous waste according to all local, state, and federal guidelines; arranges for proper storage and disposal of toxic, hazardous waste, caustic or flammable chemicals; arranges for proper storage and disposal of toxic, caustic, or flammable chemicals.
6. Demonstrates and provides direct assistance to students in the proper use and care of laboratory materials and equipment as needed; provides guidance on a variety of complex instruments, advanced analytical equipment, materials, and supplies within chemistry labs.
7. Maintains a safe laboratory environment through the proper use of chemical segregation and labeling, safe working practices, and other prudent practices that conform to District, state, and federal requirements; coordinates with environmental health and safety on the development and implementation of related safety training programs.
8. Researches, inventories, orders, receives, and stocks materials, supplies, and equipment for laboratory use; determines and compiles lists of needed laboratory items and supplies for

upcoming semester instruction; requests quotes from vendors; enters purchasing requests for needed items; receives and tracks missing items; arranges for returns of damaged items; searches for vendors for specialty items. Evaluates chemicals and equipment for suitability, cost, availability and other factors.

9. Assists in creating and updating lab manuals and other pertinent educational documents for laboratory teaching.
10. Operates and maintains a variety of technical equipment and measuring devices, including burets, volumetric glassware, Ph meters, chromatography, analytical balance, voltmeter, spectrophotometer and others; researches and advises on the selection of equipment and supplies; sets up, operates, adapts, tests, and maintains equipment; connects and interfaces computer systems and laboratory apparatus.
11. Prepares, troubleshoots, tests, adjusts, calibrates, and performs routine maintenance on a variety of scientific instruments, equipment and supplies; contacts external service representatives for major service or repair as needed; coordinates with vendors to perform balance calibration on lab equipment as needed.

~~12. Provides guidance on a variety of complex instruments, advanced analytical equipment, materials and supplies within chemistry labs.~~

~~13.~~12. Coordinates and performs special projects and programs for campus events; prepares and presents oral presentations to new and prospective college students from local feeder schools.

~~14.~~13. Maintains records and reports on laboratory materials loaned to students, instructors, and other departments; issues and maintains records on lockers.

~~15.~~14. Maintains expenditure records and provides data for budget estimates.

~~16.~~15. Maintains current knowledge of laws, policies and procedures related to laboratory protocols, objectives and priorities; develops strategies for the achievement of these goals; researches advances in technology and keep current on relevant technology changes pertaining to chemistry lab equipment and apparatus.

~~17.~~16. Performs other duties related to the primary job duties.

QUALIFICATIONS

CORE COMPETENCIES:

Critical Thinking

- Analytically and logically evaluates information to resolve problems
- Follow guide, SOP or other step by step procedures for locating the source of a problem and fixing it
- May detect ambiguous, incomplete, or conflicting information or instructions**

Fact Finding

- Obtaining facts and data pertaining to an issue or question

- Uses defined investigation and information search techniques

Adaptability

- Responding positively to change and modifying behavior as the situation requires**
- Accept and adjust to changes and the unfamiliar

Attention to Detail

- Focusing on the details of work content
- Shows care and thoroughness in adhering to process and procedures that assure quality
- Applies knowledge and skill in recognizing and evaluating details of work**
- Applies skilled final touches on products

Listening

- Comprehend and verbal instructions and orally presented information
- Recalls or retrieves key points in a conversation
- Listen actively by rephrasing others' input cogently and accurately**

Using Technology

- Working with electronic hardware and software applications
- Using basic features and functions of software and hardware
- Experiments and finds novel uses for standard features and functions **
- Adds, improves, modifies, or develops features and functionality**

Customer Focus

- Attending to the needs and expectations of customer
- Seeks information about the immediate and longer term needs of the customer
- Anticipates what the customer may want or expect in a product or service
- Works across organizational boundaries to meet customer needs **

Reading Comprehension

- Understanding and using written information
- Knows the meaning of printed words; comprehend the literal meaning of text

- Make interpretations, applications, deductions, inferences, extrapolations from written information **

Professional and Technical Expertise

- Applying technical subject matter to the job **
- Applies a mastery of knowledge and skill for performing across a wide range of technical or professional applications
- Possess recognized expertise outside of the organization**

Self-Management

- Follows through on instructions and assignments
- Self-directed and self- monitored in commitments and accomplishments
- Redefines or reprioritizes activities within scope of responsibility

Valuing Diversity

- Shows acceptance of individual differences
- Welcomes input and inclusion of others who may be different from oneself
- Shows understanding and empathy for the challenges of groups seeking inclusion or dealing with perceived discrimination

***Lead, Advanced or Senior Level Positions*

Education:

A Bachelor's Degree from an accredited college or university with major coursework in Chemistry, Biochemistry, or a related field.

Experience:

Four (4) years of experience as a laboratory technician or in a Chemistry stockroom.

License or Certificate: N/A

Desired Education/Experience: N/A

Equivalency Provision: N/A

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

Environment: Work is performed primarily in a laboratory setting; exposure to toxins, acids, bases, corrosives, oxidizers, reducers, flammables, irritants, carcinogens and mutagens, dusts, fumes, moderately high levels of toxic chemicals and solvent; work with laboratory equipment and apparatus.

Physical: Primary functions require sufficient physical ability and mobility to work in a classroom/laboratory setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to frequently lift, carry, push, and/or pull light to moderate amounts of weight up to 25 pounds; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information; requires the wearing of personal protective equipment including safety glasses or goggles, lab coats, gloves, respirators, or face shields.

Vision: See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment; and to distinguish color.

Hearing: Hear in the normal audio range with or without correction.

Laboratory Technician III - Microbiology

Classified Range: ~~50~~52

Board Approved: ~~11/18/21 P. 115~~

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are **not** intended to reflect all duties performed within the job; however, any additional duties will be reasonably related to this class.*

SUMMARY DESCRIPTION

Provides instructional support services for faculty and students by performing technical work in the microbiology laboratory setting.

SUPERVISION RECEIVED AND EXERCISED

Receives minimal direction from supervisor; works from procedures and best practices on general objectives; refers only specific matters to supervisor. May provide technical and functional direction to student workers.

REPRESENTATIVE DUTIES

The following duties are typical for this classification.

1. Coordinates with faculty in the planning and implementation of experimental design and preparation of laboratory experiments; working from knowledge of the subject area, reference materials, course outline, and without specific instructions, organizes, sets up and prepares class demonstrations and experiments within the Microbiology laboratory; places and arranges equipment and models for instructional use; assembles and installs new equipment; ensures efficient laboratory operations.
2. Prepares cultures by propagation of viable pathogenic and non-pathogenic stock cultures of bacteria, viruses, and fungi; prepares, maintains, and performs quality control testing of all laboratory media used for the growth and propagation of microorganisms.
3. Prepares and performs analyses on bacteria used for students to observe for mutation and effectiveness; maintains viability and quality control of bacterial cultures used during consecutive laboratory sessions; plans and directs critical time schedules necessary for the propagation of bacterial cultures by re-culturing to new growth media.
4. Prepares and dispenses solutions, and chemical materials used for lab classes including reagents, acids, bases, buffers, stains, and unknowns.
5. ~~Inventories, orders, receives, and stocks materials, supplies, and equipment for laboratory use; obtains invoices and receipts for goods received~~. Researches, inventories, orders, receives, and stocks materials, supplies, and equipment for laboratory use; determines and compiles lists of needed laboratory items and supplies for upcoming semester instruction; requests quotes from vendors; enters purchasing requests for needed items; receives and tracks missing items; arranges for returns of damaged items; searches for vendors for specialty items.
6. ~~5.~~Assists in creating and updating lab manuals and other pertinent educational documents for laboratory teaching.
7. ~~6.~~Issues and maintains records on materials loaned to students, instructors, and other departments; issues and maintains records on lockers.

Laboratory Technician III - Microbiology

Classified Range: ~~50~~52

Board Approved: ~~11/18/21 P. 2~~5

~~7.~~8. Demonstrates and provides direct assistance to students in the proper use and care of laboratory materials and equipment; assists in maintaining security of laboratories, laboratory equipment, supplies and materials.

~~8.~~9. Sterilizes tools, equipment, and supplies; sanitizes laboratory clothing, materials, and supplies.

~~9.~~10. Operates scientific equipment such as autoclave, analytical balance, chromatography and electrophoresis equipment, spectrophotometer, pH meter, and microscopes; calibrates, maintains, and performs repairs on scientific equipment and supplies; researches and advises on the selection of equipment and supplies including acquiring contracts, certifications and maintenance agreements for equipment; prevents bacterial exposure to personnel, the lab environment, and contamination of bacterial growth medial.~~.~~

11. Monitors the production and collection of hazardous waste materials and toxic chemicals resulting from lab classes; collects and properly processes and disposes of biohazard waste and other prudent practices that conform to District, state, and federal requirements; coordinates with environmental health and safety on the development and implementation of related safety training programs.

~~10.~~12. Coordinates and performs special projects and programs for campus events; prepares and presents oral presentations to new and prospective college students from local feeder schools.~~.~~

~~11.~~13. Prepares and performs analyses on bacteria used for student unknown to observe for mutation and effectiveness~~.~~

~~12.~~14. ~~May~~ M~~m~~aintains expenditure records and provide data for budget estimates.

~~13.~~15. Performs other duties related to the primary job duties.

MINIMUM QUALIFICATIONS

The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.

CORE COMPETENCIES:

Critical Thinking

- Analytically and logically evaluates information to resolve problems
- Follow guide, SOP or other step by step procedures for locating the source of a problem and fixing it
- May detect ambiguous, incomplete, or conflicting information or instructions**

Fact Finding

- Obtaining facts and data pertaining to an issue or question
- Uses defined investigation and information search techniques

Adaptability

- Responding positively to change and modifying behavior as the situation requires**
- Accept and adjust to changes and the unfamiliar

Attention to Detail

Laboratory Technician III - Microbiology

Classified Range: ~~50~~52

Board Approved: ~~11/18/21 P. 3~~5

- Focusing on the details of work content
- Shows care and thoroughness in adhering to process and procedures that assure quality
- Applies knowledge and skill in recognizing and evaluating details of work**
- Applies skilled final touches on products

Listening

- Comprehend and verbal instructions and orally presented information
- Recalls or retrieves key points in a conversation
- Listen actively by rephrasing others' input cogently and accurately**

Using Technology

- Working with electronic hardware and software applications
- Using basic features and functions of software and hardware
- Experiments and finds novel uses for standard features and functions **
- Adds, improves, modifies, or develops features and functionality**

Customer Focus

- Attending to the needs and expectations of customer
- Seeks information about the immediate and longer term needs of the customer
- Anticipates what the customer may want or expect in a product or service
- Works across organizational boundaries to meet customer needs **

Reading Comprehension

- Understanding and using written information
- Knows the meaning of printed words; comprehend the literal meaning of text
- Make interpretations, applications, deductions, inferences, extrapolations from written information **

Professional and Technical Expertise

- Applying technical subject matter to the job **
- Applies a mastery of knowledge and skill for performing across a wide range of technical or professional applications
- Possess recognized expertise outside of the organization**

Self-Management

- Follows through on instructions and assignments
- Self-directed and self- monitored in commitments and accomplishments
- Redefines or reprioritizes activities within scope of responsibility

Valuing Diversity

- Shows acceptance of individual differences
- Welcomes input and inclusion of others who may be different from oneself
- Shows understanding and empathy for the challenges of groups seeking inclusion or dealing with perceived discrimination

***Lead, Advanced or Senior Level Positions*

Education and Experience Guidelines

Education/Training:

- An Bachelor's ~~Associate's~~ Degree from an accredited college or university with major coursework in Biology, Microbiology, or a related field. ~~or the completion of sixty (60) semester units of college level coursework that includes a minimum of eighteen (18) semester units of biological laboratory sciences including microbiology.~~
-

Experience:

- Four (4) years of experience as a laboratory technician in microbiology, biology, or a related.

~~**Preferred Education and/or Experience:**~~

- ~~A Bachelor's Degree from an accredited college or university with major coursework in, Microbiology, Biology, Biochemistry or a related field.~~

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Environment: Work is performed primarily in a classroom/laboratory setting; exposure to dusts, mists, fumes, moderately high levels of toxic chemicals, allergenic plants and materials; work with laboratory equipment apparatus.

Physical: Primary functions require sufficient physical ability and mobility to work in a classroom/laboratory setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to frequently lift, carry, push, and/or pull light to moderate amounts of weight up to 25 pounds; to occasionally lift, carry, push, and/or pull light to moderate amounts of weight with or without assistance; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information; requires the wearing of personal protective equipment including safety glasses or goggles, lab coats, gloves, respirators, or face shields.

Vision: See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment.

Hearing: Hear in the normal audio range with or without correction.

EPC

Library Media Clerk

TITLE: Library Media Clerk
RANGE: ~~27~~29
JOB FAMILY: Instructional Support
UPDATE/CHANGE SUMMARY: 2 PDQ's received; brought to median; updated/added duties.

SUMMARY DESCRIPTION

Performs a variety of routine clerical duties in support of the various sections/functions of the library.

DISTINGUISHING CHARACTERISTICS

N/A

SUPERVISION RECEIVED AND EXERCISED

Receives general direction from appropriate supervisor; checks with supervisor regarding non-routine assignments. May provide technical and functional direction to assigned student workers.

REPRESENTATIVE DUTIES

1. Assists students, instructors, and other patrons at the circulation desk or other assigned library desk area; checks out books, computer cards, software, and other library materials; checks in library materials and prepares/processes materials for return to the circulating collection; registers new patrons; inputs accounts.
2. Weeds outdated textbooks from Circulation Reserves, purchase new textbooks, and collaborates with faculty contributing personal copies to the Textbook Reserve Bank.
3. Prepares in-library exhibits, displays, and publicity tables for events both inside and outside the library.
4. Assists in verifying and correcting bibliographic call number discrepancies when re-labeling books in designated software.
5. ~~1.~~ Assists with scheduling and logistics for library event rooms.
6. ~~2.~~ Answers routine questions and provides information to patrons; directs patrons to librarians and others when necessary.
7. ~~3.~~ Receives, processes, and records overdue fines; counts, balances, and records money received.
8. ~~4.~~ Provides interlibrary loan services between campuses; gathers and sends materials; receives and notifies requestors that books/materials are available.
9. Operates and maintains a variety of equipment such as computers, assigned software, printers, copiers, registers, and related equipment.
10. ~~5.~~ Provides technical support by performing minor troubleshooting and repairs for library-issued technology and resolves WiFi connection issues.
11. ~~6.~~ Repairs materials as directed; glues, re-labels, or tapes books as necessary; replaces pages and performs minor binding repair as necessary.

~~7.~~12. Answers telephones, takes messages, and/or transfers calls to appropriate personnel.

13. Opens and closes the library according to established procedures as assigned.

~~8.~~14. Prepares and restocks library supplies as needed.

~~9.~~15. Assists other library personnel as directed.

~~10.~~16. Perform other duties related to the primary job duties.

QUALIFICATIONS

CORE COMPETENCIES:

Critical Thinking

- Analytically and logically evaluates information to resolve problems
- Follow guide, SOP or other step by step procedures for locating the source of a problem and fixing it
- May detect ambiguous, incomplete, or conflicting information or instructions**

Fact Finding

- Obtaining facts and data pertaining to an issue or question
- Uses defined investigation and information search techniques

Adaptability

- Responding positively to change and modifying behavior as the situation requires**
- Accept and adjust to changes and the unfamiliar

Attention to Detail

- Focusing on the details of work content
- Shows care and thoroughness in adhering to process and procedures that assure quality
- Applies knowledge and skill in recognizing and evaluating details of work**
- Applies skilled final touches on products

Listening

- Comprehend and verbal instructions and orally presented information
- Recalls or retrieves key points in a conversation
- Listen actively by rephrasing others' input cogently and accurately**

Using Technology

- Working with electronic hardware and software applications
- Using basic features and functions of software and hardware
- Experiments and finds novel uses for standard features and functions **
- Adds, improves, modifies, or develops features and functionality**

Customer Focus

- Attending to the needs and expectations of customer
- Seeks information about the immediate and longer term needs of the customer
- Anticipates what the customer may want or expect in a product or service

- Works across organizational boundaries to meet customer needs **

Reading Comprehension

- Understanding and using written information
- Knows the meaning of printed words; comprehend the literal meaning of text
- Make interpretations, applications, deductions, inferences, extrapolations from written information **

Professional and Technical Expertise

- Applying technical subject matter to the job **
- Applies a mastery of knowledge and skill for performing across a wide range of technical or professional applications
- Possess recognized expertise outside of the organization**

Self-Management

- Follows through on instructions and assignments
- Self-directed and self- monitored in commitments and accomplishments
- Redefines or reprioritizes activities within scope of responsibility

Valuing Diversity

- Shows acceptance of individual differences
- Welcomes input and inclusion of others who may be different from oneself
- Shows understanding and empathy for the challenges of groups seeking inclusion or dealing with perceived discrimination

***Lead, Advanced or Senior Level Positions*

Education:

Equivalent to the completion of high school.

Experience:

One (1) year of clerical or public contact experience.

License or Certificate: N/A

Desired Education/Experience:

Experience working in a library.

Equivalency Provision: N/A

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

Environment: Work is performed primarily in a library and office setting with frequent interruptions and distractions; extended periods of time viewing computer monitor; possible exposure to dissatisfied individuals.

Physical: Primary functions require sufficient physical ability and mobility to work in a library and

office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to frequently lift, carry, push, and/or pull light to moderate amounts of weight up to 25 pounds; to occasionally lift, carry, push, and/or pull heavier amounts of weight with or without assistance; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents and to operate assigned equipment.

Hearing: Hear in the normal audio range with or without correction.

Library Technical Assistant I

TITLE: Library Technical Assistant I
RANGE: 34 (MEDIAN)
JOB FAMILY: Instructional Support
UPDATE/CHANGE SUMMARY: 1 PDQ's received; minor changes.

SUMMARY DESCRIPTION

Performs a variety of technical and specialized library tasks in the operation of assigned Library services and functional areas, which may include the processing of library periodicals; assists in performing circulation duties including checking materials in and out.

DISTINGUISHING CHARACTERISTICS

The Library Technical Assistant I classification is distinguished from Library Media Clerk classification by the level of responsibility assumed and the additional duties assigned, such as the maintenance periodicals. Employees in this classification perform technical and specialized tasks.

SUPERVISION RECEIVED AND EXERCISED

Receives general direction from appropriate supervisor; checks with supervisor regarding non-routine assignments. May provide technical and functional direction to assigned student workers.

REPRESENTATIVE DUTIES

1. Maintains the periodicals collection within the library including magazines and journals; receives and processes all incoming magazines, newspapers, and related material and enters them into various databases; stamps materials and adds magnetic theft deterrent strips; shelves materials and maintains shelving.
1. Identifies, removes, and archives periodicals from collection as necessary; sends archived periodicals out to be hard-bound; discards items from the collection as necessary.
2. Contacts subscription companies as necessary in order to report periodicals that have not been received by the library.
3. Assists in performing a variety of circulation duties as assigned; checks out books, computer cards, software, and other library materials; checks in library materials and prepares/processes materials for return to the circulating collection; registers new patrons and inputs accounts; receives, processes, and records overdue fines; provides interlibrary loan services between campuses.
4. Assists in verifying bibliographic information for books, periodicals and other library materials using indexes, catalog guides, and computerized databases.
5. Answers questions and provides information to patrons; directs patrons to librarians and others when necessary.
6. Assists in preparing exhibits, displays, and other publicity materials.
7. Assists in preparing books and periodicals for bindery; mends books and periodicals.
8. Operates and maintains a variety of equipment including computers, printers, copiers, registers, and related equipment.
9. Organizes and maintains various files and records.

10. Performs duties related to the primary job duties.

QUALIFICATIONS
CORE COMPETENCIES:
Critical Thinking

- Analytically and logically evaluates information to resolve problems
- Follow guide, SOP or other step by step procedures for locating the source of a problem and fixing it
- May detect ambiguous, incomplete, or conflicting information or instructions**

Fact Finding

- Obtaining facts and data pertaining to an issue or question
- Uses defined investigation and information search techniques

Adaptability

- Responding positively to change and modifying behavior as the situation requires**
- Accept and adjust to changes and the unfamiliar

Attention to Detail

- Focusing on the details of work content
- Shows care and thoroughness in adhering to process and procedures that assure quality
- Applies knowledge and skill in recognizing and evaluating details of work**
- Applies skilled final touches on products

Listening

- Comprehend and verbal instructions and orally presented information
- Recalls or retrieves key points in a conversation
- Listen actively by rephrasing others' input cogently and accurately**

Using Technology

- Working with electronic hardware and software applications
- Using basic features and functions of software and hardware
- Experiments and finds novel uses for standard features and functions **
- Adds, improves, modifies, or develops features and functionality**

Customer Focus

- Attending to the needs and expectations of customer
- Seeks information about the immediate and longer term needs of the customer
- Anticipates what the customer may want or expect in a product or service
- Works across organizational boundaries to meet customer needs **

Reading Comprehension

- Understanding and using written information
- Knows the meaning of printed words; comprehend the literal meaning of text
- Make interpretations, applications, deductions, inferences, extrapolations from written information **

Professional and Technical Expertise

- Applying technical subject matter to the job **
- Applies a mastery of knowledge and skill for performing across a wide range of technical or professional applications
- Possess recognized expertise outside of the organization**

Self-Management

- Follows through on instructions and assignments
- Self-directed and self- monitored in commitments and accomplishments
- Redefines or reprioritizes activities within scope of responsibility

Valuing Diversity

- Shows acceptance of individual differences
- Welcomes input and inclusion of others who may be different from oneself
- Shows understanding and empathy for the challenges of groups seeking inclusion or dealing with perceived discrimination

***Lead, Advanced or Senior Level Positions*

Education:

Equivalent to the completion of high school.

Experience:

Two (2) years of increasingly responsible library support experience, including receiving and processing library materials.

License or Certificate: N/A

Desired Education/Experience: N/A

Equivalency Provision: N/A

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

Environment: Work is performed primarily in a library and office setting with frequent interruptions and distractions; extended periods of time viewing computer monitor; possible exposure to dissatisfied individuals.

Physical: Primary functions require sufficient physical ability and mobility to work in a library and office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to frequently lift, carry, push, and/or pull light to moderate amounts of weight up to 25 pounds; to occasionally lift, carry, push, and/or pull heavier amounts of weight with or without assistance; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment.

Hearing: Hear in the normal audio range with or without correction.

EBB

Library Technical Assistant II

TITLE: Library Technical Assistant II
RANGE: ~~37~~38
JOB FAMILY: Instructional Support
UPDATE/CHANGE SUMMARY: 3 PDQ's received; not many comparables; brought range to internal alignment; minor changes.

SUMMARY DESCRIPTION

Performs a variety of difficult technical and specialized library tasks in the operation of assigned Library services and functional areas, which may include book ordering, receiving, and processing, overseeing the operation of an assigned service desk or unit, and/or other service areas as assigned.

DISTINGUISHING CHARACTERISTICS

The Library Technical Assistant II classification is distinguished from the Library Technical Assistant I classification by the level of responsibility assumed and the additional duties assigned, such as the acquisitions of books, overseeing an assigned service desk, and the provision of lead support for assigned staff.

SUPERVISION RECEIVED AND EXERCISED

Receives limited direction from appropriate supervisor; refers only unusual decisions to supervisor. May provide technical and functional direction to assigned student workers. Oversees, and provides support for the assignments of assigned staff.

REPRESENTATIVE DUTIES

1. Processes books for the library both physically and electronically which may include stamping books and adding magnetic theft deterrent strips, date due slips, reference stickers, reserve stickers book jacket covers, accession number, bar codes, and spine labels; enters book information into various databases.
2. Performs cataloguing or copy cataloguing for a variety of print and non-print materials including books, DVDs, and related materials; ensures compliance with CCCL guidelines by maintaining database configurations and catalog integrity.
3. Creates purchase orders to purchase a variety of library materials including books and media; reviews and evaluates orders with appropriate staff.
4. ~~Assists in maintaining and upgrading~~Maintains and upgrades the library collection including removal of obsolete items both physically and electronically.
5. Develops, organizes, and manages specialized and virtual collections within the library database to support academic programs and research needs.
6. Oversees the operation of a service desk or unit including circulation, discharging, and re-shelving of materials; assigns and prioritizes daily activities; reviews work for accuracy.
7. Manages and configures library systems, including circulation settings, interlibrary loan processes, and database maintenance; troubleshoots technical issues and coordinates with external support as needed; provides functional guidance on system use.
8. Oversees and participates in assisting students, instructors, and other patrons at the circulation desk or other assigned library desk area; checks out books and other library

materials; checks in library materials and prepares/processes materials for return to the circulating collection; registers new patrons; inputs accounts.

~~7.~~9. Assists students, instructors, and other patrons regarding library policies and procedures and in locating library materials; answers reference questions as necessary.

~~8.~~10. Receives, processes, and records overdue fines; counts, balances, and records money received.

~~9.~~11. Performs a variety of general clerical work; prepares schedules; answers telephones, takes messages, and/or transfers calls to appropriate personnel; enters information into computer system; prepares and maintains a variety of records, reports and files related to library operations and activities; creates and maintains assigned databases.

~~10.~~12. Opens and closes the library according to established procedures as assigned.

~~11.~~13. Prepares exhibits, displays, and other publicity materials.

~~12.~~14. Prepares books and periodicals for bindery; mends books and periodicals.

~~13.~~15. Performs other duties related to the primary job duties.

QUALIFICATIONS

CORE COMPETENCIES:

Critical Thinking

- Analytically and logically evaluates information to resolve problems
- Follow guide, SOP or other step by step procedures for locating the source of a problem and fixing it
- May detect ambiguous, incomplete, or conflicting information or instructions**

Fact Finding

- Obtaining facts and data pertaining to an issue or question
- Uses defined investigation and information search techniques

Adaptability

- Responding positively to change and modifying behavior as the situation requires**
- Accept and adjust to changes and the unfamiliar

Attention to Detail

- Focusing on the details of work content
- Shows care and thoroughness in adhering to process and procedures that assure quality
- Applies knowledge and skill in recognizing and evaluating details of work**
- Applies skilled final touches on products

Listening

- Comprehend and verbal instructions and orally presented information
- Recalls or retrieves key points in a conversation
- Listen actively by rephrasing others' input cogently and accurately**

Using Technology

- Working with electronic hardware and software applications
- Using basic features and functions of software and hardware
- Experiments and finds novel uses for standard features and functions **
- Adds, improves, modifies, or develops features and functionality**

Customer Focus

- Attending to the needs and expectations of customer
- Seeks information about the immediate and longer term needs of the customer
- Anticipates what the customer may want or expect in a product or service
- Works across organizational boundaries to meet customer needs **

Reading Comprehension

- Understanding and using written information
- Knows the meaning of printed words; comprehend the literal meaning of text
- Make interpretations, applications, deductions, inferences, extrapolations from written information **

Professional and Technical Expertise

- Applying technical subject matter to the job **
- Applies a mastery of knowledge and skill for performing across a wide range of technical or professional applications
- Possess recognized expertise outside of the organization**

Self-Management

- Follows through on instructions and assignments
- Self-directed and self- monitored in commitments and accomplishments
- Redefines or reprioritizes activities within scope of responsibility

Valuing Diversity

- Shows acceptance of individual differences
- Welcomes input and inclusion of others who may be different from oneself
- Shows understanding and empathy for the challenges of groups seeking inclusion or dealing with perceived discrimination

***Lead, Advanced or Senior Level Positions*

Education:

An Associate's Degree or sixty (60) semester units from an accredited college or university with coursework in library sciences.

Experience:

Three (3) years of increasingly responsible library support experience including receiving and processing library materials.

License or Certificate: N/A

Desired Education/Experience: N/A

Equivalency Provision: N/A

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

Environment: Work is performed primarily in a library and office setting with frequent interruptions and distractions; extended periods of time viewing computer monitor; possible exposure to dissatisfied individuals.

Physical: Primary functions require sufficient physical ability and mobility to work in a library and office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to frequently lift, carry, push, and/or pull light to moderate amounts of weight up to 25 pounds; to occasionally lift, carry, push, and/or pull heavier amounts of weight with or without assistance; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment.

Hearing: Hear in the normal audio range with or without correction.

Physical Education and Athletic Equipment Specialist

Classified Range: ~~26 TBD~~ 28 ** District Proposal for Comp

Board Approved: 11/18/21 P. 1|4

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are **not** intended to reflect all duties performed within the job; however, any additional duties will be reasonably related to this class.*

SUMMARY DESCRIPTION

Receives, issues, repairs, and maintains equipment and supplies used in the athletic and physical education programs; and prepares facilities for athletic competitions and physical education classes.

SUPERVISION RECEIVED AND EXERCISED

Receives general direction from appropriate supervisor; checks with supervisor regarding non-routine assignments. May provide technical and functional direction to assigned student workers.

REPRESENTATIVE DUTIES

The following duties are typical for this classification.

1. Receives, issues, and maintains athletic and physical education equipment; issues towels and locks; receives returned supplies and equipment and follows up on items not returned; notifies student of costs of lost items; places students on the Hold List for items not returned; maintains necessary records.

~~1.~~2. Operate a computer to set up and maintain equipment inventories, receive and inventory merchandise from department purchase orders, and maintain records of locker assignment and lock combination; update, add and delete information as required; maintain data; design and work in spreadsheets.

~~2.~~3. Issues specialty and protective gear for competitive sports such as shoes, helmets, and pads; checks for appropriate fit of such equipment.

~~3.~~4. Washes towels and uniforms and returns to assigned lockers; sorts clothing for dry cleaning; packs clothing sport bags in preparation for athletic events.

~~4.~~5. Maintains adequate stock levels of supplies and equipment; maintains inventory of equipment; receives and marks all equipment with college identification, and stores equipment in proper location; prepares annual inventory of equipment.

~~5.~~6. Performs equipment repairs such as replacing straps on protective pads, painting hurdles, restringing badminton nets, and replacing tennis nets; applies protective treatments to preserve equipment.

~~6.~~7. Packs and loads equipment and supplies needed for intercollegiate games away from the college; may accompany teams to away games.

~~7.~~8. Prepares playing fields or areas for games by marking lines and/or setting up required equipment, such as starting blocks, baskets, hurdles, nets and port-a-pits; opens locker room for visiting teams as necessary.

~~8.~~9. Maintains fitness center and weight room equipment, lockers, dressing areas, washrooms, and equipment storage rooms in a secure, clean, orderly, and sanitary condition.

~~9.~~10. Oversees the use of physical education and athletic equipment and supplies; ensures adherence to safe work practices and procedures.

~~10.~~11. Operates a variety of athletic and cleaning equipment, including an industrial washer and dryer, hand tools, vacuums, and blowers.

12. Accompanies athletic teams and travels to athletic events as assigned.

13. Attends inter-collegiate games throughout California as assigned; coordinates facilities and equipment arrangements related to assigned duties, provides athlete oversight, and exercises work direction over student and recreational employees.

~~11.~~14. Provide assistance to students, faculty, and staff; respond to inquiries and requests for information regarding athletic and physical education programs or events; assist in resolving complaints or problems; assists in scheduling transportation.

~~12.~~15. Maintains a variety of files, logs, and records related to equipment for assigned activities.

~~13.~~16. Greets visiting teams and athletic officials; directs them to designated areas before, during, and after athletic events.

~~14.~~17. May assist in the preparation of athletic and physical education planning and program review; recommends replacement of equipment and supplies; may contact equipment/supply sales representatives; may prepare requisitions to obtain necessary equipment and supplies.

~~15.~~18. Performs other duties related to the primary job duties.

MINIMUM QUALIFICATIONS

The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.

CORE COMPETENCIES:

Critical Thinking

- Analytically and logically evaluates information to resolve problems
- Follow guide, SOP or other step by step procedures for locating the source of a problem and fixing it
- May detect ambiguous, incomplete, or conflicting information or instructions**

Fact Finding

- Obtaining facts and data pertaining to an issue or question
- Uses defined investigation and information search techniques

Adaptability

- Responding positively to change and modifying behavior as the situation requires**
- Accept and adjust to changes and the unfamiliar

Attention to Detail

- Focusing on the details of work content

- Shows care and thoroughness in adhering to process and procedures that assure quality
- Applies knowledge and skill in recognizing and evaluating details of work**
- Applies skilled final touches on products

Listening

- Comprehend and verbal instructions and orally presented information
- Recalls or retrieves key points in a conversation
- Listen actively by rephrasing others' input cogently and accurately**

Using Technology

- Working with electronic hardware and software applications
- Using basic features and functions of software and hardware
- Experiments and finds novel uses for standard features and functions **
- Adds, improves, modifies, or develops features and functionality**

Customer Focus

- Attending to the needs and expectations of customer
- Seeks information about the immediate and longer term needs of the customer
- Anticipates what the customer may want or expect in a product or service
- Works across organizational boundaries to meet customer needs **

Reading Comprehension

- Understanding and using written information
- Knows the meaning of printed words; comprehend the literal meaning of text
- Make interpretations, applications, deductions, inferences, extrapolations from written information **

Professional and Technical Expertise

- Applying technical subject matter to the job **
- Applies a mastery of knowledge and skill for performing across a wide range of technical or professional applications
- Possess recognized expertise outside of the organization**

Self-Management

- Follows through on instructions and assignments
- Self-directed and self- monitored in commitments and accomplishments
- Redefines or reprioritizes activities within scope of responsibility

Valuing Diversity

- Shows acceptance of individual differences

- Welcomes input and inclusion of others who may be different from oneself
- Shows understanding and empathy for the challenges of groups seeking inclusion or dealing with perceived discrimination

***Lead, Advanced or Senior Level Positions*

Education and Experience Guidelines

Education/Training:
Formal or informal education or training that ensures the ability to read and write at a level necessary for successful job performance.

Experience:
Six months of experience working with athletic equipment and supplies.

Desired Education/Experience:
Experience providing support in a physical education, athletic, or recreation program environment.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Environment: Work is performed in indoor and outdoor environments; travel from site to site; work with a variety of athletic equipment; exposure to noise, dust, unpleasant odors, and inclement weather conditions; work and/or walk on various types of surfaces including slippery or uneven surfaces. Positions may be required to work irregular hours, including evenings and weekends.

Physical: Primary functions require sufficient physical ability and mobility to work in an indoor/outdoor environment; walk, stand, and sit for prolonged periods of time; frequently stoop, bend, kneel, crouch, crawl, climb, reach, and twist; frequently push, pull, lift, and/or carry moderate to heavy amounts of weight up to 50 pounds; to occasionally push, pull, lift, and/or carry heavier amounts of weight with or without assistance; operate assigned equipment and vehicles; verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction; vision sufficient to perform set up for athletic events in a safe and effective manner; to identify and distinguish colors; and to operate and maintain assigned equipment.

Hearing: Hear in the normal audio range with or without correction.

Planetarium Production & Presentation Coordinator

TITLE: Planetarium Production & Presentation Coordinator
RANGE: 44
JOB FAMILY: Instructional Support
UPDATE/CHANGE SUMMARY: 0 PDQ's received; minor changes.

SUMMARY DESCRIPTION

Performs a variety of skilled activities relating to all aspects of planetarium show production and presentation; integrates planetarium presentations with observatory sky viewing; and provides support to the astronomy education program in the planetarium and observatory.

DISTINGUISHING CHARACTERISTICS N/A

SUPERVISION RECEIVED AND EXERCISED

Receives minimal direction from supervisor; works from procedures and best practices on general objectives; refers only specific matters to supervisor. May provide technical and functional direction to student workers.

REPRESENTATIVE DUTIES

1. Manages and conducts planetarium presentations, symposia and planetarium school shows, including program scheduling and publicity for planetarium and observatory events.
2. Assists in developing and updating educational materials for school planetarium shows including writing and preparing program scripts utilizing a wide range of multi-media effects.
3. Prepares and designs computer-generated graphics from draft materials and designs graphic presentation materials.
4. Mixes narrative and music ~~sound tracks~~soundtracks into a production master; reproduces computer/video graphics from archived materials.
5. Maintains contact with vendors and other planetariums to obtain resources for the preparation of planetarium productions; prepares orders for parts and supplies as necessary.
6. Participates in the design, installation, maintenance and operation of planetarium and observatory equipment, including the star projector, video projectors, special effects, sound systems, control systems and telescopes and new technology.
7. Maintains security of the planetarium, observatory and related equipment and supplies; maintains records on all astronomy equipment.
8. Operates and monitors all telescopes and related equipment for public and classroom use; operates video and photographic equipment.
9. Sets up and prepares class demonstrations working from knowledge of astronomy, reference materials, course outline and oral instructions. Works with astronomy faculty to review the literature in astronomy and related sciences to stay current with recent developments.
10. Assists in the development of annual budgets and administrative reports.
11. Creates, updates, and maintains planetarium lobby displays.

12. Responds to District public relations requests for astronomical information and visuals for publication.
13. Performs other duties related to the primary job duties.

QUALIFICATIONS
CORE COMPETENCIES:
Critical Thinking

- Analytically and logically evaluates information to resolve problems
- Follow guide, SOP or other step by step procedures for locating the source of a problem and fixing it
- May detect ambiguous, incomplete, or conflicting information or instructions**

Fact Finding

- Obtaining facts and data pertaining to an issue or question
- Uses defined investigation and information search techniques

Adaptability

- Responding positively to change and modifying behavior as the situation requires**
- Accept and adjust to changes and the unfamiliar

Attention to Detail

- Focusing on the details of work content
- Shows care and thoroughness in adhering to process and procedures that assure quality
- Applies knowledge and skill in recognizing and evaluating details of work**
- Applies skilled final touches on products

Listening

- Comprehend and verbal instructions and orally presented information
- Recalls or retrieves key points in a conversation
- Listen actively by rephrasing others' input cogently and accurately**

Using Technology

- Working with electronic hardware and software applications
- Using basic features and functions of software and hardware
- Experiments and finds novel uses for standard features and functions **
- Adds, improves, modifies, or develops features and functionality**

Customer Focus

- Attending to the needs and expectations of customer
- Seeks information about the immediate and longer term needs of the customer
- Anticipates what the customer may want or expect in a product or service
- Works across organizational boundaries to meet customer needs **

Reading Comprehension

- Understanding and using written information
- Knows the meaning of printed words; comprehend the literal meaning of text

- Make interpretations, applications, deductions, inferences, extrapolations from written information **

Professional and Technical Expertise

- Applying technical subject matter to the job **
- Applies a mastery of knowledge and skill for performing across a wide range of technical or professional applications
- Possess recognized expertise outside of the organization**

Self-Management

- Follows through on instructions and assignments
- Self-directed and self- monitored in commitments and accomplishments
- Redefines or reprioritizes activities within scope of responsibility

Valuing Diversity

- Shows acceptance of individual differences
- Welcomes input and inclusion of others who may be different from oneself
- Shows understanding and empathy for the challenges of groups seeking inclusion or dealing with perceived discrimination

***Lead, Advanced or Senior Level Positions*

Education:

A Bachelor's degree, with course work in Astronomy or a related field.

Experience:

Two (2) years of increasingly responsible experience in the development and delivery of planetarium shows and observatory events.

License or Certificate: N/A

Desired Education/Experience:

Experience in the operation of a planetarium star projector and associated audio-visual projectors, sound system operation, script writing, graphic design, soundtrack production, telescope and observatory operation and equipment maintenance.

Equivalency Provision: N/A

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

Environment: Work is performed primarily in a planetarium or observatory setting; work at heights on ladders and above an open instrument storage shaft; exposure to high voltages and solar radiation. Incumbents may work nights and weekends as part of regular assignment.

Physical: Primary functions require sufficient physical ability and mobility to work in a planetarium setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to frequently lift, carry, push, and/or pull light to moderate amounts of weight up to 35 pounds; to occasionally lift, carry, push, and/or pull heavier amounts of weight with or without assistance; to operate office and planetarium equipment requiring

repetitive hand movement and fine coordination; to perform public speaking; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents and view the night sky through telescopes and miscellaneous observatory equipment; operate assigned equipment.

Hearing: Hear in the normal audio range with or without correction.

Project Analyst

TITLE: Project Analyst
RANGE: 44 (MEDIAN)
JOB FAMILY: Administrative/Clerical Support
UPDATE/CHANGE SUMMARY: 2 PDQ's received; minor updates.

SUMMARY DESCRIPTION

Performs a variety of highly specialized and complex analytical and technical duties in order to assist management in implementing a broad spectrum of duties including those related to the development, administration, and management of projects, programs, grants, and contracts related to assigned area.

DISTINGUISHING CHARACTERISTICS

N/A

SUPERVISION RECEIVED AND EXERCISED

Receives limited direction from appropriate supervisor; refers only unusual decisions to supervisor. May provide technical and functional direction to assigned student workers.

REPRESENTATIVE DUTIES

1. Performs a variety of research, administrative, operational, financial, and analytical duties in support of assigned projects, programs, and/or functions; conducts studies, research projects, and analysis.
2. Prepares administrative, operational, and financial reports including the preparation of conclusions, recommendations, and forecasts based on data summaries and other findings; consults with District staff and outside agencies to obtain information.
3. Assists with the budget process; provides assistance in the development of assigned budgets; collects and analyzes financial data; reviews and analyzes budget requests; creates data tracking and reporting systems; monitors status.
4. Participates in coordinating assigned activities and functions with other staff, projects, and functions as well as local, state, and federal agencies/jurisdictions, business partners, and the general public; coordinates with, interacts with, shares knowledge, and develops collaborative relationships.
5. Represents area of assignment; participates on, and provides staff support to a variety of committees, task forces, and boards; develops agenda items and agendas; prepares and presents materials, staff reports, and other documents as appropriate and necessary; responds to and resolves inquiries and complaints.
6. Serves as point of contact and responds to requests for information regarding project or program area of assignment; prepares presentations and related material.
7. Maintains records ~~concerning~~ regarding project activities; processes, ~~incoming and outgoing documents;~~ prepares and tracks various documents; prepares reports and briefings on project status, progress, changes, and related items related to scope, schedule, and budget.
8. Manages data and information used in assigned area including administering assigned databases; enters and modifies data; generates reports; analyzes user needs and modifies

database structure and/or format in response to user needs; trains staff on use of database systems; prepares database documentation.

9. Plans, coordinates, implements, and evaluates complex projects including accounting related projects; gathers information and creates complex spreadsheets and reports; conducts evaluations and makes recommendations on assigned projects.
10. Performs data input and retrieval; verifies the integrity of data submitted for input and evaluates the accuracy of the information retrieved for reporting purposes.
11. As assigned, maintains database for assigned contracts; inputs new contracts and manages database for contract tracking; maintains contract files as well as a variety of records and files related to contracts, board material, and other information and material for complete audit records; reviews contracts for possible risk factors, clarity, compliance with Board policy, administrative regulations, laws, and funding; negotiates contracts with vendors including to ensure contracts are in compliance with Board policy, clarity of services to be provided, and pricing.
12. As assigned, ~~facilities~~ facilitates various processes and procedures for facilities projects; coordinates advertisement, bidding, and contract preparation processes; attends project meetings to take notes and minutes.
13. As assigned, tracks expenditures for assigned grants and budgets; performs budget adjustments and budget transfers as necessary to ensure budgets balance; prepares purchase requisitions ensuring correct budget numbers are used and funds are available; compiles and completes monthly billings for assigned grants; generates quarterly reports for assigned grants; ensures contract compliance with grantors and follows District policies and procedures; attends grant advisory board meetings; attends mandated trainings for grant updates.
14. Performs other duties related to the primary job duties.

QUALIFICATIONS
CORE COMPETENCIES:

Analyzing and Interpreting Data

- Apply sorting, coding and categorizing rules
- Analyze data
- Read reports
- Draw meaning and conclusions from quantitative and/or qualitative data

Customer Focus

- Attending to the needs and expectations of customer
- Seeks information about the immediate and longer term needs of the customer
- Anticipates what the customer may want or expect in a product or service
- Works across organizational boundaries to meet customer needs **

Reading Comprehension

- Understanding and using written information
- Knows the meaning of printed words; comprehend the literal meaning of text

- Make interpretations, applications, deductions, inferences, extrapolations from written information **

Professional and Technical Expertise

- Applying technical subject matter to the job **
- Knows the rudimentary concepts of performing the essential technical operations

Critical Thinking

- Analytically and logically evaluates information to resolve problems
- Follow guide, SOP or other step by step procedures for locating the source of a problem and fixing it
- May detect ambiguous, incomplete, or conflicting information or instructions**

Attention to Detail

- Focusing on the details of work content
- Shows care and thoroughness in adhering to process and procedures that assure quality
- Applies knowledge and skill in recognizing and evaluating details of work**
- Applies skilled final touches on products

Using Technology

- Working with electronic hardware and software applications
- Using basic features and functions of software and hardware
- Experiments and finds novel uses for standard features and functions **
- Adds, improves, modifies, or develops features and functionality**

Team Work/Involving Others

- Collaborating with others to achieve shared goals
- Engages others for suggestions and ideas

Writing

- Communicating effectively in writing
- Using correct writing mechanics including spelling, vocabulary, grammar, syntax, punctuation, capitalization, sentence structure
- Logically orders and structures ideas and progression of thought

Adaptability

- Responding positively to change and modifying behavior as the situation requires**
- Accept and adjust to changes and the unfamiliar

Innovation

- Imagining and devising new and better ways of doing things**
- Fix what is broken; find solutions and fixes with resources at hand
- Finds new approaches to performing familiar tasks

- Create and invent new ideas; envision the unexpected, unexplored, untried**

Listening

- Comprehend and verbal instructions and orally presented information
- Recalls or retrieves key points in a conversation
- Listen actively by rephrasing others' input cogently and accurately**

Valuing Diversity

- Shows acceptance of individual differences
- Welcomes input and inclusion of others who may be different from oneself
- Shows understanding and empathy for the challenges of groups seeking inclusion or dealing with perceived discrimination

***Lead, Advanced or Senior Level Positions*

Education/Training:

A Bachelor's degree from an accredited college or university with major course work in business administration, accounting, public administration, or a related field.

Experience:

Three (3) years of increasingly responsible experience providing technical and administrative support in a related program area.

License or Certificate:

~~Possession of a valid driver's license.~~

Desired Education/Experience: N/A

Equivalency Provision:

In the absence of a Bachelor's degree from an accredited college or university with major course work in accounting, finance or a related field, an Associate's degree or sixty (60) semester units with major course work in accounting, finance or a related field and five (5) years of increasingly responsible experience providing technical and administrative support in a related program area is qualifying.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

Environment: Work is performed primarily in a standard office setting.

Physical: Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to occasionally lift, carry, push, and/or pull light to moderate amounts of weight up to 25 pounds; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment.

Hearing: Hear in the normal audio range with or without correction.

Senior Theatre Arts Technical Support Specialist

TITLE: Senior Theatre Arts Technical Support Specialist
RANGE: 50 (MEDIAN)
JOB FAMILY: Instructional Support
UPDATE/CHANGE SUMMARY: 1 PDQ received; duties updated.

SUMMARY DESCRIPTION

Plans, organizes, designs, and directs all technical aspects of a variety of theatrical, dance, music, and related live events. Including, stage set-up, lighting, sound, rigging, and related production functions; coordinates, schedules, and monitors events held at the campus theatre.

DISTINGUISHING CHARACTERISTICS N/A

SUPERVISION RECEIVED AND EXERCISED

Receives minimal direction from supervisor; works from procedures and best practices on general objectives; refers only specific matters to supervisor. May provide technical and functional direction to student workers.

REPRESENTATIVE DUTIES

1. Oversees and coordinates the set up and execution of technical requirements of productions at the auditorium, theatre, and related facilities including lighting, sound, and scenery requirements; prepares lights and sounds for outside venues.
2. Learns and applies emerging technologies, including ~~networking~~ digital media, ~~and~~ cinematography, and live event recording and streaming~~to perform duties in an efficient, organized, and timely manner~~; ensures proper audiovisual setup and integration for documentation, broadcasting, and archiving.
3. Assists with conceptualizing technical elements of productions, ensuring feasibility within staging and technical constraints while aligning with creative vision.
4. ~~3.~~ Communicates with users to establish, discuss, or clarify technical requirements of productions.
5. ~~4.~~ Designs, builds, and repairs sets and scenery for various shows for the Theatre Department.
6. ~~5.~~ Designs, hangs, focuses, and cues lighting for all productions in the auditorium.
7. ~~6.~~ Creates sound effects and operates the various mixers and sound equipment.
8. ~~7.~~ Executes all rigging and flying of curtains, backdrops, and other flown scenery; rigs special scenery used with hang systems.
9. ~~8.~~ Prepares and coordinates marketing materials, including flyers, posters, banners, and programs for shows; delivers materials to be copied and ensures promotional visibility for productions, including customized apparel when needed ~~flyers, posters, and programs for shows; delivers materials to be copied~~.
10. ~~9.~~ Procures and maintains inventory of equipment and supplies related to production activities; picks-up materials as needed; monitors assigned budgets.

~~10.~~11. Coordinates with appropriate departments to assure that necessary equipment and personnel are scheduled.

~~11.~~12. Trains and provides work direction to part-time or student workers as assigned; provides advice and guidance on the safe operation and use of tools and equipment; oversees students working in shop and on designated areas required for shows.

~~12.~~13. Oversees ~~personnel in the~~ box office ~~during show nights~~personnel and operations during show nights, including handling money, setting prices, creating seating charts, and implementing ticketing strategies; ensures proper functionality of box office technology, including entry systems and ticket printing equipment.

~~13.~~14. Maintains and enforces fire, safety, and health regulations for the protection and safety of facility users and audiences.

~~14.~~15. Performs other duties related to the primary job duties.

QUALIFICATIONS

CORE COMPETENCIES:

Critical Thinking

- Analytically and logically evaluates information to resolve problems
- Follow guide, SOP or other step by step procedures for locating the source of a problem and fixing it
- May detect ambiguous, incomplete, or conflicting information or instructions**

Fact Finding

- Obtaining facts and data pertaining to an issue or question
- Uses defined investigation and information search techniques

Adaptability

- Responding positively to change and modifying behavior as the situation requires**
- Accept and adjust to changes and the unfamiliar

Attention to Detail

- Focusing on the details of work content
- Shows care and thoroughness in adhering to process and procedures that assure quality
- Applies knowledge and skill in recognizing and evaluating details of work**
- Applies skilled final touches on products

Listening

- Comprehend and verbal instructions and orally presented information
- Recalls or retrieves key points in a conversation
- Listen actively by rephrasing others' input cogently and accurately**

Using Technology

- Working with electronic hardware and software applications
- Using basic features and functions of software and hardware
- Experiments and finds novel uses for standard features and functions **
- Adds, improves, modifies, or develops features and functionality**

Customer Focus

- Attending to the needs and expectations of customer
- Seeks information about the immediate and longer term needs of the customer
- Anticipates what the customer may want or expect in a product or service
- Works across organizational boundaries to meet customer needs **

Reading Comprehension

- Understanding and using written information
- Knows the meaning of printed words; comprehend the literal meaning of text
- Make interpretations, applications, deductions, inferences, extrapolations from written information **

Professional and Technical Expertise

- Applying technical subject matter to the job **
- Applies a mastery of knowledge and skill for performing across a wide range of technical or professional applications
- Possess recognized expertise outside of the organization**

Self-Management

- Follows through on instructions and assignments
- Self-directed and self- monitored in commitments and accomplishments
- Redefines or reprioritizes activities within scope of responsibility

Valuing Diversity

- Shows acceptance of individual differences
- Welcomes input and inclusion of others who may be different from oneself
- Shows understanding and empathy for the challenges of groups seeking inclusion or dealing with perceived discrimination

***Lead, Advanced or Senior Level Positions*

Education:

A Bachelor's degree in theatre arts or a related field.

Experience:

Three (3) years of experience in providing technical theatre support that includes set construction, lighting and sound.

License or Certificate:

Possession of a valid driver's license.

Desired Education/Experience: N/A

Equivalency Provision:

In the absence of a Bachelor's degree in theatre arts or a related field, an Associate's degree and five (5) years of experience in providing technical theatre support that includes set construction, lighting and sound is qualifying.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

Environment: Work is performed primarily in a theatre, stage and shop setting with occasional travel to off-site performances; exposure to noise, dust, grease, smoke fumes, noxious odors, and gases; work at heights on scaffolding and ladders; work around or operate power tools and equipment. Positions may be required to work evenings and weekends. May interact with staff and/or public and private representatives in interpreting and enforcing departmental policies and procedures.

Physical: Primary functions require sufficient physical ability and mobility to operate a motor vehicle, work in a theatre, stage and shop setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend kneel, crouch, reach and twist; to frequently lift, carry, push, and/or pull light to moderate to heavy amounts of weight up to 50 pounds; to lift carry, push, and/or pull heavier amounts of weight with or without assistance; to perform medium to heavy physical work; to work in confined spaces and around machines for prolonged periods of time; to climb and descend ladders; to operate assigned equipment and power tools requiring repetitive hand movement and fine coordination; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment.

Hearing: Hear in the normal audio range with or without correction.

Sports Information Specialist

Classified Range: ~~26~~ 38

Board Approved: 11/18/21 P. 1|4

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are **not** intended to reflect all duties performed within the job; however, any additional duties will be reasonably related to this class.*

SUMMARY DESCRIPTION

Performs a variety of duties in support of the college's physical education and sports information programs.

SUPERVISION RECEIVED AND EXERCISED

Receives general direction from appropriate supervisor; checks with supervisor regarding non-routine assignments. May provide technical and functional direction to assigned student workers.

REPRESENTATIVE DUTIES

The following duties are typical for this classification.

1. Prepares and distributes athletic contest statistics including team and individual performance statistics; ensures the preparation and maintenance of accurate data sets, photo files, and data for information returned for the physical education and athletic departments.

~~1.~~2. Attending games on and off-site and compiles table statistics for a variety of sports.

~~2.~~3. Plans and coordinates the preparation and distribution of physical education and athletic publications including sports brochures, program brochures, media guides, newsletters, weekly releases, special news spots, game results, and related publications for both physical education and athletics.

4. Prepares and issues public relations and media pieces to support and promote the physical education and athletic departments and athletic and physical education events.

5. Arranges photo shoots, takes photos and/or video records games and athletic events, edits and distributes photos and/or videos to appropriate sources.

~~3.~~6. Implements a comprehensive, multi-platform social media plan to share program, game, and athlete information and to develop a fan base and sense of community amongst followers

~~4.~~7. Responds to information request from the news media, conference offices, Strategic Concepts in Organizing & Policy Education (SCOPE), National Collegiate Athletic Association (NCAA), and other sports information officers; provides accurate and complete information in a timely manner.

8. Maintains the Physical Education and Athletic Department web page.

~~5.~~9. Assist in the development of sports-related budgets and manage expenses to ensure expenditures remain within approved funding levels; recommend purchase of software and related equipment and supplies necessary for sports reporting and promotional activities

~~6.~~10. Performs other duties related to the primary job duties.

Commented [HC1]: My understanding is this position does table stats for most sports. Although the "ensures" preparation and maintenance of data sets might include this, there should be a line near the top of this JD about doing table stats for a variety of sports.

There should also be a line about attending games both on and off site.

This might overlap with the equipment specialist but the this position may also operate scoreboards as part doing table stats or should at least be familiar with how this equipment operates.

MINIMUM QUALIFICATIONS

The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.

CORE COMPETENCIES:

Sports Information Specialist

Classified Range: ~~26~~ 38

Board Approved: 11/18/21 P. 2|4

Analyzing and Interpreting Data

- Apply sorting, coding and categorizing rules
- Analyze data
- Read reports
- Draw meaning and conclusions from quantitative and/or qualitative data

Customer Focus

- Attending to the needs and expectations of customer
- Seeks information about the immediate and longer term needs of the customer
- Anticipates what the customer may want or expect in a product or service
- Works across organizational boundaries to meet customer needs **

Reading Comprehension

- Understanding and using written information
- Knows the meaning of printed words; comprehend the literal meaning of text
- Make interpretations, applications, deductions, inferences, extrapolations from written information **

Professional and Technical Expertise

- Applying technical subject matter to the job **
- Knows the rudimentary concepts of performing the essential technical operations

Critical Thinking

- Analytically and logically evaluates information to resolve problems
- Follow guide, SOP or other step by step procedures for locating the source of a problem and fixing it
- May detect ambiguous, incomplete, or conflicting information or instructions**

Attention to Detail

- Focusing on the details of work content
- Shows care and thoroughness in adhering to process and procedures that assure quality
- Applies knowledge and skill in recognizing and evaluating details of work**
- Applies skilled final touches on products

Using Technology

- Working with electronic hardware and software applications
- Using basic features and functions of software and hardware
- Experiments and finds novel uses for standard features and functions **
- Adds, improves, modifies, or develops features and functionality**

Sports Information Specialist

Classified Range: ~~26~~ 38

Board Approved: 11/18/21 P. 3|4

Team Work/Involving Others

- Collaborating with others to achieve shared goals
- Engages others for suggestions and ideas

Writing

- Communicating effectively in writing
- Using correct writing mechanics including spelling, vocabulary, grammar, syntax, punctuation, capitalization, sentence structure
- Logically orders and structures ideas and progression of thought

Adaptability

- Responding positively to change and modifying behavior as the situation requires**
- Accept and adjust to changes and the unfamiliar

Innovation

- Imagining and devising new and better ways of doing things**
- Fix what is broken; find solutions and fixes with resources at hand
- Finds new approaches to performing familiar tasks
- Create and invent new ideas; envision the unexpected, unexplored, untried**

Listening

- Comprehend and verbal instructions and orally presented information
- Recalls or retrieves key points in a conversation
- Listen actively by rephrasing others' input cogently and accurately**

Valuing Diversity

- Shows acceptance of individual differences
- Welcomes input and inclusion of others who may be different from oneself
- Shows understanding and empathy for the challenges of groups seeking inclusion or dealing with perceived discrimination

***Lead, Advanced or Senior Level Positions*

Education and Experience Guidelines

Education/Training:

An Associated Degree from a recognized college or university with a major in sports journalism, public relations, marketing communications or a related field~~Equivalent to the completion of high school supplemented by twelve (12) units of college level course work in communications, journalism, sports writing, or a related field.~~

Experience:

Sports Information Specialist
Classified Range: ~~26~~ 38
Board Approved: 11/18/21 P. 4|4

Two (2) years of journalism experience.

Equivalency Provision:

In the absence of ~~twelve (12) units of college level coursework~~an associated degree in communications, journalism, sports writing, or a related field, equivalent to the completion of high school and ~~three (3)~~four (4) years of journalism experience is qualifying.

LICENSE OR CERTIFICATION:

Possession of a valid drivers license

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PHYSICAL DEMANDS AND WORKING ENVIRONMENT

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Environment: Work is performed primarily in a standard office setting; frequent interruptions and contact in person and on the telephone with students, academic and classified staff, and others.

Physical: Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to occasionally lift, carry, push, and/or pull light to moderate amounts of weight up to 25 pounds; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment.

Hearing: Hear in the normal audio range with or without correction.

Tool Room Specialist

TITLE: Tool Room Specialist
RANGE: 26
JOB FAMILY: Instructional Support
UPDATE/CHANGE SUMMARY: 1 PDQ's received; minor changes.

SUMMARY DESCRIPTION

Repairs, maintains, checks in, checks out, and maintains records related to tools and equipment in support of a vocational/technical program.

DISTINGUISHING CHARACTERISTICS N/A

SUPERVISION RECEIVED AND EXERCISED

Receives general direction from appropriate supervisor; checks with supervisor regarding non-routine assignments. May provide technical and functional direction to assigned student workers.

REPRESENTATIVE DUTIES

1. Checks tools, materials, and equipment in and out to students enrolled in such Career Technical Education classes such as Aeronautics, Automotive, Electronics, Tool and Die, or Welding.
2. ~~Maintains~~ Creates and maintains a variety of records related to materials issued, inventory, and stock control.
3. Inspects returned tools, equipment, and materials for completeness and damage; makes repairs or recommends replacement of worn, damaged, or misplaced items.~~;~~
4. ~~May make~~Makes minor repairs to small hand tools or gauges; replaces worn, damages, or missing items within the tool room.
5. ~~4.~~ May perform minor maintenance on ~~maintains~~ machines and equipment within the division.
6. ~~5.~~ Assists with inventory by receiving and marking tools and equipment as well as stocking tool room area; loads and/or unloads supplies and equipment as necessary; operates a forklift as needed.
7. ~~6.~~ Maintains the tool room in a clean, safe, and orderly manner; controls and correctly disposes of scrap and waste items; maintains and arranges for disposal of hazardous materials and waste.
8. ~~7.~~ Maintains security of tool room; opens and/or closes tool room facility including arming or disarming alarm; opens and/or closes tool access windows.
9. ~~8.~~ Performs other duties related to the primary job duties.

QUALIFICATIONS

CORE COMPETENCIES

Critical Thinking

- Analytically and logically evaluates information to resolve problems
- Follow guide, SOP or other step by step procedures for locating the source of a problem and fixing it
- May detect ambiguous, incomplete, or conflicting information or instructions**

Fact Finding

- Obtaining facts and data pertaining to an issue or question
- Uses defined investigation and information search techniques

Adaptability

- Responding positively to change and modifying behavior as the situation requires**
- Accept and adjust to changes and the unfamiliar

Attention to Detail

- Focusing on the details of work content
- Shows care and thoroughness in adhering to process and procedures that assure quality
- Applies knowledge and skill in recognizing and evaluating details of work**
- Applies skilled final touches on products

Listening

- Comprehend and verbal instructions and orally presented information
- Recalls or retrieves key points in a conversation
- Listen actively by rephrasing others' input cogently and accurately**

Using Technology

- Working with electronic hardware and software applications
- Using basic features and functions of software and hardware
- Experiments and finds novel uses for standard features and functions **
- Adds, improves, modifies, or develops features and functionality**

Customer Focus

- Attending to the needs and expectations of customer
- Seeks information about the immediate and longer term needs of the customer
- Anticipates what the customer may want or expect in a product or service
- Works across organizational boundaries to meet customer needs **

Reading Comprehension

- Understanding and using written information
- Knows the meaning of printed words; comprehend the literal meaning of text
- Make interpretations, applications, deductions, inferences, extrapolations from written information **

Professional and Technical Expertise

- Applying technical subject matter to the job **
- Applies a mastery of knowledge and skill for performing across a wide range of technical or professional applications
- Possess recognized expertise outside of the organization**

Self-Management

- Follows through on instructions and assignments
- Self-directed and self- monitored in commitments and accomplishments
- Redefines or reprioritizes activities within scope of responsibility

Valuing Diversity

- Shows acceptance of individual differences
- Welcomes input and inclusion of others who may be different from oneself
- Shows understanding and empathy for the challenges of groups seeking inclusion or dealing with perceived discrimination

***Lead, Advanced or Senior Level Positions*

Education:

Equivalent to the completion of high school.

Experience:

Two (2) years of experience that demonstrates knowledge of and familiarity with a variety of tools.

License or Certificate:

Possession of, or ability to obtain a valid forklift certification.

Desired Education/Experience: N/A

Equivalency Provision: N/A

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

Environment: Work is performed primarily in a shop environment; exposure to noise, dust, grease, smoke, fumes, noxious odors, gases, and all types of weather and temperature conditions; works near moving mechanical parts.

Physical: Primary functions require sufficient physical ability and mobility to work in a shop environment; to walk, stand and sit for prolonged periods of time; to frequently stoop, bend, kneel, crouch, reach, and twist; to frequently lift, carry, push, and/or pull light to heavy amounts of weight up 50 pounds; to occasionally lift, carry, push, and/or pull heavier amounts of weight with or without assistance; to operate assigned equipment; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction.

Hearing: Hear in the normal audio range with or without correction.

Effective: 07/01/24
***Revision Effective 03/01/24
(See footer notes)
[v.11/18/2025.p.1|5]

Classified Salary Schedule
Pending Board Approval 12/12/25

RANGE	POSITION	STEP									
		A	B	C	D	E	F	G	H	I	J
18		$ 17.28	$ 18.14	$ 19.04	$ 20.01	$ 20.98	$ 22.03	$ 22.69	$ 23.37	$ 24.07	$ 24.79
19	▪ Bookstore Customer Service Assistant	$ 17.72	$ 18.60	$ 19.51	$ 20.50	$ 21.53	$ 22.61	$ 23.29	$ 23.99	$ 24.71	$ 25.45
20	▪ Food Service Worker I	$ 18.14	$ 19.05	$ 20.01	$ 21.00	$ 22.05	$ 23.15	$ 23.84	$ 24.56	$ 25.30	$ 26.06
21	▪ Child Development Assistant	$ 18.60	$ 19.51	$ 20.50	$ 21.53	$ 22.58	$ 23.71	$ 24.42	$ 25.15	$ 25.90	$ 26.68
22		$ 19.05	$ 20.01	$ 21.00	$ 22.05	$ 23.17	$ 24.33	$ 25.06	$ 25.81	$ 26.58	$ 27.38
23	▪ Courier	$ 19.52	$ 20.50	$ 21.54	$ 22.60	$ 23.76	$ 24.95	$ 25.70	$ 26.47	$ 27.26	$ 28.08
24		$ 20.03	$ 21.05	$ 22.10	$ 23.21	$ 24.37	$ 25.59	$ 26.36	$ 27.15	$ 27.96	$ 28.80
25	▪ Lead Food Service Worker *	$ 20.53	$ 21.56	$ 22.65	$ 23.78	$ 24.97	$ 26.22	$ 27.01	$ 27.82	$ 28.65	$ 29.51
26	~~▪ P.E. & Athletic Equipment Specialist~~ ~~▪ Sports Information Specialist~~ ▪ Tool Room Specialist	$ 21.05	$ 22.10	$ 23.21	$ 24.35	$ 25.57	$ 26.85	$ 27.66	$ 28.49	$ 29.34	$ 30.22
27	▪ Bookstore Assistant ~~▪ Library Media Clerk~~ ▪ Mail Clerk	$ 21.57	$ 22.67	$ 23.78	$ 24.99	$ 26.22	$ 27.53	$ 28.36	$ 29.21	$ 30.09	$ 30.99
28	▪ Aquatic Center Pool Attendant ▪ P.E. & Athletic Equipment Specialist	$ 22.11	$ 23.22	$ 24.38	$ 25.59	$ 26.87	$ 28.21	$ 29.06	$ 29.93	$ 30.83	$ 31.75
29	▪ Administrative Clerk ▪ CDC Food Service Specialist ▪ Custodian ▪ Library Media Clerk	$ 22.69	$ 23.82	$ 25.00	$ 26.24	$ 27.58	$ 28.96	$ 29.83	$ 30.72	$ 31.64	$ 32.59
30	▪ Grounds Caretaker ▪ Student Services Technician I	$ 23.23	$ 24.40	$ 25.61	$ 26.90	$ 28.25	$ 29.66	$ 30.55	$ 31.47	$ 32.41	$ 33.38
31	▪ Book Buyer ▪ Payroll Assistant ▪ Purchasing Technician	$ 23.82	$ 25.00	$ 26.24	$ 27.58	$ 28.95	$ 30.40	$ 31.31	$ 32.25	$ 33.22	$ 34.22
32		$ 24.41	$ 25.63	$ 26.93	$ 28.28	$ 29.68	$ 31.16	$ 32.09	$ 33.05	$ 34.04	$ 35.06
33	▪ Administrative Assistant I ▪ Admissions and Records Technician ▪ Campus Safety Specialist ▪ Printing Operations Specialist	$ 25.03	$ 26.24	$ 27.59	$ 28.96	$ 30.40	$ 31.92	$ 32.88	$ 33.87	$ 34.89	$ 35.94
34	▪ Account Technician ▪ Grant Technician ▪ Library Technical Assistant I ▪ Maintenance Worker ▪ Student Services Technician II ▪ Warehouse Technician	$ 25.63	$ 26.93	$ 28.28	$ 29.68	$ 31.18	$ 32.74	$ 33.72	$ 34.73	$ 35.77	$ 36.84

* Lead, Advanced, or Senior Level Classification
** Under Review
*** Only new positions, updated titles and range placements as designated by Phase 1 of the 2024 Classification Study are retroactive to 03/01/24 effective date.

Effective: 07/01/24
***Revision Effective 03/01/24
(See footer notes)
[v.11/18/2025.p.2|5]

Classified Salary Schedule
Pending Board Approval 12/12/25

RANGE	POSITION	STEP A	B	C	D	E	F	G	H	I	J
35	▪ Assistant Bookstore Manager ▪ Child Development Teacher ▪ Lead Custodian * ▪ Lead Grounds Caretaker *	$ 26.27	$ 27.60	$ 28.98	$ 30.41	$ 31.93	$ 33.53	$ 34.54	$ 35.58	$ 36.65	$ 37.75
36	▪ Development Assistant	$ 26.95	$ 28.29	$ 29.71	$ 31.20	$ 32.75	$ 34.39	$ 35.42	$ 36.48	$ 37.57	$ 38.70
37	▪ Administrative Assistant II ~~▪ Library Technical Assistant II *~~ ▪ CTE Program Support Specialist	$ 27.61	$ 29.00	$ 30.43	$ 31.95	$ 33.56	$ 35.24	$ 36.30	$ 37.39	$ 38.51	$ 39.67
38	▪ Admissions and Records Specialist ▪ Broadcast Operator** ▪ Technology Support Technician ▪ Evidence and Records Technician ▪ Financial Aid Technician ▪ Library Technical Assistant II * ▪ Senior Student Service Technician* ▪ Sports Information Specialist	$ 28.30	$ 29.72	$ 31.21	$ 32.76	$ 34.41	$ 36.13	$ 37.21	$ 38.33	$ 39.48	$ 40.66
39	▪ Lab Assistant I - Aeronautics ▪ Lab Assistant I - Electricity/Electronics ▪ Lab Assistant I - Emergency Medical Services (EMS) ▪ Lead Child Development Teacher * ▪ Payroll Technician ▪ Senior Printing Operations Specialist *	$ 29.03	$ 30.47	$ 32.01	$ 33.59	$ 35.29	$ 37.05	$ 38.16	$ 39.30	$ 40.48	$ 41.69
40	▪ Financial Aid Specialist ▪ Broadcast Technician	$ 29.74	$ 31.24	$ 32.78	$ 34.43	$ 36.15	$ 37.96	$ 39.10	$ 40.27	$ 41.48	$ 42.72
41	▪ Administrative Assistant III ▪ Contracts Technician ▪ Job Developer ▪ Purchasing Agent ▪ Student Engagement Specialist	$ 30.48	$ 32.01	$ 33.60	$ 35.29	$ 37.04	$ 38.89	$ 40.06	$ 41.26	$ 42.50	$ 43.78

* Lead, Advanced, or Senior Level Classification
** Under Review
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Effective: 07/01/24
***Revision Effective 03/01/24
(See footer notes)
[v.11/18/2025.p.3|5]

Classified Salary Schedule
Pending Board Approval 12/12/25

RANGE	POSITION	STEP A	B	C	D	E	F	G	H	I	J
42	▪ Academic Support Services Specialist ▪ Accountant ▪ Admissions and Record Coordinator * ▪ Admissions and Record Evaluator ▪ Culinary Program Specialist ▪ Dreamers Resource Center Coordinator ▪ HVAC/R Technician ▪ Laboratory Assistant II - Allied Health ▪ Laboratory Assistant II - Art ~~▪ Laboratory Assistant II - Culinary Arts~~ ▪ Laboratory Assistant II - Multimedia ▪ Laboratory Assistant II - Welding ▪ Maintenance Technician ▪ Producer, Radio ▪ Research Data Specialist ~~▪ Schedule/ Catalog Data Specialist~~ ▪ Traffic Coordinator, TV ▪ Veterans Services Coordinator	$ 31.26	$ 32.83	$ 34.46	$ 36.18	$ 37.99	$ 39.89	$ 41.09	$ 42.32	$ 43.59	$ 44.90
43	~~▪ Curriculum Coordinator~~	$ 32.04	$ 33.62	$ 35.31	$ 37.08	$ 38.93	$ 40.88	$ 42.11	$ 43.37	$ 44.67	$ 46.01
44	▪ Graphic Specialist ▪ Planetarium Production & Presentation Coordinator ▪ Project Analyst ▪ Senior Producer, Radio** ▪ Telecommunications Engineer** ▪ User Liaison	$ 32.84	$ 34.47	$ 36.18	$ 37.99	$ 39.91	$ 41.91	$ 43.17	$ 44.47	$ 45.80	$ 47.17
45	▪ Administrative Coordinator * ▪ Development Coordinator ▪ EOPS Coordinator ▪ Financial Aid Coordinator * ▪ Institutional Advancement Coordinator ▪ Interpreting Services Specialist	$ 33.66	$ 35.34	$ 37.11	$ 38.95	$ 40.92	$ 42.97	$ 44.26	$ 45.59	$ 46.96	$ 48.37

* Lead, Advanced, or Senior Level Classification
** Under Review
*** Only new positions, updated titles and range placements as designated by Phase 1 of the 2024 Classification Study are retroactive to 03/01/24 effective date.

Effective: 07/01/24
***Revision Effective 03/01/24
(See footer notes)
[v.11/18/2025.p.4|5]

Classified Salary Schedule
Pending Board Approval 12/12/25

RANGE	POSITION	STEP									
		A	B	C	D	E	F	G	H	I	J
46	▪ Basic Needs Coordinator ▪ Coordinator, Outreach and Relations with Schools ▪ Distance Education Systems Administrator ▪ Environmental Health & Safety Specialist ▪ Senior Accountant * ▪ Senior Payroll Technician* ▪ Student Services Coordinator	$ 34.49	$ 36.23	$ 38.02	$ 39.94	$ 41.93	$ 44.03	$ 45.35	$ 46.71	$ 48.11	$ 49.55
47	▪ Admissions & Records Lead Evaluator * ▪ Lab Technician I - Biological Sciences ▪ Lab Technician I - Computer Information ▪ Lab Technician I - Geo-Science & Anthropology ▪ Lab Technician I - Physics	$ 35.35	$ 37.12	$ 38.99	$ 40.95	$ 42.99	$ 45.14	$ 46.49	$ 47.88	$ 49.32	$ 50.80
48	▪ Alternative Media and Assistive Technology Specialist ▪ Program/Content Coordinator, KVCR	$ 36.26	$ 38.05	$ 39.95	$ 41.99	$ 44.07	$ 46.27	$ 47.66	$ 49.09	$ 50.56	$ 52.08
49	▪ Senior Maintenance Technician *	$ 37.13	$ 38.99	$ 40.96	$ 43.01	$ 45.14	$ 47.40	$ 48.82	$ 50.28	$ 51.79	$ 53.34
50	▪ Athletic Trainer ~~▪ Laboratory Technician II - Anatomy & Physiology~~ ▪ Laboratory Technician II - Biological Sciences ~~▪ Laboratory Technician II - Microbiology~~ ▪ Marketing & Communications Coordinator - KVCR/FNX ▪ Producer/Director, TV ▪ Program Coordinator ATTC** ▪ Senior Theatre Arts Technical Support Specialist * ▪ Technology Support Specialist I	$ 38.07	$ 39.96	$ 42.00	$ 44.08	$ 46.27	$ 48.58	$ 50.04	$ 51.54	$ 53.09	$ 54.68
51		$ 39.00	$ 40.98	$ 43.03	$ 45.19	$ 47.44	$ 49.81	$ 51.30	$ 52.84	$ 54.43	$ 56.06
52	▪ Laboratory Technician III - Chemistry ▪ Laboratory Technician III - Microbiology	$ 39.98	$ 42.01	$ 44.12	$ 46.30	$ 48.61	$ 51.04	$ 52.57	$ 54.15	$ 55.77	$ 57.44
53	▪ Data Analyst	$ 41.00	$ 43.05	$ 45.20	$ 47.46	$ 49.83	$ 52.32	$ 53.89	$ 55.51	$ 57.18	$ 58.90

* Lead, Advanced, or Senior Level Classification
** Under Review
*** Only new positions, updated titles and range placements as designated by Phase 1 of the 2024 Classification Study are retroactive to 03/01/24 effective date.

Effective: 07/01/24
***Revision Effective 03/01/24
(See footer notes)
[v.11/18/2025.p.5|5]

Classified Salary Schedule
Pending Board Approval 12/12/25

RANGE	POSITION	STEP A	B	C	D	E	F	G	H	I	J
54	▪ Budget Analyst ▪ Curriculum Analyst ▪ Instructional Scheduling Analyst ▪ Instructional Services Analyst ▪ Instructional Technology Specialist ▪ Research Analyst ▪ Student Services Technology Coordinator ▪ Technology Support Specialist II ▪ Web Developer	$ 42.03	$ 44.13	$ 46.31	$ 48.63	$ 51.08	$ 53.63	$ 55.24	$ 56.90	$ 58.61	$ 60.37
55		$ 43.07	$ 45.22	$ 47.48	$ 49.87	$ 52.36	$ 54.98	$ 56.63	$ 58.33	$ 60.08	$ 61.88
56		$ 44.15	$ 46.34	$ 48.65	$ 51.11	$ 53.65	$ 56.33	$ 58.02	$ 59.76	$ 61.55	$ 63.40
57	▪ Systems Analyst ▪ RF/ Microwave Engineer**	$ 45.25	$ 47.51	$ 49.89	$ 52.38	$ 55.01	$ 57.76	$ 59.49	$ 61.27	$ 63.11	$ 65.00
58		$ 46.39	$ 48.71	$ 51.15	$ 53.68	$ 56.35	$ 59.17	$ 60.95	$ 62.78	$ 64.66	$ 66.60
59		$ 47.54	$ 49.91	$ 52.40	$ 55.03	$ 57.78	$ 60.67	$ 62.49	$ 64.36	$ 66.29	$ 68.28
60		$ 48.73	$ 51.16	$ 53.70	$ 56.42	$ 59.24	$ 62.20	$ 64.07	$ 65.99	$ 67.97	$ 70.01
61		$ 49.94	$ 52.45	$ 55.07	$ 57.82	$ 60.70	$ 63.74	$ 65.65	$ 67.62	$ 69.65	$ 71.74
62		$ 51.20	$ 53.76	$ 56.45	$ 59.26	$ 62.22	$ 65.33	$ 67.29	$ 69.31	$ 71.39	$ 73.53
63	▪ Senior Programmer/Analyst * ▪ Senior Research and Planning Analyst * ▪ Senior Technology Support Specialist * ▪ Senior Web Developer *	$ 52.79	$ 55.44	$ 58.22	$ 61.12	$ 64.19	$ 67.40	$ 69.42	$ 71.50	$ 73.65	$ 75.86
64		$ 54.12	$ 56.81	$ 59.66	$ 62.64	$ 65.77	$ 69.06	$ 71.13	$ 73.26	$ 75.46	$ 77.72
65		$ 55.46	$ 58.24	$ 61.17	$ 64.20	$ 67.41	$ 70.78	$ 72.90	$ 75.09	$ 77.34	$ 79.66
66		$ 56.84	$ 59.68	$ 62.66	$ 65.81	$ 69.09	$ 72.54	$ 74.72	$ 76.96	$ 79.27	$ 81.65

* Lead, Advanced, or Senior Level Classification
** Under Review
*** Only new positions, updated titles and range placements as designated by Phase 1 of the 2024 Classification Study are retroactive to 03/01/24 effective date.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Kristina Hannon, Vice Chancellor, Human Resources, Payroll, Police Services, and Health and Safety Administration

PREPARED BY: Dr. Kevin Horan, President, CHC
Dr. Gilbert Contreras, President, SBVC

DATE: December 12, 2025

SUBJECT: Consideration of Approval of Non-Instructional Pay for Academic Employees

RECOMMENDATION

It is recommended that the Board of Trustees approve non-instructional pay for academic employees as indicated on the attached.

OVERVIEW

Academic employees will be compensated at the agreed upon non-instructional rate of pay. This compensation is requested due to the periodic need for academic employees to assist with various department research, projects, committee work, or campus/community events.

ANALYSIS

As of July 1, 2025, non-instructional rates of pay are based on the Tentative Agreement by and between SBCCD and the CTA regarding *Article 10 Wages*, which was Board approved May 8, 2025.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success

FINANCIAL IMPLICATIONS

The cost of the non-instructional pay is included in the appropriate 2025-2026 budgets.

Non-Instructional Pay for Academic Employees

Submitted for Board Approval December 12, 2025

[v.11.21.2025.p.1|8]

Employee Name Funding Source	Location Assignment	From	To	Not to Exceed Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Arreola-Jauregui, Melissa SSSP Categorical	SBVC	01/05/26	05/22/26	$70.65	422	$29,814.30	Adjunct Counseling
Arreola-Jauregui, Melissa SSSP Categorical	SBVC	05/25/26	06/30/26	$70.65	120	$8,478.00	Adjunct Counseling
Bernardo, Yecica SSSP Categorical	SBVC	01/05/26	05/22/26	$72.97	422	$30,793.34	Adjunct Counseling
Bernardo, Yecica SSSP Categorical	SBVC	05/25/26	06/30/26	$72.97	120	$8,756.40	Adjunct Counseling
Bowyer, Rumeisha SSSP Categorical	SBVC	01/05/26	05/22/26	$68.33	422	$28,835.26	Adjunct Counseling
Bowyer, Rumeisha SSSP Categorical	SBVC	05/25/26	06/30/26	$68.33	120	$8,199.60	Adjunct Counseling
Brown, Janeth SSSP Categorical	SBVC	01/05/26	05/22/26	$72.97	422	$30,793.34	Adjunct Counseling
Brown, Janeth SSSP Categorical	SBVC	05/25/26	06/30/26	$72.97	120	$8,756.40	Adjunct Counseling
Caldwell-Betties, Melita HRTP 1 Grant Funds	SBVC	12/15/25	01/31/26	$57.89	55	$3,183.95	Advanced Water Course Development
Castillo, Michelle BSI Categorical	SBVC	01/05/26	05/22/26	$68.33	422	$28,835.26	Adjunct Counseling
Castillo, Michelle BSI Categorical	SBVC	05/25/26	06/30/26	$68.33	120	$8,199.60	Adjunct Counseling
Dennett, Loni SAS (DSPS) Categorical Funding	SBVC	01/05/26	05/14/26	$72.97	414	$30,209.58	SAS Adjunct Counselor

Non-Instructional Pay for Academic Employees

Submitted for Board Approval December 12, 2025

[v.11.21.2025.p.2|8]

Employee Name Funding Source	Location Assignment	From	To	Not to Exceed Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Dennett, Loni SAS (DSPS) Categorical Funding	SBVC	05/18/26	06/30/26	$72.97	154	$11,237.38	SAS Adjunct Counselor
Elpel, Kristina STEM- MESA General Fund	SBVC	01/12/26	05/15/26	$70.65	420	$29,673.00	Counseling
Fierro, Marie Student Equity Categorical	SBVC	07/01/25	07/30/25	$70.84	120	$8,500.80	Adjunct Counseling *Amendment: Corrected error previously made to "Not to Exceed Hours"*
Fierro, Marie Student Equity Categorical	SBVC	08/01/25	12/30/25	$70.84	410	$29,044.40	Adjunct Counseling *Amendment: Corrected error previously made to "Not to Exceed Hours"*
Gallo, Cyndy SAS (DSPS) Categorical Funding	SBVC	01/05/26	05/14/26	$68.33	414	$28,288.62	SAS Adjunct Counselor
Gallo, Cyndy SAS (DSPS) Categorical Funding	SBVC	05/18/26	06/30/26	$68.33	154	$10,522.82	SAS Adjunct Counselor
Gutierrez, Arnold STEM- MESA General Fund	SBVC	01/12/26	05/15/26	$70.65	420	$29,673.00	Counseling
Gutowsky, Melanie SAS (DSPS) Categorical Funding	SBVC	01/05/26	02/27/26	$66.01	184	$12,145.84	SAS Adjunct Counselor
Hall, Courtney SSSP Categorical	SBVC	01/05/26	05/22/26	$72.97	422	$30,793.34	Adjunct Counseling
Hall, Courtney SSSP Categorical	SBVC	05/25/26	06/30/26	$72.97	120	$8,756.40	Adjunct Counseling

Non-Instructional Pay for Academic Employees

Submitted for Board Approval December 12, 2025

[v.11.21.2025.p.3|8]

Employee Name Funding Source	Location Assignment	From	To	Not to Exceed Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Huang, Michael SSSP Categorical	SBVC	01/05/26	05/22/26	$70.65	422	$29,814.30	Adjunct Counseling
Huang, Michael SSSP Categorical	SBVC	05/25/26	06/30/26	$70.65	120	$8,478.00	Adjunct Counseling
Hunt, SynToia California College Promise Categorical	SBVC	07/01/25	07/30/25	$66.34	120	$7,960.80	Adjunct Counseling *Amendment: Corrected error previously made to "Not to Exceed Hours"*
Hunt, SynToia California College Promise Categorical	SBVC	08/01/25	12/30/25	$66.34	410	$27,199.40	Adjunct Counseling *Amendment: Corrected error previously made to "Not to Exceed Hours"*
Jaramillo, Danny SSSP Categorical	SBVC	01/05/26	05/22/26	$70.65	422	$29,814.30	Adjunct Counseling
Jaramillo, Danny SSSP Categorical	SBVC	05/25/26	06/30/26	$70.65	120	$8,478.00	Adjunct Counseling
Kashouha, Samar STEM- MESA General Fund	SBVC	01/12/26	05/15/26	$57.89	350	$20,261.50	STEM-MESA Extended Hours - Faculty Oversight
Lochard, Armone SSSP Categorical	SBVC	01/05/26	05/22/26	$72.97	422	$30,793.34	Adjunct Counseling
Lochard, Armone SSSP Categorical	SBVC	05/25/26	06/30/26	$72.97	120	$8,756.40	Adjunct Counseling
Lyons, Kevin Multi Media Categorical Fund	SBVC	12/12/25	06/30/26	$57.89	60	$3,473.40	48 Hour Film Project
Martin, Desiree SSSP Categorical	SBVC	01/05/26	05/22/26	$72.97	422	$30,793.34	Adjunct Counseling

Non-Instructional Pay for Academic Employees

Submitted for Board Approval December 12, 2025

[v.11.21.2025.p.4|8]

Employee Name Funding Source	Location Assignment	From	To	Not to Exceed Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Martin, Desiree SSSP Categorical	SBVC	05/25/26	06/30/26	$72.97	120	$8,756.40	Adjunct Counseling
McLaren, Amy EOPS	SBVC	01/05/26	05/22/26	$68.33	422	$28,835.26	Adjunct Counseling
McLaren, Amy EOPS	SBVC	05/25/26	06/30/26	$68.33	120	$8,199.60	Adjunct Counseling
Monarrez, Amador SSSP Categorical	SBVC	01/05/26	05/22/26	$68.33	422	$28,835.26	Adjunct Counseling
Monarrez, Amador SSSP Categorical	SBVC	05/25/26	06/30/26	$68.33	120	$8,199.60	Adjunct Counseling
Nguyen, Duc SSSP Categorical	SBVC	01/05/26	05/22/26	$68.33	422	$28,835.26	Adjunct Counseling
Nguyen, Duc SSSP Categorical	SBVC	05/25/26	06/30/26	$68.33	120	$8,199.60	Adjunct Counseling
Orozco, Brenda Student Equity Categorical	SBVC	07/01/25	07/30/25	$66.34	120	$7,960.80	Adjunct Counseling *Amendment: Corrected error previously made to "Not to Exceed Hours"*
Orozco, Brenda Student Equity Categorical	SBVC	08/01/25	12/30/25	$66.34	410	$27,199.40	Adjunct Counseling *Amendment: Corrected error previously made to "Not to Exceed Hours"*
Ortiz Archila, Robert SSSP Categorical	SBVC	01/05/26	05/22/26	$68.33	422	$28,835.26	Adjunct Counseling
Ortiz Archila, Robert SSSP Categorical	SBVC	05/25/26	06/30/26	$68.33	120	$8,199.60	Adjunct Counseling

Non-Instructional Pay for Academic Employees

Submitted for Board Approval December 12, 2025

[v.11.21.2025.p.5|8]

Employee Name Funding Source	Location Assignment	From	To	Not to Exceed Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Perez, Alberto SSSP Categorical	SBVC	01/05/26	05/22/26	$70.65	422	$29,814.30	Adjunct Counseling
Perez, Alberto SSSP Categorical	SBVC	05/25/26	06/30/26	$70.65	120	$8,478.00	Adjunct Counseling
Perez, Alecia SSSP Categorical	SBVC	01/05/26	05/22/26	$72.97	422	$30,793.34	Adjunct Counseling
Perez, Alecia SSSP Categorical	SBVC	05/25/26	06/30/26	$72.97	120	$8,756.40	Adjunct Counseling
Rodriguez, Andrea BSI Categorical	SBVC	01/05/26	05/22/26	$72.97	422	$30,793.34	Adjunct Counseling
Rodriguez, Andrea BSI Categorical	SBVC	05/25/26	06/30/26	$72.97	120	$8,756.40	Adjunct Counseling
Sanchez, Victoria SSSP Categorical	SBVC	01/05/26	05/22/26	$68.33	422	$28,835.26	Adjunct Counseling
Sanchez, Victoria SSSP Categorical	SBVC	05/25/26	06/30/26	$68.33	120	$8,199.60	Adjunct Counseling
Silva, Steven STEM- MESA General Fund	SBVC	01/12/26	05/15/26	$72.97	400	$29,188.00	Counseling
Sogomonian, Nori DE Fund	SBVC	12/12/25	01/31/26	$57.89	52	$3,010.28	DE Training
Solorio, Carlos SSSP Categorical	SBVC	01/05/26	05/22/26	$72.97	422	$30,793.34	Adjunct Counseling
Solorio, Carlos SSSP Categorical	SBVC	05/25/26	06/30/26	$72.97	120	$8,756.40	Adjunct Counseling
Urell, Mary CalWORKs	SBVC	01/05/26	05/22/26	$72.97	422	$30,793.34	Adjunct Counseling
Urell, Mary CalWORKs	SBVC	05/25/26	06/30/26	$72.97	120	$8,756.40	Adjunct Counseling

Non-Instructional Pay for Academic Employees

Submitted for Board Approval December 12, 2025

[v.11.21.2025.p.6|8]

Employee Name Funding Source	Location Assignment	From	To	Not to Exceed Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Valdez-Flynn, Veronica SSSP Categorical	SBVC	01/05/26	05/22/26	$72.97	422	$30,793.34	Adjunct Counseling
Valdez-Flynn, Veronica SSSP Categorical	SBVC	05/25/26	06/30/26	$72.97	120	$8,756.40	Adjunct Counseling
Valenzuela, Jennifer California College Promise Categorical	SBVC	07/01/25	07/30/25	$64.09	120	$7,690.80	Adjunct Counseling *Amendment: Corrected error previously made to "Not to Exceed Hours"*
Valenzuela, Jennifer California College Promise Categorical	SBVC	08/01/25	12/30/25	$64.09	410	$26,276.90	Adjunct Counseling *Amendment: Corrected error previously made to "Not to Exceed Hours"*
Vasquez, Tatiana Instruction Office-General Fund	SBVC	07/11/25	08/10/25	$57.89	26	$1,505.14	Summer Academic Senate Work *Ratification: Summer work done outside of school year that we were later made aware of.*
Vogel, Angela Instruction Office-General Fund	SBVC	10/20/25	06/30/26	$57.89	75	$4,341.75	Faculty chair duties required to be performed on campus during the summer, spring and winter breaks. *Ratification: Due to start date prior to board approval date*
Barger, Heather Strong Workforce Funding	CHC	08/21/25	12/31/25	$57.89	50	$2,894.50	Entrepreneurship Program Work *Ratification: Information was not received in time.*
Farago- Spencer, Emilia ZTC Grant Funds	CHC	01/01/26	05/31/26	$57.89	25	$1,447.25	Faculty learning community for ZTC/OER development

Non-Instructional Pay for Academic Employees

Submitted for Board Approval December 12, 2025

[v.11.21.2025.p.7|8]

Employee Name Funding Source	Location Assignment	From	To	Not to Exceed Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Farago- Spencer, Joseph ZTC Grant Funds	CHC	01/01/26	05/31/26	$57.89	25	$1,447.25	Faculty learning community for ZTC/OER development
Guevara, Andrew ZTC Grant Funds	CHC	01/01/26	05/31/26	$57.89	25	$1,447.25	Faculty learning community for ZTC/OER development
Hart, Danae Ethnic Studies Grant Funds	CHC	01/01/26	05/31/26	$57.89	75	$4,341.75	Develop Ethnic Studies Transfer Programs
Jaco, Herberth ZTC Grant Funds	CHC	01/01/26	05/31/26	$57.89	25	$1,447.25	Faculty learning community for ZTC/OER development
Ojeda, Jasmine ZTC Grant Funds	CHC	01/01/26	05/31/26	$57.89	25	$1,447.25	Faculty learning community for ZTC/OER development
Roberts, Cheryl Fire Technology funds	CHC	10/31/25	12/19/25	$57.89	56	$3,241.84	State Fire Marshal *Ratification: Hours were missed or increased for Fall.*
Robertson, Jillian ZTC Grant Funds	CHC	01/01/26	05/31/26	$57.89	25	$1,447.25	Faculty learning community for ZTC/OER development
Snowhite, Mark Office of Instruction General Funds	CHC	01/01/26	05/31/26	$57.89	75	$4,341.75	Assist with Institutional Self-Evaluation Report (ISER)
Trujillo Flores, Xochilt ZTC Grant Funds	CHC	01/01/26	05/31/26	$57.89	25	$1,447.25	Faculty learning community for ZTC/OER development

Non-Instructional Pay for Academic Employees

Submitted for Board Approval December 12, 2025

[v.11.21.2025.p.8|8]

Employee Name Funding Source	Location Assignment	From	To	Not to Exceed Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Yuen, Nancy Ethnic Studies Grant Funds	CHC	01/01/26	05/31/26	$57.89	75	$4,341.75	Develop Ethnic Studies Transfer Programs

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Dr. Kevin Horan, President, CHC
Dr. Gilbert Contreras, President, SBVC
Kristina Hannon, Vice Chancellor, Human Resources, Payroll, Police Services, and Health and Safety Administration

DATE: December 12, 2025

SUBJECT: Consideration of Approval to Pay Stipends

RECOMMENDATION

It is recommended that the Board of Trustees approve the payment of stipends per the attached list.

OVERVIEW

The stipends listed on the attachment are submitted for approval.

ANALYSIS

Stipends are based on negotiated agreement between SBCCD and the SBCCDTA and CSEA bargaining units, as applicable.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success

FINANCIAL IMPLICATIONS

The payment of stipends is included in the appropriate 2025-2026 budgets.

Payment of Stipends

Submitted for Board Approval December 12, 2025

[v.11.19.2025.p.2|3]

Faculty Chair 07/01/25 – 10/17/25

Amendment: Correction of 8/14/2025 board approved stipend of $4,500.00 to $1,125.00 due to co-chair resignation.

Employee Name	Location Assignment	Department	Stipend
Foscolos, Espree	SBVC	Nursing	$1,125.00
Sepulveda, Marissa	SBVC	Nursing	$1,125.00

Faculty Chair 10/20/25 – 06/30/26

Amendment: Start date prior to Board approval due to an immediate need in the department.

Employee Name	Location Assignment	Department	Stipend
Vogel, Angela	SBVC	Nursing	$6,750.00

Other 08/25/25 – 12/19/26

LA84 Grant Work

Ratification: Payment for work completed for a terminated grant as per negotiated MOU.

Employee Name	Location Assignment	Department	Stipend
Gross, Curt	SBVC	Kinesiology	$1,250.00
Lawler, Ken	SBVC	Kinesiology	$1,250.00
Lawler, Mary	SBVC	Kinesiology	$750.00

Other 12/01/25 – 12/19/25

Peer Online Course Review for Distance Education

Ratification: Hours were missed or increased for Fall.

Employee Name	Location Assignment	Department	Stipend
Brighton, Breanna	CHC	American Sign Language	$1,000.00
Clements, Kristen	CHC	Fire Technology	$750.00
Ruiz, Sandra	CHC	Computer Information Systems	$750.00

Payment of Stipends

Submitted for Board Approval December 12, 2025

[v.11.19.2025.p.3|3]

Other 12/01/25 – 12/19/25
Zero Textbook Cost for respective listed courses.
Ratification: Hours were missed or increased for Fall.

Employee Name	Location Assignment	Department	Stipend
Ojeda, Jasmine	CHC	Computer Information Systems (CIS-101)	$500.00
Ojeda, Jasmine	CHC	Computer Information Systems (CIS-109)	$500.00

Other 05/01/26 – 05/10/26
Zero Textbook Cost for respective listed courses.

Employee Name	Location Assignment	Department	Stipend
McNairy, Stephanie	CHC	ART (ART-100)	$500.00

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources, Payroll, Police Services, and Health and Safety Administration

DATE: December 12, 2025

SUBJECT: Consideration of Approval to Place Classified Employees on the 39-Month Reemployment List

RECOMMENDATION

It is recommended that the Board of Trustees approve the placement of classified employees on the 39-Month Reemployment List as indicated on the attached.

OVERVIEW

In accordance with Article 14: Leaves of the Collective Bargaining Agreement between SBCCD and the CSEA, when all an employee's available leaves of absence, paid or unpaid, have been exhausted, the unit member shall be placed on a reemployment list for a period of 39 months.

ANALYSIS

The employees listed on the attached have exhausted all available leaves of absence.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution

FINANCIAL IMPLICATIONS

There are no financial implications associated with this board item.

Placement of Classified Employees on the 39-Month Reemployment List

Submitted for Board Approval December 12, 2025

[v.11.20.2025.p.2|2]

Employee Name Title	Location Assignment	Department	Effective Date
Beverson, Jessica Research Analyst	CHC	Research & Planning	12/12/25

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources, Payroll, Police Services, and Health and Safety Administration

DATE: December 12, 2025

SUBJECT: Consideration of Approval of Reclassification of Employee(s)

RECOMMENDATION

It is recommended that the Board of Trustees approve the reclassification for the employee(s) as indicated on the attached.

OVERVIEW

In accordance with Article 16: Personnel of the CSEA Collective Bargaining Agreement, either CSEA or SBCCD may propose a reclassification for any position at any time during the life of the Collective Bargaining Agreement, including a reclassification request may be initiated by the unit member or their immediate supervisor.

ANALYSIS

The reclassification on the attached list is mutually agreed upon by both parties.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution

FINANCIAL IMPLICATIONS

The financial implications resulting from these reclassifications will be an additional cost to the appropriate 2025-2026 budgets.

Employee Reclassifications

Submitted for Board Approval December 12, 2025

[v.11.18.2025.p.1|1]

Employee Name Location Assignment & Department	From	To	Effective Date
Herrera, Claudia SBVC Library	Library Media Clerk Classified Schedule Range 29, Step F	Library Technical Assistant I Classified Schedule Range 34, Step E	03/01/24
Monroy, Antonio SBVC Library	Library Media Clerk Classified Schedule Range 29, Step E	Library Technical Assistant I Classified Schedule Range 34, Step E	03/01/24
Torres, Arnoldo SBVC Library	Library Media Clerk Classified Schedule Range 29, Step F	Library Technical Assistant I Classified Schedule Range 34, Step E	03/01/24

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Kristina Hannon, Vice Chancellor, Human Resources, Payroll, Police Services, and Health and Safety Administration

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources, Payroll, Police Services, and Health and Safety Administration

DATE: December 12, 2025

SUBJECT: Consideration of Approval to Ratify the Revised Rates of Pay for Professional Expert and Short-Term Hourly Employees

RECOMMENDATION

It is recommended that the Board of Trustees ratify the revised Professional Expert and Short-Term Hourly Rates of Pay schedules effective January 1, 2026, as attached.

OVERVIEW

California state minimum wage will increase to $16.90 per hour on January 1, 2026, for employers with 26 or more employees. To comply with the increase, the minimum rate for hourly, student worker, and short-term employees will increase.

ANALYSIS

The positions affected are:

- Caltrans Trainee
- Camera and Lighting Technician
- Closed Caption Editor I/II
- Content Specialist (FNX and Marketing & Public Relations
- EMT-1 Skills Laboratory Assistant
- Fire Agility Group Leader/Proctor
- FTVM Intern I/II/III
- Interpreting/Transliterating Level 0 (Mentoring)
- Project Assistant I/II/III
- Staff Writer/Photographer
- Transitional Work Crew Trainee
- TV Closed Captioning
- Workforce Development/PDC Trainer

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution

FINANCIAL IMPLICATIONS

The financial implications of this board item will be included in the appropriate budgets.

Rates of Pay for Professional Expert Employees

Pending Board Approval: December 12, 2025

Effective: ~~July 1, 2025~~ January 1, 2026

[pg.1|~~33~~]

PROFESSIONAL EXPERT ASSIGNMENT	HOURLY RATE
3D Animator	$25.00 to $40.00
Adult Education Planning Grant Coordinator	$40.00
American Sign Language Specialist	$30.00
Apprenticeship Program Organizer	$55.00 to $75.00
Assistant Instructor	$20.00
Bilingual Translator/Interviewer	$20.00
Business and Resources Development Consultant	$60.00
Caltrans Trainee	~~$16.50 to $17.50~~ $16.90 to $17.90
Caltrans Program Work Crew Driver	$22.00 to $25.00
Camera & Lighting Technician	~~$16.50~~ $16.90 to $20.00
Closed Caption Editor I	~~$16.50~~$16.90
Closed Caption Editor II	~~$16.50~~ $16.90 to $20.00
Closed Caption Editor III	$21.00 to $30.00
Content Specialist (FNX and Marketing & Public Relations)	~~$16.50~~ $16.90 to $40.00
Counseling Trainee	$21.00
Guardian Scholars and Dreams Liaison (Categorical)	$45.00
Editor (KVCR, FNX, Pledge Drive)	$18.00 to $30.00
EMT-1 Skills Laboratory Assistant	~~$16.50~~$16.90
EMT(EMS) Laboratory Instructor	$30.00
EMT(EMS) Primary Instructor	$45.00
EMT(EMS) / Respiratory Care / Fire Technician	$55.00
Fire Academy Instructor	$45.00
Fire Agility Group Leader/Proctor	~~$16.50~~$16.90
Fire Operations Specialist	$55.00
Foster Parenting Education	$45.00
FTVM Intern I / II / III	~~$16.50/$17.50/$18.50~~ $16.90/$17.90/$18.90
Grant Program Assistant (Categorical)	$35.00
Grant Writer I/II/III	$30.00/$40.00/$55.00
Human Resources Intern	$20.00 to $49.00
Interpreting/Transliterating Level 0 (Mentoring)	~~$16.50 to $17.50~~ $16.90 to $17.90
Interpreting/Transliterating Level I (0-2 yrs of exp & pass evaluation)	$28.00 to $30.00
Interpreting/Transliterating Level II (2-4 yrs of exp & pass evaluation)	$32.00 to $34.00
Interpreting/Transliterating Level III (4-5 yrs of exp & pass evaluation)	$36.00 to $38.00
Interpreting/Transliterating Level IV (5-6 yrs of exp or RID & pass evaluation)	$40.00 to $42.00

Rates of Pay for Professional Expert Employees

Pending Board Approval: December 12, 2025

Effective: ~~July 1, 2025~~ January 1, 2026

[pg.2|~~33~~]

PROFESSIONAL EXPERT ASSIGNMENT	HOURLY RATE
Interpreting/Transliterating Level V (RID Certified or RID written passed & pass evaluation or EIPA Level 4/5 & pass evaluation)	$45.00
Laboratory Instructor	$20.00
Licensed Mental Health Clinician I	$65.00
Licensed Mental Health Clinician II	$70.00
Licensed Mental Health Clinician III (not qualified to supervise)	$75.00 to $95.00
Licensed Mental Health Clinician III (qualified to supervise)	$80.00 to $100.00
Mental Health Educator/Counselor Intern	$55.00
Mental Health Outreach Navigator	$60.00
Nurse Practitioner /Physician Assistant	$60.00 to $85.00
Police Science Facilitator/Evaluator	$53.00
Police Tactical Officer/RTO	$45.00
Policy Analyst	$60.00
Post Masters Counseling Associate I / II / III	$30.00/$35.00/$40.00
Post Masters Counseling Associate (with specialized experience)	$55.00
Primary Instructor	$25.00
Program Assistant	$20.00 to $49.00
Project Liaison	$40.00 to $75.00
Radiologic Technology Specialist	$30.00
Respiratory Care Clinical	$57.13
Social Media Specialist (FNX & Marketing & Public Relations)	$21.00 to $25.00
Special Events Planner	$25.00 to $35.00
Staff Writer/Photographer	~~$16.50~~ $16.90 to $20.00
State Fire Training Instructor	$55.00
Transitional Work Crew Trainee	~~$16.50~~ $16.90
Transitional Work Crew Trainer	$22.00 to $25.00
Training Specialist	$19.00
Tutor I / II / III/ IV	$17.00/$18.00/$20.00/ $23.00
TV Closed Captioning	~~$16.50 to $17.50~~ $16.90 to $17.90
Workforce Development/PDC Trainer	~~$16.50~~ $16.90 to $100.00 or up to 85% of enrollment, or up to 60% of net

Rates of Pay for Professional Expert Employees

Pending Board Approval: December 12, 2025

Effective: ~~July 1, 2025~~ January 1, 2026

[pg.3|~~33~~]

PROFESSIONAL EXPERT ASSIGNMENT	SEMESTER RATE
Assistant Coach	$10,000 Coaching stipend per academic year (per sport) * $700.00 per week for playoffs $100.00-$5,000 per additional assignment
Head Coach	$16,000 Coaching stipend per academic year (per sport) * $1,000 per week for playoffs $100.00-$5,000 per additional assignment
Medical Director (EMT)	$3,500.00
Medical Director (Respiratory Care)	$3,000.00
Region 9 Mentee	$625.00

**Shared stipends: Stipend amount can be shared between one or more individuals with split responsibility.*

SBCCD shall utilize short-term hourly, non-academic employees in accordance with California Education Code Section 88003.

These rules apply to employees who are not members of the classified service as defined by the California Education Code Section 88003. The District has limited a temporary hourly employee to no more than 175 days. Short-term temporary hourly employees are not eligible to work more than 40 hours per week or more than 8 hours per day.

Rates of Pay for Short-Term Hourly Employees

Pending Board Approval: December 12, 2025

Effective January 1, ~~2025~~2026

SHORT-TERM ASSIGNMENT	HOURLY RATE
Lifeguard	~~$17.50~~ $18.50
Life Drawing Model	$25.00
Project Assistant I / II / III	~~$16.50/$17.50/$19.50~~ $16.90/$17.90/$19.90

SBCCD shall utilize short-term hourly, non-academic employees in accordance with California Education Code Section 88003.

These rules apply to employees who are not members of the classified service as defined by the California Education Code Section 88003. The District has limited a temporary hourly employee to nomore than 175 days. Short-term temporary hourly employees are not eligible to work more than 60 hours per monthly pay period or more than 8 hours per day.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

PREPARED BY: Steven J. Sutorus, Executive Director, Business & Fiscal Services

DATE: December 12, 2025

SUBJECT: Consideration of Approval to Adopt 2026-27 Budget Calendar

RECOMMENDATION

It is recommended that the Board of Trustees adopt the attached Budget Calendar.

OVERVIEW

District Administrative Procedure 6200 requires that the Board adopt a budget calendar prior to February 1 each year.

ANALYSIS

The attached Fiscal Year 2026-27 calendar identifies activities and sets dates for each step in the budget development process. The purpose of the document is to provide the timelines necessary to develop the District's annual budget and long-range forecast financial forecast.

The budget cycle and calendar were reviewed at the District Budget Advisory Committee meeting in October and by the Board Finance Committee in November with no concerns reported.

SBCCD GOALS

4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

This is an information item and does not have any direct financial implications

Fiscal Year 2026-27 Budget Calendar

Submitted for Board Approval December 12, 2025

Date	Task	Responsibility
November to December 2025	Draft budget calendar and draft budget directives to District Budget Advisory Committee and Board Finance Committee for review.	Fiscal Services District Budget Advisory Committee Board Finance Committee
December 2025	Budget calendar to Board of Trustees for adoption. *(AP 6200 Prior to February 1, the Board will adopt a budget calendar that identifies activities and sets dates for each step in the budget development process.)*	Fiscal Services Board of Trustees
December 2025 to January 2026	Budget directives submitted to the full Board for first read. *(AP 6200: Budget planning supports institutional goals and is linked to strategic plans and other institutional planning efforts. The Board of Trustees will update its budget directives annually prior to March 1.)*	Fiscal Services Board of Trustees
December 2025 to January 2026	DSO Budget Managers develop unrestricted general fund budgets, allowing for determination of shared costs.	Fiscal Services DSO Responsibility Center Managers
February 2026	Budget directives received from the Board of Trustees (prior to March 1), after second read and final approval.	Fiscal Services Board of Trustees
February 2026	District Budget Advisory Committee reviews DSO unrestricted general fund budget with feedback provided to Chancellor's Council and Cabinet.	Fiscal Services District Budget Advisory Committee Chancellor's Council and Cabinet

Fiscal Year 2026-27 Budget Calendar

Submitted for Board Approval December 12, 2025

Date	Task	Responsibility
February 2026	Projected funds and shared costs for fiscal year, and tentative distribution to campuses determined at Chancellor's Cabinet. *(AP 6200: Prior to March 1 information will be provided to Budget Managers that will include the status of current expenditures, state and county estimates of revenues, site "base budget" allocations, and targets for increases or decreases.)*	Fiscal Services Chancellors Cabinet
March 2026	Campus unrestricted general fund development budgets due in Questica (budget software).	College VPs of Administrative Services Budget Managers
April 2026	All remaining fund budgets due in Questica.	College VPs of Administrative Services Budget Managers
April to May 2026	District Budget Advisory Committee reviews Tentative Budget and provides feedback to Chancellor's Council and Cabinet.	Fiscal Services District Budget Advisory Committee Chancellor's Council and Cabinet
May 2026	Board is updated on status of budget process and receives Tentative Budget presentation (no formal action required). *(AP 6200: Preliminary Budget – a. No later than May of each year …Fiscal Services will present the preliminary budget to the Board. No formal action is required.)*	Fiscal Services Board of Trustees
June 2026	Board of Trustees reviews/adopts Tentative Budget.	Fiscal Services Board of Trustees

Fiscal Year 2026-27 Budget Calendar

Submitted for Board Approval December 12, 2025

Date	Task	Responsibility
August 2026	Draft of Final Budget discussed at District Budget Advisory Committee meeting with feedback to Chancellor's Council and Cabinet. *(AP 6200: Final Budget – Prior to the state-prescribed date, the Board will adopt a final budget for SBCCD that reflects changes made to the Tentative Budget and provides the operational budget base for the District for the fiscal year.)*	Fiscal Services District Budget Advisory Committee Chancellor's Council and Cabinet
August 2026	Review of Tentative Budget and development of Final Budget. Changes made based on internal discussion, collegial recommendations, and changes in State financial picture.	Fiscal Services Chancellor's Council and Cabinet
August 2026	Board strategy session to review Final Budget.	Fiscal Services Board of Trustees
September 2026	Public Hearing and adoption of Final Budget by Board of Trustees. *(Budget and Accounting Manual: Public Hearing and Final Budget Adoption must be completed on or before September 15.)*	Fiscal Services Board of Trustees

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

PREPARED BY: Farrah Farzaneh, Executive Director, Facilities Planning, Construction, & Sustainability

DATE: December 12, 2025

SUBJECT: Consideration of Approval to Establish Professional Services Pool and Issue Master Services Agreements

RECOMMENDATION

It is recommended that the Board of Trustees approve:

1. The creation of a professional services pool to provide as-needed support for the bond construction program.
2. The selection of qualified professional services providers to be assigned to the pool as indicated on the attached; and
3. The issuance of master service agreements and task orders to the professional services providers as needed.
4. All task orders will be brought back to the board for ratification.

OVERVIEW

In order to support the Bond Program schedule and maintain an acceptable speed to market for support services, a pre-qualification of professional services providers was performed. The creation of this support services pool will greatly reduce procurement time and allow Geotechnical Engineering, Special Inspections, and Material Testing professional services tasks to be assigned to firms in the pool without impacting the progression of the Bond Program projects while maintaining fair market value.

As support services are needed, requests for proposals will be issued to the members of the applicable professional services pool, master services agreements executed, and task orders assigned for specific scopes. Individual master services agreements will be submitted for Board ratification through established procedures.

ANALYSIS

SBCCD issued a request for qualifications for Geotechnical Engineering, Special Inspections, and Material Testing professional services, which closed October 31, 2025.

A total of 13 submissions were received and reviewed by the selection committee. Scoring based on a point evaluation system resulted in the six firms on the attached list being qualified to best meet the needs of SBCCD by serving in this professional services pool.

The use of pre-qualified pools for support services has been part of the District's procurement framework for Bond Program delivery, allowing teams to engage qualified providers efficiently while maintaining consistency with established procedures. The continuation of this approach ensures that services are procured in alignment with prior practices designed to support timely and cost-effective project execution.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
3. Be a Leader and Partner in Addressing Regional Issues
4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

The costs of any task orders issued will be included in the bond construction fund budget.

Bond Construction Professional Services Pools

Submitted for Board Approval December 12, 2025

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Geotechnical Engineering, Special Inspections, and Material Testing Services

- Twining Consulting, Inc. of Riverside, CA
- Koury Engineering & Testing, Inc. of Chino, CA
- Geocon West, Inc. of Loma Linda, CA
- Fenagh, Inc. of Rancho Cucamonga, CA
- Terracon Consultants, Inc. of Colton, CA
- Converse Consultants of Redlands, CA

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

PREPARED BY: Steven J. Sutorus, Executive Director, Business & Fiscal Services

DATE: December 12, 2025

SUBJECT: Consideration of Ratification for Contracts at or Above $114,800

RECOMMENDATION

It is recommended that the Board of Trustees ratify the contracts on the attached list which are routine in nature, support the ongoing operation of the District, and have a total contract cost at or above $114,800.

OVERVIEW

In accordance with SBCCD Board Policy 6100, Delegation of Authority, The Board of Trustees delegates authority to the Chancellor to supervise the general business procedures of the District to assure the proper administration of property and contracts. District staff is presenting the attached purchase and/or contract requests, which meet or exceed the formal bid limits, for Board approval in the form of ratification.

ANALYSIS

The California Board of Governors sets the formal bid limit for procurement of goods and/or services on an annual basis. The formal bid limit for the current calendar year has been set at $114,800. Ratification of the contracts on the attached list will allow for the successful ongoing operation of the District. Construction services are not included in this board item.

SBCCD GOALS

4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

The attached purchase and/or contract requests have been budgeted for via purchase requisition.

Contracts At or Above $114,800

Submitted for Ratification December 12, 2025

Control #	Vendor	Contract Type	Site	Department	Expense	Income	Amendment
31447	**Howard Industries Inc**	CMAS	SBVC	Campus Tech	$ 1,000,000.00		
	CMAS 3-24-03-1042: Information Technology - General provisions cloud computing services and non-cloud goods and services; this is to set the not to exceed this amount; contract term from 03/15/2024 to 11/30/2026						

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

PREPARED BY: Farrah Farzaneh, Executive Director, Facilities Planning, Construction, & Sustainability

DATE: December 12, 2025

SUBJECT: Consideration of Ratification of Master Services Agreements, Task Orders, and Professional Service Agreements for Bond Construction

RECOMMENDATION

It is recommended that the Board of Trustees ratify Master Services Agreements, Task Orders, and Professional Services Agreements as indicated on the attached list.

OVERVIEW

To support the Measure CC Bond Program, SBCCD has created various shortlists of professional service consultants for specific pre-design, and engineering disciplines in accordance with the established Request for Qualifications process. These prequalified shortlists include:

- Architectural & Engineering
- California Environmental Quality Act/National Environmental Policy Act
- Civil Surveying
- Commissioning
- Division of the State Architect Inspector of Record
- Estimating
- Facility Move Management
- Furniture, Fixtures, & Equipment (FF&E) Design, Procurement & Installation Coordination
- Geotechnical
- Hazardous Material Assessment
- Landscape Architecture
- Mechanical, Electrical, and Plumbing Engineering
- Special Inspection & Material Testing

As consulting firms are needed, Requests for Task Order Proposals are issued to the firms of each applicable shortlist. If selected, a Master Services Agreement with the chosen firm is executed, and the Task Order awarded.

ANALYSIS

Requests for Task Order Proposals are issued to all prequalified professional services consultants within the related pool. Unlike construction contracts, which are awarded by low bid, professional consulting contracts are awarded based on best value.

Each proposal is assessed by a committee comprised of representatives from the Facilities Department, campus staff, program management team, and other District stakeholders as appropriate. A qualitative evaluation based on weighted criteria (including fee, technical approach, project experience, key personnel, and delivery schedule) is performed to determine which firm's proposal provides SBCCD with the best value for the Task Order.

Additionally, individual Professional Services Agreements are issued on an as-needed basis.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
3. Be a Leader and Partner in Addressing Regional Issues
4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

The costs will be included in the Bond Construction budget.

Master Services Agreements, Task Orders, and Professional Services Agreements for Bond Construction

Submitted for Ratification December 12, 2025

TASK ORDERS						
Firm	**Pool Approval**	**Amount**	**Site**	**Project**	**Task Order**	**Date Executed**
DLR Group Riverside, CA	Architecture & Engineering Services 12/12/2019	$159,517.00	SBVC	Career Pathways 2	CC03-3640.04 (TO#02-067.5) Architecture & Engineering Services	10/15/2025
TYR, Inc. Huntington Beach, CA	Division of the State Architect Inspector of Record Services 5/13/2021	$18,400.00	CHC	Crafton Hall Renovation	CC03-3640.10 (TO#08-041.2) Division of the State Architect Inspector of Record Services	10/15/2025

Master Services Agreements, Task Orders, and Professional Services Agreements for Bond Construction

Submitted for Ratification December 12, 2025

PROFESSIONAL SERVICES AGREEMENTS					
Firm	**Services**	**Amount**	**Site**	**Project**	**Date Executed**
Everon LLC Orange, CA	**Security Device Integration & Monitoring Services**	**$2,000.00**	**CHC**	**Crafton Hall Renovation**	**10/3/2025**
Everon LLC Orange, CA	**Security Device Integration & Monitoring Services**	**$10,000.00**	**CHC**	**Campus-Wide Infrastructure**	**10/3/2025**

*Issued as an amendment.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Heather M. Madole, Administrative Officer

DATE: December 12, 2025

SUBJECT: Board Master Planning Action Calendar

RECOMMENDATION

This item is for information only.

OVERVIEW

The Board Master Planning Action Calendar is a schedule of items for board discussion or action. Board items are subject to change and are updated and posted in the monthly board business meeting agendas.

ANALYSIS

The Board Master Planning Action Calendar serves as a blueprint that can be used to improve planning and increase transparency districtwide.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
3. Be a Leader and Partner in Addressing Regional Issues
4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

There are no financial implications associated with this board item.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

BOARD MASTER PLANNING ACTION CALENDAR*

Presented for Information December 12 2025

MONTHLY

Consent Agenda

INSTRUCTION/STUDENT SERVICES
- Curriculum Modifications
- Donations

HUMAN RESOURCES
- Classification Advancements for Academic Employees
- Non-instructional Pay, Stipends, and Reduced Workload
- Tuition Reimbursement
- Employment Contracts
- Promotions, Transfers, Reclassifications, Step Advancements
- New Hires (Adjuncts, Substitutes, Classified, Management, Temporary, Interim, Permanent)
- Job Descriptions and Revised Salary Schedules
- Trustee Absent Excusal Resolution (Chancellor's Office)
- CSEA/CTA/POA Agreements

BUSINESS & FISCAL SERVICES
- Alcoholic Beverages (Chancellor's Office)
- Board Policies (Final Approval)
- Conferences Over $5K or Outside US
- District/College Expenses
- Individual Memberships (Chancellor's Office)
- Surplus Property & Authorization for Private Sale or Disposal
- Contracts Above Bid Limit
- Resolution: Fund Balance Transfer
- Ratification of Interfund Transfers
- Signature List Changes

FACILITIES
- Informal Bid Award (UCCAP)
- CBOC Appointees
- Award RFQ/RFP/Bids & Contracts
- Master Service Agreement & Task Orders For Bond Construction
- Small Scale Construction Contract Award

Information Items Reports/Updates

OFFICE OF THE CHANCELLOR
- Applause Recognition
- Retirements
- Board Committee Reports
- Reports from Represented Groups
- Board Master Planning Action Calendar
- Chancellor's Report

BUSINESS & FISCAL SERVICES/FACILITIES
- Board Policies (1st Reading)
- Budget Revenue & Expenditure Summary
- General Fund Cash Flow Analysis
- Purchase Order Report
- Contracts Below Bid Limit
- Construction Change Orders and Amendments – Bond/Non-Bond
- KVCR Update

HUMAN RESOURCES
- CSEA/CTA/POA MOUs
- Professional Expert, Short-Term, and Substitute Employees
- Resignations
- Retirements
- Volunteers

JANUARY

- Legislative Priorities and State Budget Priorities
- 2022-2027 Strategic Plan Update (Goal 1)
- § 53003. Updated District EEO Plan Presentation and ACTION (with comments from CCCCO)
- EEO Plan (monitor, evaluate, and report annually)
- Adopt Budget Calendar (by 2/1)
- Budget Directives 1st Reading (BFC)
- Campus Advisory Committees
- Board Self-Evaluation (Board Retreat)

FEBRUARY

- Apportionment Attendance and FTES Calculation Report (CCFS 320) P1
- 2022-2027 Strategic Plan Update (Goal 2)
- Sabbatical Leave Requests (name faculty, college, & term)
- Budget Directives (by 3/1)
- Nonresident Tuition and Capital Outlay Fees (by 3/1)
- Review and Affirmation of Guiding Principles for FCC Auction Proceeds PRST Account
- Review and Approve Guiding Principles for KVCR PRST Account

MARCH

- Regular Meeting Dates for the Board of Trustees
- 2022-2027 Strategic Plan Update (Goal 3)
- CCC Classified Employee of the Year Nomination (by 3/15)
- Review Tenure/Tenure Contracts
- Selection of Auditor (before 4/1)
- Quarterly Certified Financial Status Report (Oct-Dec)
- Quarterly Investment & Deposit Report (Oct-Dec)
- CBOC Annual Report Presentation (by 3/31)

**This guide is for internal use only and is subject to change.*

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

BOARD MASTER PLANNING ACTION CALENDAR*

Presented for Information December 12, 2025

APRIL

- Trustee Handbook
- Student Trustee Privileges (by 5/15)
- P&Ps: 2100 (every two years on even election years)
- 2022-2027 Strategic Plan Update (Goal 4)
- Board Ad Hoc Committee for Board Self-Evaluation and Evaluation of the Chancellor
- Resolution: Interfund Transfers for Next Fiscal Year (April or May)

MAY

- Recognition of Outgoing Student Trustees
- P&Ps: 6320 (annual; last approved 4/2025); 4235 (every three years; last approved 07/2024)
- 2022-2027 Strategic Plan Progress Report – Executive Summary
- Apportionment Attendance and FTES Calculation Report (CCFS 320) P2
- Preliminary Budget & Presentation (optional strategy session)
- Resolution: Interfund Transfers for Next Fiscal Year (April or May)
- Board Self-Evaluation Tool

JUNE

- Presentation: Administer Oath of Office to New Student Trustees
- Executive Summary of Goals 1-4 (Board Retreat)
- Presentation: DEIA (HR)
- Employment Contracts for Academic and Classified Managers
- Employment Contract for Chancellor
- Salary Placement for Executive Management (3-year placement)
- Adopt Tentative Budget (by 7/1)
- Authorized Signature List for Next Fiscal Year
- Resolution: Expenditures of Prop 30 EPA Funds
- Resolution: Signature Authorizations for State of CA Department of Rehabilitation, Department of Education, Department of Corrections and Rehabilitation, and Department of Social Services
- Resolution: GANN Limit
- Sole Source Suppliers for Fiscal Year
- District Bank Accounts
- Resolution: Increase Board Compensation and Approve Excused Absences
- Fiscal Year Meals, Refreshments on District and College Expenses
- Quarterly Financial Status Report (Jan-Mar)
- Quarterly Investment & Deposit Report (Jan-Mar)
- Five-Year Construction Plan (CCCCO annual requirement)
- Resolution: Transfer of Appropriations for the Fiscal Year
- Board Self-Evaluation (Board Retreat)

This guide is for internal use only and is subject to change.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

BOARD MASTER PLANNING ACTION CALENDAR*

Presented for Information December 12, 2025

JULY

- **DARK**

AUGUST

- Reaffirm Mission, Vision, Values (2022, as appropriate)
- 2022-2027 Strategic Plan Update (Goal 1)
- Apportionment Attendance and FTES Calculation Report (CCFS 320) P3
- Final Budget Presentation (Strategy Session fourth Thursday)

SEPTEMBER

- Accreditation Midterm Report (last submitted 10/15/24. Complete mid-term report 3.5 years prior to the Institutional Self-Evaluation Report (ISER).)
- Accreditation Comprehensive Review Occurs Fall 2027
- Approval of Districtwide Sabbaticals (notice required to employees by 10/1)
- § 53004. EEO Plan Analyses and Annual Report to CCCCO
- Public Hearing and Final Budget Approval (by 9/15)
- Quarterly Investment & Deposit Report (Apr-Jun)
  2022-2027 Strategic Plan Update (Goal 2)

OCTOBER

- P&Ps: Review Schedule
- Emergency Operations Plan
- Annual Security Report
- Academic Calendar
- Initial Proposals to Reopen Negotiations with CSEA/CTA
- Sabbatical Completion Reports (from prior academic year)
- 2022-2027 Strategic Plan Update (Goal 3)

NOVEMBER

- § 72000 (c)(2)(A); Board to select date and time of annual meeting and notify the county superintendent of schools. Note: Within 15 days of the annual meeting, written notice must be sent to members and members-elect notifying them of the date and time of the annual meeting.
- Full-Time Faculty Obligation Report (110/FFO due by 11/30)
- 2022-2027 Strategic Plan Update (Goal 4)

This guide is for internal use only and is subject to change.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

BOARD MASTER PLANNING ACTION CALENDAR*

Presented for Information December 12, 2025

DECEMBER | ANNUAL BUSINESS MEETING

- Education Code Section 5017 provides: Each person elected at a regular biennial governing board member election shall hold office for a term of four years commencing on the second Friday in December next succeeding his/her election. Any member of the governing board of a school district or community college district whose term has expired shall continue to discharge the duties of the office until his/her successor has qualified. The term of the successor shall begin upon the expiration of the term of his/her predecessor.
- Swearing in on or prior to the second Friday in December.
- In election years, Education Code Section 72000 subdivision (c)(2)(A), the annual meeting must occur within a 15-day period that commences with the second Friday in December.
- New Trustee Oath of Office
- Nomination and approval of SBCCD Executive Board
- Certification of Election of Board Chair and Clerk
- Board Member Assignment to the County Committee on School District Organization
- Board Member Assignment to the SBRETC JPA
- Board Member Assignment to Standing BOT Committees. (Note for information: BEC serves as Ethics committee and self-evaluation/chancellor evaluation committees)
- New Trustee Orientation (every 2 years on even numbered years, if new trustees are elected)
- Apportionment Attendance and FTES Calculation Report (CCFS 320 by 1/15) P1
- Audit Reports: District, CBOC, KVCR (by 12/31)
- Quarterly Financial Status Report, Jul-Sep
- Quarterly Investment & Deposit Report, Jul-Sep

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

PREPARED BY: Steven J. Sutorus, Executive Director of Business and Fiscal

DATE: December 12, 2025

SUBJECT: Budget Revenue & Expenditure Summary

RECOMMENDATION

This item is for information only and no action is required.

OVERVIEW

While year-to-date revenue and/or expenditure percentages often vary from the percentage of fiscal year elapsed, all funds are expected to remain within the 2025-26 budget unless otherwise noted here. For explanations of any significant variances in year-to-date revenues/expenditures from fiscal year elapsed, please see the attached summary.

ANALYSIS

The attached Revenue and Expenditure Summary reflects activity for the 2025-26 fiscal year through November 7, 2025. As of that date, SBCCD was 35.6% through the fiscal year and had spent and/or encumbered approximately 38.1% of its unrestricted general fund budget.

SBCCD GOALS

4. Ensure Fiscal Accountability/Sustainability

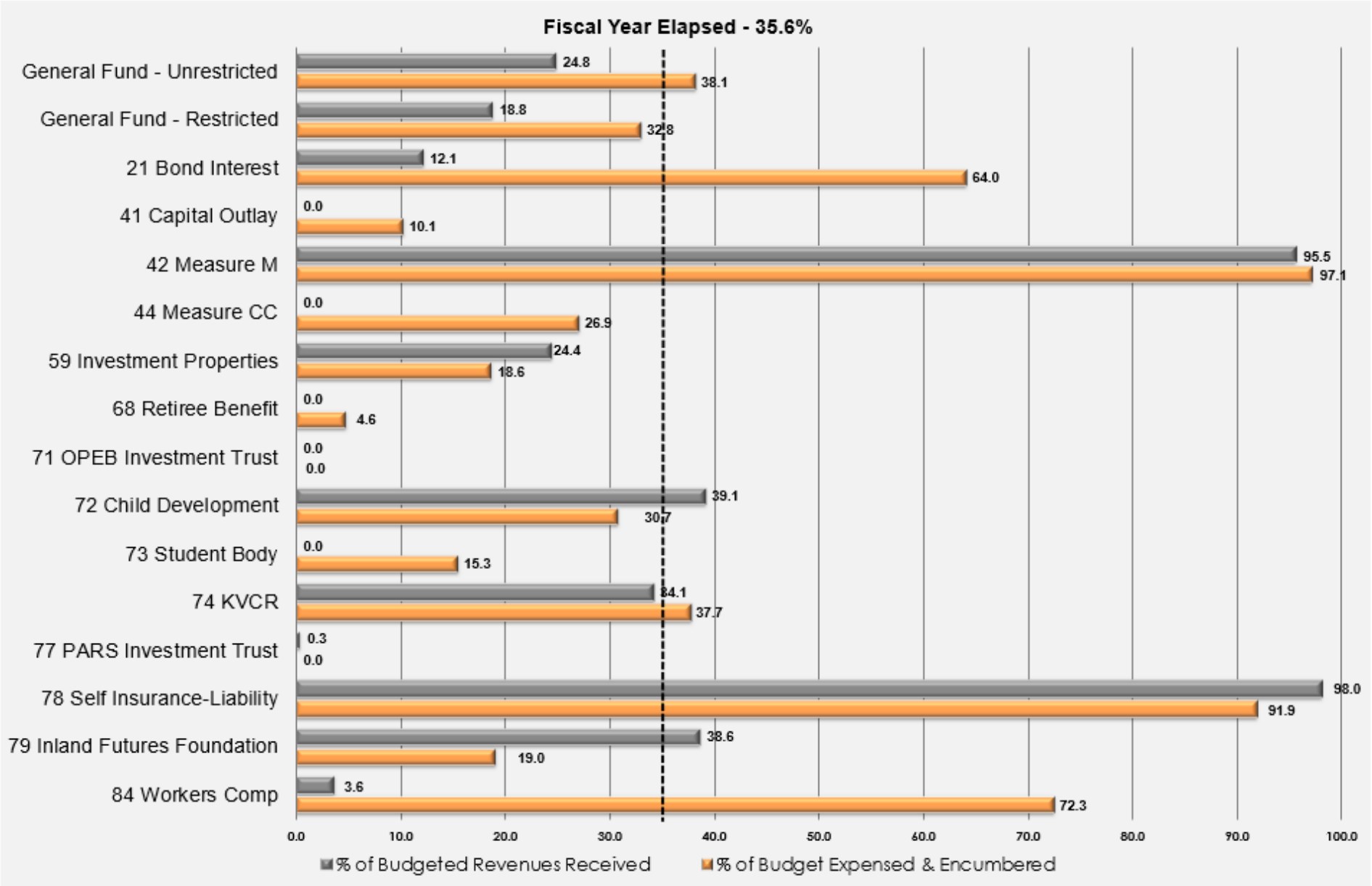
FINANCIAL IMPLICATIONS

This analysis is an important tool for the Board of Trustees to track SBCCD revenue and expenditures across all funds.

Budget Revenue & Expenditure Summary

Year to Date 11/07/25

[v.11.17.2025.p.1|2]



Budget Revenue & Expenditure Summary

Year to Date 11/07/25

[v.11.17.2025.p.2|2]

35.6% of Fiscal Year Elapsed

FUND	REVENUES Budget	Received YTD		EXPENDITURES Budget	Expensed/ Encumbered YTD		COMMENTS
01 General Fund - Unrestricted	153,404,338	38,090,792	24.8%	157,155,203	59,803,071	38.1%	Posting for revenue in progress for Q1 activity for State-based revenue. Expenditures are consistent with the needs of the fund given the current climate.
01 General Fund - Restricted	110,498,145	20,735,129	18.8%	110,498,145	36,296,653	32.8%	Some revenues are received on reimbursement basis.
21 Bond Interest & Redemption	71,300,000	8,630,467	12.1%	71,300,000	45,615,818	64.0%	Taxes are determined and collected by the County for bond measures.
41 Capital Outlay	4,846,745	-	0.0%	4,493,837	454,565	10.1%	Posting for revenue in progress for Q1 activity. Purchase orders are in the process of being submitted for project occurring throughout the year.
42 Measure M	159,946,339	152,801,339	95.5%	57,207,139	55,551,754	97.1%	Revenue received for the sale of bonds in the month of August 2025. Purchase orders covering the entire year is created early in the year.
44 Measure CC	7,000,000	-	0.0%	95,184,275	25,626,749	26.9%	Posting for revenue in progress for Q1 activity. Purchase orders covering the entire year is created early in the year.
59 Investment Properties	5,866,889	1,432,043	24.4%	4,948,059	919,622	18.6%	Posting in progress for Q2 activity.
68 Retiree Benefit	407,744	-	0.0%	407,744	18,766	4.6%	Revenues are posted in arrears.
71 OPEB Trust	850,000	-	0.0%	82,000	-	0.0%	Posting in progress for Q1 activity.
72 Child Development	5,242,565	2,048,125	39.1%	5,242,565	1,608,468	30.7%	
73 Student Body Center Fee	340,787	-	0.0%	340,787	52,296	15.3%	Revenues are posted in arrears. Expenditures are consistent with the needs of the funds.
74 KVCR	9,049,895	3,087,018	34.1%	9,020,486	3,396,878	37.7%	
77 PARS Trust	5,830,000	14,593	0.3%	4,840,000	-	0.0%	Posting in progress for Q1 activity.
78 Self Insurance-Liability	1,275,759	1,250,000	98.0%	1,400,000	1,285,956	91.9%	Revenues transferred in full at the beginning of the fiscal year. Payment for policy occurs early in the year.
79 Inland Futures Foundation	1,465,252	565,479	38.6%	1,465,252	277,946	19.0%	Expenditures are consistent with the needs of the funds.
84 Workers Compensation	2,986,865	107,048	3.6%	3,012,624	2,179,378	72.3%	Revenue are posted in arrears. Purchase order for PIPS annual contract created early in the fiscal year.
Total (All Funds)	**540,311,323**	**228,762,033**	**42.3%**	**526,598,116**	**233,087,920**	**44.3%**	

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

PREPARED BY: Farrah Farzaneh, Executive Director, Facilities Planning, Construction, & Sustainability

DATE: December 12, 2025

SUBJECT: Construction Change Orders and Amendments - Bond

RECOMMENDATION

This item is for information only. No action is necessary.

OVERVIEW

In January 2022, the Board of Trustees approved the Revised Construction Change Order Board Approval Process. The process includes a Bond program-wide construction change order percentage goal of 5% or less. In addition, change orders that are <$250,000 which result in a cumulative increase to a contract of <10% of its original value will be authorized by the Chancellor or her designee and presented to the Board for information at the next available business meeting.

ANALYSIS

A detailed summary of all Bond Program Change Orders is attached. The change orders listed were determined to be necessary to support the completion of design and construction, found to be fair and reasonable, and written in accordance with approved procedures and goals.

Total Bond Construction Contracts	Total Bond Program Change Order Amount	Program-Wide Change Order
$324,250,596.23	$7,839,354.29	2.42%

SBCCD GOALS

4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

The costs of these change orders will be included in the appropriate bond construction budget.

SBCCD
CONSTRUCTION CHANGE ORDER SUMMARY

Campus	Contract Amount	Change Orders	New Contract Amount	Change Order % of Program Contracts
CC01-1000 : San Bernardino Valley College	$192,659,410.80	$4,534,460.57	**$197,193,871.37**	2.35%
CC02-2000 : Crafton Hills College	$131,404,685.26	$3,300,081.70	**$134,704,766.96**	2.51%
CC03-3000 : San Bernardino Community College District Wide	$186,500.17	$4,812.02	**$191,312.19**	2.58%
TOTAL FOR CHANGE ORDERS	**$324,250,596.23**	**$7,839,354.29**	**$332,089,950.52**	**2.42%**

CONSTRUCTION CHANGE ORDER SUMMARY

CC01-1000 : San Bernardino Valley College

CC01-1000 : San Bernardino Valley College

Projects	Contract Amount	Change Orders	New Contract Amount	Change Order % of Campus Contracts
CC01-3601 : Technical Building Replacement (DBB)	$69,832,624.00	$3,544,709.38	$73,377,333.38	5.08%
CC01-3605 : Softball Field	$7,687,500.00	$651,922.52	$8,339,422.52	8.48%
CC01-3606 : Student Services Building (New Construction)	$94,827,667.00	-$292,857.68	$94,534,809.32	-0.31%
CC01-3608 : Career Pathways Phase 2 (PDB)	$4,870,412.92	$0	$4,870,412.92	-
CC01-3610 : Campus-Wide Infrastructure SBVC (DBB)	$15,441,206.88	$630,686.35	$16,071,893.23	4.08%
CC01-1000 : San Bernardino Valley College Total	**$192,659,410.80**	**$4,534,460.57**	**$197,193,871.37**	**2.35%**

CC01-1000 : San Bernardino Valley College - Executed Change Orders To Date

Project	Contract	Change Order	Original Construction Contract Amount	Change Orders	Cumulative Change Order Amount	Current Contract Amount	Individual Change Order % of Contract	Cumulative Change Order % of Contracts	Executed Date	Board Date

CC02-2000 : Crafton Hills College

CC02-2000 : Crafton Hills College

Projects	Contract Amount	Change Orders	New Contract Amount	Change Order % of Campus Contracts
CC02-3621 : Crafton Hall Renovation (DBB)	$6,380,000.00	$481,860.87	$6,861,860.87	7.55%
CC02-3623 : Gym Demolition (DBB)	$1,255,579.18	$96,347.19	$1,351,926.37	7.67%
CC02-3625 : Public Safety Training Center (DB)	$8,501,117.00	-$30,976.59	$8,470,140.41	-0.36%
CC02-3626 : Campus-Wide Infrastructure CHC (DBB)	$13,003,817.08	-$84,123.19	$12,919,693.89	-0.65%
CC02-3631 : Instructional Building (PDB)	$44,413,018.00	$0	$44,413,018.00	-
CC02-3633 : Central Complex 2 Renovation (DB)	$9,509,146.00	-$92,671.77	$9,416,474.23	-0.97%
CC02-3634 : Child Development Center Renovation (DBB)	$2,023,008.00	$58,862.86	$2,081,870.86	2.91%
CC02-3635 : New Performing Arts Center (DBB)	$45,899,000.00	$2,861,584.00	$48,760,584.00	6.23%
CC02-2000 : Crafton Hills College Total	**$130,984,685.26**	**$3,290,883.37**	**$134,275,568.63**	**2.51%**

CC02-2000 : Crafton Hills College - Executed Change Orders

Project	Contract	Change Order	Construction Contract Amount	Change Orders	Cumulative Change Order Amount	Current Contract Amount	Individual Change Order % of Contract	Cumulative Change Order % of Contracts	Executed Date	Board Date
CC02-3624 : Student Support Building Renovation (DBB)	**J. A. Urban, Inc.**	**J. A. Urban, Inc. - Change Order #002**	**$420,000.00**	**-$282.88**	**$9,198.33**	**$429,198.33**	**-0.07%**	**2.19%**	**27-Oct-25**	**12-Dec-25**

* Chancellor concurrence received due to the single and/or cumulative change order percent being greater than 5% but less than 10%

** Change order greater than $250,000

*** Change order is above the 10% threshold and is being submitted to the Board of Trustees for approval

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

PREPARED BY: Steven J. Sutorus, Executive Director, Business & Fiscal Services

DATE: December 12, 2025

SUBJECT: Contracts Below $114,800

RECOMMENDATION

This item is for information only. No action is necessary.

OVERVIEW

In accordance with SBCCD Board Policy 6100, Delegation of Authority, The Board of Trustees delegates authority to the Chancellor to supervise the general business procedures of the District to assure the proper administration of property and contracts.

In line with Public Contract Code Section 17605 and Section 22034(c), the Board of Trustees delegates purchasing and contracting authority to the named agents on the authorized signature list. These designated District Officers have authority to approve purchase requests; award, sign, and execute contracts; and authorize payment under the formal bid limits set by Public Contract Code. Such purchase and/or expense contract requests below this limit, including income contracts, shall not require Board approval, but shall be sent to the Board as an information item every 60 days.

ANALYSIS

The California Board of Governors sets the formal bid limit for procurement of goods and/or services on an annual basis. The formal bid limit for the current calendar year has been set at $114,800. Construction services are not included in this board item.

SBCCD GOALS

4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

The attached purchase and/or contract requests have been budgeted for via purchase orders.

Contracts Below $114,800

Presented for Information December 12, 2025

Control #	Vendor	Contract Type	Site	Department	Expense	Income	Amendment
31434	Agile Sports Technologies Inc	Software/Licensing	SBVC	Athletics	$ 7,000.02		
31451	Bunker, Eleanor	Performer	SBVC	Theatre	$ 926.24		
31436	Crucial Learning	Services	SBVC	Instruction	$ 34,000.00		
31432	CSI Electrical Contractors Inc	Services	SBVC	Admin Services	$ 18,036.00		
31425	Dreams Training Facility	Services	SBVC	Student Services	$ 7,000.00		
31469	ENV Services Inc	Repairs	CHC	Facilities	$ 3,000.00		
31430	Event Pixie	Rental	SBVC	First Year	$ 7,375.00		
31452	Gilliam, Cordis	Performer	SBVC	Theatre	$ 926.24		

Contracts Below $114,800

Presented for Information December 12, 2025

Control #	Vendor	Contract Type	Site	Department	Expense	Income	Amendment
31431	H&L Charter Co Inc	Bus Rental	SBVC	Student Services	$ 2,630.00		
31439	H&L Charter Co Inc	Bus Rental	SBVC	Athletics	$ 2,205.00		
31444	HCI Environmental & Engineering Services	On Demand Services	CHC	Facilities	$ 7,000.00		
31449	Inland Empire Stages LTD	Bus Rental	SBVC	Athletics	$ 3,156.75		
31453	Inland Empire Stages LTD	Bus Rental	SBVC	Athletics	$ 3,398.25		
31454	Inland Empire Stages LTD	Bus Rental	SBVC	Athletics	$ 2,001.00		
31455	Inland Empire Stages LTD	Bus Rental	SBVC	Athletics	$ 3,156.75		
31456	Inland Empire Stages LTD	Bus Rental	SBVC	Athletics	$ 1,894.62		

Contracts Below $114,800

Presented for Information December 12, 2025

Control #	Vendor	Contract Type	Site	Department	Expense	Income	Amendment
31457	Inland Empire Stages LTD	Bus Rental	SBVC	Athletics	$ 1,894.70		
31458	Inland Empire Stages LTD	Bus Rental	SBVC	Athletics	$ 3,398.25		
31459	Inland Empire Stages LTD	Bus Rental	SBVC	Athletics	$ 1,894.62		
31460	Inland Empire Stages LTD	Bus Rental	SBVC	Athletics	$ 3,398.25		
31467	Inland Empire Stages LTD	Bus Rental	SBVC	Athletics	$ 1,788.25		
31464	Intermex Inc	Bus Rental	CHC	Student Life	$ 1,050.00		
31442	Lamar Companies, The	Services	SBVC	Financial Aid	$ 40,092.00		
31433	Mohawk Commercial Inc	Services	SBCCD	District Police	$ 1,332.00		

Contracts Below $114,800

Presented for Information December 12, 2025

Control #	Vendor	Contract Type	Site	Department	Expense	Income	Amendment
31445	National Bus Charters	Services	SBVC	Admin Services	$ 13,739.00		
31427	Pacific Lightwave Inc	Services	KVCR	KVCR	$ 4,000.00		
31471	ParcelQuest	Software/Licensing	DSO	Fiscal	$ 2,500.00		
31443	Parker, Damarea	Speaker Agreement	SBVC	Student Services	$ 1,000.00		
31426	Party Plus Rentals	Rental	CHC	Student Life	$ 360.00		
31472	Party Plus Rentals	Rental	SBVC	Admissions & Records	$ 901.30		
31470	Props AV LLC	Services	CHC	Student Services	$ 22,000.00		
31461	Prosite Services	Services	SBVC	Marketing	$ 2,325.00		

Contracts Below $114,800

Presented for Information December 12, 2025

Control #	Vendor	Contract Type	Site	Department	Expense	Income	Amendment
31438	Quinn Company	Repairs	CHC	Facilities	$ 2,307.00		
31468	Randolph, Sarah	Consultants	CHC	CTE	$ 9,900.00		
31463	Sheraton Grand Sacramento	Travel	SBCCD	Chancellor	$ 16,000.00		
31428	Solano, Alberto	Services	DSO	ESSS	$ 15,000.00		
31435	Tomorrow's Talent LLC	Consultants	SBVC	Instruction	$ 34,000.00		
31437	Tomorrow's Talent LLC	Consultants	SBVC	Instruction	$ 114,000.00		
31429	Top Golf USA Inc	Services	DSO	Chancellor	$ 1,204.19		
31465	Westergard, Lyn	Consultants	CHC	SINS	$ 4,000.00		

Contracts Below $114,800

Presented for Information December 12, 2025

Control #	Vendor	Contract Type	Site	Department	Expense	Income	Amendment
31462	Wheeler, Jennifer	Services	SBCCD	ATPC	$ 10,000.00		
31441	Worsley, Margaret	Performer	SBVC	Theatre	$ 926.24		
31450	Yutaka, Kiho	Performer	SBVC	Theatre	$ 926.24		
31448	Digital Promise Global	Income	SBVC	Research and Planning		$ 5,000.00	
31466	Disabled American Veterans Chapter 12	Facility Use	SBVC	Admissions & Records	No Cost		
24451	Strada Collaborative Inc	Income - Amendment 01	CHC	Student Services		$ 10,000.00	Term extension
31440	Utah Education Network	Broadcasting Rights	KVCR	KVCR	No Cost		

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

PREPARED BY: Steven J. Sutorus, Executive Director of Business & Fiscal Services

DATE: December 12, 2025

SUBJECT: General Fund Cash Flow Analysis

RECOMMENDATION

This item is for information only and no action is required.

OVERVIEW

The District's budget is a financial plan based on estimated revenues and expenditures for the fiscal year, which runs from July 1 through June 30. Cash refers to what is actually in the District's treasury on a day-to-day and month-to-month basis. District cash balances are reviewed regularly and monitoring the amount of cash available to meet financial obligations is a core responsibility of the Fiscal Services Department. Fiscal year forecasts are updated monthly using the most current actual revenue and expense data and any new guidance from the State. Attached is the restricted and unrestricted General Fund monthly cash flow analysis.

ANALYSIS

As noted in the forecast, cash balances fluctuate throughout the year based on the amount and timing of actual and estimated revenues and expenses. The current cash estimate as of June 30, 2026, increased by $350,700 to $65,904,151 from the previous estimate of $65,553,451. The cash balance remained relatively consistent with the previously projected amount with a small increase caused by normal cash fluctuations.

SBCCD GOALS

4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

This analysis is an important part of ensuring sufficient cash is available to meet District needs.

General Fund Cash Flow Analysis – Restricted & Unrestricted
Fiscal Year 2025-2026

(as of November 10, 2025, rounded to the nearest $1,000)

					PROJECTED									
	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	ACCRUALS	TOTAL
Estimated Beginning Cash Balance	70,141	80,848	78,026	74,279	63,102	56,744	79,382	74,163	76,643	77,742	76,605	75,170		
Receipts														
Federal		2	118		146	376	533	853	1,116	112	-1,405	1,228		3,079
State	19,117	6,576	13,443	9,612	8,090	38,932	7,717	10,926	15,701	9,378	8,836	11,888		160,215
Local	9,318	966	-2,449	-558	20	27,261	6,490	51	2,106	12,805	9,634	309		65,955
Interfund Transfer & Sale of Assets					3,512	31	-30	5,387			1,171	5,694		15,765
Accounts Receivable/Accruals	1,999	231	1,588	4,209	1,337	-6,877	787	2,704	1,556	-1,668	8,906	-2,148		12,624
Total Receipts	30,434	7,774	12,700	13,264	13,105	59,723	15,497	19,922	20,480	20,628	27,141	16,970		257,638
Disbursements														
Academic Salaries	64	3,189	5,501	6,149	6,551	4,413	6,030	5,566	6,290	6,251	6,724	12,734		69,464
Classified Salaries	3,340	3,498	3,973	4,784	4,480	4,190	4,440	4,077	4,375	5,114	4,756	5,072		52,098
Benefits	1,815	3,052	3,453	3,798	3,837	-1,121	3,622	3,536	3,508	3,719	3,883	6,946		40,047
Supplies & Materials	177	80	223	483	236	29	215	501	296	529	486	461		3,716
Other Operating Exp	5,927	-1,590	1,648	3,157	2,697	-368	4,492	1,460	3,773	3,583	4,667	1,686		31,130
Capital Outlay	867	-532	116	335	217	99	187	202	342	1,037	667	988		4,526
Other Outgo	1,263	439	2,264	2,749	1,722	2,505	1,243	2,010	990	1,976	845	1,664		19,671
Longterm Post-Employment Benefits	-4	-7	-7	-7	-7	-7	11	12	-7	-7	21	-8		-17
Accounts Payable/Accruals	6,278	2,467	-722	2,994	-271	27,344	475	78	-186	-437	6,526	-3,308		41,238
Total Disbursements	19,727	10,596	16,448	24,441	19,463	37,085	20,716	17,442	19,381	21,764	28,576	26,236		261,874
Increase / (Decrease) in Cash Balance	10,707	-2,822	-3,748	-11,177	-6,357	22,638	-5,219	2,480	1,099	-1,136	-1,435	-9,266		
Estimated Ending Cash Balance	80,848	78,026	74,279	63,102	56,744	79,382	74,163	76,643	77,742	76,605	75,170	65,904		

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources, Payroll, Police Services, and Health and Safety Administration

DATE: December 12, 2025

SUBJECT: Lexipol Policies and Procedures

RECOMMENDATION

This item is for information only and no action is required.

OVERVIEW

The Lexipol Policies and Procedures: 310 – Domestic Violence and 315 – Child Abuse are being submitted to the Board of Trustees for their perusal.

ANALYSIS

The Lexipol Policies and Procedures: 310 – Domestic Violence and 315 – Child Abuse will provide a ready reference of rules, procedures, and guidelines for all SBCCD Police Personnel to assist them in the proper procedures of their duties and responsibilities.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
3. Be a Leader and Partner in Addressing Regional Issues
4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

There are no financial implications associated with this board item.

Domestic Violence

310.1 PURPOSE AND SCOPE

The purpose of this policy is to provide the guidelines necessary to deter, prevent and reduce domestic violence through vigorous enforcement and to address domestic violence as a serious crime against society. The policy specifically addresses the commitment of this Department to take enforcement action when appropriate, to provide assistance to victims and to guide officers in the investigation of domestic violence.

In accordance with the Violence Against Women Act (VAWA) and Title IX of the Education Amendments of 1972, the San Bernardino Community College District is committed to preventing and responding to incidents of domestic violence, dating violence, sexual assault, and stalking. The District's Title IX Coordinator oversees compliance with VAWA, Title IX, and related laws and ensures that victims are provided information on rights, reporting options, and available resources.

310.1.1 DEFINITIONS

Definitions related to this policy include:

Court order - All forms of orders related to domestic violence that have been issued by a court of this state or another, whether civil or criminal, regardless of whether service has been made.

Domestic violence - Felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

Dating violence - Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim; and where the existence of such a relationship shall be determined based on a consideration of the following factors; the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

Intimate partner violence - Physical, sexual, emotional, economic, or psychological actions or threats of actions that influence another person within an intimate relationship **.**

Stalking -Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others; or suffer substantial emotional distress.

Title IX coordinator - The District official designated to coordinate the District's compliance with Title IX, the Clery Act, and the Violence Against Women Act (VAWA). The Title IX Coordinator oversees the District's response to reports involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, including cases that may also constitute child abuse under state law.

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310.2 POLICY

The San Bernardino Community College District Police Department's response to incidents of domestic violence and violations of related court orders shall stress enforcement of the law to protect the victim and shall communicate the philosophy that domestic violence is criminal behavior. It is also the policy of this Department to facilitate victims' and offenders' access to appropriate civil remedies and community resources whenever feasible.

310.3 OFFICER SAFETY

The investigation of domestic violence cases often places officers in emotionally charged and sometimes highly dangerous environments. No provision of this policy is intended to supersede the responsibility of all officers to exercise due caution and reasonable care in providing for the safety of any officers and parties involved.

310.4 INVESTIGATIONS

The following guidelines should be followed by officers when investigating domestic violence cases:

(a) Calls of reported, threatened, imminent, or ongoing domestic violence and the violation of any court order are of extreme importance and should be considered among the highest response priorities. This includes incomplete 9-1-1 calls.

(b) When practicable, officers should obtain and document statements from the victim, the suspect, and any witnesses, including children, in or around the household or location of occurrence.

1. A lethality assessment should be administered to victims of domestic violence to assess the level of danger and/or the severity of the situation and attached to the appropriate report.

(c) Officers should list the full name and date of birth (and school if available) of each child who was present in the household at the time of the offense. The names of other children who may not have been in the house at that particular time should also be obtained for follow-up.

(d) When practicable and legally permitted, video or audio record all significant statements and observations.

(e) All injuries should be photographed, regardless of severity, taking care to preserve the victim's personal privacy. Where practicable, photographs should be taken by a person of the same sex. Victims whose injuries are not visible at the time of the incident should be asked to contact the Police Department in the event that the injuries later become visible.

(f) Officers should request that the victim complete and sign an authorization for release of medical records related to the incident when applicable.

(g) If the suspect is no longer at the scene, officers should make reasonable efforts to locate the suspect to further the investigation, provide the suspect with an opportunity to make a statement, and make an arrest or seek an arrest warrant if appropriate.

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(h) Seize any firearms or other dangerous weapons in the home, if appropriate and legally permitted, for safekeeping or as evidence. If the domestic violence involved threats of bodily harm, any firearm discovered in plain view or pursuant to consent or other lawful search must be taken into temporary custody (Penal Code § 18250).

(i) When completing an incident or arrest report for violation of a court order, officers should include specific information that establishes that the offender has been served, including the date the offender was served, the name of the agency that served the order, and the provision of the order that the subject is alleged to have violated. When reasonably available, the arresting officer should attach a copy of the order to the incident or arrest report.

(j) Officers should take appropriate enforcement action when there is probable cause to believe an offense has occurred. Factors that should not be used as sole justification for declining to take enforcement action include:

1. Whether the suspect lives on the premises with the victim.
2. Claims by the suspect that the victim provoked or perpetuated the violence.
3. The potential financial or child custody consequences of arrest.
4. The physical or emotional state of either party.
5. Use of drugs or alcohol by either party.
6. Denial that the abuse occurred where evidence indicates otherwise.
7. A request by the victim not to arrest the suspect.
8. Location of the incident (public/private).
9. Speculation that the complainant may not follow through with the prosecution.
10. Actual or perceived characteristics such as race, ethnicity, national origin, religion, sex, sexual orientation, gender identity or expression, economic status, age, cultural group, disability, or marital status of the victim or suspect.
11. The social status, community status, or professional position of the victim or suspect.

310.4.1 IF A SUSPECT IS ARRESTED

If a suspect is arrested, officers should:

(a) Advise the victim that there is no guarantee the suspect will remain in custody.

(b) Provide the victim's contact information to the jail staff to enable notification of the victim upon the suspect's release from jail.

(c) Advise the victim whether any type of court order will be in effect when the suspect is released from jail.

310.4.2 IF NO ARREST IS MADE

If no arrest is made, the officer should:

(a) Advise the parties of any options, including but not limited to:

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1. Voluntary separation of the parties.
2. Appropriate resource referrals (e.g., counselors, friends, relatives, shelter homes, victim witness unit).

(b) Document the resolution in a report.

310.4.3 ARRESTING OFFICERS' RESPONSIBILITIES REGARDING FIREARMS
If a suspect is arrested, officers shall (Penal Code § 273.76):

(a) Query the Automated Firearms System through the California Law Enforcement Telecommunications System (CLETS) for any firearms owned or possessed by the arrestee.

1. The investigating or filing officer shall include a copy of the Automated Firearms System report when filing the case with the district attorney or prosecuting city attorney.

(b) Ask the arrestee, victim, and any other household members, if applicable, about any firearms owned or possessed by the arrestee.

(c) Ensure that any firearm or other deadly weapon in plain sight or discovered pursuant to a consensual or other lawful search is taken into temporary custody pursuant to Penal Code § 18250.

(d) Document in the arrest report the detailed actions taken required by Penal Code § 273.76.

310.5 VICTIM ASSISTANCE

Because victims may be traumatized or confused, officers should be aware that a victim's behavior and actions may be affected:

(a) Victims should be provided with the Department's domestic violence information handout, even if the incident may not rise to the level of a crime.

(b) Victims should also be alerted to any available victim advocates, shelters, and community resources.

(c) When an involved person requests law enforcement assistance while removing essential items of personal property, officers should stand by for a reasonable amount of time.

(d) If the victim has sustained injury or complaints of pain, officers should seek medical assistance as soon as practicable.

(e) Officers should ask the victim whether the victim has a safe place to stay and assist in arranging transportation to an alternate shelter if the victim expresses a concern for the victim's safety or if the officer determines that a need exists.

(f) Officers should make reasonable efforts to ensure that children or dependent adults who are under the supervision of the suspect or victim are being properly cared for.

(g) If appropriate, officers should seek or assist the victim in obtaining an emergency order if appropriate.

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An officer shall advise an individual protected by a Canadian domestic violence protection order of available local victim services (Family Code § 6452).

310.6 DISPATCH ASSISTANCE

All calls of domestic violence, including incomplete 9-1-1 calls, should be dispatched as soon as practicable.

Dispatchers are not required to verify the validity of a court order before responding to a request for assistance. Officers should request that dispatchers check whether any of the involved persons are subject to the terms of a court order.

310.7 FOREIGN COURT ORDERS

Various types of orders may be issued in domestic violence cases. Any foreign court order properly issued by a court of another state, Indian tribe, or territory shall be enforced by officers as if it were the order of a court in this state. An order should be considered properly issued when it reasonably appears that the issuing court has jurisdiction over the parties and reasonable notice and opportunity to respond was given to the party against whom the order was issued (18 USC § 2265). An otherwise valid out-of-state court or foreign order shall be enforced, regardless of whether the order has been properly registered with this state (Family Code § 6403).

Canadian domestic violence protection orders shall also be enforced in the same manner as if issued in this state (Family Code § 6452).

310.8 VERIFICATION OF COURT ORDERS

Determining the validity of a court order, particularly an order from another jurisdiction, can be challenging. Therefore, in determining whether there is probable cause to make an arrest for a violation of any court order, officers should carefully review the actual order when available, and where appropriate and practicable:

(a) Ask the subject of the order about his/her notice or receipt of the order, his/her knowledge of its terms and efforts to respond to the order.

    1. If a determination is made that a valid foreign order cannot be enforced because the subject has not been notified or served the order, the officer shall inform the subject of the order, make a reasonable effort to serve the order upon the subject, and allow the subject a reasonable opportunity to comply with the order before enforcing the order. Verbal notice of the terms of the order is sufficient notice (Family Code § 6403).

(b) Check available records or databases that may show the status or conditions of the order.

    1. Registration or filing of an order in California is not required for the enforcement of a valid foreign order (Family Code § 6403).

(c) Contact the issuing court to verify the validity of the order.

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(d) Contact a law enforcement official from the jurisdiction where the order was issued to verify information.

Officers should document in an appropriate report their efforts to verify the validity of an order, regardless of whether an arrest is made. Officers should contact a supervisor for clarification when needed.

310.9 STANDARDS FOR ARRESTS

Officers investigating a domestic violence report should consider the following:

(a) An arrest should be made when there is probable cause to believe that a felony or misdemeanor domestic violence offense has been committed (Penal Code § 13701). Any decision to not arrest an adult when there is probable cause to do so requires supervisor approval.

1. Officers are only authorized to make an arrest without a warrant for a misdemeanor domestic violence offense if the officer makes the arrest as soon as probable cause arises (Penal Code § 836).

(b) An officer responding to a domestic violence call who cannot make an arrest will advise the victim of the victim's right to make a private person's arrest. The advisement should be made out of the presence of the suspect and shall include advising the victim how to safely execute the arrest. Officers shall not dissuade victims from making a lawful private person's arrest. Officers should refer to the provisions in the Private Persons Arrests Policy for options regarding the disposition of private person's arrests (Penal Code § 836(b)).

(c) Officers shall not cite and release a person for the following offenses (Penal Code § 853.6(a)(3)):

1. Penal Code § 243(e)(1) (battery against spouse, cohabitant)
2. Penal Code § 273.5 (corporal injury on spouse, cohabitant, fiancé/fiancée, person of a previous dating or engagement relationship, mother/father of the offender's child)
3. Penal Code § 273.6 (violation of protective order) if violence or threats of violence have occurred or the suspect has gone to the workplace or residence of the protected party
4. Penal Code § 646.9 (stalking)
5. Other serious or violent felonies specified in Penal Code § 1270.1

(d) In responding to domestic violence incidents, including mutual protective order violations, officers should generally be reluctant to make dual arrests. Officers shall make reasonable efforts to identify the dominant aggressor in any incident. The dominant aggressor is the person who has been determined to be the most significant, rather than the first, aggressor (Penal Code § 13701). In identifying the dominant aggressor, an officer shall consider:

1. The intent of the law to protect victims of domestic violence from continuing abuse.

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2. The threats creating fear of physical injury.
3. The history of domestic violence between the persons involved.
4. Whether either person acted in self-defense.

(e) An arrest shall be made when there is probable cause to believe that a violation of a domestic violence court order has been committed (Penal Code § 13701; Penal Code § 836), regardless of whether the offense was committed in the officer's presence. After arrest, the officer shall confirm that a copy of the order has been registered, unless the victim provides a copy (Penal Code § 836).

310.10 REPORTS AND RECORDS

(a) A written report shall be completed on all incidents of domestic violence. All such reports should be documented on the appropriate form, which includes information and notations specific to domestic violence incidents as required by Penal Code § 13730.

(b) Reporting officers should provide the victim with the case number of the report. The case number may be placed in the space provided on the domestic violence victim information handout provided to the victim. If the case number is not immediately available, an explanation should be given regarding how the victim can obtain the information at a later time.

(c) Officers who seize any firearm, ammunition, or other deadly weapon in a domestic violence incident shall issue the individual possessing such weapon a receipt that includes the name and residential mailing address of the owner or person who possessed the weapon and notice of where the weapon may be recovered, along with the applicable time limit for recovery (Penal Code § 18250; Penal Code § 18255; Penal Code § 33800; Family Code § 6389(c)).

310.11 RECORD-KEEPING AND DATA COLLECTION

This Department shall maintain records of court orders related to domestic violence and the service status of each (Penal Code § 13710), as well as records on the number of domestic violence related calls reported to the Department, including whether weapons were used in the incident or whether the incident involved strangulation or suffocation (Penal Code § 13730). This information is to be reported to the Attorney General monthly. It shall be the responsibility of the Police Compliance Manager to maintain and report this information as required.

310.12 SERVICE OF COURT ORDERS

(a) An officer who obtains an emergency protective order from the court shall serve it on the restrained person if the person can be reasonably located and shall provide the person protected or the person's parent/guardian with a copy of the order. The officer shall file a copy with the court as soon as practicable and shall have the order entered into the computer database system for protective and restraining orders maintained by the Department of Justice (Family Code § 6271; Penal Code § 646.91).

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(b) A temporary restraining order, emergency protective order, or an order issued after a hearing shall, at the request of the petitioner, be served on the restrained person by an officer who is present at the scene of a reported domestic violence incident or when the officer receives a request from the petitioner to provide service of the order (Family Code § 6383; Penal Code § 13710).

(c) Any officer serving a protective order that indicates that the respondent possesses weapons or ammunition shall request that the firearm/ammunition be immediately surrendered (Family Code § 6389(c)).

(d) During the service of a protective order any firearm discovered in plain view or pursuant to consent or other lawful search shall be taken into temporary custody (Penal Code § 18250).

1. An officer should ensure that the Administrative Support is notified of any firearm obtained for entry into the Automated Firearms System (Family Code § 6383) (see the Administrative Support Policy for additional guidance).

(e) If a valid Canadian order cannot be enforced because the person subject to the order has not been notified or served with the order, the officer shall notify the protected individual that reasonable efforts shall be made to contact the person subject to the order. The officer shall make a reasonable effort to inform the person subject to the order of the existence and terms of the order and provide the person with a record of the order, if available, and shall allow the person a reasonable opportunity to comply with the order before taking enforcement action (Family Code § 6452).

310.13 PUBLIC ACCESS TO POLICY

A copy of this domestic violence policy will be provided to members of the public upon request (Penal Code § 13701).

310.14 DECLARATION IN SUPPORT OF BAIL INCREASE

Any officer who makes a warrantless arrest for a felony or misdemeanor violation of a domestic violence restraining order shall evaluate the totality of the circumstances to determine whether reasonable cause exists to seek an increased bail amount. If there is reasonable cause to believe that the scheduled bail amount is insufficient to assure the arrestee's appearance or to protect the victim or family member of a victim, the officer shall prepare a declaration in support of increased bail (Penal Code § 1269c).

310.15 DOMESTIC VIOLENCE DEATH REVIEW TEAM

This Department should cooperate with any interagency domestic violence death review team investigation. Written and oral information relating to a domestic violence death that would otherwise be subject to release restrictions may be disclosed to the domestic violence death review team upon written request and approval of a supervisor (Penal Code § 11163.3).

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Child Abuse

315.1 PURPOSE AND SCOPE

The purpose of this policy is to provide guidelines for the investigation of suspected child abuse. This policy also addresses when San Bernardino Community College District Police Department members are required to notify the county Child Protective Services (CPS) of suspected child abuse.

In addition, the San Bernardino Community College District maintains a Title IX Coordinator who oversees compliance with Title IX of the Education Amendments of 1972, the Clery Act, and related federal and state laws concerning sexual harassment, sexual assault, dating violence, domestic violence, and stalking. The Title IX Coordinator serves as a resource for employees and students to report or seek guidance regarding such matters.

315.1.1 DEFINITIONS

Definitions related to this policy include:

Child - Unless otherwise specified by a cited statute, a child is any person under the age of 18 years.

Child abuse - Any offense or attempted offense involving violence or neglect with a child victim when committed by a person responsible for the child's care or any other act that would mandate notification to a social service agency or law enforcement (Penal Code § 11165.9; Penal Code § 11166).

Mandated reporter – Any employee or individual identified under California Penal Code § 11165.7 who, in their professional capacity or within the scope of their employment, has knowledge of or observes a child whom they know or reasonably suspect has been the victim of abuse or neglect and is required by law to report such information. Examples include, but are not limited to: peace officers, faculty members, child care custodians, administrators, counselors, athletic coaches, and other designated school employees.

Non-Mandated reporter – Any individual who is not legally obligated under Penal Code § 11165.7 to report suspected child abuse or neglect but who may voluntarily report such concerns in good faith to law enforcement or child protective services. Non-mandated reporters include volunteers, students, contractors, and other persons not specifically designated as mandated reporters.

Title IX coordinator – The District official designated to coordinate the District's compliance with Title IX, the Clery Act, and the Violence Against Women Act (VAWA). The Title IX Coordinator oversees the District's response to reports involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, including cases that may also constitute child abuse under state law.

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315.2 POLICY

The San Bernardino Community College District Police Department will investigate all reported incidents of alleged criminal child abuse and ensure CPS is notified as required by law.

315.3 MANDATORY NOTIFICATION

The child protection agency shall be notified when (Penal Code § 11166):

(a) There is a known or suspected instance of child abuse or neglect reported, which is alleged to have occurred as a result of the action of a person responsible for the child's welfare, or

(b) A person responsible for the child's welfare fails to adequately protect the child from abuse when the person knew or reasonably should have known that the child was in danger of abuse.

The District Attorney's office shall be notified in all instances of known or suspected child abuse or neglect reported to this Department. Notification of the District Attorney is not required for reports only involving neglect by a person, who has the care or custody of a child, to provide adequate food, clothing, shelter, medical care, or supervision where no physical injury to the child has occurred (Penal Code § 11166).

When the abuse or neglect occurs at a licensed facility or is alleged to have resulted from the actions of a person who is required to have a state license (e.g., foster homes, group homes, day care), notification shall also be made to the California Department of Social Services or other applicable licensing authority. When the alleged abuse or neglect involves a child of a minor parent or a dependent adult, notification shall also be made to the attorney of the minor or the dependent adult within 36 hours (Penal Code 11166.1; Penal Code 11166.2).

For purposes of notification, the abuse or neglect includes physical injury or death inflicted by other than accidental means upon a child by another person; sexual abuse (Penal Code § 11165.1); neglect (Penal Code § 11165.2); the willful harming or injuring of a child or the endangering of the person or health of a child (Penal Code § 11165.3); and unlawful corporal punishment or injury (Penal Code § 11165.4). Child abuse or neglect does not include a mutual affray between minors, nor does it include an injury caused by the reasonable and necessary force used by a peace officer acting within the course and scope of the peace officer's employment as a peace officer.

315.3.1 NOTIFICATION PROCEDURE

Notification should occur as follows (Penal Code § 11166):

(a) Notification shall be made immediately, or as soon as practicable, by telephone, fax or electronic transmission.

(b) A written follow-up report should be forwarded within 36 hours of receiving the information concerning the incident.

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315.4 QUALIFIED INVESTIGATORS

Qualified investigators should be available for child abuse investigations. These investigators should:

(a) Conduct interviews in child appropriate interview facilities.

(b) Be familiar with forensic interview techniques specific to child abuse investigations.

(c) Present all cases of alleged child abuse to the prosecutor for review.

(d) Coordinate with other enforcement agencies, social service agencies and school administrators as needed.

(e) Provide referrals to therapy services, victim advocates, guardians and support for the child and family as appropriate.

(f) Participate in or coordinate with multidisciplinary investigative teams as applicable (Welfare and Institutions Code § 18961.7).

315.5 INVESTIGATIONS AND REPORTING

In all reported or suspected cases of child abuse, a report will be written. Officers shall write a report even if the allegations appear unfounded or unsubstantiated.

Investigations and reports related to suspected cases of child abuse should address, as applicable:

(a) The overall basis for the contact. This should be done by the investigating officer in all circumstances where a suspected child abuse victim was contacted.

(b) The exigent circumstances that existed if officers interviewed the child victim without the presence of a parent or guardian.

(c) Any relevant statements the child may have made and to whom he/she made the statements.

(d) If a child was taken into protective custody, the reasons, the name and title of the person making the decision, and why other alternatives were not appropriate.

(e) Documentation of any visible injuries or any injuries identified by the child. This should include photographs of such injuries, if practicable.

(f) Whether the child victim was transported for medical treatment or a medical examination.

(g) Whether the victim identified a household member as the alleged perpetrator, and a list of the names of any other children who may reside in the residence.

(h) Identification of any prior related reports or allegations of child abuse, including other jurisdictions, as reasonably known.

(i) Previous addresses of the victim and suspect.

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(j) Other potential witnesses who have not yet been interviewed, such as relatives or others close to the victim’s environment.

All cases of the unexplained death of a child should be investigated as thoroughly as if it had been a case of suspected child abuse (e.g., a sudden or unexplained death of an infant).

315.5.1 EXTRA JURISDICTIONAL REPORTS

If a report of known or suspected child abuse or neglect that is alleged to have occurred outside this jurisdiction is received, Department members shall ensure that the caller is immediately transferred to the agency with proper jurisdiction for the investigation of the case. If the caller cannot be successfully transferred to the appropriate agency, a report shall be taken and immediately referred by telephone, fax, or electronic transfer to the agency with proper jurisdiction (Penal Code § 11165.9).

315.5.2 INITIAL REPORTS OF ABUSE FROM A NONMANDATED REPORTER

Members who receive a report of child abuse or neglect shall request the following information from the reporter (Penal Code § 11167):

(a) Name and telephone number

(b) Information and the source of information that gives rise to the knowledge or reasonable suspicion of child abuse or neglect

If the reporter refuses to provide their name and telephone number, the member should make a reasonable effort to determine the basis for the refusal and inform them that their information will remain confidential.

315.6 PROTECTIVE CUSTODY

Before taking any child into protective custody, the officer should make reasonable attempts to contact CPS. Generally, removal of a child from the child's family, guardian, or other responsible adult should be left to the child welfare authorities when they are present or have become involved in an investigation.

Generally, members of this Department should remove a child from the child's parent or guardian without a court order only when no other effective alternative is reasonably available and immediate action reasonably appears necessary to protect the child. Prior to taking a child into protective custody, the officer should take reasonable steps to deliver the child to another qualified parent or legal guardian, unless it reasonably appears that the release would endanger the child or result in abduction. If this is not a reasonable option, the officer shall ensure that the child is delivered to CPS.

Whenever practicable, the officer should inform a supervisor of the circumstances prior to taking a child into protective custody. If prior notification is not practicable, officers should contact a supervisor promptly after taking a child into protective custody.

Children may only be removed from a parent or guardian in the following situations when a court order cannot reasonably be obtained in a timely manner (Welfare and Institutions Code § 305):

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(a) The officer reasonably believes the child is a person described in Welfare and Institutions Code § 300, and further has good cause to believe that any of the following conditions exist:

1. The child has an immediate need for medical care.
2. The child is in immediate danger of physical or sexual abuse.
3. The physical environment or the fact that the child is left unattended poses an immediate threat to the child's health or safety. In the case of a child left unattended, the officer shall first attempt to locate and determine if a responsible parent or guardian is available and capable of assuming custody before taking the child into protective custody.

(b) The officer reasonably believes the child requires protective custody under the provisions of Penal Code § 279.6, in one of the following circumstances:

1. It reasonably appears to the officer that a person is likely to conceal the child, flee the jurisdiction with the child or, by flight or concealment, evade the authority of the court.
2. There is no lawful custodian available to take custody of the child.
3. There are conflicting custody orders or conflicting claims to custody and the parties cannot agree which party should take custody of the child.
4. The child is an abducted child.

(c) The child is in the company of, or under the control of, a person arrested for Penal Code § 278 (Detainment or concealment of child from legal custodian) or Penal Code § 278.5 (Deprivation of custody of a child or right to visitation) (Penal Code § 279.6).

A child taken into protective custody shall be delivered to CPS unless otherwise directed by court order.

315.6.1 CALIFORNIA SAFELY SURRENDERED BABY LAW

An individual having lawful custody of an infant less than 72 hours old is not guilty of abandonment if the individual voluntarily surrenders physical custody of the infant to personnel on-duty at a safe-surrender site, such as a hospital or fire department (Penal Code § 271.5). The law requires the surrender site to notify CPS.

315.6.2 NEWBORNS TESTING POSITIVE FOR DRUGS

Under certain circumstances, officers can be prohibited from taking a newborn who is the subject of a proposed adoption into protective custody, even when the newborn has tested positive for illegal drugs or the birth mother tested positive for illegal drugs.

Officers shall instead follow the provisions of Welfare and Institutions Code § 305.6 to ensure that the newborn is placed with the adoptive parents when it is appropriate.

315.7 INTERVIEWS

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315.7.1 PRELIMINARY INTERVIEWS

Absent extenuating circumstances or impracticality, officers should record the preliminary interview with suspected child abuse victims. Officers should avoid multiple interviews with a child victim and should attempt to gather only the information necessary to begin an investigation. When practicable, investigating officers should defer interviews until a person who is specially trained in such interviews is available. Generally, child victims should not be interviewed in the home or location where the alleged abuse occurred.

315.7.2 DETAINING SUSPECTED CHILD ABUSE VICTIMS FOR AN INTERVIEW

An officer should not detain a child involuntarily who is suspected of being a victim of child abuse solely for the purpose of an interview or physical exam without the consent of a parent or guardian unless one of the following applies:

(a) Exigent circumstances exist, such as:

1. A reasonable belief that medical issues of the child need to be addressed immediately.
2. A reasonable belief that the child is or will be in danger of harm if the interview or physical exam is not immediately completed.
3. The alleged offender is the custodial parent or guardian and there is reason to believe the child may be in continued danger.

(b) A court order or warrant has been issued.

315.7.3 INTERVIEWS AT A SCHOOL

Any student at school who is a suspected victim of child abuse shall be afforded the option of being interviewed in private or selecting any qualified available adult member of the school staff to be present. The purpose of the staff member's presence is to provide comfort and support. The staff member shall not participate in the interview. The selection of a staff member should be such that it does not burden the school with costs or hardship (Penal Code § 11174.3).

315.8 MEDICAL EXAMINATIONS

If the child has been the victim of abuse that requires a medical examination, the investigating officer should obtain consent for such examination from the appropriate parent, guardian or agency having legal custody of the child. The officer should also arrange for the child's transportation to the appropriate medical facility.

In cases where the alleged offender is the custodial parent or guardian and is refusing consent for the medical examination, officers should notify a supervisor before proceeding. If exigent circumstances do not exist or if state law does not provide for officers to take the child for a medical examination, the notified supervisor should consider obtaining a court order for such an examination.

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315.9 DRUG-ENDANGERED CHILDREN

A coordinated response by law enforcement and social services agencies is appropriate to meet the immediate and longer-term medical and safety needs of children exposed to the manufacturing, trafficking or use of narcotics.

315.9.1 SUPERVISOR RESPONSIBILITIES

The Chief of Police or the authorized designee should:

(a) Work with professionals from the appropriate agencies, including CPS, other law enforcement agencies, medical service providers and local prosecutors to develop community specific procedures for responding to situations where there are children endangered by exposure to methamphetamine labs or the manufacture and trafficking of other drugs.

(b) Activate any available interagency response when an officer notifies the supervisor that the officer has responded to a drug lab or other narcotics crime scene where a child is present or where evidence indicates that a child lives there.

(c) Develop a report format or checklist for use when officers respond to drug labs or other narcotics crime scenes. The checklist will help officers document the environmental, medical, social and other conditions that may affect the child.

315.9.2 OFFICER RESPONSIBILITIES

Officers responding to a drug lab or other narcotics crime scene where a child is present or where there is evidence that a child lives should:

(a) Document the environmental, medical, social and other conditions of the child using photography as appropriate and the checklist or form developed for this purpose.

(b) Notify the Watch Commander or on-call supervisor so an interagency response can begin.

315.10 STATE MANDATES AND OTHER RELEVANT LAWS

California requires or permits the following:

315.10.1 RELEASE OF REPORTS

Information related to incidents of child abuse or suspected child abuse shall be confidential and may only be disclosed pursuant to state law and the Records Maintenance and Release Policy (Penal Code § 841.5; Penal Code § 11167.5).

315.10.2 REQUESTS FOR REMOVAL FROM THE CHILD ABUSE CENTRAL INDEX (CACI)

Any person whose name has been forwarded to the California Department of Justice (DOJ) for placement in California's CACI, as a result of an investigation, may request that his/her name be removed from the CACI list. Requests shall not qualify for consideration if there is an active case, ongoing investigation or pending prosecution that precipitated the entry to CACI (Penal

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Code § 11169). All requests for removal shall be submitted in writing by the requesting person and promptly routed to the CACI hearing officer.

315.10.3 CACI HEARING OFFICER

The Chief of Police or the authorized designee will normally serve as the hearing officer but must not be actively connected with the case that resulted in the person's name being submitted to CACI. Upon receiving a qualified request for removal, the hearing officer shall promptly schedule a hearing to take place during normal business hours and provide written notification of the time and place of the hearing to the requesting party.

315.10.4 CACI HEARING PROCEDURES

The hearing is an informal process where the person requesting removal from the CACI list will be permitted to present relevant evidence (e.g., certified copy of an acquittal, factual finding of innocence) as to why his/her name should be removed. The person requesting the hearing may record the hearing at his/her own expense.

Formal rules of evidence will not apply and the hearing officer may consider, in addition to evidence submitted by the person requesting the hearing, any relevant information including, but not limited to, the following:

(a) Case reports including any supplemental reports

(b) Statements by investigators

(c) Statements from representatives of the District Attorney’s Office

(d) Statements by representatives of a child protective agency who may be familiar with the case

After considering all information presented, the hearing officer shall make a determination as to whether the requesting party’s name should be removed from the CACI list. Such determination shall be based on a finding that the allegations in the investigation are not substantiated (Penal Code § 11169).

If, after considering the evidence, the hearing officer finds that the allegations are not substantiated, he/she shall cause a request to be completed and forwarded to the DOJ that the person’s name be removed from the CACI list. A copy of the hearing results and the request for removal will be attached to the case reports.

The findings of the hearing officer shall be considered final and binding.

315.10.5 CHILD DEATH REVIEW TEAM

This Department should cooperate with any interagency child death review team investigation. Written and oral information relating to the death of a child that would otherwise be subject to release restrictions may be disclosed to the child death review team upon written request and approval of a supervisor (Penal Code § 11174.32).

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315.11 TRAINING

The Department should provide training on best practices in child abuse investigations to members tasked with investigating these cases. The training should include:

(a) Participating in multidisciplinary investigations, as appropriate.

(b) Conducting forensic interviews.

(c) Availability of therapy services for children and families.

(d) Availability of specialized forensic medical exams.

(e) Cultural competence (including interpretive services) related to child abuse investigations.

(f) Availability of victim advocate or guardian ad litem support.

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SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources, Payroll, Police Services, and Health and Safety Administration

DATE: December 12, 2025

SUBJECT: MOU(s) between SBCCD and the California School Employees Association and its SBCCD Chapter 291 (CSEA)

RECOMMENDATION

This item is for information only and no action is required.

OVERVIEW

The District and the CSEA met and entered into the attached Memorandums of Understanding, also known as MOU(s).

ANALYSIS

The attached MOU(s) constitutes the full and complete Agreement between the District and the CSEA.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution

FINANCIAL IMPLICATIONS

The cost associated with an MOU(s) is included in the appropriate budgets, where applicable.

MEMORANDUM OF UNDERSTANDING
By and Between
SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
And
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION and its
SAN BERNARDINO COMMUNITY COLLEGE DISTRICT CHAPTER #291

November 18, 2025

Terms and Conditions: This Memorandum of Understanding is entered into by and between the San Bernardino Community College District (hereinafter, "District") and the California School Employees Association and its Chapter #291, (hereinafter "Association"), collectively referred to as "the Parties."

Permanent Schedule Change: Admissions & Records Department- San Bernardino Valley College

In accordance with **Article 6.4 - Permanent Changes to Work Schedule**, the Parties have reached an agreement regarding Allison Molina's permanent work schedule, which will take effect on **Friday, January 16, 2026.** The specific details of the schedule change are outlined below:

a. Unit member, Allison Molina's work schedule will be changed as follows:

From: Monday, Thursday, 8:00 a.m. – 5:00 p.m., Tuesday, Wednesday, 10:00 a.m. – 7:00 p.m., and Friday, 8:00 a.m. – 4:30 p.m.
To: Monday – Thursday, 8:00 a.m. – 5:00 p.m., and Friday, 8:00 a.m. – 4:30 p.m.

This agreement is subject to all approvals required by the CSEA 610 policy and the District.

For the District

Kristina Hannon, SBCCD
Vice-Chancellor, Human Resources,
Payroll, Police Services and Health and
Safety Administration

For CSEA

Ernest Guillen, President CSEA #291

Cameron Kroetz, CSEA LRR

Diana Vaichis, Team Member

Yendis Battle, Team Member

Juan Zavala, Team Member

Aida Gil, Team Member

MEMORANDUM OF UNDERSTANDING
By and Between
SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
And
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION and its
SAN BERNARDINO COMMUNITY COLLEGE DISTRICT CHAPTER #291

November 18, 2025

Terms and Conditions: This Memorandum of Understanding is entered into by and between the San Bernardino Community College District (hereinafter, "District") and the California School Employees Association, and its Chapter #291, (hereinafter "Association"), collectively referred to as "the Parties".

The Parties have met in reference to the increase in workdays/year for unit member, Karen Peterson, Academic Support Services Specialist position **(C24502)** at Crafton Hills College, and therefore, the Parties have agreed to the following:

1. The Academic Support Services Specialist position **(C24502)** will be increased from 239 workdays per year to 260 workdays per year, effective Monday, December 1, 2025, and will remain at 1.0 FTE, 40 hours per workweek.
2. The increase in workdays/year is based on the needs of the department.
3. The work schedule for the unit member, Karen Peterson, will remain unchanged.

This agreement is subject to all approvals required by the CSEA 610 Policy and the District.

For the District

Kristina Hannon, SBCCD
Vice-Chancellor, Human Resources,
Payroll, Police Services and Health and
Safety Administration

For CSEA

Ernest Guillen, President CSEA #291

Cameron Kroetz, CSEA LRR

Diana Vaichis, Team Member

Yendis Battle, Team Member

Juan Zavala, Team Member

Aida Gil, Team Member

MEMORANDUM OF UNDERSTANDING
By and Between
SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
And
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION and its
SAN BERNARDINO COMMUNITY COLLEGE DISTRICT CHAPTER #291

November 18, 2025

Terms and Conditions: This Memorandum of Understanding is entered into by and between the San Bernardino Community College District (hereinafter, "District") and the California School Employees Association, and its Chapter #291, (hereinafter "Association"), collectively referred to as "the Parties".

In accordance with Article 16: PERSONNEL, specifically subsection 16.3 RECLASSIFICATION, it has been determined that the following unit members shall be reclassified.

1. Effective March 1, 2024, unit member Antonio Monroy, Library Media Clerk, Range 29 Step E, 8 hours/260-day work year in the Library at San Bernardino Valley College, will be reclassified to the classification of Library Technical Assistant I, Range 34 Step E, 8 hours/260-day work year.

2. Effective March 1, 2024, unit member Arnoldo Torres, Library Media Clerk, Range 29 Step F, 8 hours/260-day work year in the Library at San Bernardino Valley College, will be reclassified to the classification of Library Technical Assistant I, Range 34 Step E, 8 hours/260-day work year.

3. Effective March 1, 2024, unit member Claudia Herrera, Library Media Clerk, Range 29 Step F, 8 hours/260-day work year in the Library at San Bernardino Valley College, will be reclassified to the classification of Library Technical Assistant I, Range 34 Step E, 8 hours/260-day work year.

This agreement is subject to all approvals required by the CSEA 610 policy and the District.

For the District

Kristina Hannon, SBCCD
Vice-Chancellor, Human Resources,
Payroll, Police Services and Health and
Safety Administration

For CSEA

Ernest Guillen, President CSEA #291

Cameron Kroetz, CSEA LRR

Diana Vaichis, Team Member

Yendis Battle, Team Member

Juan Zavala, Team Member

Aida Gil, Team Member

MEMORANDUM OF UNDERSTANDING
By and Between
SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
And
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION and its
SAN BERNARDINO COMMUNITY COLLEGE DISTRICT CHAPTER #291

November 18, 2025

Terms and Conditions: This Memorandum of Understanding is entered into by and between the San Bernardino Community College District (hereinafter, "District") and the California School Employees Association and its Chapter #291, (hereinafter "Association"), collectively referred to as "the Parties."

Permanent Schedule Change: Admissions & Records Department- Crafton Hills College

In accordance with **Article 6.4 - Permanent Changes to Work Schedule**, the Parties have reached an agreement regarding the following unit members: (1) Robin Jones' and (2) Floyd Simpson's permanent work schedule, which will take effect on **Monday, December 15, 2025.** The specific details of the schedule change are outlined below:

a. Unit member, Robin Jones' work schedule will be changed as follows:

   From: Monday, Wednesday, Thursday, 9:00 a.m. – 5:30 p.m., Tuesday, 10:30 a.m. – 7:00 p.m., and Friday, 8:00 a.m. – 4:30 p.m.
   To: Monday, Wednesday, Thursday, 8:30 a.m. – 5:00 p.m., Tuesday, 10:30 a.m. – 7:00 p.m., and Friday, 8:00 a.m. – 4:30 p.m.

b. Unit member, Floyd Simpson's work schedule will be changed as follows:

   From: Monday, Tuesday, 9:00 a.m. – 6:00 p.m., Wednesday, 10:00 a.m. – 7:00 p.m., Thursday, 8:30 a.m. – 5:30 p.m., and Friday, 7:30 a.m. – 4:30 p.m.
   To: Monday, Tuesday, Thursday, 8:30 a.m. – 5:30 p.m., Wednesday, 10:00 a.m. – 7:00 p.m., and Friday, 7:30 a.m. – 4:30 p.m.

This agreement is subject to all approvals required by the CSEA 610 policy and the District.

For the District

Kristina Hannon, SBCCD
Vice-Chancellor, Human Resources, Payroll, Police Services and Health and Safety Administration

For CSEA

Ernest Guillen, President CSEA #291

Cameron Kroetz, CSEA LRR

Diana Vaichis, Team Member

Yendis Battle, Team Member

Juan Zavala, Team Member

Aida Gil, Team Member

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources, Payroll, Police Services, and Health and Safety Administration

DATE: December 12, 2025

SUBJECT: MOU(s) between SBCCD and the San Bernardino Community College District Teachers Association (CTA)

RECOMMENDATION

This item is for information only and no action is required.

OVERVIEW

The District and the CTA met and entered into the attached Memorandums of Understanding, also known as MOU(s).

ANALYSIS

The attached MOU(s) constitute the full and complete Agreement between the District and the CTA.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution

FINANCIAL IMPLICATIONS

The cost associated with a MOU(s) is included in the appropriate budgets, where applicable.

MEMORANDUM OF UNDERSTANDING
By and Between
San Bernardino Community College District Teachers Association
And San Bernardino Community College District
Faculty Lead Distance Education (Spring 2026)
November 14, 2025

WHEREAS: Implementation of changes to Title II of the ADA and RSI training will create an increase in workload; and

WHEREAS: San Bernardino Valley College (SBVC), hereafter referred to as "the College," has established a need to increase the reassigned time for the Distance Education (DE) Faculty Lead for Spring 2026;

IT IS THEREFORE AGREED THAT:

The time commitment for the DE Faculty Lead will be adjusted from .8 in Fall 2025 to 1.0 for Spring 2026.

If additional time, resources, or adjustments to the time commitment are required, San Bernardino Community College District Teachers Association (SBCCDTA) and the District agree to renegotiate the terms of this MOU.

This MOU will sunset on the last day of Spring 2026. The parties agree the reassigned time allocations will be reevaluated prior to the sunset date.

For SBCCD:

Kristina Hannon (Nov 19, 2025 20:18:38 PST) Date: 11/14/2025

Kristina Hannon
Vice Chancellor, Human Resources & Police Services,
SBCCD Lead Negotiator

For SBCCDTA:

Jamie Salyer
Jamie Salyer (Nov 22, 2025 08:39:17 PST) Date: 11/14/2025

Jamie Salyer
SBCCDTA Lead Negotiator

MEMORANDUM OF UNDERSTANDING
By and Between
San Bernardino Community College District Teachers Association
And San Bernardino Community College District
Faculty Leads
November 14, 2025

WHEREAS: Crafton Hills College (CHC), hereafter referred to as "the College," has established a need to assign Faculty Leads to upcoming programs;

IT IS THEREFORE AGREED THAT:

The time commitment for the Faculty Leads will be as follows:

- Faculty Lead: Course Outline of Record (COR) .2 for Spring 2026
- Faculty Lead: Dual Enrollment .2 for Spring 2026, Fall 2026, and Spring 2027

If additional time, resources, or adjustments to the time commitment are required, San Bernardino Community College District Teachers Association (SBCCDTA) and the District agree to renegotiate the terms of this MOU.

Reassigned time allocations will be re-evaluated by the end of Spring 2026.

For SBCCD:

Kristina Hannon (Nov 19, 2025 20:17:52 PST)

Date: 11/14/2025

Kristina Hannon
Vice Chancellor, Human Resources & Police Services,
SBCCD Lead Negotiator

For SBCCDTA:

Jamie Salyer

Jamie Salyer (Nov 22, 2025 08:39:56 PST)

Date: 11/14/2025

Jamie Salyer
SBCCDTA Lead Negotiator

MEMORANDUM OF UNDERSTANDING
By and Between
San Bernardino Community College District Teachers Association
And San Bernardino Community College District
Faculty Leads (Spring 2026 through Spring 2027)
November 14, 2025

WHEREAS: San Bernardino Valley College (SBVC), hereafter referred to as "the College," has established a need to assign Faculty Leads to upcoming programs;

IT IS THEREFORE AGREED THAT:

The time commitment for the Faculty Leads will be as follows:

- Faculty Lead: Student Life .5
- Faculty Lead: IDEAA .5
- Faculty Lead: Dual Enrollment 1.0

If additional time, resources, or adjustments to the time commitment are required, San Bernardino Community College District Teachers Association (SBCCDTA) and the District agree to renegotiate the terms of this MOU.

This MOU will sunset on the last day of Spring 2027. The parties agree the reassigned time allocations will be reevaluated prior to the sunset date.

For SBCCD:

Kristina Hannon (Nov 19, 2025 20:17:27 PST)

Date: 11/14/2025

Kristina Hannon
Vice Chancellor, Human Resources & Police Services,
SBCCD Lead Negotiator

For SBCCDTA:

Jamie Salyer (Nov 22, 2025 08:40:39 PST)

Date: 11/14/2025

Jamie Salyer
SBCCDTA Lead Negotiator

Memorandum Of Understanding
By and Between The
San Bernardino Community College District Teachers Association
And
San Bernardino Community College District

LA84 GRANT (SBVC)
Cancellation

This Memorandum of Understanding ("MOU") is entered by and between the
San Bernardino Community College District Teachers Association (Association), And The
San Bernardino Community College District ("District")
Collectively "The Parties"

WHEREAS, Article 13.B.5 of the collective bargaining agreement defines a "Grant" as any externally funded project that impacts bargaining unit members' hours, wages, and working conditions; and

WHEREAS, the SBVC Foundation was awarded the LA84 Grant that required faculty participation and duties directly related to the objectives of coordinating athletic clinics at schools within the area and organizing participation of students and coaches to support those clinics; and

WHEREAS, the LA84 Grant and associated work were subsequently cancelled, and faculty shall be compensated for work already performed;

THEREFORE, this MOU supersedes the MOU signed on October 24, 2025 and the District and the Association agree to compensate the faculty members as follows:

- Project Lead: Curtis Goss (Full-time faculty member)
  - $1,250
- Project Lead: Kenneth Lawler (Full-time faculty member)
  - $1,250
- Mary Lawler (Part-time faculty member)
  - $750

SBCCD

Kristina Hannon (Nov 19, 2025 20:18:15 PST)

Kristina Hannon, Vice Chancellor,
Human Resources & Police Services, SBCCD Chief Negotiator

Date: 11/14/2025

SBCCDTA

Jamie Salyer

Jamie Salyer (Nov 21, 2025 09:34:30 PST)

Jamie Salyer, SBCCDTA Chief Negotiator

Date: 11/14/2025

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources, Payroll, Police Services, and Health and Safety Administration

DATE: December 12, 2025

SUBJECT: Professional Expert, Short-Term, and Substitute Employees

RECOMMENDATION

This item is for information only.

OVERVIEW

Per SBCCD Administrative Procedure 7110, in the case of short-term hourly/substitute and student employees, the Board has delegated the Chancellor or his/her designee as the authorizing agent for hire.

California Education Code section 88003 outlines the criterion for hiring an employee on a temporary basis. The length of temporary employment is less than 75% of the college year, which amounts to 195 working days. Types of temporary employment include:

- Professional Expert: Districts can go outside the classified service when the scope of work is discrete, temporary, and requires expertise not available within the classified service. Requesting departments certify these by defining the project and identifying an end date for the project. Continued employment is contingent on continued demand and/or funding.
- Short-Term: Districts can use short-term employees on a temporary basis to perform a service upon completion of which, the service, or similar services, will not be extended or needed on a continuous basis.
- Substitute: Districts can employ substitute employees to fill in for a classified employee that is temporarily absent from duty, or if the district is recruiting to hire a vacant position.

ANALYSIS

The attached list of Professional Expert, Short-Term, and Substitute Employees is certified to be in accordance with California Education Code section 88003.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution

FINANCIAL IMPLICATIONS

The cost of employment for these employees is included in the appropriate 2025-2026 budgets.

Professional Expert, Short-Term & Substitute Employees

Presented for Information on December 12, 2025

[v.11.13.2025.p.1|3]

Professional Expert

Employee Name Location Assignment & Department	Duties	From	To	Hourly Rate
Jimenez, Gabriela M CHC Athletics	Assistant Coach, Cross Country	10/26/25	11/21/25	$2,800.00/ semester
Zamudio, Martin G CHC Athletics	Head Coach, Cross Country	10/26/25	11/21/25	$4,000.00/ semester
Starkey, Reese V CHC Athletics	Assistant Coach, Women's Swimming	10/11/25	06/30/26	$10,000.00
Pullon, Jr. Gregory J CHC Public Safety and Emergency Services	Lab Instructor/Primary Instructor/EMS Specialist	11/03/25	06/30/26	$30.00/ $45.00/ $55.00
Marino, Phillip CHC Respiratory	Respiratory Care Clinical	09/15/25	06/30/26	$57.13
Riddle, Matthew D CHC UTCC	Program Assistant	11/03/25	06/30/26	$20.00
Ruiz, April L DIST Economic Development & Corporate Training	Workforce Development PDC Trainer	11/07/25	06/30/26	$60.00
Silver, Dylan J SBVC Athletics	Assistant Coach, Baseball	10/27/25	06/30/26	$5,000.00/ semester
Burns Jr, Steven SBVC Athletics	Assistant Coach, Football	11/11/25	04/10/26	$5,000.00/ semester
Guy-Williams, Giles SBVC Athletics	Assistant Coach, Football	11/11/25	04/10/26	$5,000.00/ semester
Merriwether, Andrew SBVC Athletics	Assistant Coach, Football	11/11/25	04/10/26	$5,000.00/ semester
Pontious, Richard SBVC Athletics	Assistant Coach, Football	11/11/25	04/10/26	$5,000.00/ semester
William, Jerret SBVC Athletics	Assistant Coach, Football	11/11/25	04/10/26	$5,000.00/ semester
Davis, Devon SBVC Athletics	Assistant Coach, Men's Basketball	11/11/25	04/10/26	$5,000.00/ semester
Rawlston Charles SBVC Athletics	Assistant Coach, Men's Basketball	11/11/25	04/10/26	$5,000.00/ semester
Ramirez, Michael SBVC Athletics	Assistant Coach, Men's Cross Country	11/11/25	04/10/26	$5,000.00/ semester
Betancourt, Javier SBVC Athletics	Assistant Coach, Men's Soccer	11/11/25	04/10/26	$1,666.00/ semester
Politron, Jose SBVC Athletics	Assistant Coach, Men's Soccer	11/11/25	04/10/26	$1,666.00/ semester
Sierra, Francisco SBVC Athletics	Assistant Coach, Men's Soccer	11/11/25	04/10/26	$1,668.00/ semester
Battle, Demetric SBVC Athletics	Assistant Coach, Women's Basketball	11/11/25	04/10/26	$5,000.00/ semester

Professional Expert, Short-Term & Substitute Employees

Presented for Information on December 12, 2025

[v.11.13.2025.p.2|3]

Professional Expert

Employee Name Location Assignment & Department	Duties	From	To	Hourly Rate
Gonzalez, Teresa SBVC Athletics	Assistant Coach, Women's Basketball	11/11/25	04/10/26	$5,000.00/ semester
Pettaway, Audi SBVC Athletics	Assistant Coach, Women's Softball	11/11/25	02/10/26	$1,500.00/ semester
Castillo, Angel J SBVC Marketing, Creative Services & Public Affairs	Content Specialist	11/07/25	06/30/26	$35.00
Melesio, Tomas SBVC Marketing, Creative Services & Public Affairs	Content Specialist	11/07/25	06/30/26	$35.00
Ward Crane Jr., Stephen SBVC Police Academy/Criminal Justice	PS Facilitator/Evaluator or Police Tactical Officer/RTO	11/05/25	06/30/26	$45.00/ $53.00

Short-Term

Employee Name Location Assignment & Department	Duties	From	To	Hourly Rate
Diaz, Madison A SBVC Academic Success & Learning Services	Project Assistant I	11/10/25	06/30/26	$16.50

Substitute

Employee Name Location Assignment & Department	Duties	From	To	Hourly Rate
Hamilton, Brendon CHC Aquatics	Pool Attendant	11/15/25	01/13/26	$22.11
Veliz, Andrew DIST EDCT *Ext: Vacancy*	Grant Technician	11/10/25	01/09/26	$25.63
Gibson, Shawna DIST Human Resources *Ext: Vacancy*	Human Resources Generalist	11/03/25	01/03/26	$39.55
Valentine, O'Nesha SBVC Admissions & Records *Ext: Vacancy*	Admissions & Records Technician	10/20/25	12/20/25	$25.03
Soto, Destiny SBVC Student Accessibility Services *Ext: Vacancy*	Student Services Coordinator	09/30/25	11/30/25	$34.15

Professional Expert, Short-Term & Substitute Employees

Presented for Information on December 12, 2025

[v.11.13.2025.p.3|3]

Substitute

Employee Name Location Assignment & Department	Duties	From	To	Hourly Rate
Halsell, Heidi SBVC Student Accessibility Services *Ext: Vacancy*	Student Services Technician II	11/03/25	12/23/25	$25.63

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

PREPARED BY: Steven J. Sutorus, Executive Director, Business & Fiscal Services

DATE: December 12, 2025

SUBJECT: Purchase Order Report

RECOMMENDATION

This item is for information only. No action is necessary.

OVERVIEW

In accordance with SBCCD Board Policy 6100, Delegation of Authority, The Board of Trustees delegates authority to the Chancellor to supervise the general business procedures of the District to assure the proper administration of property and contracts.

Education Code 81656 provides that all transactions entered into by an authorized officer shall be reviewed by the Board every 60 days.

ANALYSIS

Purchase orders issued between the dates of 10/20/2025 – 11/5/2025 are attached, except those approved through other agenda items. All purchase orders have been issued in accordance with the District's policies and procedures by an authorized officer of the District.

SBCCD GOALS

4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

The attached purchase orders are included in the appropriate budgets.

Purchase Order Report
December 12, 2025

PO#	Supplier Name	Amount
PO2602176	STAPLES BUSINESS ADVANTAGE	89.06
PO2602211	STAPLES BUSINESS ADVANTAGE	540.48
PO2602218	GUITAR CENTER STORES INC	2,222.57
PO2602219	G/M BUSINESS INTERIORS	76,587.96
PO2602220	COUNCIL OF CHIEF LIBRARIANS	150.00
PO2602221	EVERTZ MICROSYSTEMS LTD	9,396.27
PO2602222	PERRY WEATHER INC	4,300.00
PO2602224	SAN BERNARDINO CCD	929.81
PO2602228	UNISOURCE SOLUTIONS LLC	1,960.00
PO2602229	JOHNSON CONTROLS FIRE PROTECTION	2,497.18
PO2602230	SPIRALEDGE INC	1,096.20
PO2602231	STAPLES BUSINESS ADVANTAGE	324.23
PO2602232	STAPLES BUSINESS ADVANTAGE	151.42
PO2602233	STAPLES BUSINESS ADVANTAGE	251.88
PO2602234	STAPLES BUSINESS ADVANTAGE	244.23
PO2602235	DUCK & OWL LLC	993.75
PO2602236	RIDDELL ALL AMERICAN SPORTS CORP	9,934.70
PO2602237	PERFORMANCE HEALTH SUPPLY INC	451.73
PO2602238	IRWIN INTERNATIONAL INC	1,397.98
PO2602240	PRINT & FINISHING SOLUTIONS	7,548.06
PO2602241	FISHER SCIENTIFIC COMPANY LLC	355.07
PO2602243	ACE UNIFORMS LLC	556.80
PO2602245	ACE UNIFORMS LLC	1,089.78
PO2602246	PEACEKEEPER PRODUCTS INTL LLC	1,710.62
PO2602248	ISLAND ADVERTISING INC	8,069.34
PO2602249	SOUTHERN CALIFORNIA WEST COAST ELECTRIC INC	3,892.00
PO2602250	ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES, THE	3,406.42
PO2602251	SAN BERNARDINO CCD	7,054.61
PO2602252	CDW LLC	2,133.59
PO2602253	BONE CLONES HOLDINGS	443.70
PO2602254	CDW LLC	84,921.73
PO2602255	CDW LLC	2,328.00
PO2602259	AMERICAN HEART ASSOCIATION	25,000.00
PO2602260	BOUND TREE MEDICAL LLC	374.09
PO2602261	GONZALES, NATHAN	250.00
PO2602262	CRAWFORD, JACQUELIN	276.00
PO2602263	FOLLETT CORPORATION	40.78
PO2602264	DORTON, SAMON	276.00
PO2602265	HORTI'S TACOS LLC	1,890.00
PO2602267	SAN BERNARDINO CCD	352.08
PO2602268	SAN BERNARDINO CCD	352.08
PO2602270	SAN BERNARDINO CCD	352.08
PO2602271	BLACKHAWK NETWORK INC	25,000.00
PO2602273	STAPLES BUSINESS ADVANTAGE	599.42
PO2602274	STAPLES BUSINESS ADVANTAGE	303.06

Purchase Order Report
December 12, 2025

PO#	Supplier Name	Amount
PO2602275	STAPLES BUSINESS ADVANTAGE	648.58
PO2602276	STAPLES BUSINESS ADVANTAGE	145.49
PO2602277	PANERA LLC	468.90
PO2602279	WENGER CORPORATION	10,038.60
PO2602281	ANIXTER INC	712.39
PO2602282	GREEN, ASHLEY	276.00
PO2602283	WOMACK, RASHAD	276.00
PO2602285	SAN BERNARDINO CCD	352.08
PO2602287	STAPLES BUSINESS ADVANTAGE	63.73
PO2602288	STAPLES BUSINESS ADVANTAGE	477.54
PO2602291	SAN BERNARDINO CCD	214.40
PO2602292	K-LOG INC	1,968.10
PO2602295	STAPLES BUSINESS ADVANTAGE	460.99
PO2602296	BPS TACTICAL INC	750.38
PO2602297	STAPLES BUSINESS ADVANTAGE	352.18
PO2602298	EIDE BAILLY LLP	2,050.00
PO2602299	NIKON INSTRUMENTS INC	872.24
PO2602300	CAROLINA BIOLOGICAL SUPPLY CO	1,589.83
PO2602301	HARDY DIAGNOSTICS	583.25
PO2602302	BIO-RAD LABORATORIES INC	561.59
PO2602303	INSTRUCTURE INC	30,000.00
PO2602304	INSTRUCTURE INC	30,000.00
PO2602305	SAN BERNARDINO CCD	9,000.00
PO2602306	CALIFORNIA ORGANIZATION OF ASSOCIATE DEGREE NURSING	200.00
PO2602308	SAN BERNARDINO CCD	4,050.00
PO2602309	ASTRAGLASS INNOVATIONS INC	208.80
PO2602310	HEATCON COMPOSITE SYSTEMS INC	275.14
PO2602311	BOARD OF VOCATIONAL NURSING & PSYCHIATRIC TECHNICIANS	5,000.00
PO2602312	FLINN SCIENTIFIC INC	448.06
PO2602313	GET NOTICED PROMOS LLC	16,466.54
PO2602314	CDW LLC	5,943.74
PO2602315	ROSADO, PHETTIE	400.00
PO2602316	PRINT & FINISHING SOLUTIONS	360.00
PO2602317	NATIONAL COMMUNITY COLLEGE HISPANIC COUNCIL	6,750.00
PO2602319	DELL MARKETING LP	33,330.43
PO2602320	KAI ATHLETIC LLC	20,455.88
PO2602321	GRADILLAS, ALEXIS	300.00
PO2602323	ESPINOZA MARKET	1,740.00
PO2602324	HOWARD INDUSTRIES INC	724.28
PO2602325	SAN BERNARDINO CCD	2,293.75
PO2602326	STAPLES BUSINESS ADVANTAGE	311.88
PO2602327	ARTICULATE GLOBAL INC	1,374.00
PO2602329	GERHARTZ, DAVID M	856.80
PO2602330	DUCK & OWL LLC	8,156.25
PO2602332	NIHON KOHDEN AMERICA LLC	26,424.79

Purchase Order Report
December 12, 2025

PO#	Supplier Name	Amount
PO2602333	STAPLES BUSINESS ADVANTAGE	2,906.00
PO2602334	SAN BERNARDINO AREA CHAMBER OF COMMERCE	550.00
PO2602335	ATKINSON ANDELSON LOYA RUUD & ROMO	199.99
PO2602336	ASSOCIATION OF CHIEF HUMAN RESOURCS OFFICERS	4,000.00
PO2602337	SOUTHWESTERN COMMUNITY COLLEGE DISTRICT	1,378.00
PO2602338	LAUNCHPAD COLLECTIVE INC, THE	500.00
PO2602339	FOLLETT CORPORATION	4,872.00
PO2602340	HERNANDEZ, RAUL SEBASTION	850.00
PO2602341	NEIL ENTERPRISES	1,884.09
PO2602342	A & R TARPAULINS INC	750.00
PO2602343	SID TOOL INC	28.33
PO2602345	MAYO, GENESIS	393.81
PO2602346	PROSITE SERVICES	5,527.22
PO2602347	PROSITE SERVICES	3,014.55
PO2602348	PROSITE SERVICES	2,838.38
PO2602350	SAN BERNARDINO CCD	352.08
PO2602351	MCGRATH'S CATERING	2,930.81
PO2602352	COMMUNITY PLAYTHINGS	4,785.00
PO2602354	KNOWLAND INC	440.00
PO2602356	EKC ENTERPRISES INC	21,415.87
PO2602357	STAPLES BUSINESS ADVANTAGE	177.43
PO2602358	STAPLES BUSINESS ADVANTAGE	136.42
PO2602359	INLAND EMPIRE COMMUNITY COLLABORATIVE INC	1,500.00
PO2602360	TORRES, CESAR	1,000.00
PO2602361	SAN BERNARDINO CCD	92.00
PO2602362	DUCK & OWL LLC	395.63
PO2602365	STUDENT INSURANCE	98,166.00
PO2602366	STEELBERRY INC	2,642.81
PO2602367	GRAINGER INC	164.78
PO2602368	SNAP-ON INDUSTRIAL	320.92
PO2602369	SNAP-ON INDUSTRIAL	296.34
PO2602370	SNAP-ON INDUSTRIAL	2,836.42
PO2602371	BLACK VELVET AUTO FABRICS INC	2,521.31
PO2602372	UNITED WRAPS INC	1,235.00
PO2602373	UNITED WRAPS INC	400.00
PO2602374	MCMASTER-CARR SUPPLY CO	98.47
PO2602375	CONSOLIDATED ELECTRICAL DISTRIBUTORS INC	166.39
PO2602376	MCMASTER-CARR SUPPLY CO	74.54
PO2602377	TRIANGLE ENGINEERING INC	66.38
PO2602378	GOSIGER MACHINE TOOLS LLC	294.12
PO2602379	GOSIGER MACHINE TOOLS LLC	845.00
PO2602380	MCMASTER-CARR SUPPLY CO	88.87
PO2602381	PROSITE SERVICES	3,325.03
PO2602382	WOOD-MIZER LLC	1,398.70
PO2602383	MCMASTER-CARR SUPPLY CO	984.08

Purchase Order Report
December 12, 2025

PO#	Supplier Name	Amount
PO2602384	PRESTOSPORTS LLC	4,109.56
PO2602385	SAN BERNARDINO CCD	984.19
PO2602386	MITCHELL 1	1,303.00
PO2602387	1 STOP AUTO BODY SUPPLIES INC	2,287.10
PO2602388	SID TOOL INC	640.47
PO2602390	BRONSON INVESTMENTS INC	280.95
PO2602391	SAN BERNARDINO CCD	1,527.06
PO2602392	SAN BERNARDINO CCD	1,527.06
PO2602393	FOLLETT CORPORATION	40.78
PO2602394	SID TOOL INC	376.49
PO2602395	STAPLES BUSINESS ADVANTAGE	287.58
PO2602396	STAPLES BUSINESS ADVANTAGE	317.02
PO2602419	STAPLES BUSINESS ADVANTAGE	105.98
PO2602421	NAC INC	31,990.00
PO2602423	BLACKHAWK NETWORK INC	65.00
PO2602424	SAN BERNARDINO CCD	295.47
PO2602425	CALIFORNIA, STATE OF	484.00
PO2602426	ESPINOZA MARKET	570.94
PO2602427	HOT DOG ON A STICK	5,570.09
PO2602428	EKC ENTERPRISES INC	1,532.55
PO2602429	CALIFORNIA, STATE OF	1,210.00
PO2602430	SAN BERNARDINO CCD	148.66
PO2602431	STAPLES BUSINESS ADVANTAGE	105.99
PO2602432	STAPLES BUSINESS ADVANTAGE	109.69
PO2602445	CA COMMUNITY COLLEGE WOMEN'S BASKETBALL COACHES ASSOC	400.00
PO2602446	LEATHAM FAMILY LLC	3,863.06
PO2602447	MEDLINE INDUSTRIES INC	1,178.05
PO2602453	BERG FIRE PROTECTION INC	4,063.10
PO2602456	AIRGAS INC	2,371.02
PO2602463	WARD'S NATURAL SCIENCE EST INC	4,722.74
PO2602464	ARROWHEAD UNITED WAY	12,500.00
PO2602465	ASSOCIATION OF ACADEMIC MUSEUMS & GALLERIES	190.00
PO2602471	TSOKO CAFE	475.00
PO2602472	INTERSTATE STEEL STRUCTURES INC	14,731.43
PO2602473	BEHRS BUILDING	2,305.01
PO2602475	ESPINOZA MARKET	3,915.00
PO2602477	FIRE SUPPLY DEPOT LLC	2,253.30
PO2602478	SAN BERNARDINO, CITY OF	947.30
PO2602479	ITAMAR MEDICAL INC	1,252.80
PO2602480	BUREAU OF EDUCATION & RESEARCH INC	295.00
PO2602483	ALWAYS KIND CO	2,400.00
PO2602484	ALWAYS KIND CO	3,975.00
PO2602485	GRAM'S BBQ RESTAURANT & CATERING	2,242.63
PO2602486	PANERA LLC	3,996.26

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

PREPARED BY: Steven J. Sutorus, Executive Director, Business & Fiscal Services

DATE: December 12, 2025

SUBJECT: Quarterly Financial Status Report

RECOMMENDATION

This item is for information only. No action is necessary.

OVERVIEW

Each community college district is required to report its financial and budgetary conditions to the Chancellor's Office quarterly on the CCFS-311Q form. The attached report reflects SBCCD's ability to operate within its fiscal means, with the use of short-term borrowing to meet its cash flow requirements.

ANALYSIS

The report includes budget-to-actual results for the first quarter, ended September 30, 2025.

- Revenues exceed expenses by $2.01 million.
- With 25% of the year expired, actual revenues and expenses were 20.1% and 18.4% of budget, respectively.
- These quarterly results are in line with the past two years.

Questions regarding this report may be addressed to the Fiscal Services Department.

SBCCD GOALS

4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

There are no financial implications associated with this board item.

Fiscal Year: 2025 **Quarter Ended: 1**

Line	Description	As of June 30 for the fiscal year specified			
		Actual 2022-2023	Actual 2023-2024	Actual 2024-2025	Projected 2025-2026
I. Unrestricted General Fund Revenue, Expenditure and Fund Balance:					
A.	**Revenues:**				
A.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	145,819,634	149,986,152	149,150,749	150,554,339
A.2	Other Financing Sources (Object 8900)	171,569	1,014,121	2,021,354	2,850,000
A.3	**Total Unrestricted Revenue (A.1 + A.2)**	145,991,203	151,000,273	151,172,103	153,404,339
B.	**Expenditures:**				
B.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	122,324,231	133,832,090	146,714,618	155,903,004
B.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	17,867,373	7,781,112	5,536,360	1,252,200
B.3	**Total Unrestricted Expenditures (B.1 + B.2)**	140,191,604	141,613,202	152,250,978	157,155,204
C.	**Revenues Over(Under) Expenditures (A.3 - B.3)**	5,799,599	9,387,071	(1,078,875)	(3,750,865)
D.	**Fund Balance, Beginning**	19,242,905	25,042,504	34,429,575	33,350,700
D.1	Prior Year Adjustments + (-)	0	0	(2,618)	(2,618)
D.2	**Adjusted Fund Balance, Beginning (D + D.1)**	19,242,905	25,042,504	34,426,957	33,348,082
E.	**Fund Balance, Ending (C. + D.2)**	25,042,504	34,429,575	33,348,082	29,597,217
F.1	Percentage of GF Fund Balance to GF Expenditures (E. / B.3)	17.9%	24.3%	21.9%	18.8%

Line	Description	As of the specified quarter ended for each fiscal year			
		2022-2023	2023-2024	2024-2025	2025-2026
II. Total General Fund Cash Balance (Unrestricted and Restricted)					
H.1	Cash, excluding borrowed funds	75,376,555	91,793,805	82,312,751	73,624,060
H.2	Cash, borrowed funds only	0	0	0	0
H.3	Total Cash (H.1+ H.2)	75,376,555	91,793,805	82,312,751	73,624,060

Line	Description	Adopted Budget (Col. 1)	Annual Current Budget (Col. 2)	Year-to-Date Actuals (Col. 3)	Percentage (Col. 3/Col 2.)
III. Unrestricted General Fund Revenue, Expenditure and Fund Balance:					
I.	**Revenues:**				
I.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	150,554,338	150,554,339	30,846,062	20.5%
I.2	Other Financing Sources (Object 8900)	2,850,000	2,850,000	0	0.0%
I.3	**Total Unrestricted Revenue (I.1 + I.2)**	153,404,338	153,404,339	30,846,062	20.1%
J.	**Expenditures:**				
J.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	155,903,003	155,903,004	27,589,350	17.7%
J.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	1,252,200	1,252,200	1,250,000	99.8%
J.3	**Total Unrestricted Expenditures (J.1 + J.2)**	157,155,203	157,155,204	28,839,350	18.4%
K.	**Revenues Over(Under) Expenditures (I.3 - J.3)**	(3,750,865)	(3,750,865)	2,006,712	
L.	Fund Balance, Beginning	33,350,700	33,350,700	33,350,700	
L.1	Prior Year Adjustments + (-)	(2,618)	(2,618)	(2,618)	
L.2	**Adjusted Fund Balance, Beginning (L + L.1)**	33,348,082	33,348,082	33,348,082	
M.	**Fund Balance, Ending (K. + L.2)**	29,597,217	29,597,217	35,354,794	
N.	Percentage of GF Fund Balance to GF Expenditures (M. / J.3)	18.8%	18.8%		

IV. Has the district settled any employee contracts during this quarter? **NO**

V. Did the district have significant events for the quarter (include incurrence of long-term debt, settlement of audit findings or legal suits, significant differences in budgeted revenues or expenditures, borrowing of funds (TRANs), issuance of COPs, etc.)? **NO**

If yes, list events and their financial ramifications.

VI. Does the district have significant fiscal problems that must be addressed? **This Year?** **NO**

If yes, what are the problems and what actions will be taken? **Next Year?** **NO**

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources, Payroll, Police Services, and Health and Safety Administration

DATE: December 12, 2025

SUBJECT: Resignations

RECOMMENDATION

This item is for information only. No action necessary.

OVERVIEW

In accordance with Board Policies 2430 and 7350 the Chancellor or designee is authorized by the Board of Trustees to accept the resignation of any employee.

ANALYSIS

The employee on the attached list tendered their resignation to the District.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
3. Be a Leader and Partner in Addressing Regional Issues
4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

There are no financial implications associated with this board item.

Resignations

Presented for Information December 12, 2025

[v.11.20.2025.p.2|2]

Employee Name	Location Assignment & Department	Years of Service	Last Date of Employment
Fraticelli, Nicholas Custodian	SBVC Custodial	3 days	11/19/25

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Dr. Kevin Horan, President, CHC
Dr. Gilbert Contreras, President, SBVC
Kristina Hannon, Vice Chancellor, Human Resources, Payroll, Police Services, and Health and Safety Administration

DATE: December 12, 2025

SUBJECT: Volunteers

RECOMMENDATION

This item is for information only. No action necessary.

OVERVIEW

Assignments performed by volunteers will not take away responsibilities or duties of regular academic or classified employees.

ANALYSIS

The individuals on the attached list have volunteered their services and acknowledge that they will not receive payment of any kind for services performed.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success

FINANCIAL IMPLICATIONS

There are no financial implications associated with this board item.

Volunteers

Presented for Information December 12, 2025

[v.11.12.2025.p.2|2]

	Location Assignment	Department	From	To
Erazo, Kelly	SBVC	Academic Success & Learning Services	01/22/26	05/11/26
Rivas, Mark	SBVC	Science, STEM-MESA	01/12/26	05/15/26

**Ratification: Paperwork for these volunteers was submitted after the prior Board deadlines*

CRAFTON HILLS COLLEGE

BOARD OF TRUSTEES REPORT

December 2025



Stater Bros. Charities Donates $2,500 to Strengthen Crafton's Fire Academy

When the Stater Bros. Market in Yucaipa completed its long-awaited renovation, the store celebrated its grand reopening not only by unveiling a fresh new look, but also by strengthening its commitment to the local community. As part of the celebration, Stater Bros. Charities invited the store manager to nominate a nonprofit organization making a meaningful and lasting difference in their area.

Jon Lehman, Store Manager of the Yucaipa location, didn't have to think twice about his nomination. Lehman selected the Crafton Hills College Foundation to receive a $2,500 grant in support of the CHC Fire Academy.

"This generous gift will help provide essential equipment, training materials, and resources that ensure our cadets are prepared for careers in firefighting and emergency services," said Carrie Audet, Assistant Director of Development at



Crafton Hills College. "Support like this allows us to give students the tools they need to succeed and, ultimately, better serve our community."

The Crafton Hills College Foundation extends its heartfelt appreciation to Stater Bros. Charities and the Yucaipa store team for their commitment to enhancing educational opportunities in the community. Their investment in Crafton's Fire Academy helps empower the next generation of first responders—individuals who will one day protect and serve the very neighborhoods Stater Bros. calls home.

Photo: Stater Bros. Charities

Crafton Hills College Wins First-Ever Conference Title



Crafton Hills College made history on November 8, securing its first-ever conference title with a hard-fought 12–10 victory over Palomar College in the Pacific Coast Athletic Conference (PCAC) Women's Water Polo Championship at Southwestern College.

The Roadrunners outlasted the previously undefeated-in-conference Palomar squad in a tense, back-and-forth battle. Crafton Hills held a slim lead heading into the final minutes and sealed the win with timely scoring and disciplined defensive stands.

The championship victory capped a standout postseason performance for CHC, which advanced to the title game after edging Miramar 7–6 in a nail-biting semifinal on November 7. In addition to earning the 2025 PCAC Conference Champions Award, the team also celebrated major individual honors.

Head Coach Jordan Gordon, who began coaching at CHC in 2022, was named the PCAC Women's Water Polo Coach of the Year. Several Roadrunners were also recognized for their exceptional performances, including Esther Crandell who was selected as PCAC Player of the Year.

Photo: CHC Women's Water Polo

Crafton Hills' Cross Country Team Went the 'Extra Mile' at Regionals



Crafton Hills College's Cross Country Team is making huge strides one race at a time.

Just four years after the program's inception, its men's team and runner Elizabeth Garcia headed to Southern California regionals in San Diego on Nov. 7 with Garcia qualifying for the state championships later this year.

The group of athletes qualified for a spot in regionals in late October, with the men's team placing fourth in the competition and Garcia placing third.

"It's exciting," said team coach Martin Zamudio. "We are trying to get that Crafton name out there because we're kind of underestimated both athletics wise and academic wise."

Runners who make up Crafton's team come from all different backgrounds. Some are former football players, some baseball. The men's team is also composed of all first-year Crafton students.

On the women's side, Garcia is a second-year Crafton student who has been running since the third grade. But joining Crafton's team has unlocked a deeper passion for the sport, she said.

"I think it's an amazing opportunity for me," said the 19-year-old Redlands resident. "I don't see [cross country] as 'I have to do this' but 'I get to do this.' Thinking of running this way allows me to take it in more because I'm choosing to do this and I might as well give it my all."

Garcia added, "I think if you would have told me my senior year of high school I would have joined the cross country team at Crafton, I would have laughed at you. But I don't think I would be the runner I am today without Crafton. I really put that on my coaches because they really put that confidence in me."



Photos: Top- CHC Cross Country Team
Bottom- Elizabeth Garcia

Crafton Hills College's Theatre Program to Stage 'Almost, Maine'



This December, Crafton is inviting you to tour the fictional town of Almost, Maine without having to leave the city.

The Yucaipa-based college's Theatre Arts Department will present performances of John Cariani's 2004 production of "Almost, Maine," which is composed of nine short plays on love, loss and life in a small, fictional remote northeastern town.

Performances of the romantic comedy will be staged in the college's new Finkelstein Performing Arts Center starting Thursday, Dec. 4, and coincide with the Crafton Hills Arts Festival, a two-day housewarming celebration for the PAC starting at 6:30 p.m., Friday, Dec. 5, and continuing Saturday, Dec. 6.

"Theater is truly magical and can connect us, inspire us, and reminds us we can create something truly special together," said Ari Aguilera, a 28-year-old communications and theatre arts major from Running Springs, who plays "Rhonda" in the production. "We can't wait to share that magic with our community."

Showtimes for "Almost, Maine" are at 6 p.m. Dec. 4 and 8 p.m. Dec. 5 and 6 in the PAC on the Crafton Hills campus. Admission is free but donations are welcome

Photo: 'Amost, Maine' Cast

Girl Scouts Health & Medical Careers Day



Crafton Hills College's Outreach and Public Safety departments collaboratively hosted Girl Scouts of San Gorgonio on Wednesday, October 15, 2025. During their visit, 120 girl scouts learned about the college's allied health and medical pathways. Four hands-on breakout sessions were offered, including Emergency Medical Services, Nursing Services, and Respiratory Care.

The scouts also had the opportunity to explore equipment such as fire engines and ambulances while engaging with professionals in the field. The annual event aims to expose young females to allied health fields, including predominantly male-dominated careers.

Photo: Girl Scouts of San Gorgonio

Plymouth Village Residents Visit Crafton Hills College



On November 5, residents from Plymouth Village visited Crafton Hills College for an engaging and informative tour of the Public Safety and Allied Health (PSAH) Building. During their visit, the group learned about Crafton's Respiratory Care, Emergency Medical Technician (EMT), Paramedic, and Fire Technology .

programs, gaining insight into how these hands-on programs prepare students for vital roles in healthcare and public safety.

Crafton Hills College was honored to host the Plymouth Village community and looks forward to welcoming them back to campus next year.

Photo: Plymouth Village Tour

First Generation Resource Fair



Crafton's First-Generation College Day Resource Fair hosted by the EOPS Department was held on Thursday, November 6, 2025, bringing together over 350 students to celebrate and recognize the achievements of first-generation college students.

The event featured a variety of support programs and campus resources, including EOPS, which is currently accepting applications for Spring 2026.

Many students took advantage of the opportunity to apply on-site and learn more about the services available to first-generation students, such as priority registration, textbook assistance, parking permits, meal vouchers, academic counseling, and peer community-building opportunities.

The celebration created a lively and welcoming atmosphere with live music, raffle prizes, swag giveaways, "I AM FIRST" t-shirts, a photo booth, and complimentary lunch and donuts.

Overall, the event successfully honored the resilience and accomplishments of Crafton's first-generation students.

Photo: First Gen Fair Attendees

Crafton Hills College Honors Veterans with Week of Celebration



Crafton Hills College proudly hosted a weeklong celebration to recognize and honor veterans. Community-centered activities such as yoga, free haircuts, thank-you card writing, and shared meals brought together those who have served. The Veterans Resource Center (VRC) also held a film screening of The Promised Land and meaningful gatherings such as "Sip & Honor" and a celebration of the Marine Corps birthday.

The events throughout the week provided opportunities for veterans and their dependents to learn about the many services and resources available to support their academic success and well-being, including academic counseling, mental health support, and community-building opportunities through the VRC.

Photo: Marine Corps Birthday Celebration

Yucaipa High School Biomedical Academy Visit



On Friday, October 10, 2025, Crafton Hills College's Outreach Department hosted Yucaipa High School's Health and Biomedical Science Academy for an explorative day of degree and certificate options that align with their program focus areas. Sixty YHS students learned from Crafton professionals in nursing, fire technology, and MESA, gaining hands-on exposure to real-world applications of their studies. Students left Crafton with valuable insight into career pathways and an understanding of how Crafton can support their future goals.

Photo: YHS Students

Crafton Hosts Undocumented Resource Fair



As part of Undocumented Student Week of Action, Crafton Hills College hosted an Undocumented Resource Fair on Tuesday, October 14. The event aimed to raise awareness of the comprehensive support services available to undocumented students through the DREAMer Scholars Program, including priority registration, textbook assistance, meal vouchers, parking permits, and access to free legal workshops.

More than 200 students participated in the fair, visiting multiple resource tables such as the DREAMer Scholars Program and TODEC Legal Center.

Photo: Undocumented Resource Fair

Hello Major, Hello Career Fair Connects Students with Future Opportunities



Crafton Hills College hosted the Hello Major, Hello Career Fair on Thursday, October 23, 2025, in the Main Quad. More than 30 employers, academic departments, and professional organizations participated in the fair. The event provided students with the chance to explore academic pathways and connect directly with local employers.

The fair encouraged students to network, ask questions, and learn how their majors align with potential careers. Attendees engaged with industry professionals learning next steps for their educational and professional journeys. The event was a great success, helping Roadrunners take one step closer to their future careers.

Photo: Major and Career Fair

Día de los Muertos Celebration at Crafton Hills College



On Tuesday, Oct 28, the dining area of the Crafton Center transformed into a colorful Día de los Muertos (Day of the Dead) celebration, a cherished tradition honoring loved ones who have passed. Students lined up to have their faces painted by creative face painters, who produced intricate calavera (skull) designs.

The event featured vibrantly decorated ofrendas, or altars, created by campus offices, clubs, and classes. Each ofrenda was adorned with colorful coverings and pictures or caricatures of deceased loved ones amid offerings of oranges, bananas, and other edibles.

Photo: Día de los Muertos Celebration

Fall 2025 Club Rush



Crafton Hills College's Fall 2025 Club Rush brought food, fun, and plenty of "spooky season spirit" to campus on Wednesday, October 30. With a Halloween movie theme, the event featured dozens of student organizations showcasing ways to get involved on campus. Students enjoyed a lively costume contest and the chance to connect with peers who share similar interests.

Getting involved in clubs is one of the best ways to build a community, develop leadership skills, and make lasting memories at Crafton.

Photo: Club Rush

EDCT

Economic Development & Corporate Training



Building Second Chances:

How Workforce Development Transforms Lives and Communities

Over the past two and a half years, Stacy Garcia, Workforce Development Manager, and her dedicated team have been at the forefront of creating opportunities for justice-impacted individuals and their families. Through three major grants totaling $4.48 million, they've delivered more than just free career training—they've provided hope, stability, and a pathway to a brighter future.

The Grants That Made It Possible

- High Road Construction Careers Resilient Workforce Fund (HRCC) – $3,956,168.14
- Prison to Employment (P2E) – $341,960.51
- Lumina Foundation – $185,000.00

These programs are designed to do more than teach skills. They remove barriers by offering gas cards, bus passes, tool kits, steel-toe boots, completion and placement stipends, and even career coaching and life coaching through partnerships like the Anti-Recidivism Coalition (ARC). Participants enrolled in MC3 training received two weeks of soft skills development, physical agility preparation, and bi-weekly stipends—support that make success possible.

Impact and Growth

The results speak for themselves:

- Prison to Employment (P2E) grew from 87 participants in 2020–2022 to 159 participants in the current cycle, an 82.76% increase.
- High Road Construction Careers (HRCC) expanded from 89 participants in its first period to 200 participants in the current cycle, a124.72% increase, with 37 more expected by March 2026.
- An additional 46 participants also completed MC3 training through a partnership with Riverside County Workforce Development Department.

Through braided funding and strategic partnerships, participants gained access to educational pathways at SBVC, additional stipends, and advanced training. Savings from HRCC were reinvested to purchase a scissor forklift and fund extra industry credentials, making graduates highly competitive in the construction trades.

Strengthening Communities Through Second Chances

These efforts do more than train workers, they reconnect students to education, expand access to career pathways, and reduce recidivism, creating stronger, safer communities. By leveraging grant partnerships and holistic support, Stacy Garcia and her team are proving that second chances can lead to lasting change.

EDCT

A Celebration of Second Chances, New Beginnings, and Unshakable Hope

On October 1, 2025, the Economic Development and Corporate Training Division marked a powerful milestone, the graduation of the 12th cohort from the Multi-Craft Core Curriculum (MC3) program. More than just a ceremony, this event was a celebration of perseverance, transformation, and the unwavering belief in the potential of every individual.

The MC3 program, a rigorous 7-week construction training initiative, is more than a pathway to employment, it's a launchpad for new lives. Designed to prepare participants for meaningful careers in the building trades, the program equips students with industry-recognized certifications in First Aid/CPR/AED, OSHA-10, Green Construction, and TradesFutures' MC3 National Certification. These credentials are more than pieces of paper; they are keys to opportunity, safety, and stability.

Seventeen determined individuals made up this graduating class. Each one brought their own story, their own challenges, and their own dreams. And each one emerged stronger, more skilled, and more hopeful than when they began.

The graduation ceremony was filled with emotion and pride. Emceed by Kasandra Estrada, Life Coach with the Anti-Recidivism Coalition (ARC), the event featured powerful guest speakers who offered encouragement, wisdom, and heartfelt congratulations. But it was the voices of the graduates themselves, David Crockett, Anthony Dean, and Saul Penuelas, that truly moved the room. Their stories of resilience, growth, and newfound purpose reminded everyone present of the transformative power of opportunity. (Continued....)



EDCT

A Celebration of Second Chances, New Beginnings, and Unshakable Hope

(Continued from previous page)

This cohort's success is a testament to the strength of community partnerships. Organizations like ARC, local labor unions, and the Inland Empire Building Trades Council have stood shoulder to shoulder with the San Bernardino Community College District (SBCCD), creating a support system that empowers individuals to reclaim their futures and contribute meaningfully to the region's economic vitality.

As these graduates step into union apprenticeships and embark on careers in construction, they carry with them more than technical skills, they carry the hopes of their families, the pride of their communities, and the promise of a brighter future.

The 12th MC3 cohort graduation is not just a celebration of achievement, it is a beacon of what's possible when education, collaboration, and compassion come together. The Economic Development and Corporate Training Division remains steadfast in its mission: to expand access to career pathways, uplift lives, and build a stronger, more inclusive workforce for all.



KVCR PUBLIC MEDIA

PBS npr FNX

December 2025

KVCR And The Community

Cash for College Kick Off
On October 8, KVCR hosted the Cash for College Kickoff in partnership with the California Student Aid Commission (CSAC) and SBCCD. The event marked the Inland Empire stop of CSAC's statewide financial aid campaign and brought together regional education leaders, K–12 superintendents, and student representatives to promote the launch of the 2025–26 FAFSA and California Dream Act Application season.

KVCR Golf Tournament
KVCR hosted its 2nd Annual Golf Tournament at Sierra Lakes on October 28th, bringing together community members and supporters for a day of fun and fundraising. The event drew 78 registered golfers who enjoyed breakfast burritos, bacon-wrapped hot dogs, and a lunch buffet. Thanks to generous participation and sponsorships, the tournament raised more than $63,000, with 100% of proceeds supporting Inland Empire PBS TV and NPR radio programming. The day concluded with exciting raffle giveaways and positive feedback from attendees, marking another successful and well-received community event.

Dia De Los Muertos
On October 30, KVCR hosted its 2nd Annual Día de los Muertos Community Celebration in partnership with the Latino Faculty, Staff, and Administrator Association. The event brought the community together to honor loved ones through art, reflection, and cultural expression. Highlights included a PBS film screening, cultural workshops, performances, and traditional festivities celebrating heritage and remembrance. The celebration reinforced KVCR's commitment to fostering community engagement and cultural inclusion across the region.

Your KVCR Newsroom

KVCR 91.9 FM Covering the Important Topics for our Region

A KVCR reporter accompanied a horse owner in Norco to explore the potential implications of Proposition 50, which proposes reassigning Norco from District 41 to District 35. Residents, who refer to themselves as Norconians, have expressed concern that the measure may jeopardize the community's distinctive rural character and way of life.

A KVCR reporter attended Riverside's Annual Day of the Dead Festival, which extended from Market Street and University Avenue to 14th Street. The festival featured approximately 150 vendors offering a variety of food, clothing, and artisan goods. Unique car altars, displays honoring loved ones arranged on vehicles rather than traditional altars were showcased alongside cultural performances and community activities. The event highlighted the vibrancy of Riverside's cultural traditions and the strong community engagement it inspires.

A KVCR news reporter covered the case of an Ontario man who was shot by federal agents during a traffic stop on Thursday morning after allegedly reversing toward them, according to the Department of Homeland Security. The individual was released Friday evening on a $10,000 bond with an ankle monitor, according to his family and the U.S. Attorney's Office, as new details about the incident continue to emerge.











KVCR PUBLIC MEDIA

PBS npr FNX

December 2025

KVCR Financial Statement

Estimated Revenues & Expenditures For 4 Months Ended 10/31/2025

Revenues	
Contributions and Grants	239,739
Underwriting	23,850
Rentals and Leases	101,428
Estimated Revenues*	1,319,243
Interest Revenue	14,757
Interfund Transfers In--SBCCD	205,000
Transfers In--PARS Endowment	1,450,000
Total Revenues	3,354,017
Expenditures	
Classified Salaries	783,479
Employee Benefits	387,641
Books and Supplies	13,560
Services and Operating Expenditures	1,065,487
Interfund Transfers Out-SBCCD	-
Total Expenditures	2,250,167
Revenues Less Expenditures	1,103,850

**Estimated per YTD activity analysis.*

100 YEARS OF EXCELLENCE

December 2025

PRESIDENT'S BOARD OF TRUSTEES REPORT

The President's Monthly Report to the Board of Trustees, Campus, and Community

Veterans Day Festival
Brings Community to SBVC Campus



The Veterans Resource Center (VRC) at San Bernardino Valley College and KVCR held their annual Veterans Day Festival on November 11, 2025.

Attendees enjoyed food, live music by the band Crimson Revolver, lawn games, and prizes, and perused booths showcasing resources for veterans. Cadets from Del Vallejo Leadership and STEAM Academy in San Bernardino presented the colors and performed drills.

"Here at VRC, we pride ourselves in helping our fellow veterans," said student and VRC employee Isaiah Franco.

SBVC has a history of supporting former service members and helping them adjust from the military to the classroom.

"Service was very important, but the decision to transition here changed my life," said Army veteran Daniel Hinojosa. He was "lost" going back to school, but that changed once he walked into the VRC. Hinojosa went on to earn two associate's degrees at SBVC before getting a bachelor's at California State University, San Bernardino, where he is now a master's candidate.

"I wouldn't have done that without the support of Valley and (Veterans Services Coordinator) Jason (Alvarez)," said Hinojosa, who worked at the VRC and was SBVC's 2023 commencement speaker. He encourages all veterans to reach out to the VRC, as "asking for help is the biggest thing you can do."

SBVC Celebrates Native American Heritage Day

Students, staff, and faculty learned about Native American culture during a day of dancing, music, and eating fry bread tacos on November 18, 2025.

Along with members of his family, Navajo and Hopi fashion designer and dancer Arley Washington demonstrated different dances done at powwows, like the round dance and grass dance. He grew up in Southern California, and told attendees that going to powwows as a youth kept him connected to his roots.

"I've definitely performed and shared my culture everywhere — that's why it's been an honor and privilege to share this with everyone here," said Washington, who danced in a Michael Jackson video and has also performed at Knott's Berry Farm.

Washington also learned how to make Native American clothing and accessories and do beadwork, and brought several items with him to show the crowd, including headdresses, or head roaches, made from porcupine and deer hair; a rawhide shield; deerskin leggings; flutes; colorful breechcloths; and breastplates.

His mother, Marjorie Webster, a former SBVC student, performed a southern cloth dance, and told attendees that this is a way to honor ancestors.

"We dance for people who can't and when I dance, I pray for those who aren't with us," Webster said.



Barrio Fiesta Honors Filipino Heritage at SBVC



The Arts, Lectures & Diversity Committee celebrated San Bernardino Valley College's centennial and Filipino culture with the Barrio Fiesta October 28.

Attendees enjoyed traditional Filipino food, music, and performances. The event was the last in a series for Filipino American History Month, themed "Celebrating Generational Joy: Food, music, laughter, and love across generations."

The event opened with performances of the U.S. national anthem by SBVC alumna Jessie Koh and the Philippine national anthem by Crafton Hills College alumna Mary Tyree-Garcia. It was "a powerful expression of Filipino American dual heritage," according to co-coordinator Dr. Rangel Zarate, Associate Professor of English.

Kristine Jan Cruz Espinoza, Assistant Professor of Education at California Lutheran University, delivered "a heartfelt address on cultural pride, education, and representation, reminding attendees that joy and identity are not just celebrated -- they are carried forward," Zarate said.

Performances by the Filipinx American Student Organization from CSU San Bernardino, the Filipino American Association of San Bernardino County, Ube Arte and the Philippine American Cultural School highlighted the richness of Filipino artistry.

Centennial Homecoming Ends in a Win for SBVC Wolverines

San Bernardino Valley College celebrated its 100th Homecoming with a pep rally and football game the first week of November.

The Middle College High School cheer team performed at the November 5 pep rally and Homecoming Court nominees and the football team were introduced.

Three nights later, the Wolverines took to the field for a game under the stars against LA Pierce College. SBVC won 66-0, giving the team a share of the American Conference, Pacific League Championship and sending them to the Western State Bowl, where they played November 22 against second-place Antelope Valley.

This was a rematch from the Week 1 game that Antelope Valley won 33-28 at SBVC Stadium. SBVC finished the regular season 7-3 and headed to the postseason for the first time since 2019.



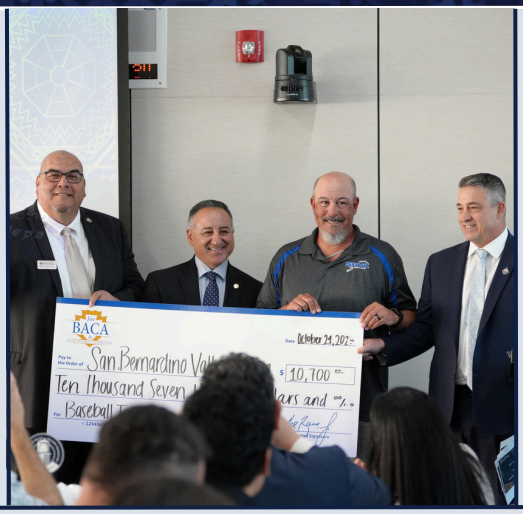
President's Circle Luncheon Honors Donors and Celebrates Student Success

Local leaders, alumni, faculty, staff, retirees, and community partners filled the room on October 24 for the annual President's Circle Luncheon.

The event was held to thank and celebrate SBVC Foundation donors for their support of San Bernardino Valley College students.

The highlight of the program came when two student speakers, Daniel Aguilar and Jocelyn Olmos, shared how scholarships have helped them on their educational journeys. Aguilar, a recent graduate with double associate's degrees in math and physics, is continuing his education at Cal Poly Pomona. Olmos, a second-year kinesiology major, plans to transfer to California State University, San Bernardino in 2026.

"Their words reminded us why donor support is so vital to student success," said SBVC President Gilbert J. Contreras. "I want to thank Executive Director Mike Layne and the entire SBVC Foundation team for putting on such a meaningful event."



SBVC Hosts Resource-Focused Event for First-Generation College Students

First-generation college students at San Bernardino Valley College were invited to share their experiences at an event held for them by the Student Equity & Success office on Nov. 5.

Students enjoyed burgers and churros, and heard former first-gen students speak about who and what helped them. Each attendee received a list of resources, like contacts in the counseling and financial aid offices, and specialized programs offered at SBVC.

Attendees also received a first-gen T-shirt and a copy of the book "Crack the Code: A Guide to College Success for First Gens."



SBVC Partners with KVCR for Operation Gobble

President Contreras, members of the President's Executive Cabinet & their families, Chief Bonnet, and managers from the District Office joined KVCR and community partners this week for Operation Gobble, an annual effort to support local families during the Thanksgiving season. After assisting with the distribution of food boxes, President Contreras walked through the neighborhoods surrounding San Bernardino Valley College to personally thank residents for being part of the SBVC community. He offered small tokens of appreciation and connected with neighbors, reinforcing his commitment to leading with love and strengthening relationships with those who live closest to campus.



CENTENNIAL SPOTLIGHT

John Bancroft



Hall of Fame Alumnus
John Bancroft

During his nearly 20 years as an administrator at San Bernardino Valley College, Dr. John Bancroft remained dedicated to ensuring all students received a quality and equitable education.

He arrived at SBVC in 1969, first serving as director of counseling and later becoming dean of student development. One of his responsibilities was overseeing adult reentry, and he loved watching these returning students blossom.

"So many adults came back and discovered they were a lot smarter than they had ever given themselves credit for," he said.

A World War II veteran, Bancroft spent four months in a French prisoner-of-war camp, which changed his outlook on life. After this experience, "I became a pacifist and worked with peace groups," he said.

Along with his late wife, he established the Dr. John and Elaine Bancroft Peace & Justice Scholarship in 1988, one year after his retirement. This award is given to SBVC students about to embark on careers that eliminate conflict and promote justice, like family counseling and teaching.

At 101, Bancroft is the oldest living donor to the SBVC Foundation. His generosity has benefited dozens of students over the last three decades, and the Bancroft Peace & Justice Scholarship is a testament to his fondness for SBVC and its mission.

"The campus looks different, but Valley continues to serve the population it was created to serve," he said. "It does that as well as ever."

100 Centennial Events

DEC 03	**WinterFest** Greek Theatre Lawn **4pm-8pm**	DEC 10	**LifeStream Blood Drive** Parking Lot 10 **9:30am-3:30pm**
DEC 04-07	**Shrek: The Musical** Auditorium **7pm-8pm**	DEC 10	**ESL Achievement Celebration** B-100 **5pm-6pm**
DEC 05	**President's Holiday Gathering** Auxiliary Gym **11am-12pm**		

Check out SBVC's Centennial Moments on YouTube!

We're capturing SBVC's 100th year through stories, highlights, and campus moments.

BOARD OF TRUSTEES REPORT

TECHNOLOGY AND EDUCATIONAL SUPPORT SERVICES

TECH NEWS

"Tech News" is a quarterly newsletter that provides updates and information on various projects the Technology and Education Support Services departments are developing. If there are questions or you would like additional information please contact us. Thank you for taking the time to review our newsletter and we look forward to hearing from you.

Chief Technology Officer

Internet Redundancy at CHC

TESS introduced Spectrum as a new fiber connection to the CENIC backbone for Internet at Crafton Hills College. This addition provides redundancy alongside the existing AT&T connection. This strengthens the campus internet infrastructure and provides continuous connectivity even if one provider experiences an outage. In addition, new CENIC routers were installed to improve network reliability.

DSO Technology Services

SBVC Student Worker Tech Den - Pilot Phase Underway

CTS is excited to launch the pilot phase of the SBVC Student Worker Tech Den, a new initiative focused on expanding front-facing student tech support. In partnership with the Library, CTS has identified a dedicated space where student workers will be stationed to assist their peers with common technology needs.

Services will include password resets, Canvas navigation help, printing assistance, and the ability to escalate more complex tech issues to the appropriate CTS team members. This initiative not only supports student success but also creates a sense of belonging and connection for students seeking help.

By offering approachable, peer-based support, the Tech Den enhances the overall on-campus experience, making technology more accessible and less intimidating. As the pilot continues, CTS aims to establish consistent service hours so students can rely on this resource throughout the semester.

Valley Technology Services

SBVC Bachelor's Degree

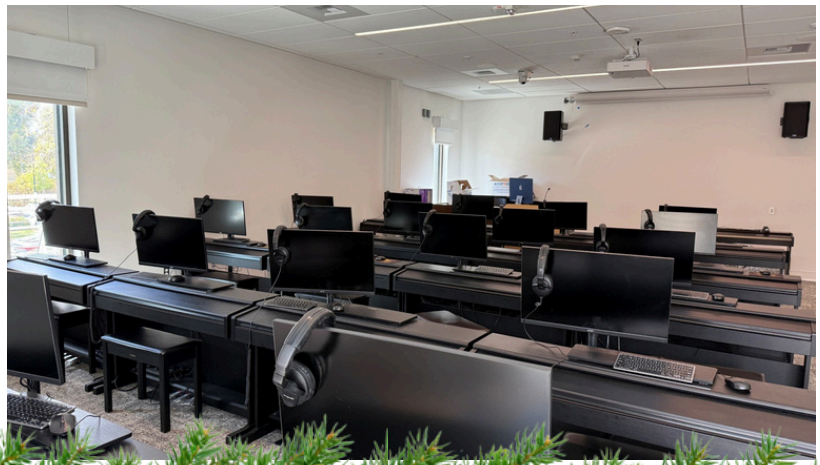
We are working with the SBVC Bachelor's committee to setup Colleague to ensure that when students are in the Water Technology Bachelor's program, they are charged the appropriate upper division fee. We have confirmed with the committee that when building the course in Colleague, as long as it is built with a certain Course Type, the billing rules will bill those units at the upper division rate rather than the usual non-BS rate. We believe the fee will be the same amount as what CHC is using for their Bachelor's program but waiting on confirmation.

Admin Apps & Distance Ed

Crafton Classroom Upgrades

The Crafton Hills College Technology Services Department recently completed upgrades to the Piano Lab Classroom in the new Performing Arts Building. The project included installing new monitor stands, keyboards, and mice, relocating the monitors and Mac Mini computers from the tops of the pianos to dedicated stands. The upgrade not only streamlines the layout but also gives the classroom a cleaner, more modern, and professional appearance. With less clutter and improved functionality, students and instructors can now enjoy a more inspiring and efficient learning environment.

Crafton Technology Services



Fresh Digital Resources: Belonging & Board Resolutions

Two new digital resources are now available for everyone to explore. The Belonging and Wellbeing website brings together news, events, and support services to promote a more inclusive and vibrant campus. In addition, the new Board Resolution pages offer easy access to important board actions and policy updates, making it simpler to stay informed and involved across the district.

Enterprise Application Systems

Data Loss Prevention Rules

Our Data Loss Prevention (DLP) rules have been fully pushed out to our system. After months of running in audit mode and fine tuning, the rules were made fully active in September. These rules are designed to prevent unintentional leakage of data that we are obliged to safeguard (PII, HIPAA, PCI).

Security & User Services

Migration to SARS from Cranium at CHC

We are working with various departments at CHC to migrate them from Cranium Café to SARS or eSARS. Currently we are working with departments such as tutoring, Admissions, Veteran services, SAS, Student Life and STEM/MESA. We are also waiting for SARS to update their application so that the various departments can report data necessary for the VR MIS file.

Admin Apps & Distance Ed

District-Wide Network Redesign

TESS is exploring a network redesign to improve connectivity, reliability, and overall performance across the District. The goal is to create a more resilient network that can automatically reroute traffic in the event of an outage, minimizing downtime and service interruptions. This effort includes evaluating new technologies, redundant pathways, and smarter routing to ensure continuous connectivity and support future growth.

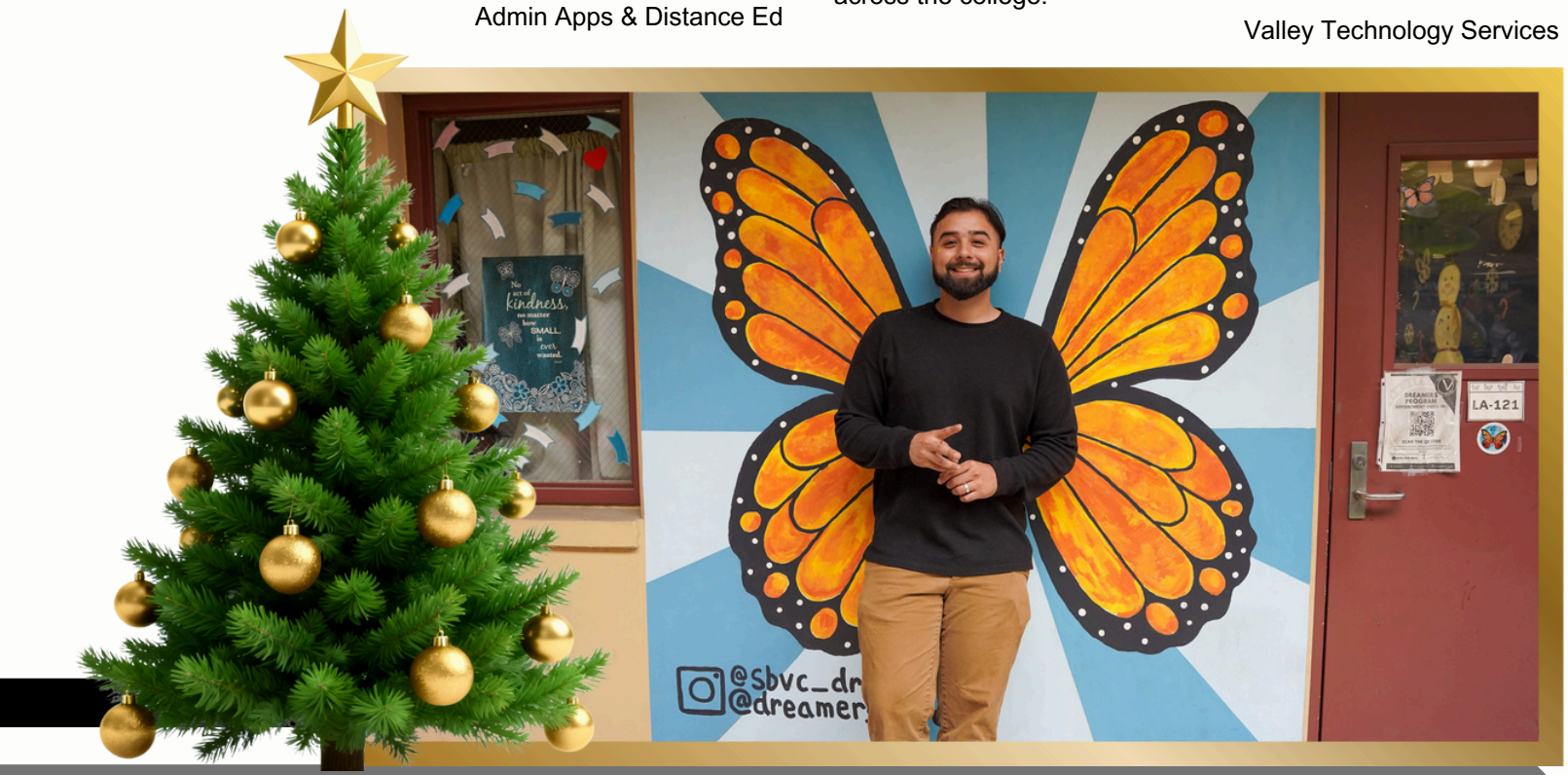
DSO Technology Services

New Program Assistant Brings Focused Event Support

With the growing volume and complexity of campus events, CTS is proud to welcome Alexander Cabrera as the new Program Assistant dedicated to event technical support. Alexander will serve as the primary technology contact for Centennial Campus events, helping coordinate AV setups, PowerPoint presentations, live mixing, and general event planning logistics.

His role provides much-needed relief for the CTS team, allowing technical staff to focus on core responsibilities while maintaining high-quality service for campus events. Alexander's support ensures smoother execution and a better experience for event organizers and attendees alike, as CTS continues to adapt to the rising demand for professional event support across the college.

Valley Technology Services



ATPC

The Alternate Text Production Center (ATPC) serves the needs of students with print related disabilities throughout the California Community Colleges by providing electronic files, braille and tactile graphics at no cost. The ATPC is currently in production season for the fall and winter semester braille and alternate media requests across our colleges.

Additionally, the ATPC is a member organization of the Braille Authority of North America (BANA) Board of Directors. The mission of BANA is to assure literacy for tactile readers through the standardization of braille and/or tactile graphics. Marie Zaldivar, ATPC Director, will be attending the annual fall board meeting in Boston, MA from October 22-24, 2025 at the National Braille Press. Items on the Board of Director's fall agenda include: a review of formal reports from braille technical committees, to include Nemeth, Chemistry and Tactile Graphics, the General Committee on Unified English Braille and the General Committee on Electronic Braille.

If you would like to know more about ATPC resources, please contact mzaldivar@atpc.net

Alternate Text Production Center



Maxient Implementation for HR

We are working with HR to implement Maxient for employee conduct cases. Going forward after full implementation, TESS will be responsible for provisioning access and maintaining security for this application to ensure that power users can only access the cases they should be seeing. We have engaged Maxient and they need data from HR which the HR technical team is working on. They also sent us worksheets for us to fill out that will help define the workflows and business processes that HR will use within the Maxient application and Maxient is contracted to help us build those workflows.

Admin Apps & Distance Ed

Security Cameras and Access Control

TESS is collaborating with the Police Department and campus teams to expand and enhance security infrastructure across the District. This effort includes upgrading and adding security cameras, improving access control systems, and strengthening network connectivity that supports safety technologies.

DSO Technology Services

Cybersecurity Awareness Training

Cybersecurity awareness training for the year has been published to all end users. This is the first year that the training is mandatory for all users. We are collaborating with Human Resources to ensure that completion of training is properly recorded for each employee.

Security & User Services

Printing Gets an Upgrade: Transition to Online Ordering

Departments across the district can now enjoy easier, more affordable ordering thanks to our fully implemented online print request system. With improved pricing and user-friendly features, submitting jobs is faster and simpler for everyone. Please remember: PrintShop Pro will be deactivated after December 19th—make the switch to our new site at https://sbccd.orderprintnow.com for all future orders.

Enterprise Application Systems

Perimeter Security Audits

We are currently in the process of reviewing and updating entries in the network firewalls. Local accounts, VPN portals, and traffic rules are all up for review. The goal is to ensure that all of the rules applied are current and meeting the standards to protect communications and data to the best of our ability.

Security and User Services



25D Oracle Upgrade: New Features Now Live

We're happy to share that the 25D upgrade for our Oracle system is live! This upgrade not only boosts performance and security, but also introduces helpful new functionalities to make everyone's experience smoother. We look forward to using these tools to provide even better support to the campus community.

Enterprise Application Systems

Syllabus Submission Tool Expansion

Following the successful launch of the streamlined syllabus submission system developed by Technology Support Specialist Jeff Huynh in collaboration with the Arts & Humanities division, the impact of this innovation has expanded. Originally powered by Microsoft Power BI, this tool simplified the syllabus collection process and quickly proved its value.

Due to overwhelming positive feedback, several additional departments have requested and received this same solution for their own use. What began as a single-department innovation has now become a campus-wide model for streamlined academic processes, showcasing SBVC's ongoing commitment to efficiency and technology-driven excellence.

Valley Technology Services

Helpdesk and Canvas

The chart below shows the type of Help Desk tickets that are received by volume. Over the past 90 days, the Service Desk received 2866 tickets excluding project requests. Also, there has been a steady increase in the overall usage of Canvas by both colleges.

