





San Bernardino  
Valley College

**FALL 2018  
OPENING DAY**

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San Bernardino  
Valley College

# TRUSTEE'S WELCOME



## SAN BERNARDINO COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES



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Board President



**Gloria Macias Harrison**  
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# CHANCELLOR'S WELCOME

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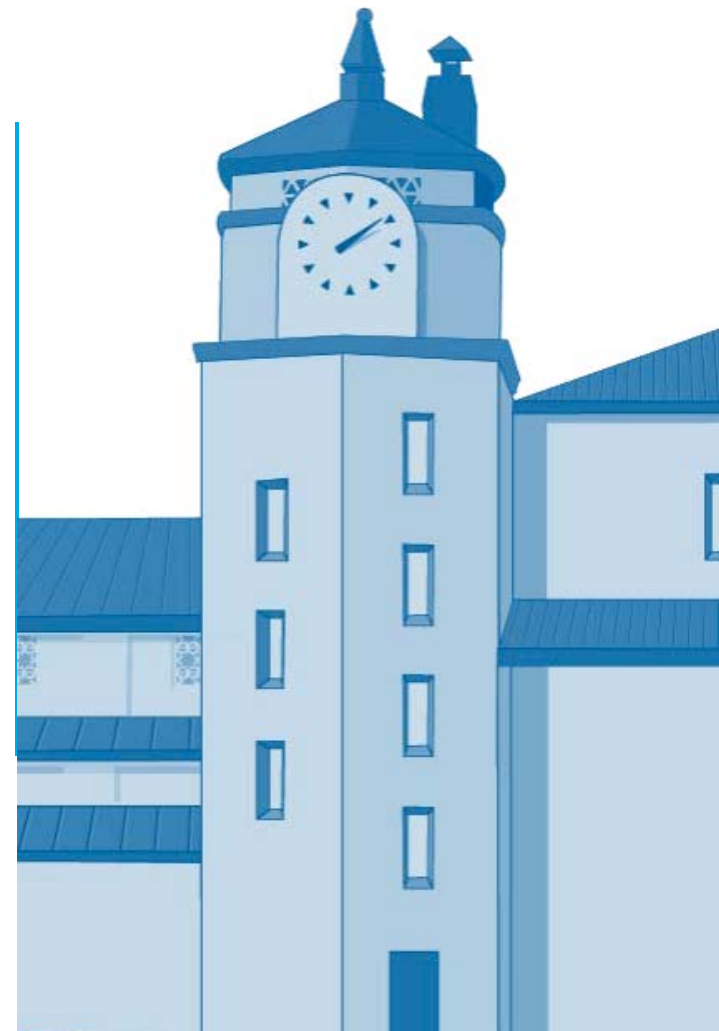


# PRESIDENT'S WELCOME

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**BUILD YOUR  
DREAMS,  
SBVC!**



# VIDEO

## SBVC STUDENTS BUILD GIANT MEGAPHONE









SHOUT YOUR DREAMS  
ESAB  
BUILD YOUR DREAMS  
SBVC WELDING  
In Loving Memory of  
Daniel Comiskey

**VIDEO**  
THE TIME THAT  
IS GIVEN YOU



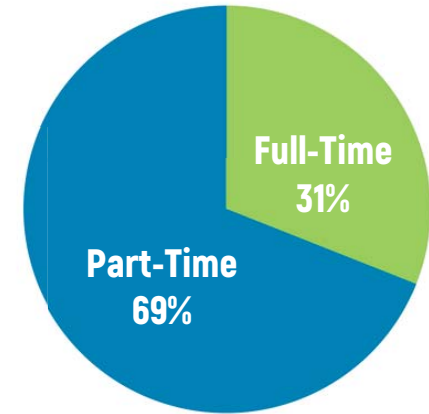
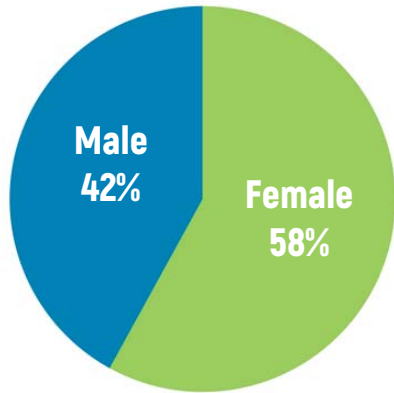




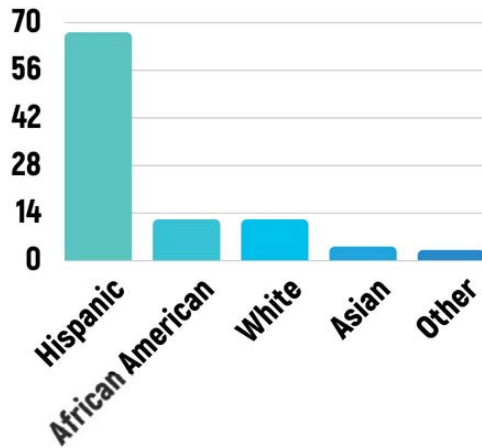
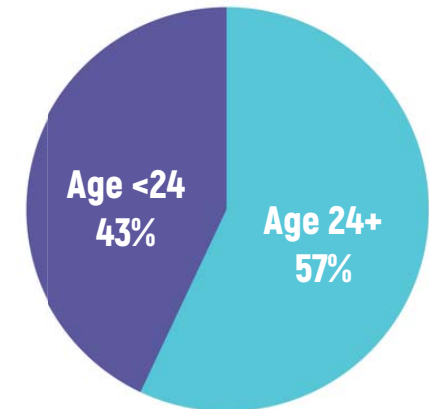
# SBVC STUDENT SNAPSHOT WHO DO WE SERVE?



# STUDENT DEMOGRAPHICS



San Bernardino  
Valley College

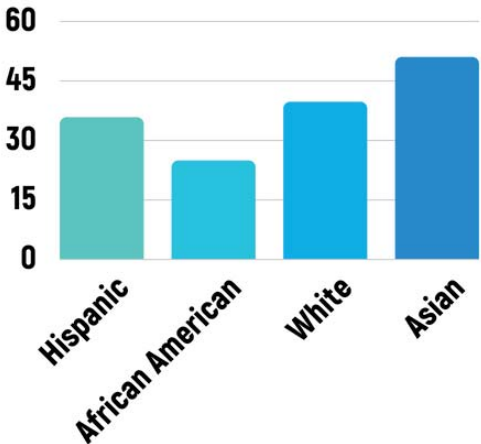


**~13,000**

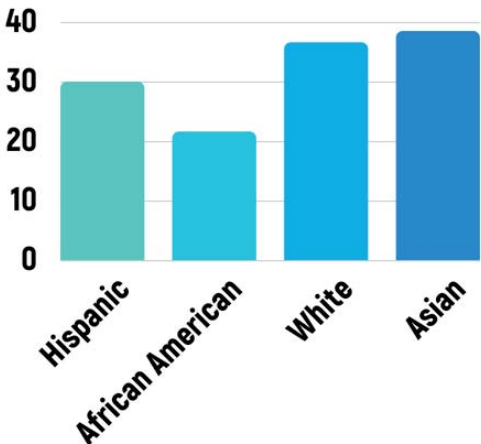
students per semester

# STUDENT SUCCESS RATES

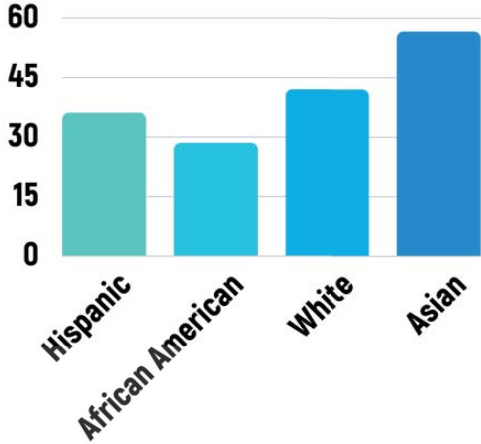
Basic Skills Success: English



Basic Skills Success: Math



Overall Completion Rate









San Bernardino  
Valley College

**GUEST  
SPEAKER**

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**Dr. J. Luke Wood**





# Advancing Equity for Students of Color

J. Luke Wood



# CONTACT INFORMATION

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619-594-0167

  
@DrLukeWood

# Our Laboratory

The **Community College Equity Assessment Laboratory (CCEAL)** is a national research and practice lab that partners with community colleges to support their capacity in advancing outcomes for students who have been historically underserved in education, particularly students of color.

CCEAL houses the **Minority Male Community College Collaborative (M2C3)** and the **Black Minds Project (BMP)**, and the **National Consortium on College Men of Color (NCCMC)**.

CCEAL was developed to advance three objectives:

- **Research** - to conduct and disseminate empirical research on the experiences of historically underserved students in community colleges;
- **Training** - to provide training that improves practices and research relevant to students of color in community colleges; and
- **Assessment** - to use assessment and evaluation to facilitate capacity-building within community colleges.



# Institutional Assessment Package

“student survey”



## Community College Success Measure (CCSM)

- for identifying factors influencing the success of underserved students

**105 colleges**  
**10 states, 84,549 students**

“staff survey”

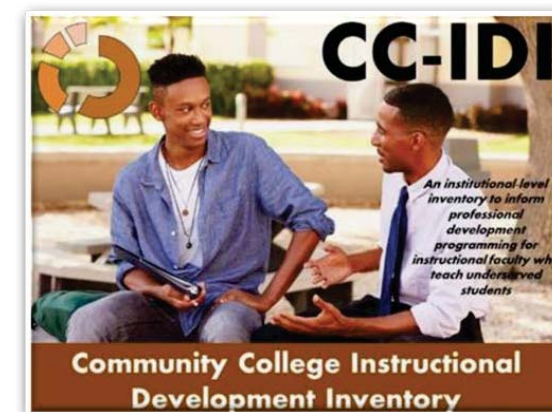


## Community College Staff Development Inventory (CC-SDI)

- to inform professional development programming for staff

**170 colleges**  
**40 states, 7,429 instructional faculty**

“faculty survey”



## Community College Instructional Development Inventory (CC-IDI)

- to inform professional development programming for instructional faculty

**70 colleges**  
**15 states, 3,122 staff**

# Other Instruments

## **Male Program Assessment for College Excellence (MPACE)**

for examining the efficacy of programs serving college men of color

45 colleges

24 states

## **Community College Student Success Inventory (CCSSI)**

for examining a college's readiness to advance outcomes for college men of color

42 colleges

7 states



# Qualitative Assessment

## **Student focus groups**

Examining students' perceptions of factors influencing success in community college

10 colleges  
CA, 252 students, 50 focus groups

## **Faculty interviews**

Examining perceptions of factors that are effective in educating students of color in community colleges

10 colleges  
CA, 102 faculty

## **Consensus focus groups**

Collective sensemaking approach for identifying root challenges facing students in community colleges from an equity-based perspective

32 colleges  
CA & MN, 240 faculty/staff  
52 consensus groups

## **Narratives of success**

Narratives from educators with a documented record of success in teaching and supporting underserved students of color

14 colleges  
12 states, 88 educators

# National Consortium on College Men of Color

## *About NCCMC*

- 132 Member Campuses
- 6 Affiliate Partners

## *Member Benefits*

- Monthly webinars
- Information Sharing Sessions
- Annual convening – the “Working Group”
- Assessment tools (CCSSI & MPACE)



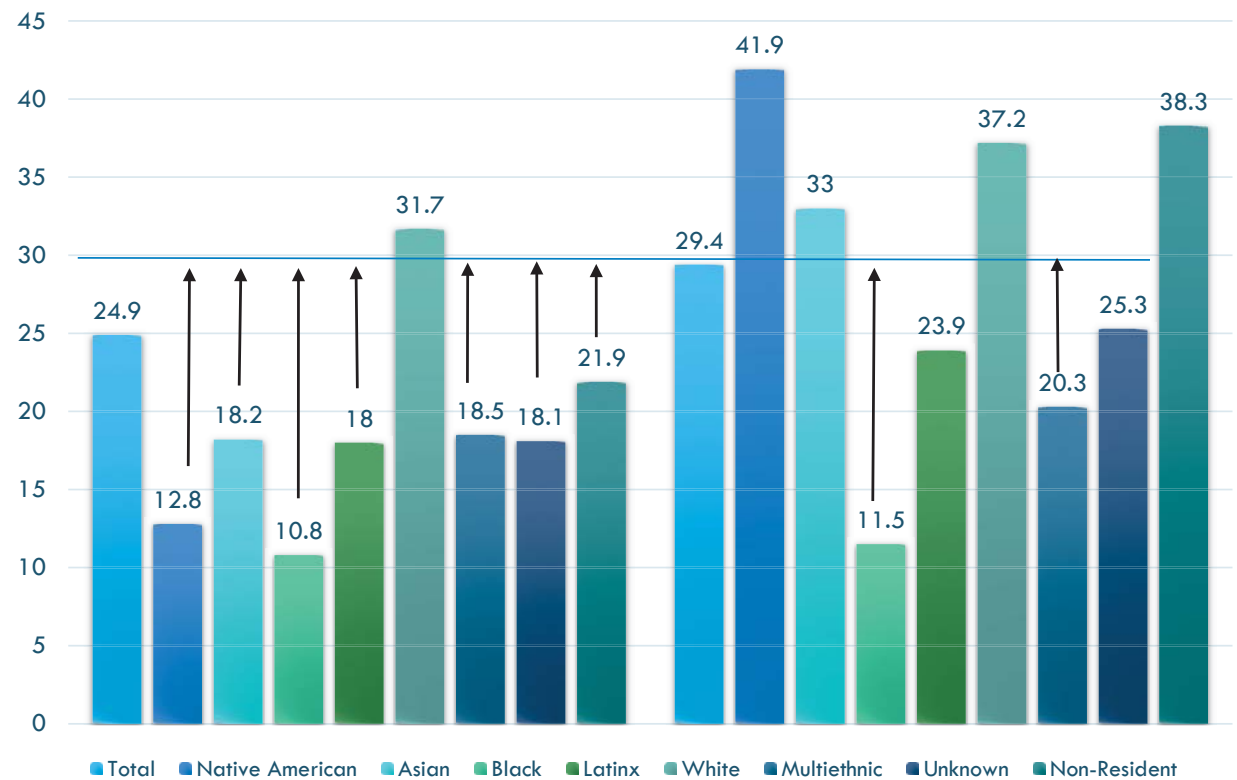
## Affiliate Partners of CCEAL

*in support of the National Consortium on College Men of Color*



# Toward an Understanding of Equity

Equity refers to a heightened focus on groups experiencing disproportionate impact in order to remediate disparities in their experiences and outcomes.





# Equity-Mindedness

According to Bensimon (2007) Equity-mindedness entails:

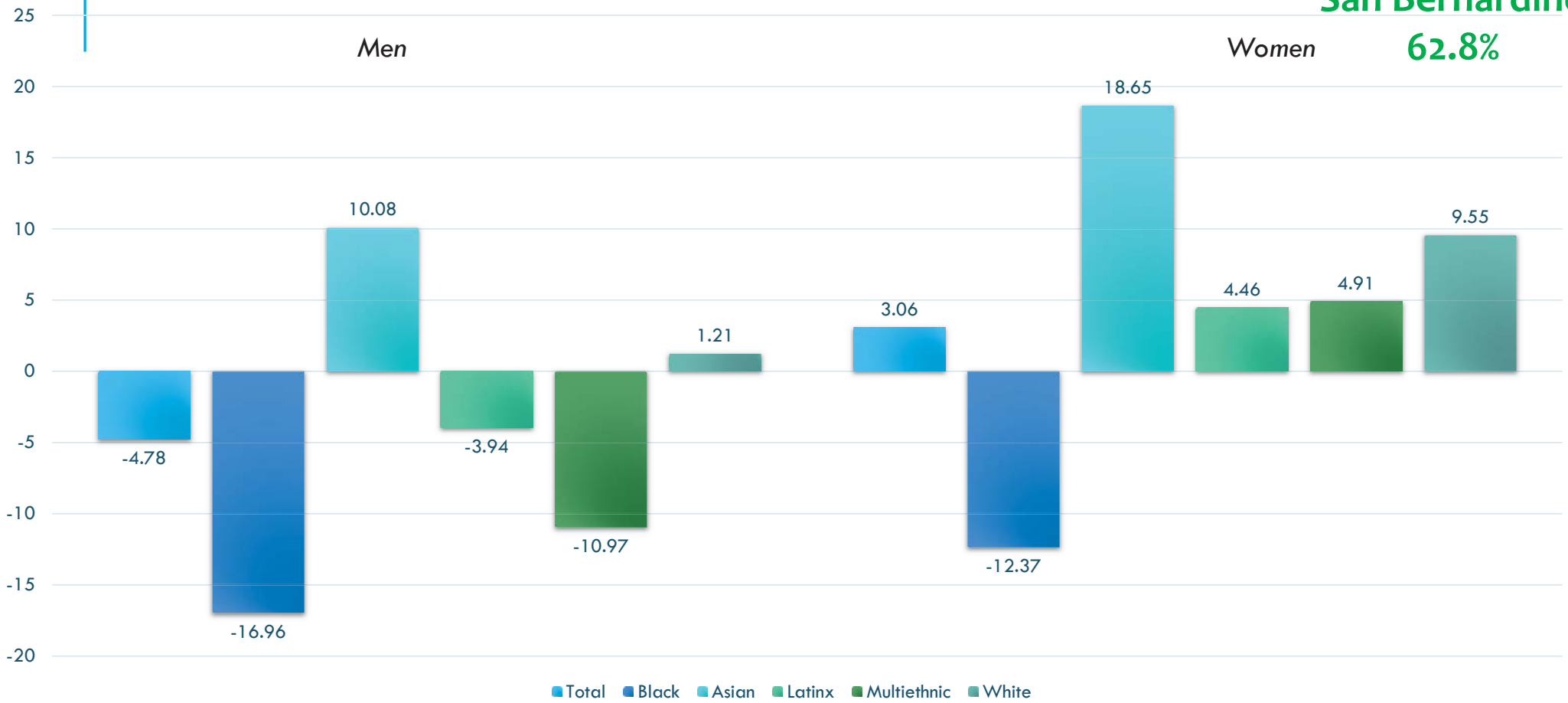
- recognizing the ways in which **systemic inequities** disadvantage minoritized people in a range of social institutions or contexts (education, employment, healthcare, the criminal justice system, etc.)
- (re)framing outcome disparities as an indication of **institutional underperformance** rather than students' underperformance;

**not attributing outcome disparities** exclusively to students or perceived deficits in students' identities, life circumstances, or capabilities;

**critically reflecting upon one's role** and responsibilities (as a faculty member, student affairs staff, administrator, counselor, institutional researchers etc.).

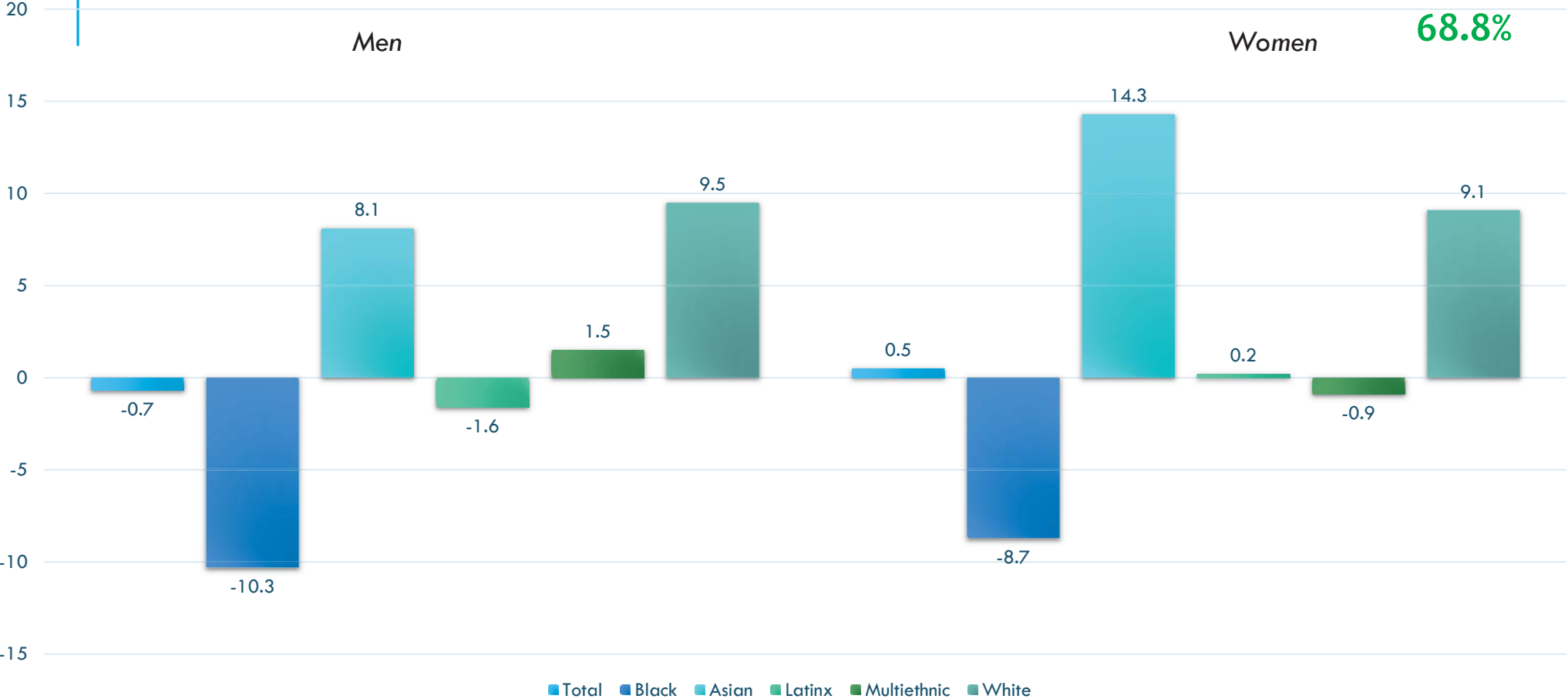
# BASIC SKILLS COURSE SUCCESS RATE FOR SBC, BY RACE AND GENDER

San Bernardino  
62.8%



# CREDIT COURSE SUCCESS RATE FOR SBC, BY RACE AND GENDER

San Bernardino  
68.8%



***“What the heck is wrong with these students? Why aren’t they doing what it takes for them to be successful here?”***



*“What are we doing (or not doing) as a district, college, or unit that results in our students not doing as well as they should?”*





## ***A SYSTEM'S PERSPECTIVE***

*“Every system is perfectly designed to achieve the results that it gets”*

*- W. Edward Deming*

# Barriers to Equity Efforts

**Institutional policies and practices that directly conflict with equity goals**

- “We don’t offer professional development for classified staff.”
- “Adjunct faculty are not required to attend faculty meetings or office hours because they are not compensated for them.”
- “Students are not allowed to see a counselor without making an appointment in advance.”
- “Our full-time faculty do not want to teach basic skills classes.”

1

## **Policies**

principles of action that are ratified by an institution to govern programs, matriculation, course delivery, and resource allocation.

# Barriers to Equity Efforts

## Deficit perspectives

- “I am not sure what you expect me to do. These students have too much drama in their lives. I am a faculty member, not a social worker!”

## Racist stereotypes

- “Most students of color are not serious about education. They are only here for sports or the financial aid.”

## Poor conceptualization of equity/conflating equity with equality

- “Everyone should receive the same thing.”
- “Why are we only focusing on men of color? They are such a small part of our population.”

2

**Attitudes and Dispositions** the way a person thinks and feels about a particular situation or a group of people.

# Barriers to Equity Efforts

## **Territorialism between instructional and student services**

- “Why is student services leading this initiative? It should be led by academic affairs.”

## **Lack of effective partnerships between instruction, classified, and student services**

- “This would be an amazing program for students but it would require significant collaboration between academic affairs and student services. I don’t think we could do it right now.”

3

**Politics and Power Dynamics**  
relationships and interactions  
between units  
and actors.

# Barriers to Equity Efforts

**Equity is not embedded in the institution's strategic plan**

**Turnovers in leadership**

**Built Environment**

- “Our part-time faculty don’t have offices.”

**A commitment to equity not embedded in institutional structures and practices.**

- “All of our equity work takes place in EOP/Puente/Umoja.”

**Resource constraints**

- “We can only offer this support while we have equity funding.”

4

**Structure**  
the ways in which the institution is designed and arranged.



# Barriers to Equity Efforts

## Too “activity focused”

- “We’re doing this, and this, and this, and [10,000 other things that are loosely connected if at all].”

## Over-commitment to the status quo (esp. extant programming)

- “We have had our mentoring program for years. Now that we have equity funding, can we get some more money for it?”

5

## Institutional Culture

the collective norms, rituals, values, and embedded patterns of behavior that create the essence of an institution.

# Barriers to Equity Efforts

Institutional researcher is not collaborative and/or sees his/herself as a “gatekeeper”

No inquiry to inform planning and action

Not disaggregating data by race/ethnicity and gender

Data that are not “generalizable” or collected from a large sample are treated as unreliable

Overreliance on quantitative data sources

6

**Data Practices**  
practices that shape how data are collected, analyzed, disseminated and used to inform institutional decision-making.

# TAXONOMY OF EDUCATORS' PERSPECTIVES

	Don't know what to do (DK)	Know what to do (K)
Willing to employ practices (W)	DK W	K W
Unwilling to employ practices (UW)	DK U	K U

# TAXONOMY OF EDUCATORS' PERSPECTIVES

	Don't know what to do (DK)	Know what to do (K)
Willing to employ practices (W)	<b>The Allies</b>	<b>The Choir</b>
Unwilling to employ practices (UW)	<b>The Resisters</b>	<b>The Defiant</b>

# TAXONOMY OF EDUCATORS' PERSPECTIVES



	Don't know what to do (DK)	Know what to do (K)
Willing to employ practices (W)	<p>The Allies</p> <p><b>30%</b></p>	<p>The Choir</p> <p><b>15%</b></p>
Unwilling to employ practices (UW)	<p><b>30%</b></p> <p><b>10%</b></p> <p>The Resisters</p>	<p><b>15%</b></p> <p>The Defiant</p>



# TAXONOMY OF EDUCATORS' PERSPECTIVES

	Don't know what to do (DK)	Know what to do (K)
Willing to employ practices (W)	The Allies	The Choir
Unwilling to employ practices (UW)	The Resisters	The Defiant

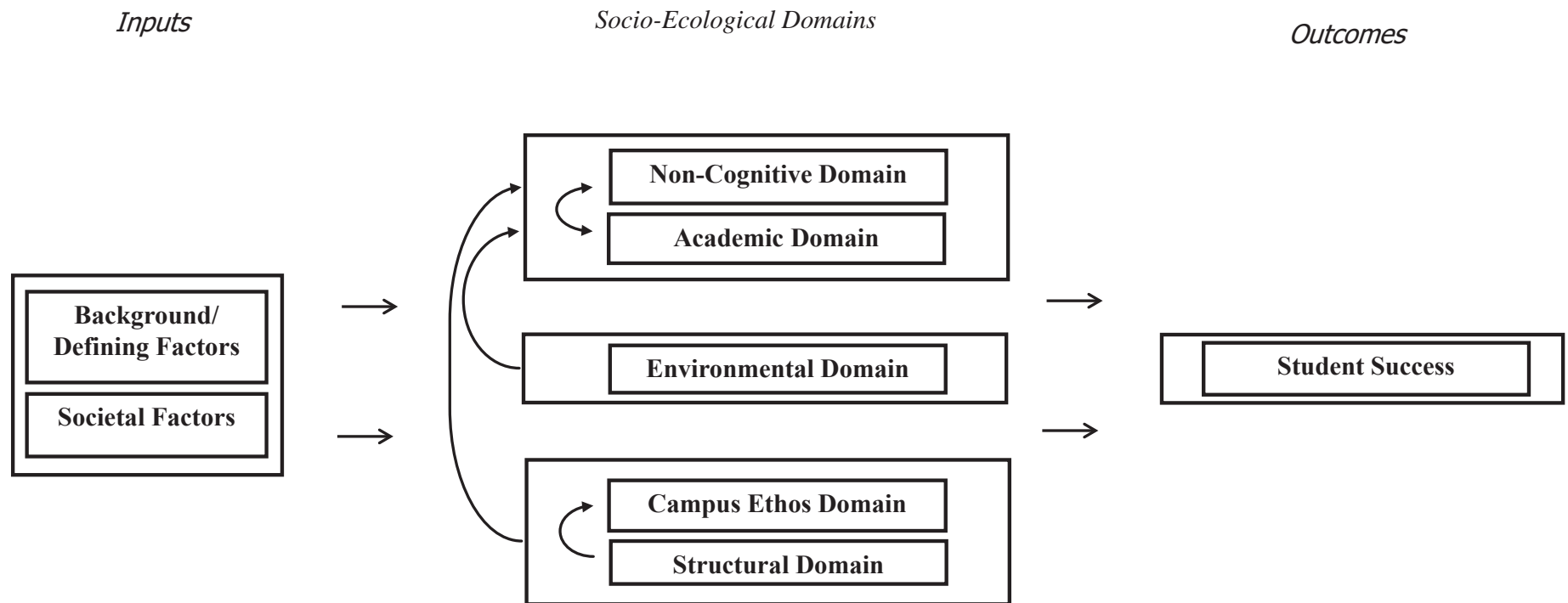
The diagram features a central diamond shape with the text "The Oblivious" inside it, positioned between the four quadrants of the table.

# TAXONOMY OF EDUCATORS' PERSPECTIVES



Type	Goal	Timeline	Mechanism	Delivery	Motivation
The Choir	<b>Empower</b>	1-2 mo.	Email, Fliers	Voluntary, Flexible	Intrinsic and Affirmation-Based
The Allies	<b>Educate</b>	2-4 mo.	Direct Referrals, Phone Calls, Emails with Follow-ups	Voluntary, Flexible but convenient	Social Justice, Equity-Based, Moral Arguments
The Oblivious	<b>Enlighten</b>	1-6 mo.	Personal conversations conveying humility	Voluntary, Flexible but convenient	To Save (i.e., “they have the answer), Guilt, Public Image
The Resisters (Passive)	<b>Encourage</b>	3-12 mo.	Department Meetings, Convocation, All Faculty Days	Intrusive, Direct	Compliance, Funding, Organizational Priority, Recognition, Tenure, Release Time
The Resisters (Active)	Redirect				
Defiant	Redirect				

# Socio-Ecological Outcomes (SEO) Model



# Societal Factors



## Societal Factors

- **Stereotypes**
- Prejudice
- Criminalization
- Economic Conditions
- Capital Identity Projection
- Mass Incarceration

# Most Common Microaggressions



1. Ascription of Intelligence
2. Assumption of Criminality
3. Pathologizing Culture
4. Athletic Boundedness

"I needed the most help on my writing, and the teacher was looking at me like, 'ahhhhh [exhale], here we go. You know, we got a r\*\*\*\*\*d kid in class now.'"

(Wood, 2015)

"I can't tell you how many times I'd be sitting at one of the study cubicles and security would come to me and ask for my student ID. At first I thought it was something that they did to everybody when it got late but then I started to notice they asked me for mine and didn't ask anyone else for theirs."

(Harris III & Wood, 2016)

# Non-Cognitive Domain

## Non-Cognitive Domain

- **Intrapersonal** (Self-Efficacy) (Locus of Control) (Degree Utility) (Action Control) (Intrinsic Interest)
- **Identity** (Gender) x (Racial/Ethnic) x (Spiritual) x (Sexual)

# Action Control



“My biggest obstacle really is my mother who is has bladder cancer. I have a little brother and a little sister and they just went off to college, they are 20 now, so they are off to college and my mom is home alone in a big house where she can't do nothing because she is battling this cancer. So it is hard you know when you're at class you can't think about anything. I can't concentrate and then when you're with her you know sometimes you're thinking about school which I'm serious sounds strange but that is kind of how it is. It is just kind of hard to maintain your head and your emotions and it can just all cross at once in the middle of class. I may get teary eyed or something, just different things like that, it is really hard.”



# Non-Cognitive Domain

## Non-Cognitive Domain

- **Intrapersonal** (Self-Efficacy) (Locus of Control) (Degree Utility) (Action Control) (Intrinsic Interest)
- **Identity** (Gender) x (Racial/Ethnic) x (Spiritual) x (Sexual)

# Masculinities in Community Colleges



- Apprehension to help-seeking
- Perceptions of school as a “feminine” domain
- Breadwinner orientation

“My biggest obstacle really is my mother who is has bladder cancer. I have a little brother and a little sister and they just went off to college, they are 20 now, so they are off to college and my mom is home alone in a big house where she can't do nothing because she is battling this cancer. So it is hard you know when you're at class you can't think about anything. I can't concentrate and then when you're with her you know sometimes you're thinking about school which I'm serious sounds strange but that is kind of how it is. It is just kind of hard to maintain your head and your emotions and it can just all cross at once in the middle of class. I may get teary eyed or something, just different things like that, it is really hard.”

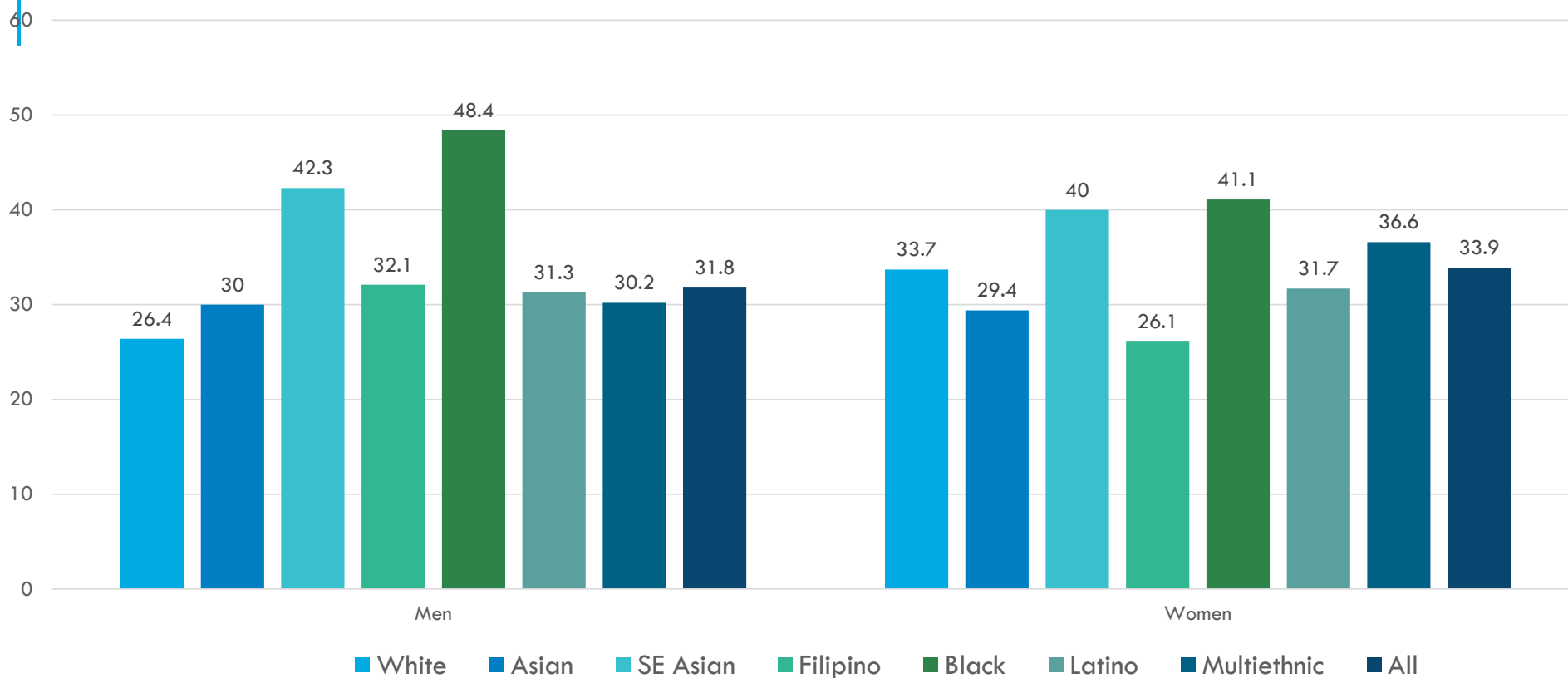
# Environmental Domain

## Environmental Domain

- **Mediators** (Finances) (Transportation)  
(External Validating Agents)
- **Commitments** (Family Responsibilities)  
(Employment)
- **Stressful Life Events**

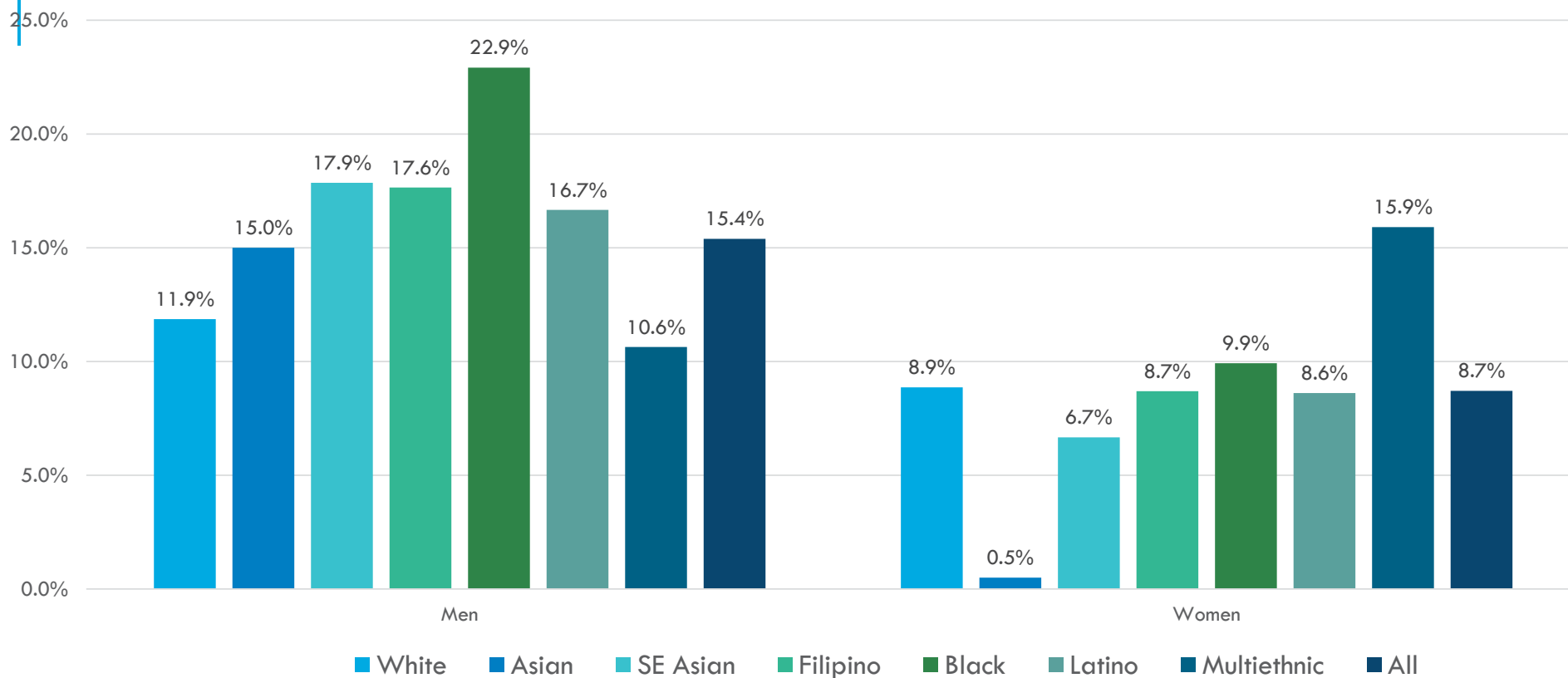
# Housing Insecurities

Percentage of students by race and gender with housing insecurities, CCSM 2016



# Food Insecurities

Percentage of students by race and gender with food insecurities, CCSM 2016



# Campus Ethos Domain

## Campus Ethos Domain

- **Sense of Belonging** (Student-Student)  
(Student-Faculty) (Student-Student Service)
- **Campus Racial/Gender Climate**
- **Welcomeness to Engage**
- **Campus Resources** (Access) (Efficacy)
- **Internal Validating Agents** (Faculty) (Staff)

# Validating Agents — Staff



“[Classified Staff Person] is the one that helps with financial aid, resumes, everything. She is not even suppose to go over that stuff, she is the one that helps us. She signs our certificates and OSHA and CPR training . . . and every time she always stops in and says hi.”



# STRUCTURAL DOMAIN



## Structural Domain

- Training infrastructure
- Built environment
- Staffing patterns
- Equity resourcing

# STRUCTURAL DOMAIN

“[Many] community colleges are required to have an early alert system... However, a noticeable contingent of these systems simply do not work, are not used by faculty, and notify academic advisors ...far too late into the semester (i.e., halfway through), far beyond the point where an intervention could curb challenges.”

(Wood et al., 2017)

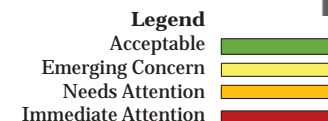
“Colleges have structured educational experiences in a manner that place students in need of the greatest level of support in classes with faculty who often provide the least...too few campuses compensate part-time faculty for holding office hours and provide them with space to meet students.”

(Wood et al., 2017)



# **Findings for Staff and Faculty**

# CC-SDI National Staff Results, By Area



	All Staff	Matriculation	Student Services	Academic Services	Campus Life	All Other
Relationship- Building	1.04	2.8	5.33	-10.30	2.11	-1.11
Institutional Responsibility		21.00	21.54	20.71	21.34	19.84
High Expectations					2.01	-0.13
Financial Aid Admissions and Records Outreach and Matriculation Enrollment Services Assessment and Testing Services	-0.19				0.17	-0.72
Enrollment Techniques	1.20				5.08	2.2
Intrusive Support	-0.12				5.1	3.3
Microaggressions	-0.99	-6.85	3.38		0.3	
Equity-Mindedness (1)	-0.99	-5.58	1.41		2.94	
Equity-Mindedness (2)	0.36	-2.58	3.12		1.22	
Welcomeness (Inside)	-1.50	-4.36	0.10		2.56	
Welcomeness (Outside)	-0.36	-5.09	2.23		-0.47	
Cultural Competency	0.16	-7.24	1.12		6.80	
	-0.23	-5.10	2.85	-4.08	8.63	-0.42

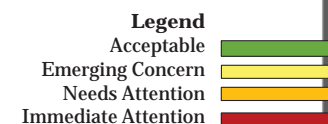
Financial Aid  
Admissions and Records  
Outreach and Matriculation  
Enrollment Services  
Assessment and Testing Services

Academic Advising and Counseling  
Career Center  
Retention Programs  
Services to Students w/ Disabilities  
Child Center  
International Student Services

Transfer Center  
Library Services  
Computer Labs  
Honors Programs  
Career Technical Services  
Tutorial Center and Services

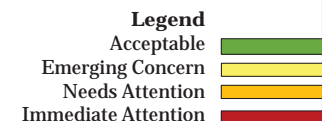
Student Life and Activities  
Student Athletics  
Residential Life

# National Results from CC-IDI



	All Staff	Matriculation	Student Services	Academic Services	Campus Life	All Other
Relationship- Building	Needs Attention					
Institutional Responsibility	Acceptable					
High Expectations	Emerging Concern					
Validating Messages	Emerging Concern					
Engagement	Needs Attention					
Disclosing Practices	Emerging Concern					
Empowerment Techniques	Needs Attention					
Intrusive Support	Needs Attention					
Microaggressions	Needs Attention					
Equity-Mindedness (1)	Emerging Concern					
Equity-Mindedness (2)	Needs Attention					
Welcomeness (Inside)	Needs Attention					
Welcomeness (Outside)	Emerging Concern					
Cultural Competency	Needs Attention					

# National Results from CC-SDI



	All Staff	Matriculation	Student Services	Academic Services	Campus Life	All Other
Relationship- Building	Needs Attention	Immediate Concern	Acceptable	Acceptable	Acceptable	Emerging Concern
Institutional Responsibility	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
High Expectations	Emerging Concern	Emerging Concern	Emerging Concern	Emerging Concern	Acceptable	Needs Attention
Validating Messages	Emerging Concern	Immediate Concern	Acceptable	Immediate Concern	Emerging Concern	Needs Attention
Engagement	Needs Attention	Immediate Concern	Acceptable	Immediate Concern	Acceptable	Needs Attention
Disclosing Practices	Emerging Concern	Immediate Concern	Acceptable	Immediate Concern	Acceptable	Emerging Concern
Empowerment Techniques	Needs Attention	Immediate Concern	Acceptable	Needs Attention	Emerging Concern	Emerging Concern
Intrusive Support	Needs Attention	Immediate Concern	Acceptable	Immediate Concern	Acceptable	Needs Attention
Microaggressions	Needs Attention	Immediate Concern	Emerging Concern	Immediate Concern	Emerging Concern	Needs Attention
Equity-Mindedness (1)	Emerging Concern	Immediate Concern	Acceptable	Immediate Concern	Acceptable	Emerging Concern
Equity-Mindedness (2)	Needs Attention	Immediate Concern	Emerging Concern	Immediate Concern	Needs Attention	Needs Attention
Welcomeness (Inside)	Needs Attention	Immediate Concern	Acceptable	Immediate Concern	Acceptable	Needs Attention
Welcomeness (Outside)	Emerging Concern	Immediate Concern	Emerging Concern	Immediate Concern	Acceptable	Acceptable
Cultural Competency	Needs Attention	Immediate Concern	Acceptable	Immediate Concern	Acceptable	Needs Attention

# National Results from CC-IDI

CC-IDI Scores Thresholds		
	Full Time	Part Time
+		
Collaborative Learning	1.72	-2.68
Culturally Relevant Teaching	-0.99	2.39
Performance Monitoring	0.16	-0.79
Relationship-Building	1.66	-0.97
Institutional Responsibility	2.06	-0.86
High Expectations	-0.77	-2.16
Validating Messages	0.10	0.35
Faculty Student Engagement	2.21	-0.23
Appropriate Disclosing	2.08	0.41
Welcoming Engagement (In Class)	2.85	-3.25
Welcoming Engagement (Out of Class)	2.56	-2.77
Empowerment	1.21	-0.32
Intrusive Practices	0.13	-2.18
Microaggressions	1.01	0.99

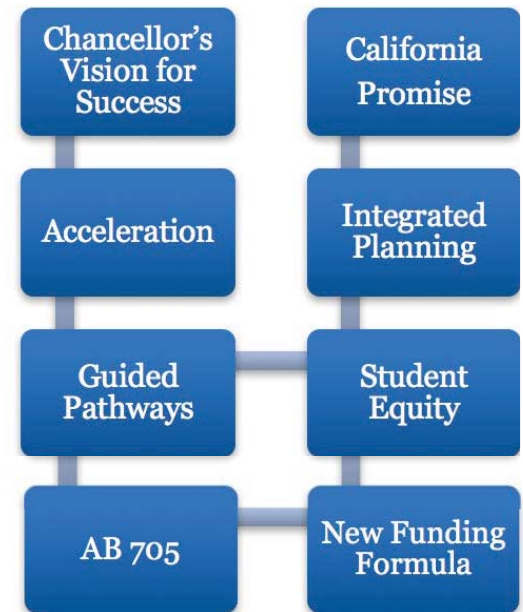


# National Results from CC-IDI

CC-IDI Scores Thresholds						
+	FT Tenured	FT Tenure Track	FT Non-Tenure Track	PT (teaching here only)	PT (teaching here and at one other institution)	PT (teaching at multiple institutions)
Collaborative Learning	0.84	4.53	1.58	-4.00	0.05	-2.63
Culturally Relevant Teaching	-0.59	0.11	-2.83	1.61	3.33	3.62
Performance Monitoring	-0.67	1.60	1.01	-0.83	0.13	-2.61
Relationship-Building	0.36	5.57	1.63	-1.30	0.73	-3.10
Institutional Responsibility	2.16	1.73	2.09	-0.36	-2.29	-0.02
High Expectations	-0.83	0.20	-1.44	-2.08	-1.37	-4.18
Validating Messages	-0.51	2.74	-0.60	1.03	-0.35	-1.21
Faculty Student Engagement	1.18	4.28	3.03	0.38	-0.38	-2.64
Appropriate Disclosing	0.85	5.35	2.40	0.31	1.53	-1.58
Welcoming Engagement (In Class)	2.32	4.79	2.54	-3.28	-2.79	-4.15
Welcoming Engagement (Out of Class)	1.91	3.98	3.00	-2.70	-2.64	-3.32
Empowerment	0.70	3.20	0.83	-1.12	1.40	-0.40
Intrusive Practices	-0.84	1.54	1.35	-1.68	-2.11	-4.57
Microaggressions	1.69	4.08	-3.14	-0.92	3.47	4.23

# Essential Practices for Supporting Men of Color

- 1) **Leveraging existing initiatives** and efforts
- 2) Participating in **statewide and regional consortia** for information-sharing
- 3) Buy-in and a sense of **urgency from campus leadership**
- 4) Intensive, ongoing equity-based **professional development**
- 5) **Intrusive approach** for engaging resisters



# Essential Practices for Supporting Men of Color

- 6) Equity-minded **hiring and retention practices** for all personnel
- 7) Equity-minded **institutional research**
- 8) **Collective sense-making** at the department, college and unit-level
- 9) Effective use of **early warning and early alert systems**
- 10) **Addressing acute environmental challenges** and insecurities



# Online Certificate Programs



Racial Microaggressions  
J. Luke Wood



Supporting Men of Color in  
the Community College  
Frank Harris III, J. Luke Wood



Teaching Men of Color in  
the Community College  
Frank Harris III, J. Luke Wood



Unconscious Bias  
J. Luke Wood

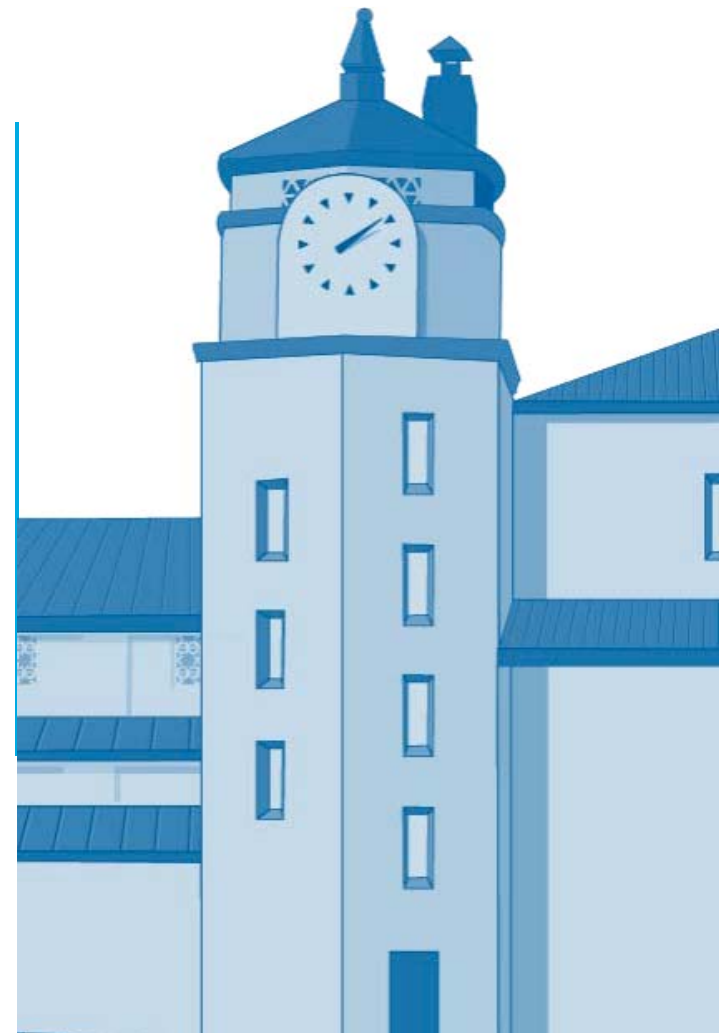




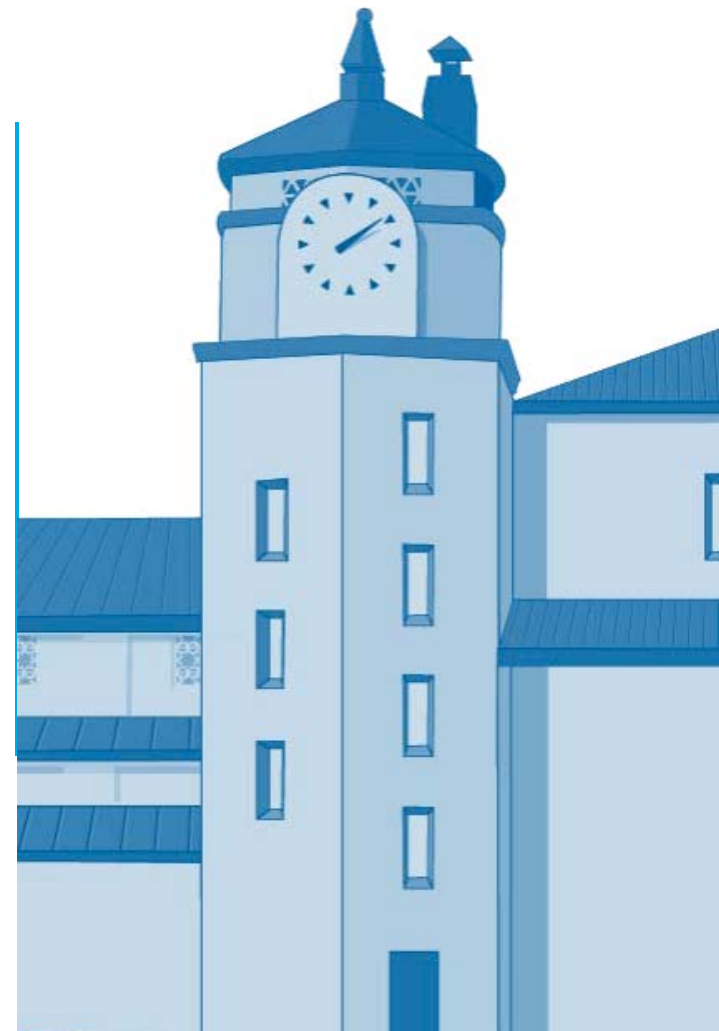
# Advancing Equity for Students of Color

J. Luke Wood





# NOTEWORTHY ACHIEVEMENTS 2017-18







## **Noteworthy Achievements, 2017-18**

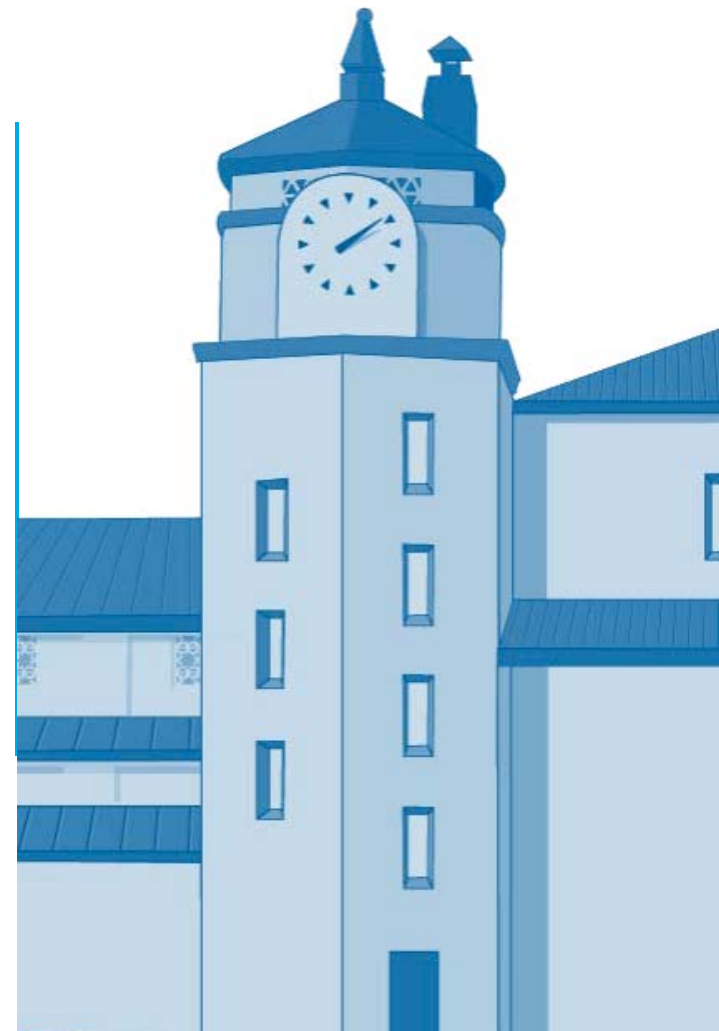
- ✔ **Graduated one of the largest classes in college's 91-year history**
- ✔ **Received over \$1.8 million in grants**
- ✔ **Completed and opened new SBVC Stadium**
- ✔ **Pharmacy technology program received prestigious national accreditation**
- ✔ **Psychiatric technology program ranked first on state certification exams**
- ✔ **Completed and unveiled 'Wall of Recognition' and 'Engraved Walkway' on campus**
- ✔ **Disbursed over \$17.8 million in financial aid to students**
- ✔ **Awarded \$224,189 in student scholarships**
- ✔ **Partnered with local flight school to offer pilot licenses to aeronautics students**



## **Noteworthy Achievements, 2017-18**

- ✔ **Increased outreach to local community with college's second annual Day of Service**
- ✔ **Won silver and bronze medals at American Welding Society competition**
- ✔ **Officially adopted Urbita Elementary School**
- ✔ **Awarded 2 silver and 15 bronze 'Strong Workforce Stars' by State Chancellor's Office**
- ✔ **Won 3 gold, 3 silver, and 4 bronze medals at SkillsUSA 2018**
- ✔ **STEM Program hosted SOLV Summer of Learning**
- ✔ **Student Success Center had a 44% increase in the number of hours of student usage**
- ✔ **Launched GenerationGo! Career Pathways Program**

# NOTEWORTHY FIRSTS 2017-18



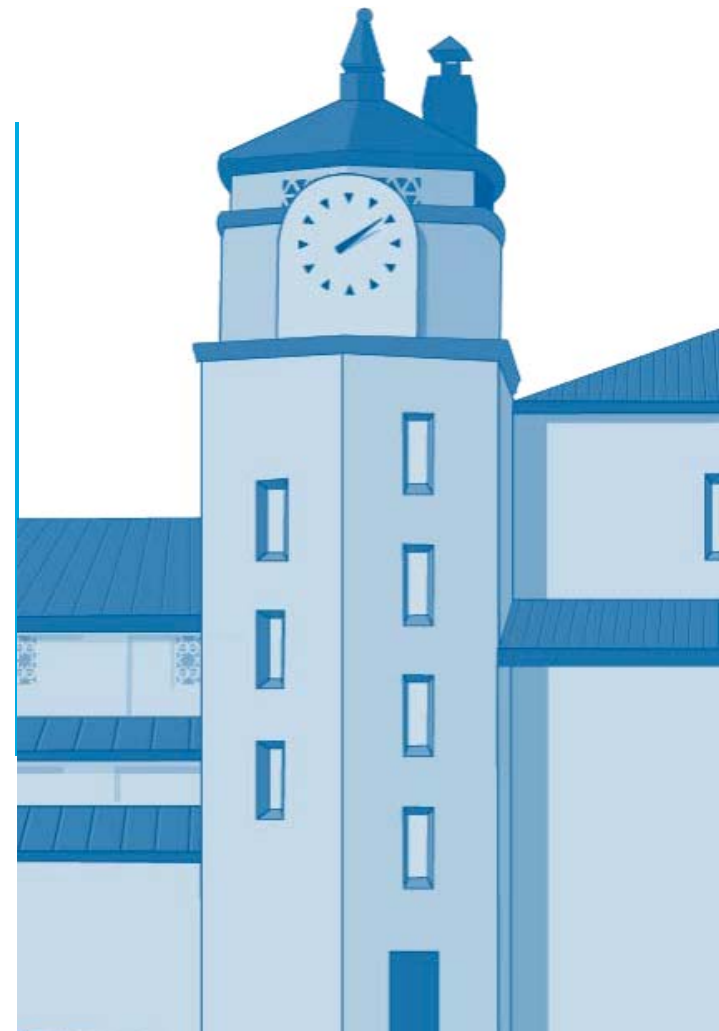


## **Noteworthy Firsts, 2017-18**

- ✔ **Launched first accelerated electronics program in San Bernardino County**
- ✔ **Introduced 'Fitness Fridays' and 'Campus Walkability Map' for employees**
- ✔ **Hosted inaugural John Trudell Native American Poetry Festival**
- ✔ **Launched specialized emergency response training for all staff**
- ✔ **Opened 'Valley 360 Resource Center' food pantry for needy students**
- ✔ **Hosted first-ever Black Excellence Education Summit for local high school students**
- ✔ **Piloted college's first-ever zero textbook cost degree**
- ✔ **Hosted inaugural Asian Pacific Islander High School Graduation Celebration on campus**
- ✔ **Hosted first-ever poverty simulation exercise on campus**
- ✔ **Launched first-ever virtual campus tours on Google Maps**
- ✔ **Hosted first-ever Facebook Live Student Services Q&As for students**



**THANK YOU  
FOR ALL  
YOU DO!**

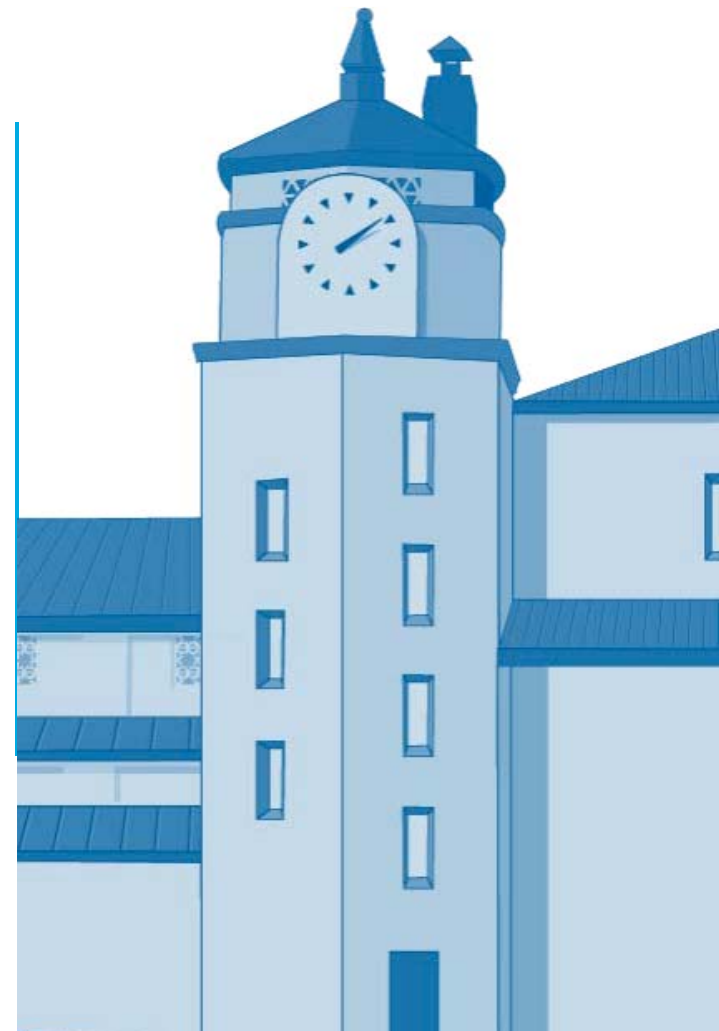


# VIDEO DRAW YOUR FUTURE





**BUILD YOUR  
DREAMS,  
SBVC!**





**10:45**  
BRUNCH  
+  
STUDENT  
SHOWCASE



