



## Meeting of the Board of Trustees

April 9, 2020

4:00 p.m. (Closed Session); 5:00 p.m. (Public Meeting)

**LOCATION:** Zoom Conference: <https://cccconfer.zoom.us/j/549366869>

Dial: (669) 900-6833 or (346) 248-7799 - **Meeting ID: 549 366 869**

## AGENDA

Location: Zoom Conference: <https://cccconfer.zoom.us/j/549366869>

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Governor Newsom issued Executive Order N-25-20 on March 12, 2020, and Executive Order N-29-20 on March 17, 2020. Portions of these orders relax parts of the Brown Act. In part, the orders allow elected officials to "attend" a meeting via teleconference WITHOUT having to admit members of the public into the location from which they are participating (N-25-20) and orders that "such a body need not make available any physical location from which members of the public may observe the meeting and offer public comment" (N-29-20).

*Anyone wishing to participate may do so via the Zoom link which is listed above. The meetings are also recorded.*

*We kindly request public comments be submitted electronically by emailing [snikac@sbccd.edu](mailto:snikac@sbccd.edu). Submissions must be received prior to the posted start time of the meeting.*

- Submissions will be considered a public record under the Public Records Act, and are therefore subject to public disclosure.
- Submissions will be read aloud at the meeting and must comply with the five-minute time limit.
- Submissions must either address an item listed on the agenda, or be within the subject matter jurisdiction of the Board.
- Any comments submitted during the meeting must be requested via the chat function through Zoom.

In accordance with Board Policy 2350, members of the public who wish to address the Board on any agenda item prior to or during the Board's consideration of that item. Matters not appearing on the agenda may be heard after the board has heard all action agenda items. Comments must be limited to five (5) minutes per speaker and twenty (20) minutes per topic if there is more than one speaker. At the conclusion of public comment, the Board may ask staff to review a matter or may ask that a matter be put on a future agenda. As a matter of law, members of the Board may not discuss or take action on matters raised during public comment unless the matters are properly noticed for discussion or action in Open Session. Anyone who requires a disability-related modification or accommodation in order to participate in the public meeting should contact the Chancellor's Office at (909) 388-6902 as far in advance of the Board meeting as possible.

### 1. CALL TO ORDER – PLEDGE OF ALLEGIANCE

### 2. ANNOUNCEMENT OF CLOSED SESSION ITEMS

- 2.1. Conference with Labor Negotiators  
Government Code 54957.6  
Agency Representatives: Jose F. Torres and Kristina Hannon – CSEA, CTA,  
Management/Supervisors, and Confidential Employees

- 2.2. Public Employee Discipline/Dismissal/Release/Non Re-Employment  
Government Code 54957
- 2.3. Conference with Legal Counsel – Anticipated Litigation  
Government Code 54956.9(d)(2)  
(1 case)
- 2.4. Conference with Legal Counsel – Existing Litigation  
Government Code 54956.9(e)(3) or (d)(1)
  - Workers Comp Claim #497464
  - Workers Comp Claim #566429
- 2.5. Conference with Real Property Negotiator  
Government Code 54956.8
  - Property:
    - Pro-Swap-Meet, San Bernardino, 22.79 Total Acres
  - Negotiating Parties: San Bernardino Community College District (Proposed Buyer), Real Property Negotiator Jose F. Torres, Interim Chancellor
  - Under Negotiation: Instruction to Proposed Buyer's Real Property Negotiator will concern price and terms of payment associated with the possible purchase of the identified Property.
- 2.6. Public Employee Performance Evaluation  
Government Code 54957(b)(1)  
Title: Chancellor

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

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4. **CONVENE CLOSED SESSION**

5. **RECONVENE PUBLIC MEETING**

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

*Clerk, Vice Chair, or Chair will read out any action taken in closed session.*

**7. PUBLIC COMMENTS ON AGENDA ITEMS**

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**8. PRESENTATIONS**

8.1. Citizens Bond Oversight Committee 2018-2019 Report to the Community (p6)  
Presented by: Betsy Starbuck, Chair, Tax Payer Organization

**9. REPORTS**

- 9.1. Board Committee Reports (p10)
- 9.2. Chancellor's Report (p12)
- 9.3. Key Performance Indicators (p13)
- 9.4. San Bernardino Valley College Academic Senate
- 9.5. San Bernardino Valley College Classified Senate
- 9.6. San Bernardino Valley College Associated Students
- 9.7. Crafton Hills College Academic Senate
- 9.8. Crafton Hills College Classified Senate
- 9.9. Crafton Hills College Associated Students
- 9.10. CSEA
- 9.11. CTA
- 9.12. San Bernardino Valley College President
- 9.13. Crafton Hills College President

**10. APPROVAL OF MINUTES**

- 10.1. March 12, 2020 (p18)
- 10.2. March 17, 2020 (p27)

**11. CONSENT AGENDA**

The Consent Agenda is expected to be routine and non-controversial. 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.

**Instruction/Student Services**

- 11.1 Approval of Curriculum – CHC (p29)
- 11.2 Approval of Curriculum – SBVC (p38)

**Human Resources**

- 11.3 Adjunct and Substitute Academic Employees (p72)
- 11.4 Non-Instructional Pay (p74)
- 11.5 Payment of Stipends (p85)
- 11.6 Pre-Retirement Reduced Workload for Academic Employees (p87)
- 11.7 Adopt Resolution No. 2020-04-09-HR01 and Approve Contract SISC (p89)
- 11.8 Adopt Resolution No. 2020-04-09-HR02 and Terminate Medical Programs with CSEBA (p91)
- 11.9 Appointment of District Employees (p93)
- 11.10 Ratification of Tentative Agreement with the CSEA Chapter 291 (p95)
- 11.11 Equal Employment Opportunity Fund Multiple Method Allocation Model for 2019-20 (p103)

**Business & Fiscal Services**

- 11.12 Contracts at or Above \$95,200 (p111)
- 11.13 Resolution #2020-04-09-FS01 Approving Transfers from the Reserve for Contingencies to Various Expenditure Classifications (p113)
- 11.14 Resolution #2020-04-09-FS02 Authorizing Temporary Interfund Borrowing (p116)
- 11.15 Surplus Property (p118)
- 11.16 Vacation Payout (p120)
- 11.17 District & College Expenses (p121)
- 11.18 Individual Memberships (p124)
- 11.19 Resolution to Excuse Trustee Absence (p126)

**Facilities**

- 11.20 Award Bid #03-1920-01 and Contract to Caliber Construction Inc. (p128)
- 11.21 Master Services Agreements & Task Orders for Bond Construction Program (p129)

**12. ACTION AGENDA**

- 12.1 Public Hearing and Acknowledgement of Initial Proposals to Negotiate Successor Agreement Between SBCCD and CSEA Chapter 291(p131)
- 12.2 Updated Chancellor Search Timeline (p134)
- 12.3 Board Policies – First Reading (p136)
- 12.4 Board Policies – Second Reading (p152)
- 12.5 BOT Ad Hoc Strategic Planning Committee (p186)
- 12.6 2020 CCCT Board of Directors (p187)

**13. INFORMATION ITEMS**

- 13.1. Accreditation Timeline (p189)
- 13.2. Alternate Work Schedule for Summer 2020 (p191)
- 13.3. Analysis of AB 705 Compliance, Implementation, Student Success, and Student Retention (p192)
- 13.4. Applause Cards (p199)
- 13.5. Board Master Planning Action Calendar (p203)
- 13.6. Budget Report (p206)
- 13.7. Contracts Below \$95,200 (p209)
- 13.8. District Clery Act Compliance Report (p218)
- 13.9. General Fund Cash Flow Analysis (p221)
- 13.10. MOUs between SBCCD and the CSEA (p223)
- 13.11. MOUs between SBCCD and the CTA (p236)
- 13.12. Professional Expert, Short-Term, and Substitute Employees (p242)
- 13.13. Purchase Orders (p247)
- 13.14. Resignations and Retirements (p255)
- 13.15. Volunteers (p257)

**14. PUBLIC COMMENT ON NON-AGENDA ITEMS**

*Public comments may be submitted electronically by emailing [snikac@sbccd.edu](mailto:snikac@sbccd.edu) prior to the posted start time of the meeting.*

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**15. ADJOURN**

The next meetings of the Board: Zoom Conference <https://cccconfer.zoom.us/j/549366869>  
SBCCD Promise Update Strategy Session, April 23, 2020 at 12pm

**SAN BERNARDINO COMMUNITY COLLEGE DISTRICT**

**TO:** Board of Trustees

**FROM:** Jose Torres, Interim Chancellor

**REVIEWED BY:** Jose Torres, Interim Chancellor

**PREPARED BY:** Jeremiah Gilbert, Executive Director, Research & Planning

**DATE:** April 9, 2020

**SUBJECT:** Analysis of AB 705 Compliance, Implementation, Student Success, and Student Retention by Race/Ethnicity

**RECOMMENDATION**

This item is for information only. No action is required.

**OVERVIEW**

The attached report provides an analysis of AB 705 compliance and implementation, along with student success and retention by race/ethnicity.

**ANALYSIS**

AB 705 was designed to maximize the probability that a student will enter and complete transfer-level coursework in English and Math within a one-year timeframe. The attached report provides information on SBCCD's compliance with the measures, instruments, and placement model components of the AB 705 legislation (Table 1) and briefly describes SBCCD's implementation approach (Table 2). This is followed by enrollment comparisons pre and post AB 705 along with success and retention rates by race/ethnicity.

**INSTITUTIONAL VALUES**

- I. Institutional Effectiveness
- II. Learning Centered Institution for Student Access, Retention and Success
- III. Resource Management for Efficiency, Effectiveness and Excellence
- IV. Enhanced and Informed Governance and Leadership

**FINANCIAL IMPLICATIONS**

None.

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

**PART 2: RACE/ETHNICITY**

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SBCCD Office of Research, Planning, and Institutional Effectiveness:

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

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

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

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**OVERVIEW:** AB 705 was designed to increase the number of students that complete transfer-level Math and English within one year of matriculation at a Community College. One key component of the legislation is that the placement of students into English and Math courses must use a combination of high school coursework, high school grades, and high school grade point average in lieu of traditional placement exams.

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

**ISSUES TO CONSIDER:** There remains some confusion around compliance with the legislation as it relates to the start of the 1-year timeframe (the confusion is state-wide). However, both colleges are corresponding with the State Chancellors Office and making use of professional development opportunities to ensure adherence to the regulations.

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

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

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

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

**TABLE 2: IMPLEMENTATION**

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



**SBCCD TRANSFER-LEVEL ENGLISH (ENGLISH 101/101H)**

**TABLE 3: ENROLLMENTS AND SUCCESSFUL COMPLETIONS FOR TRANSFER-LEVEL ENGLISH BY ETHNICITY**

	2016FA		2017FA		2018FA		2019FA – AB705		PERCENT INCREASE IN SUCCESSFUL COMPLETIONS FROM 2018FA TO 2019FA
	Total Enrollments	Successful Completions	Total Enrollments	Successful Completions	Total Enrollments	Successful Completions	Total Enrollments	Successful Completions	
<b>AF. AMER.</b>	117	68	161	75	133	85	256	138	+62% (53 students)
<b>ASIAN</b>	66	47	91	65	79	59	142	104	+76% (45 students)
<b>CAUCASIAN</b>	408	302	403	294	371	274	497	384	+40% (110 students)
<b>HISPANIC</b>	1166	737	1191	710	1209	753	2432	1380	+83% (627 students)
<b>MIXED</b>	101	59	117	80	99	60	160	107	+78% (47 students)
<b>SBCCD TOTAL</b>	1858	1213	1963	1224	1891	1231	3487	2113	+72% (882 students)

**SUMMARY TABLE 3:**

**Overall:** Prior to AB 705 legislation, SBCCD enrollments and **successful** completions of transfer-level English (i.e., grade of A, B, C, P) were on an upward trend from 2016FA to 2017FA to 2018FA (1213, 1224, 1231, respectively). However, when comparing enrollments and successful completions in Fall 2018 to Fall 2019 (post AB 705) you see that enrollments increased by 1,596 students (84%) and successful completions increased by 882 students (72%).

**Ethnicity:** Comparing Fall 2018 to Fall 2019 (post AB 705), all Races/Ethnicity experienced an increase in the total number successful completions of Transfer-Level English. Hispanics experienced the greatest increase in successful completions of Transfer-Level English (627 students) followed by Caucasians (110 students), African Americans (53 students), Mixed race (47 students), and Asians (45 students).

**TABLE 4: COURSE RETENTION AND SUCCESS RATE FOR TRANSFER-LEVEL ENGLISH BY ETHNICITY**

	2016FA		2017FA		2018FA		2019FA – AB705		CHANGE FROM 2018FA TO 2019FA	
	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate	RETENTION RATE	SUCCESS RATE
<b>AF. AMER.</b>	86%	58%	77%	47%	86%	64%	83%	54%	-3%	-10%
<b>ASIAN</b>	88%	71%	90%	71%	92%	75%	91%	73%	-1%	-2%
<b>CAUCASIAN</b>	93%	74%	89%	73%	90%	74%	92%	77%	+2%	+3%
<b>HISPANIC</b>	87%	63%	87%	60%	86%	62%	85%	57%	-1%	-5%
<b>MIXED</b>	93%	58%	92%	68%	89%	61%	92%	67%	+3%	+6%
<b>SBCCD TOTAL</b>	89%	65%	87%	64%	89%	67%	89%	66%	0%	-2%

**SUMMARY TABLE 4 (SUCCESS RATE):**

**Overall:** Comparing Fall 2018 to Fall 2019 (post AB 705), SBCCD success rates in transfer-level English have decreased by 2%. However, 882 more students completed transfer-level English, an increase of 72% (see Table 3 above).

**Ethnicity:** Comparing Fall 2018 to Fall 2019 (post AB 705), African American students experienced the greatest decrease in success rate (-10%) followed by Hispanic Students (-5%) and Asian Students (-2%). Caucasian and Mixed-Race students increased by 3% and 6%, respectively.

**SUMMARY TABLE 4 (RETENTION RATE):**

**Overall:** Retention rates for transfer-level English are relatively stable pre and post AB 705 implementation (~89%).

**Ethnicity:** Comparing Fall 2018 to Fall 2019 (post AB 705), African American, Asian, and Hispanic students experienced a decrease in retention (3%, 1%, 1%, respectively) while Caucasian and Mixed-Race students experienced an increase in retention (2% and 3%, respectively).

**SBCCD TRANSFER-LEVEL MATH (100-LEVEL COURSES)**

**TABLE 5: ENROLLMENTS AND SUCCESSFUL COMPLETIONS FOR TRANSFER-LEVEL MATH BY ETHNICITY**

	2016FA		2017FA		2018FA		2019FA – AB705		PERCENT INCREASE IN SUCCESSFUL COMPLETIONS FROM 2018FA TO 2019FA
	Total Enrollments	Successful Completions	Total Enrollments	Successful Completions	Total Enrollments	Successful Completions	Total Enrollments	Successful Completions	
<b>AF. AMER.</b>	93	48	111	57	109	47	207	79	+68% (32 students)
<b>ASIAN</b>	110	78	111	82	92	58	149	100	+72% (42 students)
<b>CAUCASIAN</b>	348	222	390	244	437	264	461	290	+10% (26 students)
<b>HISPANIC</b>	1045	586	1128	608	1237	666	2233	1035	+55% (369 students)
<b>MIXED</b>	74	39	90	58	87	52	153	83	+60% (31 students)
<b>SBCCD TOTAL</b>	1670	973	1830	1049	1962	1087	3203	1587	+46% (500 students)

**SUMMARY TABLE 5:**

**Overall:** Prior to AB 705 legislation, SBCCD enrollments and **successful** completions of transfer-level Math (i.e., grade of A, B, C, P) were on an upward trend from 2016FA to 2017FA to 2018FA (973, 1049, 1087, respectively). However, when comparing enrollments and successful completions in Fall 2018 to Fall 2019 (post AB 705) you see that enrollments increased by 1,241 students (63%) and successful completions increased by 500 students (46%).

**Ethnicity:** Comparing Fall 2018 to Fall 2019 (post AB 705), All Races/Ethnicity experienced an increase in the total number success completions of Transfer-Level Math. Hispanics experienced the greatest increase in successful completions of Transfer-Level Math (369 students) followed by Asians (42 students), African Americans (32 students), Mixed race (31 students), and Caucasians (26 students).

**TABLE 6: COURSE RETENTION AND SUCCESS RATE FOR TRANSFER-LEVEL MATH BY ETHNICITY**

	2016FA		2017FA		2018FA		2019FA – AB705		CHANGE FROM 2018 FA TO 2019 FA	
	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate	RETENTION RATE	SUCCESS RATE
<b>AF. AMER.</b>	83%	52%	78%	51%	76%	43%	81%	38%	+5%	-5%
<b>ASIAN</b>	88%	71%	94%	74%	86%	63%	88%	67%	+2%	+4%
<b>CAUCASIAN</b>	86%	64%	86%	63%	85%	60%	90%	63%	+5%	+3%
<b>HISPANIC</b>	83%	56%	85%	54%	83%	54%	85%	46%	+2%	-8%
<b>MIXED</b>	83%	53%	82%	64%	88%	60%	84%	54%	-4%	-6%
<b>SBCCD TOTAL</b>	85%	59%	85%	61%	84%	56%	86%	54%	+2%	-2%

**SUMMARY TABLE 6 (SUCCESS RATE):**

**Overall:** Comparing Fall 2018 to Fall 2019 (post AB 705), SBCCD success rates in transfer-level English have decreased by 2%. However, 500 more students completed transfer-level English, an increase of 46% (see Table 5 above).

**Ethnicity:** Comparing Fall 2018 to Fall 2019 (post AB 705), Hispanic students experienced the greatest decrease in success rate (-8%) followed by Mixed-Race Students (-6%) and African American Students (-5%). Asian and Caucasian students increased by 4% and 3%, respectively.

**SUMMARY TABLE 6 (RETENTION RATE):**

**Overall:** Retention rates for transfer-level English are relatively stable pre and post AB 705 implementation (~85%).

**Ethnicity:** Comparing Fall 2018 to Fall 2019 (post AB 705), African American, Asian, Caucasian, and Hispanic students experienced an increase in retention (+5%, +2%, +5%, +2%, respectively) while Mixed-Race students experienced a decrease in retention (-4%).