



Meeting of the San Bernardino Community College District Board of Trustees
Study Session – Flex Calendar
District Board Room
February 23, 2017, 12:00 p.m. – 2:00 p.m.

Agenda

1. CALL TO ORDER – PLEDGE OF ALLEGIANCE

2. ANNOUNCEMENT OF CLOSED SESSION ITEMS

- a. Conference with Labor Negotiators – Government Code 54957.6
Agency Negotiator: Bruce Baron – CSEA, CTA, Management/Supervisors, and Confidential Employees
- b. Public Employment: Government Code 54957 – 1 case
Title: Interim KVCR General Manager
- c. Public Employee Discipline/Dismissal/Release/Non Re-Employment
Government Code 54957 (3 cases)

3. PUBLIC COMMENTS ON CLOSED SESSION ITEMS

The San Bernardino Community College Board of Trustees offers an opportunity for the public 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 will 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) 382-4091 as far in advance of the Board meeting as possible.

4. CONVENE CLOSED SESSION

5. RECONVENE PUBLIC MEETING

6. REPORT OF ACTION IN CLOSED SESSION



7. PRESENTATION

- a. Dr. Jeremiah Gilbert, Flex Calendar

8. ACTION AGENDA

- a. Consideration of Acceptance of Employee Resignation
- b. Consideration of Approval of Interim Management Appointment

9. CONVENE CLOSED SESSION

Convene Closed Session for unfinished business on closed session items.

10. RECONVENE PUBLIC MEETING

11. REPORT OF ACTION IN CLOSED SESSION

12. ADJOURN

The next meeting of the Board: 4pm, March 9, 2017 at SBVC Business Conference Center

Flex Calendar Presentation
Board Study Session – February 23, 2017
Executive Summary

What is the purpose of this presentation?

To inform the Board about compressed calendars, flexible calendars, and the difference between locally defined flex and in-service days. An update on recent discussions regarding possibly modifying the current flexible calendar to include additional professional development days will also be provided.

What are the highlights of this presentation?

Data of the affect on student success is provided from California community colleges that have switched from 18-week to 16-week instructional calendars along with faculty feedback on what sort of activities and/or trainings that could be included in additional flex and in-service days.

Provide some examples based on the data?

Yes. Data will be provided from four California community colleges (Mt. San Antonio College, Cypress College, Fullerton College, and Long Beach City College) showing their student retention and success rates: (1) the three years prior to their moving from 18-week to 16-week instructional calendars, (2) the year they transitioned from 18- to 16-week instructional calendars, and (3) two additional years after this transition. Additionally, a mock 17-18 academic calendar will be provided to show one possible placement of additional flex and in-service days within the calendar.

What are the outcomes and next steps?

This presentation is intended to be information and, as such, no outcomes or next steps are provided. However, an update on recent calendar-related discussions is included in the presentation.

What can the Board do to help?

Stay informed on calendar options. A link to the “Guidelines for the Implementation of the Flexible Calendar Program” prepared by the Academic Senate for California Community Colleges has been provided in the presentation to give the Board further background on the flexible calendar. Additionally, pertinent references to Title 5 have been included in the presentation as well.

Prepared by Jeremiah A. Gilbert, Ph.D.
President, District Assembly
Co-chair, District Calendar Committee

Flex Calendar Discussion & Information

Jeremiah A. Gilbert, Ph.D.
District Assembly President
February 23, 2017

Calendar Discussion

- May 2014 – The Calendar Committee met and recommended that a memo be drafted to all constituent groups for discussion about the possibilities afforded the district through the Flexible Calendar Program.

Calendar Discussion

- May 2015 – The Calendar Committee unanimously agreed to pursue exploration of the options permitted under the state Chancellor’s Office flexible calendar schedule, including the maximum allowable professional development days (15). While another possible calendar exists, called a compressed calendar, the Calendar Committee declined to pursue that option at the time.

Calendar Discussion

- May 2015 (Cont.) – Because the academic calendar is part of the CTA contract, the committee requested both CTA and Human Resources begin a dialog about what the ramifications of any change may be.

Calendar Discussion

- October 2015 – The committee also requested some guidance from classified representatives familiar with the legal requirements for scheduling. For example, a 3-unit lecture class may meet for 48-54 hours during a given term to award unit credit to the student. An initial review of some classes seems to indicate no change is required in scheduling for most sections.

Compressed Calendar

- Compressing a calendar means altering the academic schedule from an 18-week semester to a 16-week semester without loss of instructional time in the classroom.
- For instance, if a 3-unit lecture course meets for 3 hours a week in an 18-week semester (for a total of 54 hours), the same 3-unit lecture course would need to meet 3.375 hours a week in a 16-week semester (for a total of 54 hours).

Compressed Calendar

- Since no instructional time is lost under a compressed calendar faculty pay would not be negatively affected, but work schedules may change.
- Final exams are held on the last day of instruction rather than during a finals week.
- Full-time contract classified staff will not likely experience a reduction in their regular annual work schedule as a result of this calendar.

Flex Calendar

- We are currently on a Flex Calendar. The Flexible Calendar Schedule defines academic calendars as
 - Consisting of at least 175 instructional service days (we currently have 177)
 - Allows for up to 15 of those days to be dedicated to professional development (we currently have 7)
 - Provides for regular apportionment during days dedicated to professional development

Flex Calendar

- Using the maximum number of professional development days would move the colleges to a 16-week instructional calendar.
- A review of California colleges and districts reveals that most of the colleges, through compressed calendars, flex calendars, adjusting term multipliers, and professional development days are converging on a shorter calendar like the 16-week calendar the CSU system has adopted.

Flex Calendar: History

- In a traditional 18-week semester, faculty do not have time to devote to improvement activities. Once the semester begins, with complex class schedules, finding concurrent times for faculty to meet as groups on large scale topics becomes impossible.

Flex Calendar: History

- The flexible calendar allows institutions to develop ways to address the need for getting faculty together to deal with major issues. This also recognizes the professional nature of instruction by giving individual faculty members time to focus on staff, student, and instructional improvement in addition to providing day-to-day classroom instruction.

Flex Calendar: Purpose

- The purpose of the flexible calendar program is to provide time for faculty to participate in development activities that are related to “staff, student, and instructional improvement” (Title 5, Section 55720). The flexible calendar program is a component of the staff development program and the major vehicle for faculty participation in development activities.

Flex Calendar: Purpose

- Since the flexible calendar program removes time from the instructional program, it is a reasonable expectation that use of this time should foster instructional improvement. In addition, the law provides for staff improvement and student improvement as part of instructional improvement.

Flex Calendar: Configurations

- In addition to providing time to conduct these activities, the flexible calendar program also allows institutions some flexibility in scheduling configurations (Title 5, Section 55722), including but not limited to:
 - A calendar comprised of two 16-week semesters with an intersession
 - Courses scheduled for student enrollment on an open entry-open exit basis
 - Courses scheduled independently of any term configuration

Flex and In-Service Days

- Our District, and CTA contract, makes a distinction between *flex* days and *in-service* days; however, the state Flexible Calendar does not.
 - We have locally identified **Flex Days** on the calendar with programming that faculty may choose to participate in, or may meet their obligation through other activities. Currently we have 4 Flex Days.
 - **In-Service Days** are required days on site. Currently we have 3 In-Service Days: Before Fall and Spring instruction begins along with commencement.

Flex Day Options

- Moving to a 16-week instructional calendar would increase the number of flex and/or in-service days. Such flex days could include:
 - Work on student learning outcomes
 - Accreditation work
 - Curricular design and development
 - Programmatic review processes
 - Dialog within disciplines, divisions, or institutionally about student learning and success

Faculty Feedback on Flex

- At a recent SBVC Academic Senate meeting, those present were asked “If the number of Flex Days were increased, what sort of activities would you like to see included?” Feedback included:
 - Flex day cluster – fill in the Thanksgiving break
 - Teaching demos - teaching strategies and practices
 - Teaching / Learning workshops
 - Prep for classes (improve/modify them for 16-week calendar)
 - Group projects for departments
 - Stress-relieving activities
 - Diversity & Inclusion - safe space, etc.
 - Faculty discussions on effective pedagogy

In-Service Day Options

- Required, in-service days could include training on topics such as:
 - Equal Employment Opportunity (EEO)
 - Title IX
 - FERPA
 - Distance Education
 - Canvas
 - Accessibility Issues
 - Safety
 - Emergency Procedures

Faculty Feedback on In-Service

- At a recent SBVC Academic Senate meeting, those present were asked “If the number of In-Service Days were increased, what sort of activities would you like to see included?” Feedback included:
 - Department reflection meetings (to review goals and plans, discuss conference reports, discuss statewide/nationwide trends, etc.)
 - Something similar to the Great Teaching Retreat format at beginning of semester AND Thanksgiving week
 - Keynote speakers
 - Community exchange amongst faculty and staff
 - Discussions with the Board
 - Conference to boost morale / employee engagement

Mock Fall 2017

July						
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Mock Spring 2018

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Student Success

- Using data housed by the California Community College Chancellor's office that shows annual student success and retention rates for each community college, results reveal that success and retention rates change little before and after switching from 18- to 16-week instructional terms.

Student Success: Case Studies

Mt. San Antonio College

	Retention Rate	Success Rate
18 week (FA03 – SP06)	83.0%	66.0%
16 week (FA06 – SP07)	81.7%	65.8%
16 week (FA07 – SP09)	83.0%	66.1%

Cypress College

	Retention Rate	Success Rate
18 week (FA08 – SP11)	84.1%	70.5%
16 week (FA11 – SP12)	86.0%	74.3%
16 week (FA12 – SP14)	85.8%	72.7%

Student Success: Case Studies

Fullerton College

	Retention Rate	Success Rate
18 week (FA03 – SP06)	82.1%	66.9%
16 week (FA06 – SP07)	84.3%	71.4%
16 week (FA07 – SP09)	83.4%	67.7%

Long Beach City College

	Retention Rate	Success Rate
18 week (FA09 – SP12)	83.5%	65.9%
16 week (FA12 – SP13)	84.9%	65.5%
16 week (FA13 – SP15)	85.5%	64.6%

Flex Calendar Guidelines

- The guidelines for the Flexible Calendar Program can be found at:

[http://extranet.cccco.edu/Portals/1/AA/FlexCalendar/Flex Calendar Guidelines 04-07.docx.pdf](http://extranet.cccco.edu/Portals/1/AA/FlexCalendar/Flex%20Calendar%20Guidelines%2004-07.docx.pdf)

Flex Calendar - Appendix A

SECTION	SP16 CONTACT HOURS	SP18 MODIFIED CONTACT HOURS	SECTION	SP18 MODIFIED CONTACT HOURS + 5 MINUTES
ENGL 101-12/ MW 10-11:50 a.m. (lecture) 4 units	2 x 34 class meetings = 68	2 x 32 class meetings = 64	ENGL 101-99 MW 10-11:55 a.m. (lecture) 4 units	2.1 x 32 class meetings = 67.2
CHEM 101-01 MW 9:30-10:45 a.m. (lecture) M 11-1:50 p.m. (lab) 4 units	1.5 x 33 class meetings = 49.5 3 x 16 class meetings = 48	1.5 x 32 class meetings = 48 3 x 16 class meetings = 48	CHEM 101-99 MW 9:30-10:50 a.m. (lecture) M 11-1:55 p.m. (lab) 4 units	1.6 x 32 class meetings = 51.2 3.1 x 6 class meetings = 49.6
CHEM 150-05 TTH 9-10:15 a.m. (lecture) TTH 11-1:50 p.m. (lab) 5 units	1.5 x 35 class meetings = 52.5 3 x 35 class meetings = 105	1.5 x 33 class meetings = 49.5 3 x 33 class meetings = 99	CHEM 150-99 TTH 9-10:20 a.m. (lecture) TTH 11-1:55 p.m. (lab) 5 units	1.6 x 33 class meetings = 52.8 3.1 x 33 class meetings = 102.3
COMMST 111-08 TTH 2-3:15 p.m. (lecture) 3 units	35 class meetings = 52.5	1.5 x 33 class meetings = 49.5	COMMST 111-08/99 TTH 2-3:20 p.m. (lecture) 3 units	1.6 x 33 class meetings = 52.8

**2017-2018 Academic Calendar
(Flex Calendar - Appendix B)**

July						
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September						
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February						
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
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2017-2018 Academic Calendar (DRAFT Mock-up V3 6/22/15)

-  Flex Days
-  Instruction Begins
-  Holidays
-  Semester Ends
-  CHC/SBVC Commencements
-  Final Exams
-  Spring Break

NUMBER OF MEETING DAYS - 2017-2018 DRAFT V3							
2017-2018	Monday	Tuesday	Wed	Thursday	Friday	Saturday	Total M - F
Fall 2017	16	16	17	16	15	15	80
Spring 2018	16	17	16	16	15	16	80
							160
						+ 15 Flex	15
						+ 0 Inservice	0
							175
Fall 2017	Monday	Tuesday	Wed	Thursday	Friday	Saturday	Total M - F
August	2	2	2	2	1	1	9
September	3	4	4	4	5	5	20
October	5	4	4	4	4	4	21
November	4	4	5	4	2	3	19
December	2	2	2	2	3	2	11
	16	16	17	16	15	15	80
Spring 2018	Monday	Tuesday	Wed	Thursday	Friday	Saturday	Total M - F
January	2	2	2	1	1	1	8
February	3	4	4	4	3	4	18
March	3	3	3	4	4	4	17
April	5	4	4	4	4	4	21
May	3	4	3	3	3	3	16
	16	17	16	16	15	16	80

Fall Semester 2017

- Flex Days August 15-18, October 3, December 18-19
- Instruction Begins August 21
- Labor Day September 4
- Veterans Day November 10
- Thanksgiving Recess November 23-25
- Final Exams December 9, 11-15
- Fall Semester Ends December 15

Spring Semester 2018

- Flex Days January 12, 16-19, May 23-25
- Martin Luther King Day January 15
- Instruction Begins January 22
- Lincoln's Birthday February 16
- Washington's Birthday February 19
- Spring Recess March 12-17
- Final Exams May 16-19, 21-22
- Spring Semester Ends May 22
- CHC/SBVC Graduation May 25

Flex Calendar – Appendix C

Flex Calendar Discussion

SBVC Academic Senate – 1/18/2017

Suppose the district were to adopt a 16-week instructional calendar.

1. If the number of Flex Days were increased, what sort of activities would you like to see included?
 - Flex day cluster – fill in the Thanksgiving break
 - Division / Department meetings
 - Teaching demos - teaching strategies and practices
 - Teaching / Learning workshops
 - Curriculum workshops / Writing curriculum for new courses
 - SLOs
 - Software training
 - Prep for classes (improve/modify them for 16 week calendar)
 - Group projects for departments
 - Stress-relieving activities
 - Diversity & Inclusion - safe space, etc.
 - Faculty discussions on effective pedagogy

2. If the number of In-Service Days were increased, what sort of activities would you like to see included?
 - Curriculum development / workshops (content/program review, efficacy report and SLO etc.)
 - Department reflection meetings (to review goals and plans, discuss conference reports, discuss statewide/nationwide trends etc.)
 - Division meetings
 - One In-Service at the end of Fall (as in Spring)
 - Something similar to the Great Teaching Retreat format at beginning of semester AND Thanksgiving week
 - Keynote speakers
 - Community exchange amongst faculty and staff
 - Discussions with the Board
 - Required Training (EEO / Safety etc.)
 - Conference to boost morale / employee engagement

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Bruce Baron, Chancellor
REVIEWED BY: Bruce Baron, Chancellor
PREPARED BY: Bruce Baron, Chancellor
DATE: February 23, 2017
SUBJECT: Consideration of Acceptance of Employee Resignation

RECOMMENDATION

It is recommended that the Board of Trustees accept the resignation of Alfredo Cruz.

OVERVIEW

Alfredo Cruz, General Manager, KVCR, District, after 3 years of service. Last day of employment is June 30, 2017.

ANALYSIS

The resignation correspondence was received and accepted by the Human Resources Department.

BOARD IMPERATIVE

None.

FINANCIAL IMPLICATIONS

None.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Bruce Baron, Chancellor
REVIEWED BY: Bruce Baron, Chancellor
PREPARED BY: Bruce Baron, Chancellor
DATE: February 23, 2017
SUBJECT: Consideration of Approval of Interim Management Appointment

RECOMMENDATION

It is recommended that the Board of Trustees approve the appointment of, and ratify the employment contract for, Mark Lagrimas, Interim General Manager, KVCR TV/FM, District, 12-month, full-time position, Management Salary Schedule, Range 19, Step A, \$110,159.98 annually, effective February 24, 2017, through February 23, 2018, or until position is filled on a permanent basis, whichever occurs first. Replacement for Alfredo Cruz.

ANALYSIS

All requirements for employment processing have been completed and Human Resources has cleared the individuals for employment.

BOARD IMPERATIVE

III. Resource Management for Efficiency, Effectiveness and Excellence.

FINANCIAL IMPLICATIONS

Included in the 2016-2017 and 2017-2018 budgets.