SBVC ACADEMIC SENATE

Agenda
Wednesday, February 20, 2019

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

1.	**Call to Order and Roll Call** (Sign-In)	3:00 pm
2.	**Public Comments**	3:00 pm
3.	**Academic Senate President's Report**	3:05 pm
4.	**SBVC President's Report**	3:10 pm
5.	**Committee Reports**	3:20 pm

    a. Personnel Policy – Joe Notarangelo - Update
    b. Student Services – Ailsa Aguilar-Kitibutr
    c. CTE - Kenny Melancon – No Update
    d. EEO – Rania Hamdy – No Update
    e. Professional Development – Rania Hamdy
    f. Elections – Davena Burns-Peters
    g. Curriculum – Mary Copeland
    h. Program Review – Paula Ferri-Milligan
    i. Accreditation & SLOs – Celia Huston - Update
    j. Ed. Policy – None
    k. Legislative - None
    l. Financial Policy - None

6.	**Additional Reports**	3:27pm

    a. SBCCD-CTA – Leonard Lopez
    b. District Assembly -

7.	**Consent Agenda**	3:30 pm

    a. Minutes 2.6.19
    b.

8.	**Old Business**	3:35

    a. Guided Pathways Update
    b. AB798 Update

9.	**New Business**	

    a. College Promise   3:50 pm
    b. HR Hiring Committee Handbook

10.	**Announcements**	4:20 pm
11.	**Adjournment**	4:30 pm

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

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

Academic Senate Meeting Dates Spring 2019: ~~1/16/19~~, ~~1/30/19~~, ~~2/6/19,~~ 2/20/19, 3/6/19, 3/20/19, 4/3/19, 4/17/19, 5/1/19, 5/15/19

SBVC ACADEMIC SENATE
President's Report
February 20, 2019

REMINDERS

Faculty Diversification: The Academic Senate for California Community Colleges is once again holding a Faculty Diversification meeting on Thursday February 28, 2019 @ Norco College from 9:00pm – 3:00 pm. This event is free and lunch is provided. Registration deadline is 2/21/2019

Curriculum Chair: Nominations for Curriculum Chair are in progress. The Curriculum Chair serves a three-year term beginning 2019/202 and receives .58 reassign time. Interested faculty should submit a letter of interest outlining their qualifications by 5:00pm on Friday, March 1, 2019. Letters of interest should be submitted to the Chair of Elections Committee, Davena Burns-Peters, electronically to dburns@sbccd.cc.ca.us.

IEPI–PRT Visit: District has received another Institutional Effectiveness Partnership Initiative – Partnership Resource Team Visit. The previous IEPI-PRT Visit focused on the District Recommendations from the 2014 Accreditation. This visit will focus on IT operations and support (TESS). I'm seeking 4-5 faculty members who would like to provide input to the PRT Visit. Faculty participation would include 2-3 in person meetings at District offices, dates/times TBD.

Save the Date
Faculty Diversification- Regional Meeting on Hiring, February 28, 2019, Norco College (Free)
Part-Time Faculty Institute, February 21-23, 2019 – Newport Beach
Spring Curriculum Regional Meeting South, March 8, 2019 – Irvine
ASCCC Area D Meeting, March 23, 2019 - Norco
ASCCC 2019 Spring Plenary Session, April 11 – 13, 2019 - Bay Area (Celia)
Career and Noncredit Education Institute, April 25-27, 2019 – San Diego
ACCJC Partnership for Excellence, April 30 - May 3, 2019 - Bay Area (Celia, Terry H.)
Faculty Leadership Institute, June 13 - 15, 2019 – Sacramento
Curriculum Institute, July 10-13, 2019 – Bay Area

Academic Senate
Sign-In Sheet
February 20, 2019

San Bernardino Valley College

SENATOR	INITIAL
Ababat, Anthony	*(signature)*
Aguilar-Kitibutr, Ailsa [Michelle Tinoco, proxy]	*(signature)*
Allen, Tammy	*(signature)*
Avelar, Amy	*(signature)*
Barnett, Kellie	
Bernardo, Yecica	*(signature)*
Bjerke, Jennifer	*(signature)*
Burns-Peters, Davena	*(signature)*
Castro, Anthony	*(signature)*
Copeland, Mary	*(signature)*
Demsky, Jeffrey [Adam Pave, proxy]	*(signature)*
Ferri-Milligan, Paula	*(signature)*
Fozouni, Daihim	
Gregory, Leslie	
Hallex, Alicia	*(signature)*
Hamdy, Rania	*(signature)*
Huston, Celia	*(signature)*
Jacobo, Magdalena	*(signature)*
Jones, Carol	*(signature)*
Jones, EJ	
Jones, Patricia	*(signature)*
Kafela, Kathy	
Lopez, Leonard	
Massad, Sana	
Melancon, Kenny	*(signature)*

SENATOR	INITIAL
Milligan, Joshua	
Moeung, Botra	
Murillo, Joan	
Notarangelo, Joseph	
Smith, David	*(signature)*
Sobhanian, Soha	*(signature)*
Tasaka, Bethany	*(signature)*
Valdez, Maria	*(signature)*
Vasquez, Tatiana	*(signature)*
Wall, Patti	*(signature)*
Worsley, Margaret	

FREQUENT VISITORS	INITIAL
Briggs, Stephanie	
Burnham, Lorrie	
Humble, Dina	*(signature)*
Johnson, Wally	
Maniaol, Albert	
Quach, Patty	*(signature)*
Rodriguez, Diana	*(signature)*
Smith, James	
Thayer, Scott	*(signature)*
Weiss, Kay	

VISITORS (please print your name)	INITIAL
Kristina-Hannon	KH

See reverse side for additional spaces.

Vision for Success Goals and SBCCD Data

Systemwide Goal 1 (Completion): Increase by at least 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job-oriented skill sets.

Completion Indicators:

- Completed AA/AS degrees* AND
- Completed CCCCO-approved certificates*

Associate Degrees (Excluding ADTs)

	2014-15	2015-16	2016-17 (Baseline)	2017-18	2021-22 (20% Increase)
SBVC Total	669	727	784	675	941

Data Source: Student Success Metrics 2.0

Credit Certificates (Chancellor's Office Approved)

	2014-15	2015-16	2016-17 (Baseline)	2017-18	2021-22 (20% Increase)
SBVC Total	242	256	278	239	334

Data Source: Student Success Metrics 2.0

Systemwide Goal 2 (Transfer): Increase by 35 percent the number of CCC students systemwide transferring annually to a UC or CSU.

Transfer Indicators:

- Completed ADT degrees* OR
- Transfers to UC/CSU*

Associate Degrees for Transfer

	2014-15	2015-16	2016-17 (Baseline)	2017-18	2021-22 (35% Increase)
SBVC Total	148	210	286	305	412

Data Source: Student Success Metrics 2.0

*Indicates this metric is also included, at least in part, in the Student Success Funding Formula.

Transfer to UC/CSU

	2014-15	2015-16	2016-17 (Baseline)	2017-18	2021-22 (35% Increase)
SBVC Total	549	670	662	N/A	894

Data Source: Student Success Metrics 2.0

Systemwide Goal 3 (Unit Accumulation): Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units to 79 total units—a decrease of 10 percent.

Unit Accumulation Indicator:
• Average units earned per completed AA/AS/ADT

	2014-15	2015-16	2016-17 (Baseline)	2017-18	2021-22 (10% Decrease)
SBVC Average	101	100	100	99	90

Data Source: Student Success Metrics 2.0

Systemwide Goal 4 (Workforce): Systemwide, increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69% to 76% by 2021-22.

Workforce Indicators:

- Median annual earnings of exiting students OR
- Number of exiting students earning a living wage* OR
- Percent of exiting CTE students who report being employed in their field of study

Note: Due to a change in methodology, results for metrics Median Annual Earnings and Living Wage have been delayed. Numbers reflected here are from prior release of Student Success Metrics.

Median Annual Earnings of Exiting Students

	2014-15	2015-16	2016-17 (Baseline)	2021-22 Target
SBVC Median	$20,165	$21,331	N/A	N/A

Data Source: Student Success Metrics

Number of Exiting Students Earning a Living Wage

	2014-15	2015-16	2016-17 (Baseline)	2021-22 Target
SBVC Total	1731	2078	N/A	N/A

Data Source: Student Success Metrics

Percent of Exiting CTE Students who Report being Employed in Their Field of Study

	2014-15	2015-16	2016-17 (Baseline)	2021-22 Target
SBVC Percent	70%	N/A	N/A	N/A

Data Source: Student Success Metrics 2.0

Systemwide Goal 5 (Equity): Systemwide, reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent by 2021-22 and fully closing those achievement gaps for good by 2026-27.

Equity Indicators:

- Above completion and transfer indicators disaggregated for those student groups identified as disproportionately impacted in colleges' annual Equity Plan and available in the Student Success Metrics on the Launchboard.

Open Educational Resources (OER) Liaisons

At the Academic Senate for California Community Colleges (ASCCC) Fall 2018 Plenary Session, a resolution (17.02) was adopted that called on the ASCCC to "…urge local academic senates to identify a local OER point-person to act as a liaison to facilitate OER-related communication between the college and the Academic Senate for California Community Colleges." The introduction and identification of local OER Liaisons is intended to be an integral component of the ASCCC OER Initiative (OERI) that will formally launch in spring 2019. As explained in the ASCCC proposal that secured five years of funding for the OERI, the goal is to support local college OER efforts by creating a network of OER Liaisons that serve to connect local colleges to the OERI and centrally-hosted OER-related support systems, ensuring an effective means of communication between the OERI, available resources, and the system's 114 colleges.

While some colleges may opt to merely identify a local OER contact, it is hoped that most will choose to identify a senate-appointed faculty member who will serve as the OER Liaison. It is the OERI's goal to support OER Liaisons so that they may serve as advocates by taking an active role in increasing local OER awareness, adoption, and support. An OER Liaison will be eligible for a yearly stipend of $1,000. As the OERI will be launched in the second half of the current academic year (2018-2019), OER Liaisons who complete the specified activities will receive $500 at the completion of the spring term. In subsequent years of the Initiative, OER liaisons will be eligible to receive the entire stipend.

OER Liaison Expectations – Spring 2019

1. Sign up for the ASCCC OER listserv by selecting "ASCCC OER Initiative" at https://www.asccc.org/signup-newsletters.
2. Forward ASCCC OERI messages to appropriate faculty.
3. Attend an OER Liaison Orientation. Orientations will be delivered via the Zoom videoconferencing system. Liaison availability will inform the scheduling of Orientations and attending an archived session will be an option.
4. In addition to the Orientation, attend three additional OERI meetings during the spring term. These meetings may be selected from the monthly OER Liaison meetings (TBD) and the weekly OER webinars (Fridays at 9:30, beginning 2/1/19).
5. Communicate with the local senate and campus faculty regarding ASCCC's OER ongoing efforts.
6. Meet at least twice (via phone or Zoom) with an OERI representative to share local needs and issues.

Establish Local Open Educational Resources Liaisons

Fall 2018
Resolution Number: 17.02

Whereas, The ASCCC will be initiating a five-year open educational resources (OER) initiative in spring 2019 that will provide OER-related support and resources to the colleges and gather data from the colleges related to OER use and challenges;

Whereas, Research has shown that access to and use of textbooks and ancillary materials are correlated with successful course completion by students, and students postpone or fail to purchase textbooks due to escalating textbook prices and other educational costs, which could impact their success and course completion;

Whereas, Various college-level OER funding opportunities have required the establishment of a local point-person to coordinate such efforts, and the Academic Senate for California Community Colleges has urged local senates to be involved in the process for appointing individuals to such positions (Resolution 19.10 S16); and

Whereas, The OER initiative plan developed by the ASCCC proposes to further OER use by providing centralized support for local OER efforts, and that support must be informed by local needs and effectively disseminated at the colleges;

Resolved, That the ASCCC urge local academic senates to identify a local OER point-person to act as a liaison to facilitate OER-related communication between the college and the Academic Senate for California Community Colleges.

PROMISE

DRAFT

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

DRAFT

PROPOSAL BY:

Crafton Hills College

San Bernardino Valley College

San Bernardino Community College District

Building the Inland Empire's pipeline of college graduates

Executive Summary

Statewide Challenge: According to the California Employment Development Department, California is expected to add about 2.5 million new jobs by 2022. However, if trends continue, the California Chamber of Commerce estimates that California will be short 1.1 million workers with bachelor's degrees and 2.3 million community college certificates and degrees to fill high-skilled jobs. "When jobs go unfilled because employers cannot find enough qualified workers, businesses are less productive and the state loses on corporate tax revenue that could be used to support critical government programs and services, including education," according to the CalChamber[1].

Regional Challenge: Low-income and first-generation students constitute the majority of the Inland Empire student population. Despite having high school graduation rates higher than the statewide average, the Inland Empire fares particularly poorly with respect to college enrollment, and too often college students fail to earn their degree[2].

Our Mission: For the Inland Empire to close the skills gap, the Public Policy Institute of California (PPIC) suggests it will take a two-pronged approach: Enroll more students as first-time freshman and improve completion rates for students already enrolled in college. Towards that effort, the San Bernardino Community College District (SBCCD) intends to make two years of college free for local high school graduates, helping

them gain career training certificates or start the first half of their bachelor's degree at no cost. That is the SBCCD Promise.

Tuition-Free Two Years: Local high school graduates will be eligible for tuition-free two years at Crafton Hills College or San Bernardino Valley College.

Two-Year Completion: Students can earn an associate's degree, a career training certificate or transfer to UC/CSU within two years.

College Expense Assistance: Students will receive a free laptop, $600 textbook assistance, $200 voucher for transportation costs, and $100 assistance for university transfer application fees.

Student Support: During high school and college, students will receive individualized advising and educational plan.

Work-Based Learning: Students will participate in career exploration workshops, and as paid peer mentors to first-year SBCCD Promise students to cultivate a college-going culture.

K-12 Partnerships: SBCCD will provide K-12 students tours of Crafton Hills College and San Bernardino Valley College, and expand access to college courses and work-based learning offered at local high schools.

[1] "Education Policy," (2018); _California Chamber of Commerce._

[2] "Meeting California's Need for College Graduates: A Regional Perspective," (June 2017), Hans Johnson, Kevin Cook, Marisol Cuellar Mejia; _Public Policy Institute of California._

Regional Profile

Ongoing Challenges

Economic hardship

In the Inland Empire, 23 percent of young children lived in poverty. The proportion varied from 8 percent in Temecula City to 35 percent in West San Bernardino, according to the PPIC. For the average young child in poverty, a family's total resources, including earnings and benefits from safety net programs, were below $26,100 per year for a family of four. A recent study showed that about 4,300 SBCCD students enroll in classes but then are unable to pay enrollment fees and are therefore dropped. Nearly 60% of these students re-enroll in the same classes from which they were dropped. Those students are less likely to complete their courses successfully than students who never experienced that same financial hardship and had to be dropped.

Low college preparedness

The share of high school graduates in the Inland Empire who complete the A-G college-prep courses required for UC/CSU admission is 32 percent, compared to the state average of 38%[3]. Additionally, the Inland Empire mirrors a statewide trend: 80 percent of entering community college students enroll in at least one remedial course in English or math. Of those students enrolled in a remedial course, only 24 percent transfer to a UC/CSU after six years[4].

Low college enrollment

Despite having high school graduation rates higher than the statewide average, the Inland Empire fares particularly poorly with respect to college enrollment. Only 42% of Inland Empire high school graduates immediately enroll in college after graduation, 10 percentage points lower than the state average and the third lowest rate in the state[5].

Low college completion

On average, it takes a student in SBCCD over five years to complete a degree. Our data shows that students in remedial courses were less likely to complete their educational goals within six years of college entrance than those who were prepared for college. In addition, only 37% of students who placed into remedial math or English in SBCCD finished within six years, compared to 47% statewide. Poor math preparation is a strong predictor of failure to attain degrees or certificates, or to transfer. Students are twice as likely to transfer to a four-year institution if they successfully completed 15 units in their first semester. Students were also more likely to transfer if they enrolled full-time in four or more semesters or enrolled in two or more summer semesters.

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[3] "Average Won't Do: The State of Higher Education in California" (July 2014), The Campaign for College Opportunity.
[4] "Meeting California's Need for College Graduates: A Regional Perspective," (June 2017), Hans Johnson, Kevin Cook, Marisol Cuellar Mejia; Public Policy Institute of California.

[5] "Average Won't Do: The State of Higher Education in California" (July 2014), The Campaign for College Opportunity.

The San Bernardino Community College District Promise

Cradle-to-Career Strategies

"College promise programs represent a long-term investment in increasing college-going rates, which will undoubtedly be necessary in meeting the needs of California's workforce. By motivating students early in their academic careers to prepare for college, these programs allow families to plan for an affordable college option, and they help create or contribute to a local college-going culture."

- Public Policy Institute of California (June 2017)

Tuition-Free Two Years

SBCCD will motivate local students early in their academic careers to plan for college with tuition-free two years at Crafton Hills College or San Bernardino Valley College.

Currently, through the generous support of San Manuel Band of Mission Indians, San Bernardino Valley College offers one-year tuition-free to Valley-Bound Commitment students. Building upon the success of this initiative to two years of tuition-free college at both SBVC and CHC would incentivize low and middle-income families to pursue a college education.

College Expense Assistance

To maximize financial assistance, students must complete the FAFSA/California Dream Act application. Additionally,

Valley Bound Commitment (VBC) Compared to SBVC Students Under 20 Years of Age
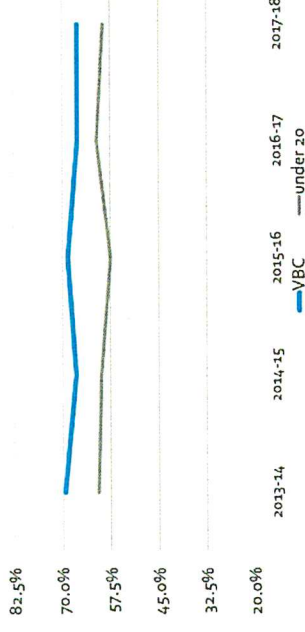
Cohorts of Valley Bound Commitment students maintain a "C" grade point average, or higher, outpacing their peers.

students will receive a free laptop, $600 textbook assistance, $200 voucher for transportation costs, and $100 assistance for university transfer application fees.

Two-Year Completion

Through priority enrollment, guided pathways, and small learning communities, students can earn an associate's degree, a career training certificate or transfer to UC/CSU within two years. To be eligible, SBCCD Promise students must enroll at Crafton Hills College or San Bernardino Valley College full-time/12 units per semester.

Student Support

Given that a majority of students in SBCCD's service area are first-generation college students, students will receive individualized college/career advising and a comprehensive educational plan starting in 12th grade.

The summer after high school graduation, students will participate in a six-week summer bridge at Crafton Hills College or San Bernardino Valley College to get ready for life and academics as a college student.

Through an online platform, SBCCD will utilize data analytics to monitor student progress towards their educational goals. The system will send students an early-warning message when their academic performance drops and will refer them to advising or tutoring to keep them on track. Such student support system has been piloted at Crafton Hills College, and it has been proven to work. Students in classes that used this online student support system had an average success rate of 89 percent, compared to a 71 percent student success rate of classes that did not utilize this system.

Work-Based Learning

Students will participate in career exploration workshops, and as paid peer mentors to first-year SBCCD Promise students to cultivate a college-going culture.

According to recent SBCCD data, students who participated in the San Manuel Increasing Student Engagement, Employment and Knowledge (ISEEK) Student Worker Program were more likely to complete their courses (79%) than students in the same section (75%). ISEEK students were more likely to study longer and have more conversations with professors outside of class.

K-12 Partnerships

Students in the SBCCD service area will be invited to visit Crafton Hills College and San Bernardino Valley College during their third, fifth grade, and eighth grade years to learn about college opportunities and to develop an expectation that college is in their futures.

SBCCD will recruit students into the Promise from dual enrollment courses offered at the high schools, as well as from the general high school populations.

Additionally, families and students will participate in college-readiness workshops on topics covering the "A-G" course requirements for UC/CSU eligibility, how to apply for college admission, and financial assistance to pay for college.

Proposed SBCCD Promise: Budget Narrative

The San Bernardino Community College District Promise is more than a scholarship. The SBCCD Promise will remove many financial barriers for the families of full-time students to attend college. It will also orient new students to successfully transition into of the college experience by providing a supportive and welcoming environment where first year students will connect with student support services and resources on campus to ensure their student success.

Our first goal is to make a promise to incoming full-time students to provide them with the resources that increase student success. Our second goal is to coach students into completing their education plan.

Coordinators and Support Staff

- The SBCCD Promise staff will coordinate career counseling sessions with participants at high schools and work with participants individually and each year provides workshops at the high schools. Staff will keep a log of advising contacts including date, time spent and primary outcome.
- Each high school student will work individually with a counselor or the coordinator to develop, implement and monitor his or her progress.
- This one-on-one approach will establish a relationship between participants and SBCCD Promise staff members that will help participants realize their potential to complete high school and enroll in post-secondary education. The coordinator and the counselors will work directly with students at their various high schools in the inland empire.
- The coordinators will strengthen partnerships with four-year universities to increase the number of transfer students with an Associate Degree for Transfer (ADT). Additionally, providing access to San Bernardino Valley

College and Crafton Hills College students to their libraries.

Counselors

- The counselors will provide individualized student support services at Crafton Hills College and San Bernardino Valley College.
- A student development course is a key component of the SBCCD Promise. Information about college needs to begin in high school or earlier, but students often do not have the individual attention of an advisor for such purposes. To maximize their academic success, information about college will begin in the 5th grade and continue through high school. Furthermore, high school students will enroll in student success course offered by San Bernardino Valley College and Crafton Hills counselors. Participation in the college course ensures that participants will receive the rigorous coursework and experiences necessary to prepare them for postsecondary education.

Tutoring

- The SBCCD Promise will provide each student up to 105 hours of tutoring each year.

Peer Mentors

- The SBCCD Promise will incorporate peer mentoring that fosters academic excellence among first year students. Research states that peer mentoring is a critical element to increase success and retention rates for college students, especially first year students. The mentors selected will be successful sophomore San Bernardino Valley College and Crafton Hills College students who will serve as peer mentors to all incoming San Bernardino Valley College and Crafton Hills College first year students. Each mentor will have a

caseload of mentees to assist with developing ideas for study groups, on-campus activities and will contact mentees weekly. The goal of the peer mentors is to support their student mentees, increase their knowledge about resources which will aid them to succeed at San Bernardino Valley College and Crafton Hills College.
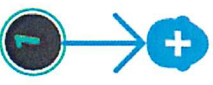
Tuition and Fees

- Tuition-free two years at San Bernardino Valley College and Crafton Hills College for hard-working students enrolling in at least 12 units. Graduate with an associate's degree, transfer to UC/CSU or earn a certificate that will allow them to be competitive in the workplace.

Operational Expenses, books, and transportation

- Free laptop, $600 assistance for textbook costs, $200 voucher to cover transportation costs, and $100 assistance for university transfer application fees.

- The SBCCD Promise will also provide student success workshops, team-building opportunities, and leadership activities that will aid students to be successful in their two years at San Bernardino Valley College or Crafton Hills College. Through participation in these activities, the disadvantaged student will become aware of the world outside their neighborhood, improve their self-efficacy and be motivated to set ambitious goals for their education and career.

Summary of SBCCD Promise Framework

1

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Grades 9 and 10

- SBCCD and Local Educational Agency (LEA) create Early Commitment to College Program (ECCP).
- Family involvement in college workshop/tours.
- Opportunity for 9th and 10th grade students and families learn about college opportunities and visit campuses.
- 10th graders begin dual enrollment pathway (i.e. CTE Skill Certificates, STEM, Transfer Program classes).

2

Grades 11 and 12

- Prepare for college-level math, English and reading skills.
- Multiple Measures Assessment/Placement/Remediation.
- Enhanced noncredit courses for contextualized math and English.
- Guided Pathways are in place.
- 100% college applications and FAFSA financial aid forms/CA Dreamer's Act are completed.
- Maximize access to need-based financial aid upon entering college.
- 11th and 12th grade students in dual enrollment pathway.

3

Community College

STUDENT PROMISE EXPECTATION

- Enroll full-time for at least 12 units each semester.
- Meet with counselor three times each semester.
- Complete 30 volunteer hours each semester.
- Mentor freshman student when sophomore.
- Attend three Student Success Workshops each semester.
- Commit to enhanced student support services
- Commit to added study time in tutoring or supplemental instruction.

SBCCD PROMISE OPTIONS

- Priority registration.
- Six-week summer bridge program participation.
- All course fees covered for first two years.
- No-cost textbooks.
- 100% education plans for two-year completion.
- Block scheduling for two semesters.
- Guided pathways.
- Cooperative work experience availability.

San Bernardino Community College District

About us

San Bernardino Community College District serves 18,000 students through Crafton Hills College and San Bernardino Valley College. For nearly 100 years, our colleges have provided access to affordable, award-winning higher education and career training programs for the residents of:

- Big Bear
- Bloomington
- Calimesa
- Colton
- Grand Terrace
- Highland
- Loma Linda
- Redlands
- Rialto
- San Bernardino
- Yucaipa
- and beyond!

We educate the health care professionals that serve our medical needs, veterans who have served our country, police and firefighters who keep us safe, and skilled workers who fuel our economy.

Our public mission goes beyond our campuses. We are home to the Empire Network (KVCR 91.9 FM and TV 24), the primary PBS television and NPR radio affiliate station for Inland Southern California. Created as a shared vision with the San Manuel Band of Mission Indians, in 2011 we launched FNX | First Nations Experience, the first and only national broadcast television network exclusively devoted to Native American and World Indigenous programming. Learn more about us at www.sbccd.edu

San Bernardino Community College District Service Area
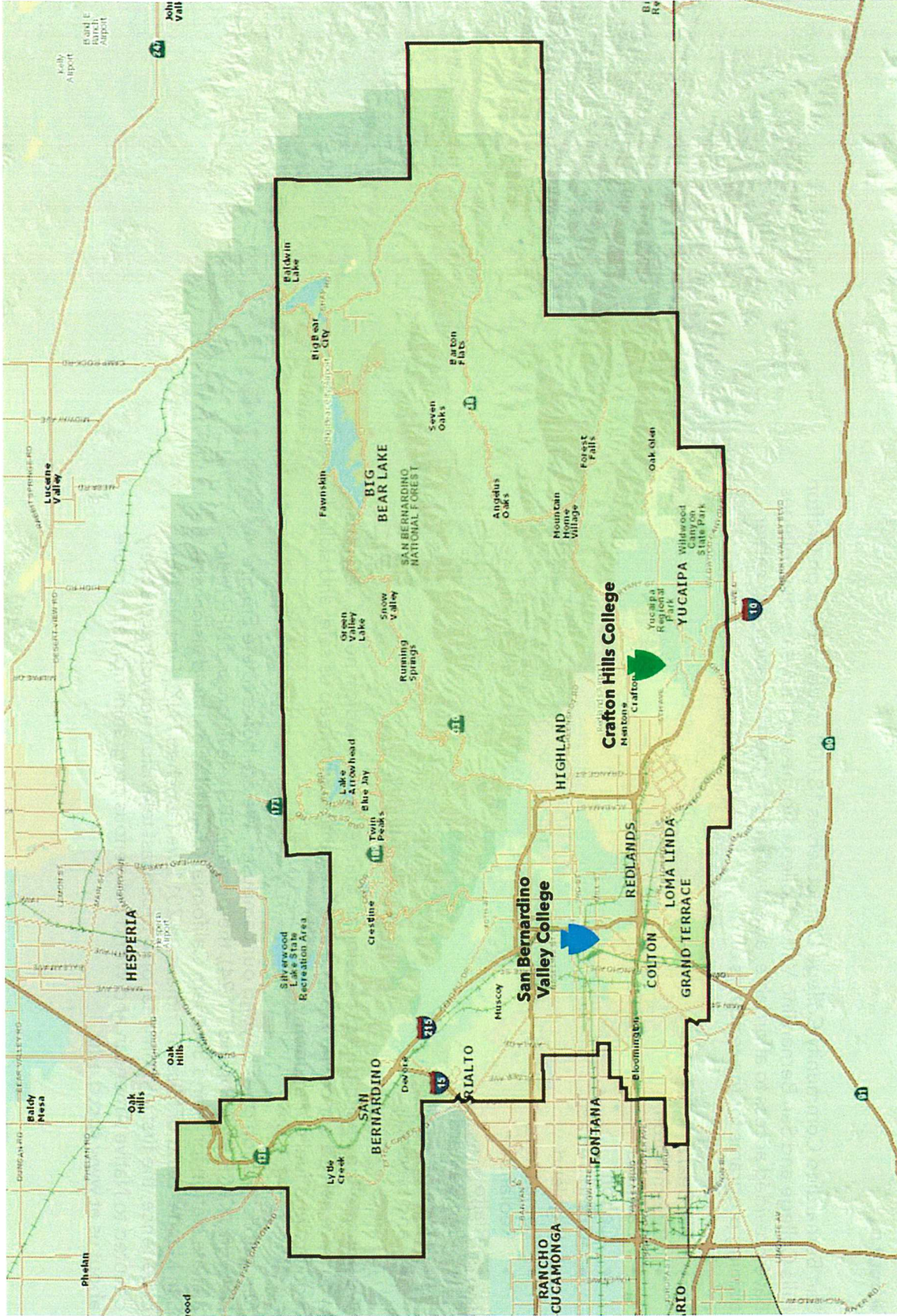
Screening Committee Guide

Published by Human Resources

March 2019

INTRODUCTION & TABLE OF CONTENTS

In accordance with SBCCD EEO Plan, California Education Code, SBCCD Approved Policies and Procedures and local processes, this ~~hiring~~ guide is a tool for Screening Committee members. ~~This guide~~ It provides transparency and understanding of the screening process for the candidate, committee members and hiring managers. This guide can be referenced for direction on complex hiring questions and includes the process for candidates to follow if they have concerns or questions with the process.

I. HOW TO SERVE ON A SCREENING COMMITTEE

A. Roles & Expectations

It is the responsibility of the Chief Human Resource Officer (CHRO) or designee to provide guidance and technical assistance to the committee in regard to fair employment practices, SBCCD EEO Plan, the college's commitment to diversity, and other related areas. Interview questions developed by the screening committee should be reviewed by Human Resources prior to the interviews. This process helps the committee to understand the legal groundwork for screening and interviewing and to develop good questions. The HRHuman Resources is responsible for approving the job description, developing the job announcement, advertising the position, maintaining applicant records, coordinating the committee activities with the committee chair, coordinating all correspondence and communication with the candidates, and scheduling interviews.

Screening Committee Chair

The Screening Committee Chairperson manages the work of the committee and consults closely with HRHuman Resources throughout the recruitment and selection process. The ChairpersonChair advises the Chief Human Resources Officer or designee about committee activities and helps to facilitate the interviews. The ChairpersonChair is responsible for ensuring that all information about the screening and selection process is kept in absolute confidence. The chairChair for classified/confidential recruitments should be a classified member, preferably a content expert, as decided by the committee. The chairChair for faculty recruitments should be a faculty member. The chairChair for all classified administrator recruitments should be an equivalent manager. The chairChair for academic managers should be a faculty member from the designated area or equivalent manager.

Duties of the Chair include:

‣ Ensure collaboration and confidentiality during the process.
‣ Collaborate with committee to develop interview questions, and if applicable, scenarios, tours, and format for interviews.
‣ Collaborate and compile the strengths and weaknesses for the second level interview.
‣ Serve on Second second level interview with hiring manager (when appropriate).

The hiring manager is encouraged to observe first level interviews. Managers may participate on first level interviews for hard to hire areas. Students and community members will be considered for specific recruitments including those designated in AP 7250.

Screening Committee

The overall responsibility of the committee and of each committee member is to be fully knowledgeable of the information in this guide. This will provide a fair and consistent procedure to assess the qualifications and traits of candidates and identify finalists for recommendation to the appropriate appointing authority. All employees on the screening committee, in addition to representing their constituency groups, are to represent the college, students, and the students'

needs. In this regard, the committee is to develop written job-related screening criteria, rate or screen the candidates, interview the top candidates, and recommend finalists with accompanying supporting documents.

Composition

The hiring manager along with Human Resources and district/campus leadership will create a screening committee for the vacancy. Employees are appointed to the screening committee to ensure the following:

‣ Representation by those who would serve as colleagues of the position.
‣ Representation by those who would serve in the role of supervisor of the position.
‣ When applicable, representation by those who provide support or who would be supervised by the position.
‣ Representation of the campus diversity including ethnic and gender balance.

The screening committee will meet in advance of the position posting to receive initial guidelines and training from HRHuman Resources. This includes information regarding confidentiality, creating a screening/criteria guide, and establishing the hiring and interview timeline. A tentative timeline will be given to applicants during the application process to assist with planning. The committee:

1. The committee Mmeets to develop a timeline for screening applications and to choose tentative interview dates and times.
2. The committee wWorks collaboratively to develop screening criteria for reviewing and identifying qualified semi-finalists.
3. The committee will sSubmits interview questions to the Chief Human Resources OfficerCHRO for approval.
4. Determines and coordinates any additional needs such as a scenario, open forums for Q&A, a teaching demonstration, or computer software exercise.

II. HOW TO READ AND EVALUATE APPLICATIONS

A. Defining Minimum and Preferred Qualifications

Job announcements shall clearly state job specifications setting forth the knowledge, skills, and abilities necessary for job performance. All job specifications including any "required", "desired", or "preferred" qualifications beyond the stated minimum qualifications which the District wishes to utilize shall be reviewed by the appropriate administrator and the Office of Human Resources before the position is announced to ensure conformity with the requirements of Title 5, Section 53022 and both state and Federal non-discriminatory laws. The content of the job announcement is the responsibility of the appropriate administrator and subject to Human Resources approval.

B. Equivalency Process

Applicants who believe that they possess qualifications equivalent to the minimum qualifications for a position, and wish to request that a determination of equivalency be made in a specific discipline, must complete a District Request for Equivalency form and provide supporting documentation as appropriate.

Applicants for both full time and part time positions are notified of the opportunity to apply for an equivalency at the time of application. It is the applicant's responsibility to complete the form and provide documentation. Search committees will not seek additional documentation. Applicants who do not meet the minimum qualifications and who have not completed a Request for Equivalency will not be considered for employment.

‣ The Request for Equivalency and supporting documentation along with a cover letter must be submitted to the Human Resources Office.
‣ The application and supporting documentation is forwarded to the Equivalency Committee for a determination.
‣ The Equivalency Committee reviews the equivalency request and returns the application and supporting documentation to Human Resources with a determination.
‣ Human Resources forwards the application and equivalency approval to the selection committee. If an applicant is approved and subsequently hired to fill a position, the documents and experience that support the equivalency must be verified just as minimum qualifications for other new faculty are verified via transcripts and employment verification letters.

C. Screening Criteria Sheets
Competencies

Newer job descriptions will begin using competency modeling in the job description. A competency model is a framework for defining the skill and knowledge requirements of a job. It is a collection of competencies that jointly define successful performance. Competencies are used to define hard and soft skills and the most commonly used are:

‣ Communication,
‣ Leadership,
‣ Teamwork,
‣ Customer Service,
‣ Results orientation, and
‣ Problem solving.

Screening criteria and interview questions can be based on competencies if clearly defined in the job description.

‣ Take the time to become familiar with the job description.
‣ Look for required qualifications and preferences as stated in the job description and repeated on the applicant matrix.
‣ Look for, and make note of, special qualities or skills that would add dimension to the position. Place that note in the —comment section of your matrix.
‣ When reviewing a candidate's work history, look for longevity or lack thereof.

- ‣ Remember that our application requests that the applicant list only jobs held for the last ten years ~~OR~~ **or** the last six **relevant** ~~RELEVANT~~ employers. If the applicant lists consecutive jobs, make note of any inconsistencies or gaps in information. (If the person is a finalist, the hiring manager may want to ask the person to fill in these gaps.)
- ‣ Look for academic relevance (for academic positions).
- ‣ Look for current experience (for all positions).
- ‣ Make note of the completeness of the application file. Items which constitute a complete application file are listed on each job posting. If you discover missing items, please notify Human Resources.
- ‣ Look at how the application is filled out. Have directions been followed? Is the application thorough?

Candidate Selection and Screening Criteria

Using the job announcement and supplemental questions, if applicable, the committee will review all applicants who meet the minimum qualifications.

Qualities which may enhance the candidate's ability to empower or serve as a role model for students, faculty, and staff are important. Look for reasons to screen in candidates, not screen out candidates, and be as inclusive as possible. The ~~HR~~Human Resources office will help you create your screening tool and coordinate the committee members' evaluations of the applicants.

If a screening instrument is used for faculty positions, the following common elements may be considered:

1. Education
2. Scholarship
3. Teaching experience in both the primary subject as well as interdisciplinary or developmental areas that may be required or desired
4. Specific experience in the discipline or subject matter
5. Experience and sensitivity in relation to diverse populations
6. Experience in various modes of instructional delivery, such as the web
7. Curriculum planning and development
8. Where applicable, other relevant work experience for vocational certification requirements or added value
9. Experience in working with various learning styles and abilities
10. Knowledge or experience with student assessment
11. Knowledge or experience with student advising

If a screening instrument is used for administrative/exempt positions, the following criteria may be considered for exempt positions:

1. Education
2. Scholarly background
3. Knowledge and experience in areas of supervision, fiscal, program, and/or planning
4. Specific knowledge and experience in the technical areas of the job
5. Communication and interpersonal skills

6. Multicultural and other diversity experience
7. Organizational and leadership activities

If a screening instrument is used for classified positions, the following criteria should be considered:

1. Questions based on job analysis of the position
2. Questions based on competencies needed to successfully perform the duties and responsibilities of the position
3. Communication and interpersonal skills
4. Responses to supplemental questions

D. Elimination of Bias in Decision Making

Cultural Competence/Cultural Humility:

Recognize own biases and stereotypes, *and* discount own biases and stereotypes so you are able to appreciate content of contributions, *and* facilitate productive outcomes that enable effective work in cross-cultural situations.

Unconscious Bias

‣ Confirmation Bias – Tendency to hear information in a manner that confirms what we already believe.
‣ Availability Bias – Tendency to value most what we've heard most recently.
‣ Affinity Bias – Tendency to prefer those that remind us of ourselves.

Examples of Unconscious Bias/Good Fit Myth:

Selection involves less tangible/measurable Knowledge-Skill-Abilities (KSAs) that which are inherently subjective.
For example:such as the aAbility to work collaboratively, the aAbility to work with those already in a department, or
lLeadership.

‣ Myth #1: Whether a candidate resonates with me on a personal level provides a reliable predictor of whether the candidate will do a good job.
‣ Myth #2: How someone performs in an interview setting provides a reliable predictor of how that person will interact with me in the work setting.

What "fit" is:
‣ Demonstrated support to institutional values
‣ Desired leadership style for the times

What "fit" isn't:
‣ Someone who I can "relate" to personally
‣ Someone who looks like me

<u>Addressing Unconscious Bias</u>

At the personal level, continually monitor your reaction to the candidates. Ask yourself:

‣ What is the basis for my positive/negative reaction?
‣ Is my reaction grounded in the context of the candidate's performance?
‣ Am I reacting to what this question was intended to measure?
‣ Is my reaction disproportionate to the response?
‣ Is my reaction consistent with my reaction to similar responses from <u>other</u> candidates?

III. HOW TO CONDUCT AN INTERVIEW

A. ~~Developing~~ Interview Questions <u>Development</u>

<u>Questions should be a~~Developing~~ A</u>ppropriate and *u~~U~~seful.~~ Questions~~.*

1. <u>Look at the job description:</u>

   ‣ What do you want the successful candidate to do?
   ‣ What courses must candidate be qualified to teach?
   ‣ What students will candidate serve?
   ‣ What professional activities will candidate need to participate?
   ‣ What current ~~knowledge, skills, and abilities (~~KSAs~~)~~ are relevant to the position?

2. <u>Craft Questions</u>

   ‣ Give meaningful consideration to candidates' "sensitivity to diversity".
   ‣ Give candidates opportunity to highlight job-related KSAs that:
     • Reflect current/recent developments in the field<u>.</u>
     • Show a global perspective<u>.</u>
     • Show other KSAs that will provide an opportunity for non-traditional candidates to show they are highly qualified.
   ‣ No questions—direct or indirect—about protected status, for example, do not ask:
     • *"I don't see when you graduated on your resume, when did you graduate?"*
     • A visibly disabled candidate for details about nature of disability.
   ‣ Use open ended questions when appropriate, that:

~~Assuming a legitimate, job related concern, what could you ask?~~

     • Assess~~s~~ a job-related attribute ~~that~~ <u>which</u> gives ~~you~~ consideration ~~to~~ <u>of</u> current, updated, global or other KSAs; and
     • Gives ~~you~~ insight into the candidates<u>'</u> (job-related) creativity and/or problem-solving skills<u>.</u>
   ‣ Use ~~Direct~~ <u>direct</u> q~~Q~~uestions when appropriate<u>, that:</u>
     • Assess~~s~~ a job-related attribute ~~that~~ <u>which</u> gives you consideration to current, updated, global or other KSAs; and

- Allows you to compare candidates on something measurable.

B. Evaluation & Scoring of Candidates

Each committee will screen the applicants according to the established review criteria and submit their scores or top candidates to the ~~HR~~Human Resources office. The ~~HR~~Human Resources office will compile all of the committee members' scores/evaluations into an averaged list and send it by email to the committee. There will be veteran's preference given to any vets that apply, with a 10% increase to their average scores. The committee then determines which candidates they would like to interview, and the chair~~person~~ notifies ~~HR~~Human Resources of the candidates chosen for an interview. ~~HR~~Human Resources will schedule the interviews and send the interview schedule to the group once the interviews are confirmed.

Internal Candidates

If internal candidates possess the experience, skills, and abilities required of the position, the district highly encourages you to interview these candidates. Promotional opportunities are important and we encourage you to recognize our staff and faculty for the experience and skills they bring to our students. Classified positions must follow internal processes established in the bargaining agreement.

Confidentiality, Professionalism, Ethics, ~~And~~ & Conflict ~~o~~Of Interest

The committee will be given access to application materials. The materials must be safeguarded and treated with confidentiality.
This may seem fundamental, but each committee member must act in the highest manner of professionalism. Committee members must feel free to express their opinions within the committee structure while maintaining the confidential nature of the committee's work with non-committee colleagues. It is assumed that each committee member, while retaining a special perspective, will make every effort to operate objectively and will leave bias and partisan loyalty out of his/her search efforts. Each member is expected to perform in a professional and confidential manner at all times regarding the committee work. It is assumed that all members serving on the committee accept the responsibility to be professional, fair, and ethical.

Interviews

We seek a diverse pool of candidates and recommend that you be as inclusive as possible.
There is no set number of candidates to interview however the committee must submit a list of acceptable finalists to the hiring manager (at least three).

The committee should not arbitrarily set a fixed number to interview. Too many candidates who look good on paper do not interview well; likewise, other candidates with a more modest track record become leading candidates after an interview is granted.

First interviews may be conducted in-person or by video conference such as Skype, face time, etc. ~~The HR~~Human Resources ~~Office is able to~~will secure a room with the required equipment. Second or final interviews should be conducted in-person. The format for interviews will be determined and coordinated by the committee. It may vary depending on the position and

committee members, and can include teaching demonstrations, scenario questions, computer skill tests, etc. ~~and will be determined and coordinated by the committee~~.

Committee Issues

In the event the committee is tied on specific candidate or fails to meet the commitment to diversity, the following can occur:

- Committee member removed (if removed you may not serve until bias training has been established)
- Search committee failed
- All candidates re-interviewed with new committee
- Human Resources can choose to move forward any candidates who were tied based on discussion

Forums

The forums should be 50 ~~mins~~minutes to an ~~1~~ hour long. All of the candidates should have their forums on the same day, ~~(~~if possible~~)~~. Below is a list items to address for the forums and the person (department) responsible:

- A moderator should be selected; this person is someone who can remain calm and unbiased and is able to jump in if something inappropriate is asked- Coordination between ~~h~~Hiring manager and Academic Senate to ~~a~~Assign~~s~~ ~~m~~Moderator.
- Each ~~c~~Candidate should be assigned a campus host; they should not be someone who was on the committee, nor the hiring manager. The ~~h~~ Hiring Manager assigns host.
- The candidates will be told to provide an opening and closing statement (no more than 5 minutes each). ~~-~~Host will take them around campus and give them 20-30 minutes to relax before the forum.
- There will not be formalized questions for ~~them~~candidates to answer; audience members will be encouraged to ask question~~s~~. Human Resources ~~-HR~~ will inform the 1st level committee that it is inappropriate for them to ask questions in the open forum as~~;~~ it creates a bias.
- ~~The~~ In~~attached in~~dex cards will be given to each audience member and will be collected after each forum by Human Resources. ~~HR will collect each time~~
- ~~C~~Work with ~~c~~ampus IT will develop a ~~to have~~ comment card ~~like~~ that will be send directly to the CHRO, who will give ~~me (Kristina) I will give~~ all comments to the Hiring manager.
- If the forum is recorded, it should only be left online no more than 72 hours.
- Human Resources will provide w~~W~~ater ~~should be provided~~ for all candidates ~~HR will provide water~~
- An email will go out announcing the forums and finalists as soon as possible- Human Resources will work with ~~/~~Marketing staff to ~~can~~ develop ~~something~~ material. ~~(see attached presidential release)~~

C. Recommendation o~~O~~f Finalists

After the first interviews are conducted, the committee will make a recommendation in writing to the hiring manager which lists those candidates determined to be acceptable by the committee. The recommendation should include each candidate's strengths and challenges, as determined

by the committee. There is no maximum number of candidates to be recommended, but you must recommend a minimum of three candidates for the position. If less than three, please provide a written justification.

The final pool of candidates must be sufficient in number ~~(recommendation of more than one candidate is required)~~ to give the hiring manager a broad choice of diversity and the ability to accommodate potential candidate withdrawals, weak references, inadequate final interviews, etc. in considering the final decision.

Inquiries ~~F~~from Applicants

It is common for applicants to ask questions of committee members or the ~~h~~Human ~~R~~resources office staff as to reasons why they did not succeed in a particular phase of the process. Any committee member receiving such an inquiry from a job applicant should be courteous and recommend that the applicant contact Human Resources.

IV. CANDIDATE EXPERIENCE

All candidates will be given a survey to keep them engaged and to help improve the process. Questions include:

- ‣ Was the position clearly explained to you throughout the process?
- ‣ How was the communication throughout the process?
- ‣ How was your in-person interview experience?
- ‣ Would you refer your friends or family to apply for a job at the San Bernardino Community College District?
- ‣ What was your primary motivation for applying to our district?