



**Meeting of the San Bernardino Community College District Board of Trustees  
Study Session (Student Success & KPI Dashboard) Agenda  
SBCCD Board Room  
April 26, 2018, 12:00 p.m.**

- 1. CALL TO ORDER – PLEDGE OF ALLEGIANCE**
- 2. ANNOUNCEMENT OF CLOSED SESSION ITEMS**
  - a. Conference with Labor Negotiators – Government Code 54957.6  
Agency Representative: Bruce Baron & Amalia Perez – CSEA, CTA,  
Management/Supervisors, and Confidential Employees
  - b. Public Employee Performance Evaluation, Government Code 54957 (b)(1)  
Title: Chancellor
  - c. Public Employee Discipline/Dismissal/Release/Non Re-Employment  
Government Code 54957(b)(1) (2 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. PUBLIC COMMENTS ON AGENDA ITEMS**

This is an opportunity for members of the public to address the Board concerning items on the agenda.

**8. PRESENTATIONS**

- a. Student Success (p3)
- b. KPI Dashboard (p13)

**9. ACTION AGENDA**

- a. Consideration of Approval of Classified Job Description – Administrative Assistant II (p21)
- b. Consideration of Approval to Accept Proposed Allotment of \$57 Million of FCC Auction Proceeds for Final Approval (p26)
- c. Consideration of Approval to Introduce for Collegial Consultation the Proposed Allocation of \$19 Million of FCC Auction Proceeds (p29)

**10. INFORMATION ITEMS**

- a. Memorandum of Understanding between SBCCD and the California School Employees Association and its SBCCD Chapter 291 (CSEA) (p32)

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

This is an opportunity for members of the public to address the Board concerning non-agenda items.

**12. CONVENE CLOSED SESSION**

Convene Closed Session for unfinished business on closed session items.

**13. RECONVENE PUBLIC MEETING****14. REPORT OF ACTION IN CLOSED SESSION****15. ADJOURN**

The next meeting of the Board: Business Meeting 4pm, May 10, 2018



# Student Success Outcomes, Interventions, Resources, and Plans

Presentation to the SBCCD Board of Trustees  
Board Study Session  
April 26, 2018

Dr. Terri Long, Interim Vice President of Instruction, San Bernardino Valley College  
Dr. Scott Thayer, Vice President of Student Services, San Bernardino Valley College  
Dr. Rebeccah Warren-Marlatt, Vice President of Student Services, Crafton Hills College  
Dr. Keith Wurtz, Interim Vice President of Instruction, Crafton Hills College



## Session Objectives

- Student Voices
- Review background and history of Student Success Initiatives
- Highlight student success indicators at both colleges
- Review goals and resources
- Describe next steps, e.g. Guided Pathways
- Discussion



## Student Voices, SBVC



- The diversity on this campus is amazing. Staff, faculty, and students are friendly. There are many programs that help students economically and academically. The campus is always clean and maintained.
- There is NO other campus I would want to attend. SBVC is like home to me, comfortable setting, safe, and secure.
- SBVC professors gave me the confidence I needed to stay in school after more than 2 yrs. Out.
- I would highly recommend this college to anyone.
- Nothing but great experiences at SBVC
- The security does an excellent job on campus, and the alert system lets all students know when an incident has occurred.
- My Pre-Algebra SI sessions helped me retain the material where I was able to get an A in the class, thank you!
- SBVC is amazing!
- Excellent campus! I've enjoyed all the opportunities to enjoy all the programs, clubs, and success programs to help me in my learning experience. Thank you!!!!



## Student Voices, CHC

What do you believe is the best thing Crafton Hills College offers?

academy affordable availability bean beautiful best  
 campus care center cheap  
**classes** clean college counseling courses  
 crafton different easy education ems emt  
 environment fire friendly help instructors learning  
 library location love nice offer paramedic  
 professors **program** provided quality queen  
 radiology resources school services staff students  
 teachers things transfer tutoring variety  
 views

STUDENT SUCCESS IS INTEGRATED INTO  
EVERYTHING WE DO



### Student Success Initiative: Student Success and Support Program

(Formerly Matriculation): Enhances student access, promotes and sustains student success, ensures that students complete their courses, persist to the next term, and achieve their educational objectives through:

- Orientation
- Assessment
- Counseling
- Follow-up



## Student Success Initiative: Student Equity

### Focus on increasing:

- Access
- Course completion
- ESL and basic skills completion
- Degree and certificate completion
- Transfer

### Disaggregation of data:

- Race
- Gender
- Disability status
- Foster youth
- Veterans
- Income



### Planning



## Student Success Initiative: Student Success for Basic Skills Program (BSI 2.0)

Formerly Basic Skills Initiative

Funding is based on:

- 50% BOGG
- 25% percentage of students receiving a California College Promise grant.
- 25% Percentage of basic skills full-time equivalent students in evidence-based, basic skills courses
- Statewide repository of open access texts and resources



## Student Success Initiative: Open Education Resources

- Expands access to education and increases student success through the adoption of open educational policy, practices, and resources.
- Courses with zero-cost textbooks
- Pathways with zero cost textbooks
- Supports student equity



## Student Success Initiative: Integrated Planning

- Covers two years (with annual reporting)
- Retain separate Ed Code and Title 5 requirements
- CCCC will seek changes in Ed Code and T5 to achieve greater integration and alignment (block grant funding)
- Requires a consultative approach
- Requires adoption by the BOT
- Each college in a district must submit an integrated plan
- Data must be used to inform planning
- Colleges must retain (but not report) information used in integrated planning

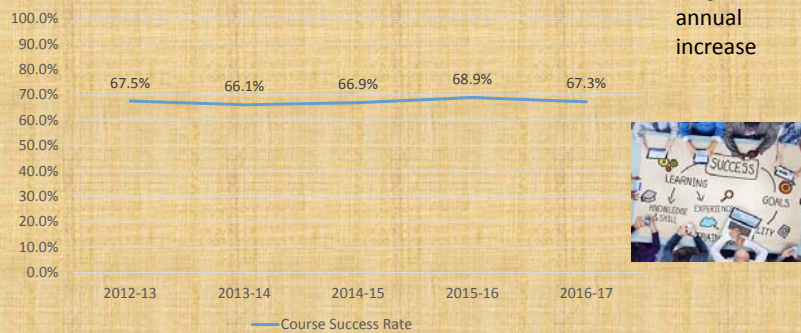


## Scorecard Outcomes

1. Course Success
2. Spring to Fall Retention (persistence)
3. Transfer level English
4. Transfer level Math
5. CTE wages
6. Degree and Certificate Completion



District KPI 1.6: The course success rate stayed relatively the same from 2012-13 to 2016-17, ranging from 66% to 69%.

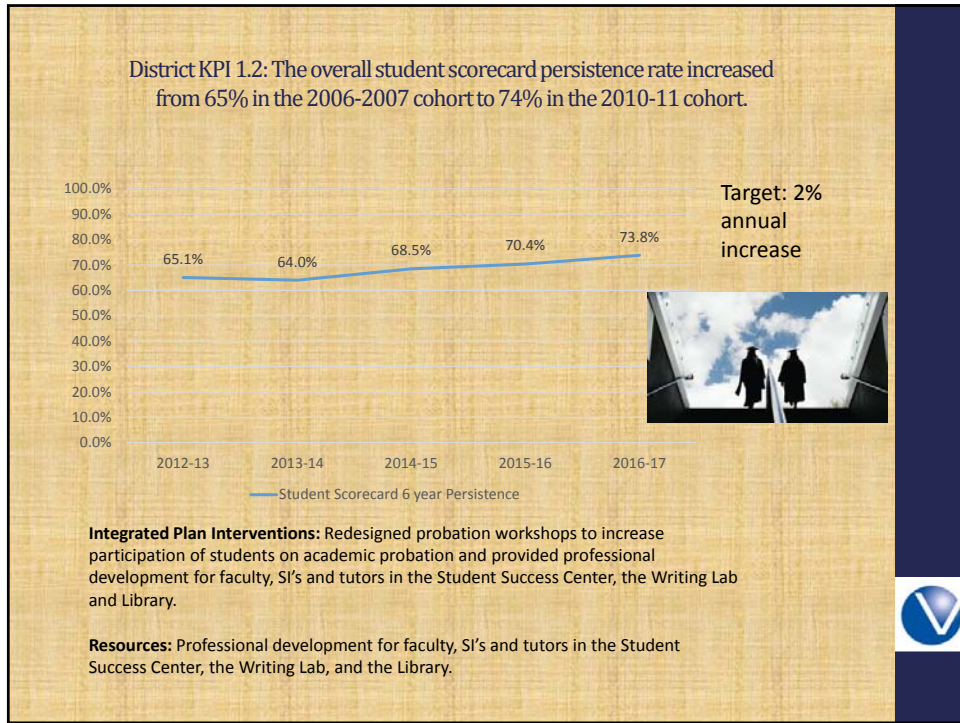


**Integrated Plan Interventions:** Accelerated courses and professional development

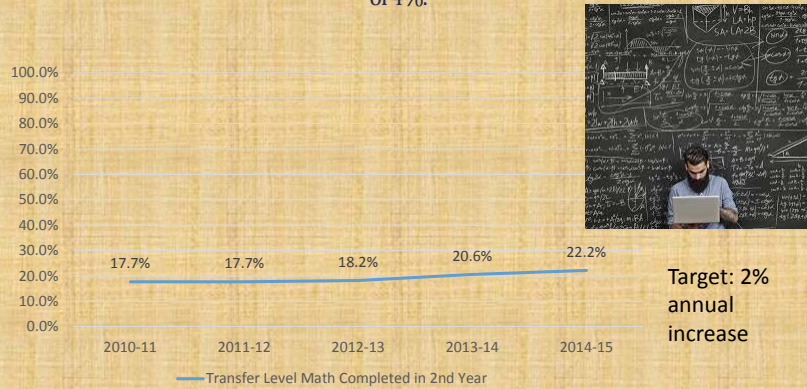
**Resources:** Funded the development of accelerated courses and sent faculty to the 19<sup>th</sup> Annual National Summer Institute on Learning Communities







The percent of students completing transfer level math in their second year at Valley increased from 18% in the 2010-11 cohort to 22% in the 2014-2015 cohort, an increase of 4%.

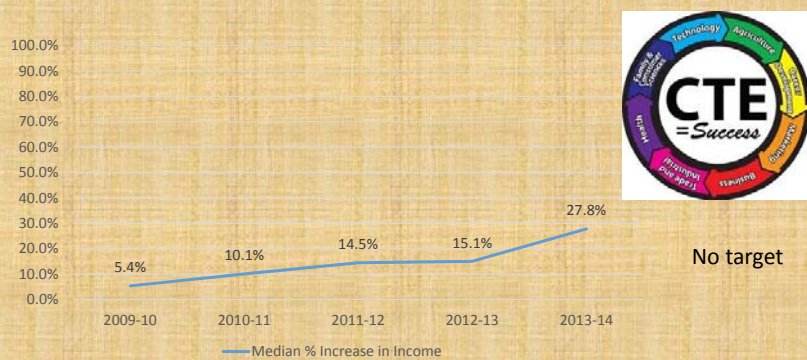


**Integrated Plan Interventions:** Expanded supplemental instruction across the disciplines cohort.

**Resources:** Increased the number of supplemental instructors (students) across the disciplines



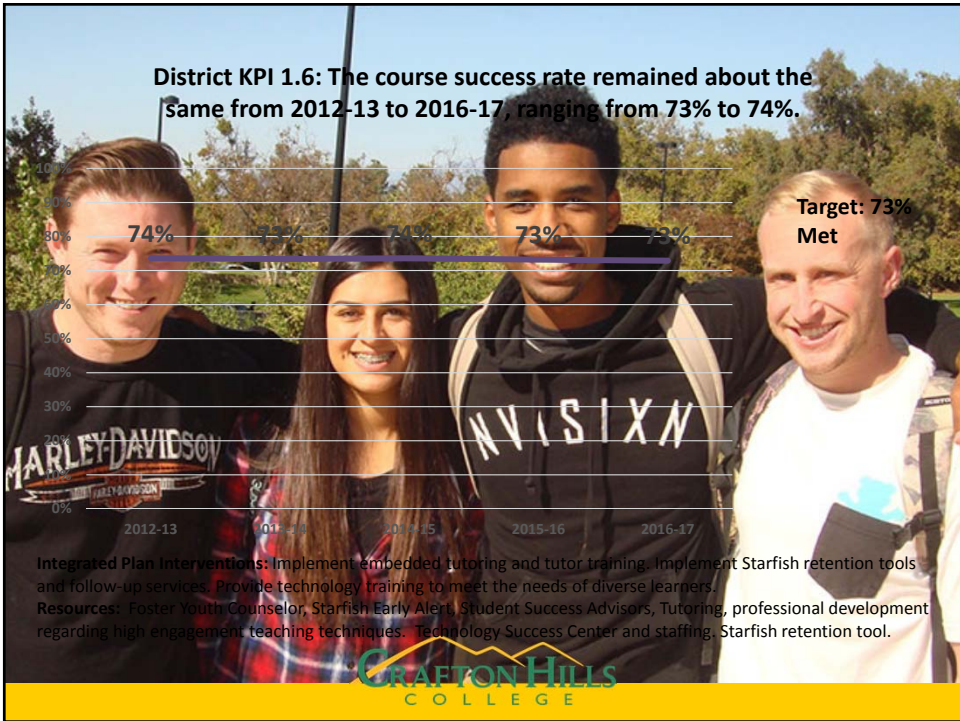
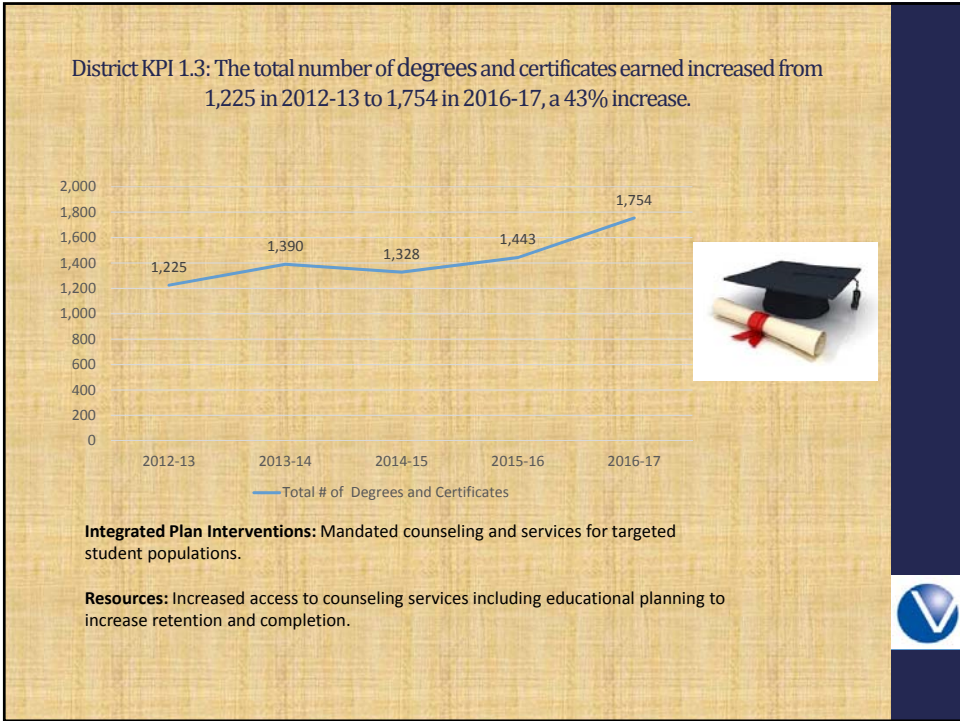
The median percent increase in wages for CTE students increased from 5% in the 2009-10 cohort to 28% in the 2013-14 cohort, a 23% increase.

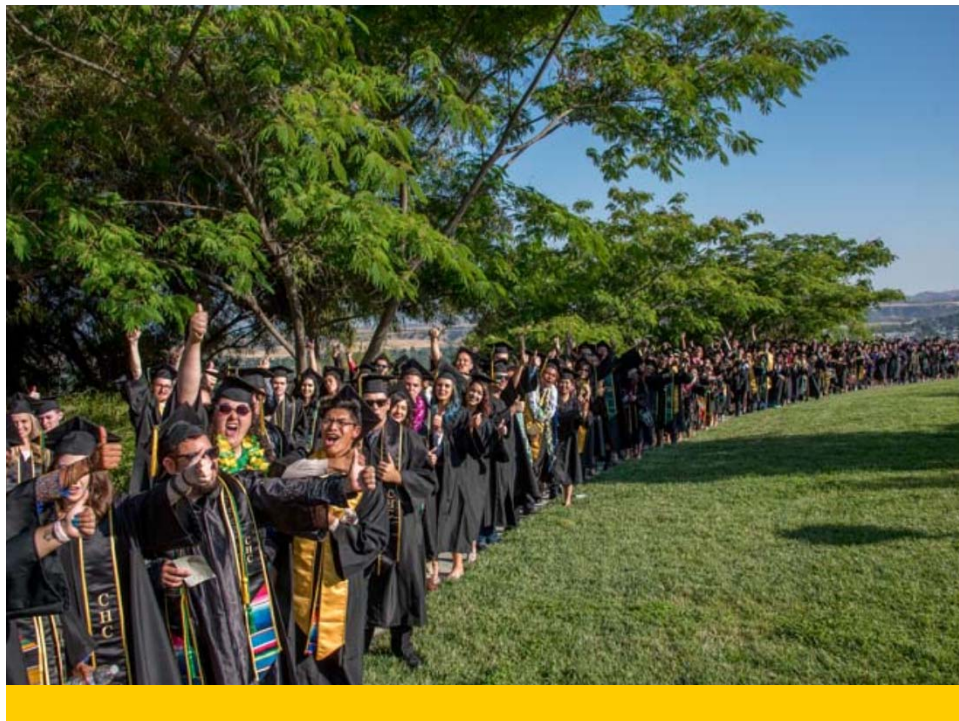


**Integrated Plan Interventions:** Created certificates that prepare students with skills to enter the workforce. Included salary and job opportunity information on promotional materials.

**Resources:** Marketing materials, faculty training and support for curriculum development.







SBCCD Office of Research, Planning & Institutional Effectiveness

- = **Net** decrease since 2015-2016 academic year (i.e., annual progress report)
- = **No net** change since 2015-2016 academic year (i.e., annual progress report)
- = **Net** increase since 2015-2016 academic year (i.e., annual progress report)



Key Performance Indicators		2015-2016 Total	2016-2017 Total	Net Change Since 2015-2016	
<b>GOAL 1</b>	<b>Student Success:</b> Increase student success while preserving access, enhancing quality, and reducing attainment gaps associated with income, race, ethnicity, age, and gender.				
1.1	Percent with a Student Ed Plan (SEP)	48.99%	77.63%	+28.64%	<span style="color: green;">●</span>
1.2	Fall to Spring Retention (i.e., Persistence)	70.0%	71.1%	+1.1%	<span style="color: green;">●</span>
1.3	Number of degrees and certificates awarded each year	2,434	2,832	+398	<span style="color: green;">●</span>
1.4	Number of students graduating within 3 years	1,092	1,199	+107	<span style="color: green;">●</span>
1.5	Number of transfers to 4-year colleges each year	1,367	1,298	-69	<span style="color: red;">●</span>
1.6	Course Success Rate (i.e., grade of A, B, C, P)	69.51%	69.99%	+0.48%	<span style="color: green;">●</span>
<b>GOAL 2</b>	<b>Enrollment and Access:</b> Increase our student population to improve the higher education participation rate and supply a well-equipped, educated workforce for our communities.				
2.1	Number of Full-Time Equivalent Students (FTES)	15,065.31	15,123.38	+58.07	<span style="color: green;">●</span>
2.2	Number of sections fully online (i.e., excluding hybrid courses)	768	897	+129	<span style="color: green;">●</span>
2.3	Number of unduplicated students receiving a California Promise Grant (i.e., BOG waiver)	16,676	16,264	-412	<span style="color: red;">●</span>
2.4	Number of unduplicated students receiving a Pell Grant	7,245	6,467	-778	<span style="color: red;">●</span>
2.5	Licensure/Certification Pass Rates	84.75%	94.38%	+9.63%	<span style="color: green;">●</span>
2.6	Participation Rate in Service Area	74%	72%	-2%	<span style="color: red;">●</span>
<b>GOAL 3</b>	<b>Partnerships of Strategic Importance:</b> Invest in strategic relationships and collaborative relationships in higher education, PK-12 education, business and workforce development, government, and other community organizations.				
3.1	Higher Education Relationships	NA	15	Baseline	<span style="color: yellow;">●</span>
3.2	PK-12 Relationships	NA	23	Baseline	<span style="color: yellow;">●</span>
3.3	Business/Workforce Development Relationships	NA	77	Baseline	<span style="color: yellow;">●</span>
3.4	Government and Community Relationships	NA	73	Baseline	<span style="color: yellow;">●</span>
3.5	Relationships in the Developmental Stage	NA	33	Baseline	<span style="color: yellow;">●</span>
<b>GOAL 4</b>	<b>District Operational Systems:</b> Improve the district systems to increase administrative and operational efficiency and effectiveness with an emphasis on student records, human resources, facilities, technology, financial systems, and other workflow operational systems.				
4.1	Reserves at 12-15% level set by Board	17%	20%	+3%	<span style="color: green;">●</span>
4.2	50% law	50.19%	51.12%	+0.93%	<span style="color: green;">●</span>
4.3	Faculty Obligation Number (FON) Met	207.8	237.9	Met	<span style="color: green;">●</span>

SBCCD Office of Research, Planning & Institutional Effectiveness

**Methodology**

Key Performance Indicators	Definition and Methodology
Percent with a Student Ed Plan (SEP)	Percent of students with a SEP is defined as the total number of students that have (1) met with a counselor to plan their courses for any number of semesters and (2) declared a major ÷ by the total number of students enrolled (i.e., received a Grade on Record for that year).
Fall to Spring Retention (Persistence)	The fall to spring retention is defined as the number of students who earned a Grade on Record (GOR) in the initial fall semester divided by the number of students who earned a GOR in subsequent spring semester. Exclude students who earned a degree or certificate and/or transferred.
Number of degrees and certificates awarded each year	The total number of degrees and certificates earned for the academic year starting from summer, fall to spring.
Number of students graduating within 3 years	The total number of students who complete their degree in 3 years or less. Note, some students are counted more than once because they completed multiple degrees.
Number of transfers to 4-year colleges each year	The number of students who transfer to a four-year institution (measured annually from summer to spring).
Course Success Rate (i.e., grade of A, B, C, P)	Course success rate is defined as the percent of students earning a A, B, C, or P grade divided by the number of grades on record (GOR: A, B, C, D, F, P, NP, I, or W) each academic year: summer, fall, and spring.
Number of Full-Time Equivalent Students (FTES)	FTES stands for Full-Time Equivalent Student and is the equivalent of one student taking courses totaling 15 units each semester for two semesters.
Number of sections that are fully online (i.e., excluding hybrid courses)	# of sections that are fully online is defined as the total number of sections that are offered fully online
Number of unduplicated students receiving a California Promise Grant (i.e., BOG waiver)	The number of unduplicated students who received a California Promise Grant per academic year.

**SBCCD Office of Research, Planning & Institutional Effectiveness**

**Methodology**

<b>Key Performance Indicators</b>	<b>Definition and Methodology</b>
Number of unduplicated students receiving a Pell Grant	The number of unduplicated students receiving a Pell Grant is measured on an annual basis. This measurement reflects a count of the number of enrolled students that received a Pell Grant in the academic year.
Licensure/Certification Pass Rates	Licensure/Certification Pass Rate is the total number of examinees that received a passing score divided by the total number of examinees that took a licensure or certification examination. Note, this data is collected and distributed by the ACCJC.
Participation Rate in Service Area	Participation rate in service area is the rate of matriculating SBCCD students that are residents of cities in our service area. By “resident” we mean the student graduated from a high school in our service area. It’s measured by taking the total number of SBCCD matriculating students that are residents of our service area divided by the total number of community college students from our service area.
Higher Education Relationships	This KPI reflects the amount of involvement SBCCD has with other Higher Education Institutions. It is a count of the number of relationships we have with regional institutions of Higher Education. A Higher Education Partnership is defined as having a MOU on file.
PK-12 Relationships	This KPI reflects the amount of involvement SBCCD has with the community. It is a count of the number of relationships we have with local PK-12 schools. A PK-12 Partnership is defined as having a MOU on file.

**SBCCD Office of Research, Planning & Institutional Effectiveness**

**Methodology**

<b>Key Performance Indicators</b>	<b>Definition and Methodology</b>
Business/Workforce Development Relationships	This KPI reflects the amount of involvement SBCCD has with the community. It is a count of the number of relationships we have with local and regional Business and Workforce entities. A Business/Workforce Development Partnership is defined as having a MOU on file.
Government and Community Relationships	This KPI reflects the amount of involvement SBCCD has with the community. It is a count of the number of relationships we have with Government and community entities. A Government and Community Partnership is defined as having a MOU on file.
Relationships in the developmental stage	This KPI is designed to capture progress towards ultimately establishing a MOU with a partner (i.e., scheduled meetings, previous relationships, phone calls, joint venues etc.). A partnership is counted as developmental if any of the above activities have occurred.
Reserves at 12-15% level set by Board	The amount of reserve in the general fund compared to the standard set by the board. While a number will be presented it should be thought of as either meeting or not meeting the standard put forth by the board.
50% law Met	The 50% law measures the rate of general fund expenditures that go towards salaries of classroom instructors. The state has set the number at 50%. While a number will be presented it should be thought of as either meeting or not meeting the law.
Faculty Obligation Number (FON) Met	Title-V (section 51025) mandate that requires districts to increase the number of full-time faculty over the previous year in proportion to the amount of growth in funded credit FTES. This will be measured annually in the Fall (numbers are submitted to the Board of Governors in November). A number will be provided but interpret it as as either meeting or not meeting the obligation.



**SBCCD Office of Research, Planning & Institutional Effectiveness**

**ABBREVIATED MEASUREMENT DEFINITIONS FOR KEY PERFORMANCE INDICATORS**

- |  |   |
|--|---|
| <p><b>1.1</b> Total number of students with any number of planned semesters and a declared major ÷ total number of students with a GOR</p> <p><b>1.2</b> Students with GOR in fall ÷ students with GOR in spring</p> <p><b>1.3</b> Number of degrees and certificates awarded</p> <p><b>1.4</b> Graduation term – term student received 1<sup>st</sup> GOR</p> <p><b>1.5</b> Number of transfers to 4-year each academic year</p> <p><b>1.6</b> Number that receive grade of A, B, C, P</p> <p><b>2.1</b> Annual resident FTES</p> <p><b>2.2</b> Number of fully online course sections ÷ number of sections</p> <p><b>2.3</b> Number of unduplicated students receiving a California Promise Grant ÷ total number of students enrolled for term</p> <p><b>2.4</b> Number of unduplicated students receiving Pell Grant ÷ total number of students enrolled for the term</p> | <p><b>2.5</b> Number of students that pass exam ÷ number of examinees</p> <p><b>2.6</b> Number of students from SBCCD service area zip code (SAZ) that attend SBCCD ÷ number of SAZ students that attend a CC</p> <p><b>3.1</b> Count of Higher Education MOU's</p> <p><b>3.2</b> Count of PK-12 MOU's</p> <p><b>3.3</b> Count of business &amp; workforce development MOU's</p> <p><b>3.4</b> Count of government and community MOU's</p> <p><b>3.5</b> This KPI is designed to capture progress towards ultimately establishing a MOU with a partner (i.e., prior meetings, previous relationships, cite visits, joint venues etc.)</p> <p><b>4.1</b> Is the amount in reserve ± the standard set by the board</p> <p><b>4.2</b> Rate of expenditures allocated to instructional salaries</p> <p><b>4.3</b> Increase in the number of full-time faculty over prior year. Should be proportional to growth in funded credit FTES</p> |
|--|---|

SBCCD Office of Research, Planning & Institutional Effectiveness

**SAN BERNARDINO COMMUNITY COLLEGE DISTRICT SCORE CARD**

*Goal 1: Student Success*

**Objective:** Increase student success while preserving access, enhancing quality, and reducing attainment gaps associated with income, race, ethnicity, age, and gender.

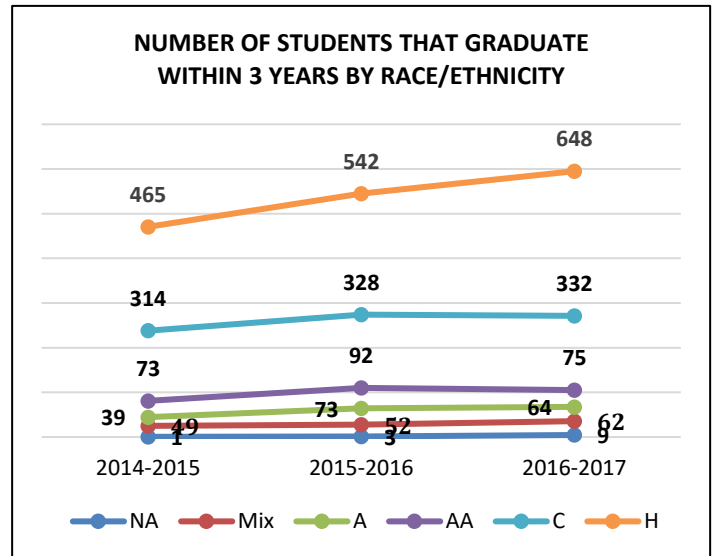
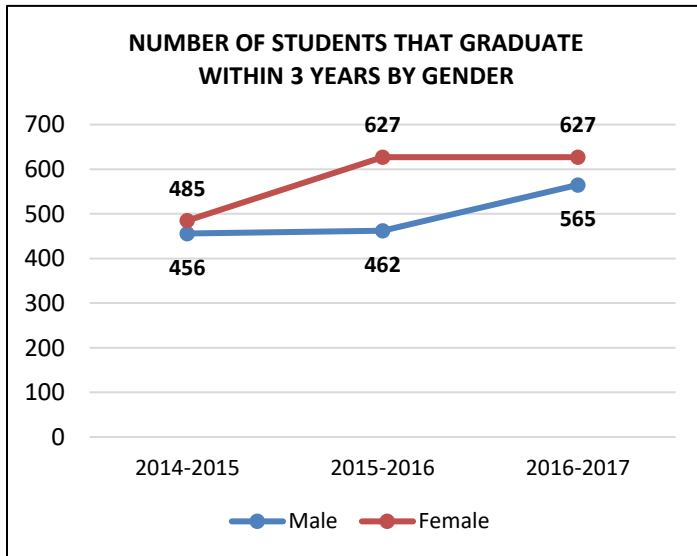
**Measurement Frequency:** Annual

**KPI 1.4:** *Number of Students Graduating Within 3 Years*

**Definition:** The total number of students who complete their degree (i.e., Associates or Certificate) in 3 years or less. Note, some students are counted more than once because they completed multiple degrees within a given academic year.

	2014-2015 Total	2015-2016 Total	2016-2017 Total	2017-2018 Total
<b>KPI 1.4:</b> <i>Number of Students Graduating Within 3 years</i>	943	1092	1199	TBD

**EQUITY ANALYSIS:**



**Summary of the data:**

**Degrees and Certificates (Overall):** There was a **net increase** of 405 students that graduated within 3 years or less (3-year grads) since the 2014-2015 academic. This amounts to an **average increase** of 135 “3-year grads” each year and an **average** of 1078 total “3-year grads” each year over this three-year period. There was a **total** of 3234 “3-year grads” over this three-year period.

**Degrees and Certificates (Equity):** On average, there were **more female** “3-year grads” than **males** over this three-year period (three-year average of 580 and 494 “3-year grads” per year, respectively). On average, **Hispanics** obtained the **highest number of degrees in 3 years or less** per year (1655) over this three-year period. The next highest was Caucasians (974), African Americans (240), Asians (176), Mix (163) and Native Americans (13).

**Note:** NA = Native American; A = Asian; AA = African American; C = Caucasian; H = Hispanic; Mix = Multiple Race

SBCCD Office of Research, Planning & Institutional Effectiveness

**SAN BERNARDINO COMMUNITY COLLEGE DISTRICT KPI DASHBOARD**

*Goal 2: Enrollment and Access*

**Objective:** Increase our student population to improve the higher education participation rate and supply a well-equipped, educated workforce for our communities.

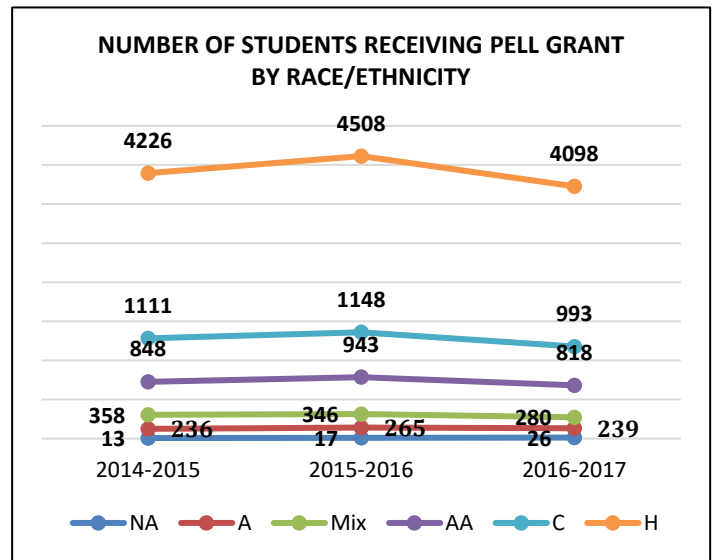
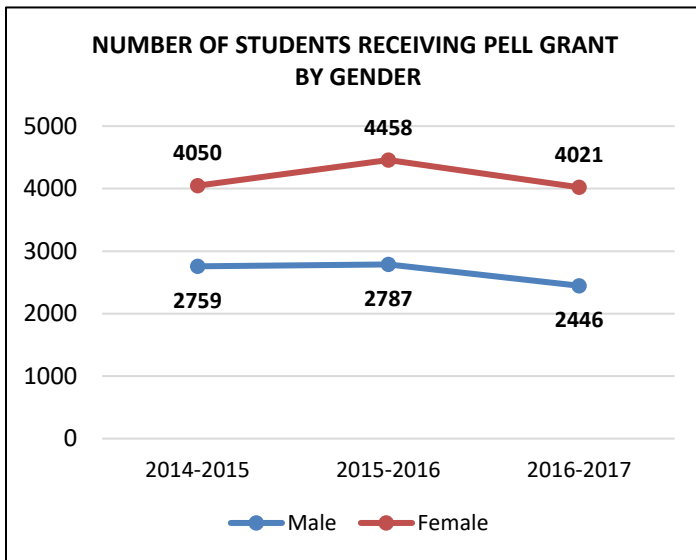
**Measurement Frequency:** Annual

**KPI 1.3:** *Number of unduplicated students receiving a Pell Grant*

**Definition:** The number of unduplicated students receiving a Pell Grant is measured on an annual basis. This measurement reflects a count of the number of enrolled students that received a Pell Grant in the academic year.

	2014-2015 Total	2015-2016 Total	2016-2017 Total	2017-2018 Total
<b>KPI 1.3:</b> <i>Number of Students Receiving a Pell Grant Each Year</i>	6809	7245	6467	TBD

**EQUITY ANALYSIS:**



**SUMMARY OF THE DATA:**

**Overall:** The number of students receiving a Pell Grant is experiencing a slight increase and then decrease over the three-year period. There was a **net increase** of 436 students awarded a Pell Grant from 2014-2015 academic year to 2015-2016 academic year. There was a **net decrease** of 778 students awarded a Pell Grant from 2015-2016 academic year to 2016-2017 academic year. There was a **total** of 49971 students awarded a Pell Grant over this three-year period.

**Equity:** On average, **females** perform better than **males** in receiving a Pell Grant over this three-year period. On average, **Hispanics** is the **highest racial group** receiving a Pell Grant per year (4277) over this three-year period. The next highest was Caucasians (1084), African Americans (870), Multiracial (328), Asians (247), and Native Americans (19).

**Note:** NA = Native American; A = Asian; Mix = Multiracial; AA = African American; C = Caucasian; H = Hispanic;

SBCCD Office of Research, Planning & Institutional Effectiveness

**SAN BERNARDINO COMMUNITY COLLEGE DISTRICT SCORE CARD**

*Goal 4: District Operational Systems*

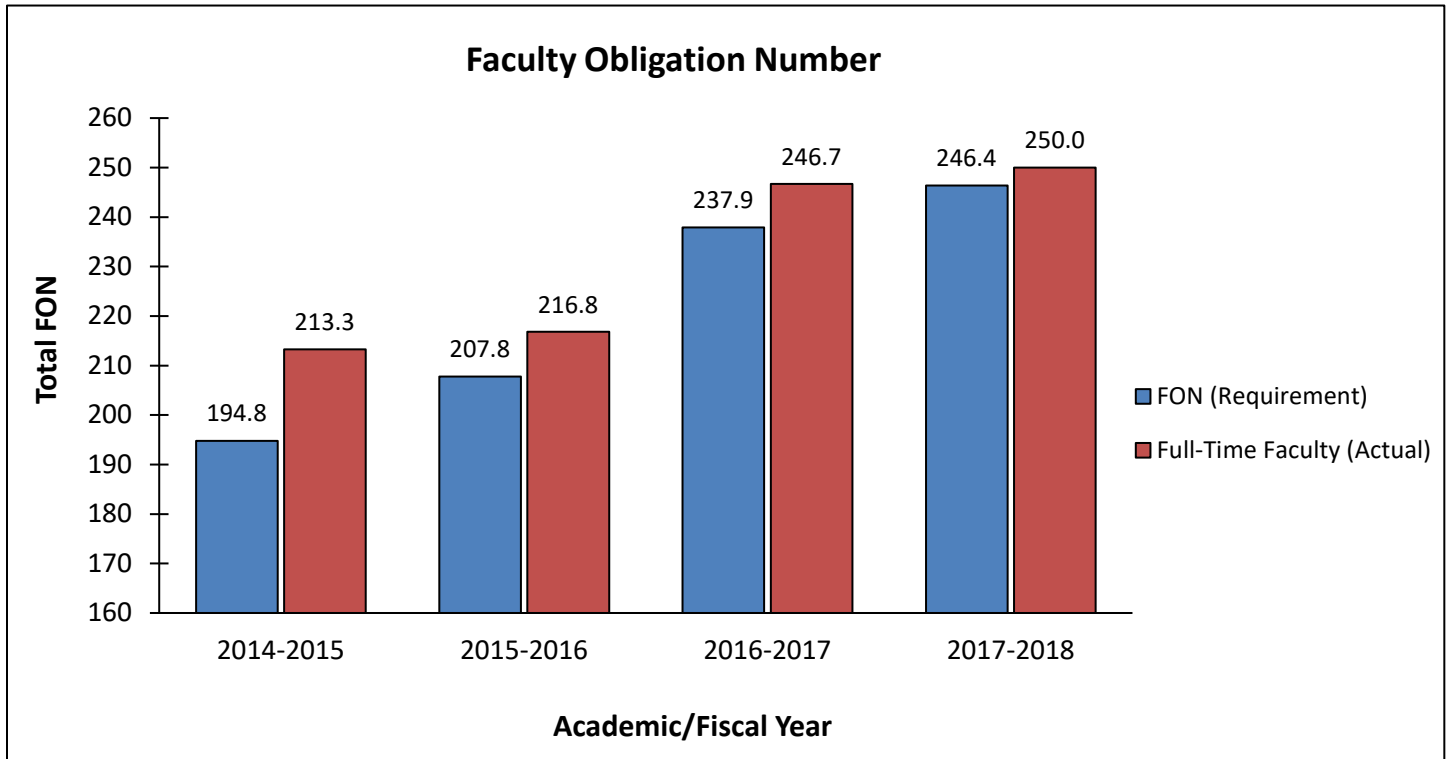
**Objective:** Improve the district systems to increase administrative and operational efficiency and effectiveness with an emphasis on student records, human resources, facilities, technology, financial systems, and other workflow operational systems

**Measurement Frequency:** Annual


**KPI 4.3: Faculty Obligation Number (FON) Met**

**Definition:** The Faculty Obligation Number is based on the Title V (section 51025) mandate that requires districts to increase the number of full-time faculty over the previous year in proportion to the amount of growth in funded credit FTES.

	2014-2015 Total	2015-2016 Total	2016-2017 Total	2017-2018 Total
<b>KPI 4.3: Faculty Obligation Number (Requirement)</b>	194.8	207.8	237.9	246.4
<b>KPI 4.3: Number of Full-Time Faculty (Actual)</b>	213.3	216.8	246.7	250.0



**SUMMARY OF THE DATA:**

 SBCCD has met the FON each year over this four-year period.

**SAN BERNARDINO COMMUNITY COLLEGE DISTRICT**

**TO:** Board of Trustees  
**FROM:** Bruce Baron, Chancellor  
**REVIEWED BY:** Jose Torres, Executive Vice Chancellor  
**PREPARED BY:** Kristina Hannon, Executive Director, Human Resources  
**DATE:** April 26, 2018  
**SUBJECT:** Consideration of Approval of Classified Job Description

**RECOMMENDATION**

It is recommended that the Board of Trustees approve a new job description for Administrative Assistant II (CSEA) per the attached.

**OVERVIEW**

The Administrative Assistant II (CSEA) position provides responsible administrative support to an executive with a broad level of responsibility for major, complex programs and functions with substantial districtwide impact.

**ANALYSIS**

The new job description is necessary to provide high level administrative support in the classified service and is in accordance with the attached Memorandum of Understanding between SBCCD and the CSEA dated April 11, 2018.

**BOARD IMPERATIVE**

III. Resource Management for Efficiency, Effectiveness and Excellence.

**FINANCIAL IMPLICATIONS**

There are no financial implications associated with this board item.

**SAN BERNARDINO COMMUNITY COLLEGE DISTRICT**

**ADMINISTRATIVE ASSISTANT II (CSEA)**

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are **not** intended to reflect all duties performed within the job; however, any additional duties will be reasonably related to this class.*

**SUMMARY DESCRIPTION**

Under general direction, performs a variety of highly responsible, complex, and sensitive administrative and secretarial duties in support of the appropriate administrator; processes administrative details not requiring the immediate attention of the executive staff member including the coordination of functions, communication of policy, researching information, the preparation of reports, and other administrative tasks.

The Administrative Assistant II classification includes a position that provides responsible administrative support to an appropriate administrator. Incumbents report to and support an executive with a broad level of responsibility for major, complex programs and functions with substantial District-wide impact. The duties involve a wide variety of diverse, complex, and sensitive/confidential administrative and secretarial tasks, requiring a substantial amount of tact, judgment, and initiative. Incumbents are required to be self-directed and to relieve the senior level executive of various administrative duties and provide work direction and guidance to clerical personnel assigned to the area.

**DISTINGUISHING CHARACTERISTICS**

This is the journey level classification in the secretarial series. Employees within this class are distinguished from the Administrative Assistant I by the performance of the full range of highly responsible, complex, and sensitive administrative duties. Employees at this level receive only occasional instruction or assistance as new or unusual situations arise, and are fully aware of the operating procedures and policies of the work unit. Positions in this class series are flexibly staffed and are generally filled by advancement from the "I" level, or when filled from the outside, require prior experience. Advancement to the "II" level is based on management judgment in accordance with Article 16.

**REPRESENTATIVE DUTIES**

*The following duties are typical for this classification.*

1. Serves as administrative assistant to an appropriate administrator; participates and assists in the administration of the office, relieving the administrator of a variety of technical and administrative duties; serves frequently as a liaison between the administrator and the public, students, staff, and other campus/District officials; promotes and maintains positive staff, student, and community relations; exercises best practices in handling matters of a difficult and sensitive nature.
2. Plans and organizes office support functions for the assigned office; coordinates, oversees, and evaluates the flow of office work and assures that work is performed in a timely and accurate manner; recommends improvements in work flow, procedures, and use of equipment and forms; reviews, updates, and informs the assigned administrator and others of essential timelines; discusses and reviews calendar of events on a regular basis with the assigned administrator to assure timely coordination of office activities and status of assigned projects; develops schedules related to division/department activities and services.
3. Assists the administrator in developing procedures to expedite transmittal of information or facilitate implementation of policies and programs; develops standardized computer formats for division reports and publications; establishes new and revised office procedures as appropriate.

**SAN BERNARDINO COMMUNITY COLLEGE DISTRICT**  
**Administrative Assistant II (Continued)**

4. Utilizes electronic technology to correspond with others and to maintain assigned calendars, schedules, and appointments; coordinates and arranges meetings; coordinates activities with other divisions and departments; makes travel arrangements for assigned staff; processes conference reimbursement and other requests.
5. Participates in the orientation and training of new classified and academic employees when assigned; assigns, schedules, trains, and provides work direction to lower-level office staff and student workers as assigned; prioritizes work assignments; reviews and validates completed work for accuracy.
6. Collects, researches, compiles, analyzes, verifies, summarizes, records, and evaluates information; prepares and distributes narrative, statistical, and financial data, recommendations, and alternatives as requested; completes reports; verifies and reviews forms and reports for completeness and conformance with established regulations and procedures.
7. Coordinates and oversees specialized functions or projects independently as assigned; assures that work is performed in a timely and accurate manner; uses independent judgment to develop and provide recommendations, suggestions, or information as appropriate.
8. Screens office and telephone callers; responds to sensitive questions, complaints, and requests for information from administrative, management, academic, and/or classified staff and the general public; communicates information in person or by telephone where judgment, knowledge, and interpretation of policies and procedures are necessary.
9. Assures that Board agenda items and supporting documents are developed, prepared, received, and forwarded within District timelines and legal requirements and guidelines; assures the appropriate administrator receives timely notification of Board requests for information or action; assures that the Board receives information and notification of action taken as requested.
10. Assists the assigned administrator in the preparation and administration of program budget(s); assists in preparing cost estimates for budget recommendations; assists in submitting justifications for budget items; allocates funds to proper budget codes; monitors and tracks expenditures in a timely manner; provides regular budget reports to the appropriate administrator for control of expenditures; assists in resolving budget issues and problems; interacts with others regarding deposits; processes budget/expense transfers; recommends budget revisions.
11. Recommends expenditures for office equipment, materials, and supplies; initiates contact with vendors for various products and services and assures their timely ordering, receipt, and storage; assures proper functioning of office equipment; posts, monitors, and tracks invoices and other expenditures.
12. Provides staff support to standing and ad hoc committees and other groups as assigned; attends meetings and takes notes or records proceedings; prepares and distributes agendas, background materials, and minutes as appropriate.
13. Takes and transcribes dictation of sensitive/confidential materials; prepares a variety of correspondence, memoranda, reports, proposals, and other materials; composes and edits correspondence; records and prepares minutes from a variety of meetings; distributes materials as appropriate.
14. Composes correspondence independently; prepares preliminary responses to letters, general correspondence, and personal inquiries of a sensitive nature, including faculty, students, and staff grievances and complaints, for appropriate administrator.
15. Establishes and maintains a variety of complex, interrelated filing systems including confidential files; establishes and maintains files for information, records, and reports including those related to budget and cost records; maintains manuals and updated resource materials.

**SAN BERNARDINO COMMUNITY COLLEGE DISTRICT**  
**Administrative Assistant II (Continued)**

16. Receives and distributes mail and identifies and refers matters to the appropriate administrator in order of priority.
17. Utilizes various computer applications and software packages; enters, updates, corrects, and extracts information; maintains and generates reports from a database or network system.
18. Performs related duties as required.

**QUALIFICATIONS**

*The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.*

**Knowledge of:**

- District organization, operations, policies, and objectives.
- Operational characteristics, services, and activities of the functions, programs, and operations of the assigned Vice Chancellor's or College President's Office.
- Work organization and office management principles and practices.
- Pertinent state, federal, and program policies, rules, and regulations including applicable sections of the State Education Code.
- Instructional process and college environment.
- Office procedures, methods, and equipment including computers and applicable software applications such as word processing, spreadsheets, and databases.
- Processes, procedures, and practices of budget preparation and administration.
- Principles, practices, and procedures of business letter writing.
- Principles, practices, and procedures of fiscal, statistical, and administrative research and report preparation.
- Principles and procedures used in complex, inter-related record keeping.
- Principles and practices used to establish and maintain files and information retrieval systems.
- Interpersonal skills using tact, patience, and courtesy.
- Principles and practices of providing training, work direction, and guidance to lower-level office staff and student workers.
- English usage, grammar, spelling, punctuation, and vocabulary.
- Oral and written communication skills.

**Ability to:**

- Perform specialized, technical, and administrative support duties involving the use of a high level of independent judgment and personal initiative.
- Understand the organization and operation of the assigned administrator as necessary to assume assigned responsibilities.
- Understand, interpret, apply, and explain applicable rules, regulations, policies, and procedures independently, apply them with good judgment, and use judgment and discretion to act when precedents do not exist.
- Effectively handle and resolve difficult and sensitive situations.
- Plan, organize, and delegate work to meet schedules and deadlines.
- Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
- Prepare a variety of clear and concise administrative and financial reports.
- Independently compose and prepare correspondence and memoranda.
- Operate office equipment including computers and supporting word processing, spreadsheet, and database applications.
- Adapt to changing technologies and learn functionality of new equipment and systems.
- Use sound judgment in recognizing scope of authority.



**SAN BERNARDINO COMMUNITY COLLEGE DISTRICT**  
**Administrative Assistant II (Continued)**

Exercise good judgment and maintain confidentiality in maintaining critical and sensitive information, records, and reports.  
Respond to requests and inquiries from students, staff, or the public; effectively present information in person or on the telephone to students, staff, or the public.  
Use correct English usage, grammar, spelling, punctuation, and vocabulary.  
Make arithmetic calculations quickly and accurately.  
Understand and follow oral and written directions.  
Work under steady pressure with frequent interruptions and a high degree of public contact by phone or in person.  
Work independently with very little or no direction.  
Demonstrate a sensitivity to, and understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of community college students and personnel, including those with physical or learning disabilities.  
Communicate clearly and concisely, both orally and in writing.  
Establish and maintain effective working relationships with those contacted in the course of work.  
Work confidentially with discretion.  
Participate in the preparation and administration of assigned budgets.  
Research, compile, assemble, analyze, and interpret data from diverse sources.

**Education and Experience Guidelines** - Any combination of education and experience that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

**Education/Training:**

An Associate's degree or the equivalent in a related field including specialized training in business, secretarial science, office automation, computer information systems, or a related field.

**Experience:**

Six years of increasingly responsible secretarial experience involving a high level of public contact, use of computer and office applications, and providing secretarial support to executive and management staff, preferably in an administrative office in an educational environment.

**PHYSICAL DEMANDS AND WORKING ENVIRONMENT**

*The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.*

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

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

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

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

Board Approved: TBD

## **SAN BERNARDINO COMMUNITY COLLEGE DISTRICT**

**TO:** Board of Trustees

**FROM:** Bruce Baron, Chancellor

**REVIEWED BY:** Jose F. Torres, Executive Vice Chancellor

**PREPARED BY:** Jose F. Torres, Executive Vice Chancellor

**DATE:** April 26, 2018

**SUBJECT:** Consideration of Approval to Accept Proposed Allotment of \$57 Million of FCC Auction Proceeds for Final Approval

### **RECOMMENDATION**

It is recommended that the Board of Trustees accept the proposed allotment of \$57 million in FCC proceeds as indicated on the attached for final approval.

### **OVERVIEW**

In July 2017 SBCCD received \$157 million in FCC auction proceeds in exchange for the transition of KVCR TV from UHF to VHF. On September 14 the Board approved Guiding Principles for these proceeds. At its December 14, 2017 meeting the Board of Trustees approved staff to proceed with the investment of \$100 million as follow:

- › \$20 million into Option 2-Pension Rate Stabilization Trust (PARS); and
- › \$80 million to be held in Option 1-County Treasury pending research and development of final investment in Option 4-Donor Sponsored Supporting Organization (DSSO).

### **ANALYSIS**

After analysis and deliberation by several collegial bodies throughout SBCCD – including the District Budget Committee, both Academic Senates, the CTE ad-hoc Board of Trustees Committee, and the Board of Trustees Budget Committee – the attached, proposed allotment of the remaining \$57 million in FCC auction proceeds is being submitted to the Board of Trustees for final approval.

### **BOARD IMPERATIVE**

III. Resource Management for Efficiency, Effectiveness, and Excellence

### **FINANCIAL IMPLICATIONS**

This board item will result in the financial implications illustrated on the attachment.

## Proposal for Allotment of \$57 Million in FCC Auction Proceeds Final Read for Approval

Guiding Principles

1	<b>KVCR</b>		
2	Mandated Transition & Modernization	\$ 16,000,000	2,3,8,9
3	Operations Deficit for Three Years (2017-18, 2018-19, 2019-20)	5,000,000	2,5,9
4	Media Academy Start Up	2,000,000	1,2,8,9
5	KVCR Endowment	21,000,000	1,2,5,8,9,10
6	<b>TOTAL KVCR</b>	<b>\$ 44,000,000</b>	
8	<b>COLLEGES</b>		
9	SBVC (69.71%)†	\$ 6,971,000	
10	CHC (30.29%)†	3,029,000	
11	<b>TOTAL COLLEGES*</b>	<b>\$ 10,000,000</b>	1,2,7,9
12	<b>DISTRICT SUPPORT SERVICES</b>	<b>\$ 1,000,000</b>	1,2,7,9
13	<b>ESTIMATED AUCTION EXPENSE REIMBURSEMENT TO GENERAL FUND</b>	<b>\$ 2,000,000</b>	1,2,4,6,9
14	<b>TOTAL ALLOCATION PROPOSED</b>	<b>\$ 57,000,000</b>	

†Percentage distribution based on Resource Allocation Model ([www.sbccd.org/bfs/2017-18budget](http://www.sbccd.org/bfs/2017-18budget), page 8) and proposed by District Budget Committee.

\*Colleges also received \$20 million in early 2018 as an investment in the Pension Rate Stabilization Trust (STRS/PERS) per FCC Guiding Principles 1,2,6,8,9,10,11, and 12.

## Guiding Principles for the FCC Auction Proceeds Strategic Financial Plan

### Overarching

1. Our students are our core mission and we will focus our resources on their success.
2. All FCC auction proceeds activity shall be transparent.

### One-Time Expenditures

3. SBCCD will use the proceeds as a one-time investment in KVCR for the mandatory transition costs from UHF to VHF over-the-air and current broadcast standards.
4. SBCCD will be reimbursed for all costs related to the FCC auction.
5. One-time fund proceeds should help KVCR reach financial sustainability within a specified, board-approved timeframe.
6. The district unrestricted general fund balance shall be restored to a range of 12-15%.
7. With the exception of items 3-6 above, one-time expenditures shall support the approved program review, and educational and facilities master plans.

### Principal Investment

8. Proceeds shall be invested in a manner that serves SBCCD for years to come.
9. Principal amount shall not be used as a resource for ongoing expenditures unless approved by the Board of Trustees.
10. Investments should include real estate and a diversified portfolio.

### Revenue Generated from Investments

11. Revenue generated from the investment of proceeds shall help SBCCD meet its strategic goals as established in the comprehensive master plan.
12. Annual revenue amount shall be subject to annual allocation and follow existing collegial consultation and established budget processes.

## **SAN BERNARDINO COMMUNITY COLLEGE DISTRICT**

**TO:** Board of Trustees  
**FROM:** Bruce Baron, Chancellor  
**REVIEWED BY:** Bruce Baron, Chancellor  
**PREPARED BY:** Bruce Baron, Chancellor  
**DATE:** April 26, 2018  
**SUBJECT:** Consideration of Approval to Introduce for Collegial Consultation the Proposed Allocation of \$19 Million of FCC Auction Proceeds

### **RECOMMENDATION**

It is recommended that the Board of Trustees approve for collegial consultation the proposed allotment of \$19 million of the \$80 million in FCC proceeds previously set aside for investment.

### **OVERVIEW**

In July 2017 SBCCD received \$157 million in FCC auction proceeds in exchange for the transition of KVCR TV from UHF to VHF. On September 14 the Board approved Guiding Principles for these proceeds. At its December 14, 2017 meeting the Board of Trustees approved staff to proceed with the investment of \$100 million as follows.

1. \$20 million into Option 2-Pension Rate Stabilization Trust (PARS); and
2. \$80 million to be held in Option 1-County Treasury pending research and development of final investment in Option 4-Donor Sponsored Supporting Organization (DSSO).

### **ANALYSIS**

In response to Trustee concerns, staff is requesting that an allotment of \$19 million of the previously set aside \$80 million investment be deemed eligible for collegial consultation and discussion as follows. Allotment of these funds would result in a balance of \$61 million for investment in Option 4 and any funds that remain unspent would be returned to this investment.

- › **\$9 million to supplement the proposed KVCR endowment for the purpose of sustaining the Media Academy.** In order to meet the Board's strategic directions of creating a comprehensive media degree aligning KVCR, SBVC and CHC, and aligning KVCR goals with district & college goals, it is important that the expansion of the Media Academy is provided sufficient resources for a successful implementation. This proposed allotment is in line with FCC Auction Proceed Guidelines 1,2,5,8,9,10.
- › **\$10 million for the specific purpose of providing startup funding for a Promise Program for SBCCD students.** Following overarching guiding principle number one for the FCC Auction Proceeds, staff is recommending that \$10 million be earmarked for the specific purpose of funding the implementation of a Promise Program for our students.

### **BOARD IMPERATIVE**

III. Resource Management for Efficiency, Effectiveness, and Excellence

### **FINANCIAL IMPLICATIONS**

Approval of this board item will not have any financial implications.

## Guiding Principles for the FCC Auction Proceeds Strategic Financial Plan

### Overarching

1. Our students are our core mission and we will focus our resources on their success.
2. All FCC auction proceeds activity shall be transparent.

### One-Time Expenditures

3. SBCCD will use the proceeds as a one-time investment in KVCR for the mandatory transition costs from UHF to VHF over-the-air and current broadcast standards.
4. SBCCD will be reimbursed for all costs related to the FCC auction.
5. One-time fund proceeds should help KVCR reach financial sustainability within a specified, board-approved timeframe.
6. The district unrestricted general fund balance shall be restored to a range of 12-15%.
7. With the exception of items 3-6 above, one-time expenditures shall support the approved program review, and educational and facilities master plans.

### Principal Investment

8. Proceeds shall be invested in a manner that serves SBCCD for years to come.
9. Principal amount shall not be used as a resource for ongoing expenditures unless approved by the Board of Trustees.
10. Investments should include real estate and a diversified portfolio.

### Revenue Generated from Investments

11. Revenue generated from the investment of proceeds shall help SBCCD meet its strategic goals as established in the comprehensive master plan.
12. Annual revenue amount shall be subject to annual allocation and follow existing collegial consultation and established budget process

## BOARD OF TRUSTEES

### STRATEGIC DIRECTIONS FOR 2017- 2018

1. **Increase Student Success (Education Master Plan [EMP] for both colleges + district)**
  - a. Create a structured approach to increase student success.
  - b. Adopt best practices from the Guided Pathways program and integrate funding from SSSP, basic skills, and student equity.
  - c. Create a comprehensive media degree aligning KVCR, SBVC and CHC.
2. **Increase Access (EMP for both colleges + district)**
  - a. Increase the college-going rate in our service area.
  - b. Maximize credit FTES, non-credit FTES and international program while maintaining an acceptable productivity level at both colleges.
3. **Increase Institutional Effectiveness (EMP for both colleges + district)**
  - a. Implement districtwide integrated planning process.
4. **Align EDCT Goals with District & College Goals (EMP for district)**
  - a. EDCT to support the expansion of grant development, contract education, non-credit and not-for-credit courses.
5. **Align KVCR Goals with District & College Goals (EMP for district)**
  - a. KVCR to re-evaluate its goals to become an integrated asset of the district and the colleges.
6. **Continuously Improve District Systems to Increase Administrative and Operational Efficiency and Effectiveness (EMP for both colleges + district)**
  - a. Evaluate Board Policies and Administrative Procedures to streamline processes, create efficiencies and increase support to colleges.
7. **Develop a Strategy to Address the Facilities Master Plan (FMP)**
8. **Maintain Financial Sustainability**
  - a. Invest FCC auction proceeds in a manner that serves the region for years to come.
  - b. Maintain a district unrestricted general fund balance in the range of 12-15%.
9. **Promote Professional Development (EMP for both colleges)**
  - a. Establish and implement a plan that incorporates district systems/operations training, onboarding training, professional leadership, professional growth and succession planning.

**SAN BERNARDINO COMMUNITY COLLEGE DISTRICT**

**TO:** Board of Trustees  
**FROM:** Bruce Baron, Chancellor  
**REVIEWED BY:** Jose F. Torres, Vice Chancellor, Business & Fiscal Services  
**PREPARED BY:** Amalia Perez, Director, Human Resources  
**DATE:** April 12, 2018  
**SUBJECT:** Memorandum of Understanding between SBCCD and the California School Employees Association and its SBCCD Chapter 291 (CSEA)

**RECOMMENDATION**

This item is for information only and no action is required.

**OVERVIEW**

The District and the CSEA met and entered into a Memorandum of Understanding (MOU).

**ANALYSIS**

The attached MOU constitutes the full and complete Agreement between the District and the CSEA.

**INSTITUTIONAL VALUES**

III. Resource Management for Efficiency, Effectiveness and Excellence.

**FINANCIAL IMPLICATIONS**

There are no financial implications associated with this information item.



MEMORANDUM OF UNDERSTANDING  
By And Between  
SAN BERNARDINO COMMUNITY COLLEGE DISTRICT  
And  
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION and its  
SAN BERNARDINO CCD CHAPTER 291

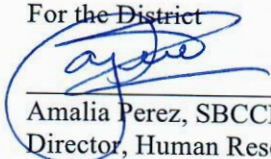
April 11, 2018

**Terms and Conditions:** This Memorandum of Understanding is entered into by and between the San Bernardino Community College District (hereinafter, "District") and the California School Employees Association, and its Chapter #291, (hereinafter "Association").

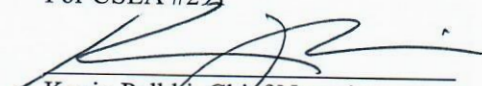
1. The purpose of this MOU is to address the nature of the duties of an Administrative Assistant II confidential position, and to memorialize the transfer of the Administrative Assistant II position into the District's classified bargaining unit represented by CSEA.
2. The parties have acknowledged the duties and functions of the current confidential Administrative Assistant II position and agree that the duties of the position are not included within the definition of the duties performed by a confidential employee.
3. The parties agree that the Administrative Assistant II position should not be excluded from the bargaining unit represented by CSEA, and that the position shall be transferred into the bargaining unit and re-designated by the District as "Administrative Assistant II," without a confidential designation.
4. The parties agree that the Administrative Assistant II position shall be placed at Range 50 on the current CSEA salary schedule.
5. This position shall be included in the current 2018 Salary Survey Study.
6. The Association and the District agree that Administrative Assistant II position will be added to the 2017-2020 CSEA Collective Bargaining Agreement


This agreement is subject to all approvals required by the CSEA Policy 610 and the District.

For the District

  
Amalia Perez, SBCCD  
Director, Human Resources

For CSEA #291

  
Kevin Palkki, Chief Negotiator

  
Myesha Kennedy, CSEA LRR

  
Ginger Sutphin

  
Stacy Garcia

  
Fermin Rameriz

  
David Stevenson

KP ER  
AS  
MS  
W80

**ADMINISTRATIVE ASSISTANT II  
(CSEA)**

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are **not** intended to reflect all duties performed within the job; however, any additional duties will be reasonably related to this class.*

**SUMMARY DESCRIPTION**

Under general direction, performs a variety of highly responsible, complex, and sensitive administrative and secretarial duties in support of the appropriate administrator; processes administrative details not requiring the immediate attention of the executive staff member including the coordination of functions, communication of policy, researching information, the preparation of reports, and other administrative tasks.

The Administrative Assistant II classification includes a positions—that provide responsible administrative support to an Appropriate Administrator (eg. Vice Chancellor, Associate Vice Chancellor, Executive Director, Chief of Police, Vice President). Incumbents report to and support an executive with a broad level of responsibility for major, complex programs and functions with substantial District-wide impact. The duties involve a wide variety of diverse, complex, and sensitive/confidential administrative and secretarial tasks, requiring a substantial amount of tact, judgment, and initiative. Incumbents are required to be self-directed and to relieve the senior level executive of various administrative duties and provide work direction and guidance to clerical personnel assigned to the area.

**DISTINGUISHING CHARACTERISTICS**

This is the journey level classification in the secretarial series. Employees within this class are distinguished from the Administrative Assistant I by the performance of the full range of highly responsible, complex, and sensitive administrative duties. Employees at this level receive only occasional instruction or assistance as new or unusual situations arise, and are fully aware of the operating procedures and policies of the work unit. Positions in this class series are flexibly staffed and are generally filled by advancement from the “I” level, or when filled from the outside, require prior experience. Advancement to the “II” level is based on management judgment in accordance with Article 16.

**REPRESENTATIVE DUTIES**

*The following duties are typical for this classification.*

1. Serves as administrative assistant to an Appropriate Administrator; participates and assists in the administration of the office, relieving the Administrator of a variety of technical and administrative duties; serves frequently as a liaison between the Administrator and the public, students, staff, and other campus/ District officials; promotes and maintains positive staff, student, and community relations; exercises best practices in handling matters of a difficult and sensitive nature.
2. Plans and organizes office support functions for the assigned office; coordinates, oversees, and evaluates the flow of office work and assures that work is performed in a timely and accurate manner; recommends improvements in work flow, procedures, and use of equipment and forms; reviews, updates, and informs the assigned Administrator and others of essential timelines; discusses and reviews calendar of events on a regular basis with the assigned Administrator to assure timely coordination of office activities and status of assigned projects; develops schedules related to division/department activities and services.

**SAN BERNARDINO COMMUNITY COLLEGE DISTRICT**  
**Administrative Assistant II (Continued)**

3. Assists the Administrator in developing procedures to expedite transmittal of information or facilitate implementation of policies and programs; develops standardized computer formats for division reports and publications; establishes new and revised office procedures as appropriate.
4. Utilizes electronic technology to correspond with others and to maintain assigned calendars, schedules, and appointments; coordinates and arranges meetings; coordinates activities with other divisions and departments; makes travel arrangements for assigned staff; processes conference reimbursement and other requests.
5. Participates in the orientation and training of new classified and academic employees when assigned; assigns, schedules, trains, and provides work direction to lower-level office staff and student workers as assigned; prioritizes work assignments; reviews and validates completed work for accuracy.
6. Collects, researches, compiles, analyzes, verifies, summarizes, records, and evaluates information; prepares and distributes narrative, statistical, and financial data, recommendations, and alternatives as requested; completes reports; verifies and reviews forms and reports for completeness and conformance with established regulations and procedures.
7. Coordinates and oversees specialized functions or projects independently as assigned; assures that work is performed in a timely and accurate manner; uses independent judgment to develop and provide recommendations, suggestions, or information as appropriate.
8. Screens office and telephone callers; responds to sensitive questions, complaints, and requests for information from administrative, management, academic, and/or classified staff and the general public; communicates information in person or by telephone where judgment, knowledge, and interpretation of policies and procedures are necessary.
9. Assures that Board agenda items and supporting documents are developed, prepared, received, and forwarded within District timelines and legal requirements and guidelines; assures the appropriate Administrator receives timely notification of Board requests for information or action; assures that the Board receives information and notification of action taken as requested.
10. Assists the assigned Administrator in the preparation and administration of program budget(s); assists in preparing cost estimates for budget recommendations; assists in submitting justifications for budget items; allocates funds to proper budget codes; monitors and tracks expenditures in a timely manner; provides regular budget reports to the appropriate Administrator for control of expenditures; assists in resolving budget issues and problems; interacts with others regarding deposits; processes budget/expense transfers; recommends budget revisions.
11. Recommends expenditures for office equipment, materials, and supplies; initiates contact with vendors for various products and services and assures their timely ordering, receipt, and storage; assures proper functioning of office equipment; posts, monitors, and tracks invoices and other expenditures.
12. Provides staff support to standing and ad hoc committees and other groups as assigned; attends meetings and takes notes or records proceedings; prepares and distributes agendas, background materials, and minutes as appropriate.
13. Takes and transcribes dictation of sensitive/confidential materials; prepares a variety of correspondence, memoranda, reports, proposals, and other materials; composes and edits correspondence; records and prepares minutes from a variety of meetings; distributes materials as appropriate.

**SAN BERNARDINO COMMUNITY COLLEGE DISTRICT**  
**Administrative Assistant II (Continued)**

14. Composes correspondence independently; prepares preliminary responses to letters, general correspondence, and personal inquiries of a sensitive nature, including faculty, students, and staff grievances and complaints, for appropriate Administrator.
15. Establishes and maintains a variety of complex, interrelated filing systems including confidential files; establishes and maintains files for information, records, and reports including those related to budget and cost records; maintains manuals and updated resource materials.
16. Receives and distributes mail and identifies and refers matters to the appropriate Administrator in order of priority.
17. Utilizes various computer applications and software packages; enters, updates, corrects, and extracts information; maintains and generates reports from a database or network system.
18. Performs related duties as required.

**QUALIFICATIONS**

*The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.*

**Knowledge of:**

District organization, operations, policies, and objectives.  
Operational characteristics, services, and activities of the functions, programs, and operations of the assigned Administrator as necessary to assume assigned responsibilities.  
Work organization and office management principles and practices.  
Pertinent state, federal, and program policies, rules, and regulations including applicable sections of the State Education Code.  
Instructional process and college environment.  
Office procedures, methods, and equipment including computers and applicable software applications such as word processing, spreadsheets, and databases.  
Processes, procedures, and practices of budget preparation and administration.  
Principles, practices, and procedures of business letter writing.  
Principles, practices, and procedures of fiscal, statistical, and administrative research and report preparation.  
Principles and procedures used in complex, inter-related record keeping.  
Principles and practices used to establish and maintain files and information retrieval systems.  
Interpersonal skills using tact, patience, and courtesy.  
Principles and practices of providing training, work direction, and guidance to lower-level office staff and student workers.  
English usage, grammar, spelling, punctuation, and vocabulary.  
Oral and written communication skills.

**Ability to:**

Perform specialized, technical, and administrative support duties involving the use of a high level of independent judgment and personal initiative.  
Understand the organization and operation of the assigned Administrator as necessary to assume assigned responsibilities.  
Understand, interpret, apply, and explain applicable rules, regulations, policies, and procedures independently, apply them with good judgment, and use judgment and discretion to act when precedents do not exist.  
Effectively handle and resolve difficult and sensitive situations.  
Plan, organize, and delegate work to meet schedules and deadlines.

**SAN BERNARDINO COMMUNITY COLLEGE DISTRICT**  
**Administrative Assistant II (Continued)**

- Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
- Prepare a variety of clear and concise administrative and financial reports.
- Independently compose and prepare correspondence and memoranda.
- Operate office equipment including computers and supporting word processing, spreadsheet, and database applications.
- Adapt to changing technologies and learn functionality of new equipment and systems.
- Use sound judgment in recognizing scope of authority.
- Exercise good judgment and maintain confidentiality in maintaining critical and sensitive information, records, and reports.
- Respond to requests and inquiries from students, staff, or the public; effectively present information in person or on the telephone to students, staff, or the public.
- Use correct English usage, grammar, spelling, punctuation, and vocabulary.
- Make arithmetic calculations quickly and accurately.
- Understand and follow oral and written directions.
- Work under steady pressure with frequent interruptions and a high degree of public contact by phone or in person.
- Work independently with very little or no direction.
- Demonstrate a sensitivity to, and understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of community college students and personnel, including those with physical or learning disabilities.
- Communicate clearly and concisely, both orally and in writing.
- Establish and maintain effective working relationships with those contacted in the course of work.
- Work confidentially with discretion.
- Participate in the preparation and administration of assigned budgets.
- Research, compile, assemble, analyze, and interpret data from diverse sources.

**Education and Experience Guidelines** - *Any combination of education and experience that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:*

**Education/Training:**

An Associate's degree or the equivalent in a related field including specialized training in business, secretarial science, office automation, computer information systems, or a related field.

**Experience:**

Six years of increasingly responsible secretarial experience involving a high level of public contact, use of computer and office applications, and providing secretarial support to executive and management staff, preferably in an administrative office in an educational environment.

**PHYSICAL DEMANDS AND WORKING ENVIRONMENT**

*The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.*

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

**SAN BERNARDINO COMMUNITY COLLEGE DISTRICT**  
**Administrative Assistant II (Continued)**

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

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

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

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