

DISTRICT ASSEMBLY MEETING
Tuesday, May 6, 2014 – 3:00 p.m.
District Office – Professional Development Center – Room #104
AGENDA

1. Call to Order Stanskas

2. Approval of Minutes Stanskas
 - a. April 1, 2014 (p.3)

3. Old Business
 - a. Board Policies and Administrative Procedures For Action (p.6)
 - i. BP 1100 SBCCD
 - ii. BP 1200 District Mission Statement
 - iii. BP 2200 Board Duties & Responsibilities
 - iv. BP 2410 Board Policies & Administrative Procedures
 - v. AP 2410 Board Policies & Administrative Procedures
 - vi. BP 2430 Delegation of Authority to the Chief Executive Officer
 - vii. BP 2431 Chief Executive Officer Selection
 - viii. BP 2510 Participation in Local Decision Making
 - ix. AP 2510 Participation in Local Decision Making
 - x. BP 4070 Auditing and Auditing Fees
 - xi. AP 4070 Auditing and Auditing Fees
 - xii. BP 6520 Security of District Property
 - xiii. AP 6520 Security of District Property
 - xiv. BP 2745 Board Self-Evaluation
 - xv. BP 3050 Institutional Code of Ethics
 - xvi. AP 3050 Institutional Code of Ethics
 - xvii. BP 3200 Accreditation
 - xviii. AP 3200 Accreditation
 - xix. BP 3250 Institutional Planning
 - xx. AP 3250 Institutional Planning
 - xxi. BP 3410 Nondiscrimination
 - xxii. AP 3410 Nondiscrimination
 - xxiii. BP 4020 Program, Curriculum, and Course Development
 - xxiv. AP 4020 Program, Curriculum, and Course Development
 - xxv. BP 4025 Philosophy and Criteria for Associate Degree and General Education
 - xxvi. AP 4025 Philosophy and Criteria for Associate Degree and General Education
 - xxvii. BP 4030 Academic Freedom
 - xxviii. AP 4030 Academic Freedom
 - xxix. BP 4040 Library & Other Instructional Support Services
 - xxx. AP 4040 Library & Other Instructional Support Services
 - xxxi. BP 4050 Articulation
 - xxxii. AP 4050 Articulation
 - xxxiii. BP 6330 Purchasing
 - xxxiv. AP 6330 Purchasing

- xxxv. BP 7120 Recruitment and Hiring
- xxxvi. BP 7120 Recruitment and Hiring
- xxxvii. BP 7150 Evaluation
- xxxviii. AP 7150 Evaluation
- xxxix. BP 7160 Professional Development
- xl. AP 7160 Professional Development

- 4. New Business
 - a. Election Results Hanley
 - b. Election of Officers Stankas
 - c. SBCCD 3-Year Staffing Plan (p.58) Miyamoto

- 5. Academic Senate Reports Allen-Hoyt/Au

- 6. Classified Senate Reports Tinoco/Thomas

- 7. Student Senate Reports Brown/Dorsey

- 8. District Reports
 - a. TESS (p.134) Kuck
 - b. Bond, Budget, DSP (p.139) Oliver
 - c. Safety (p.157) Fields

- 9. Chancellor's Report Baron

- 10. Public Comment

- 11. Future Agenda Items/Announcements Members
 - a. BP/AP 7210 Academic Employees Marshall
 - b. Credit/Non-Credit Update Stankas
 - c. Chapter 6 Business & Fiscal Affairs (ready for review- NEW BUSINESS?)
 - d. Chapter 4 Academic Affairs
 - e. Chapter 3 General Institution
 - f. Chapter 5 Student Services
 - g. Chapter 7 Human Resources

- 12. Adjourn Stankas

DISTRICT ASSEMBLY MEETING
Tuesday, April 1, 2014 – 3:00 p.m.
District Office – Professional Development Center – Room #104
MINUTES

Present: Allen, Denise; Baron, Bruce; Berry, Patricia; Curasi, Gina; Fisher, Gloria; Gamboa, Ben; Hanley, Jodi; Holbrook, Jim; Jones, JoAnn; Levesque, Robert; Marquis, Jeanne; Marshall, Cheryl; Mudgett, Benjamin; Stanskas, John; Thomas, Cassandra; Tinoco, Michelle; Weiss, Kay;

Absent: Au, Algie; Aycock, Larry; Beavor, Aaron; Briggs, Stephanie; Brown, Brandon; Chavira, Rejoice; Cota, Marco; Crow, Kathy; Dorsey, Patrick; Dusick, Diane; Flores, Yasmeen; Gamboa, Colleen; Gilbert, Jeremiah; Gomez, Ed; Lee, Yvette; Lyons, Cameron; Paddock, Ericka; Skaggs, Samantha; Smith, James; Transporte, Catalina; Williams, Clyde

Special Guests: Galvez, Pierre; Whitehead, Laura; Isaac, Matthew; Kinde, Haragewen

Call to Order

John Stanskas called the meeting to order at 3:00pm

Approval of Minutes

Ben Gamboa moved, Jodi Hanley seconded to approve the minutes of April 1, 2014.

AYES: Allen, Denise; Baron, Bruce; Berry, Patricia; Curasi, Gina; Fisher, Gloria; Gamboa, Ben; Hanley, Jodi; Holbrook, Jim; Jones, JoAnn; Levesque, Robert; Marquis, Jeanne; Marshall, Cheryl; Mudgett, Benjamin; Stanskas, John; Thomas, Cassandra; Tinoco, Michelle; Weiss, Kay;

NOES: None

ABSENT: Au, Algie; Aycock, Larry; Beavor, Aaron; Briggs, Stephanie; Brown, Brandon; Chavira, Rejoice; Cota, Marco; Crow, Kathy; Dorsey, Patrick; Dusick, Diane; Flores, Yasmeen; Gamboa, Colleen; Gilbert, Jeremiah; Gomez, Ed; Lee, Yvette; Lyons, Cameron; Paddock, Ericka; Skaggs, Samantha; Smith, James; Transporte, Catalina; Williams, Clyde

ABSTENSIONS: None

District Reports

Police Chief Galvez introduced Laura Whitehead who gave a report on Emergency Preparedness. A written report was presented as attached.

A written report as attached was presented by Dr. Matthew Isaac on EDCT

Old Business

There was discussion about how to address the long list of policies and procedures and move them forward. There were concerns about what is legally required to be compliant now vs. how we make sure everyone is informed and has the ability to give input. It was decided that we push forward with the current timeline in the order it was submitted. The timeline can be adjusted, as needed, to reflect a more realistic timeline. Create a static version of the existing BP's and AP's by dating the documents. The group will use a comment sheet to send out to

constituent groups to note changes. The changes will be due back one week before the District Assembly meeting and the Executive Committee will report. If it is an academic and professional matter, then Academic President will speak for the academic senate. District Assembly will review suggestions and make recommendations as needed.

In preparation for the May meeting, all items listed in Old and New Business on the April agenda will be reviewed. The Executive Committee will determine the progress and will set the agenda for the May meeting during the conference call in April.

Credit/Non-Credit Update

John Stankas reported Senates have discussed. In December 2012 Legislative Analyst's Office published a report, Restructuring Adult Education California. Recommendation #1 was that all Adult Ed merge with CCC System and recommendation #2 was that anything below Intermediate Algebra and Freshman Composition should be non-credit. Community Colleges have several ways to offer classes for non-credit, not for credit, or community service. Non-credit has 9 areas; ESL, Short-term vocational program, programs targeting older adults, basic skills, programs for recent immigrants, health and safety, programs for disabled adults, parenting classes, and home economics. Summer 2013 the Legislator acted on the Legislative Analyst's recommendation with AB86. It establishes regional consortia to address Basic Skills, Programs for immigrants, adults with disabilities and career/technical education. The regional consortia are to identify gaps and transition points between adult schools and community colleges. The legislator anticipates additional recommendations. The recommendation to local campuses is to be aware that this is on the horizon.

Election Process Update

Jodi Hanley reported she has received nomination forms back and input from those whose terms are expiring.

Academic Senate Reports

Algie Au reported working on the Equivalency Process, plagiarism and dishonesty protocols in place, working on budget, and will meet to discuss the policies and procedures.

Denise Allen-Hoyt reported the addendum to the catalog has been approved and posted. Academic Senate is working on class size policy.

Classified Senate Reports

Cassandra Thomas reported having a successful Classified Senate Week.

Michelle Tinoco reported working on the finishing touches of Classified Professionals Week, Employee of the Year, and Manager of the Year.

Chancellor's Report

Chancellor Baron reported he is visiting both campuses. Recently he met with Classified Senate and attended the Manager's meeting at San Bernardino Valley College. He will meet with Classified Senate next week. Crafton visits will follow in the coming weeks.

Public Comment

Jim Holbrook extended an invitation to the Chancellor to visit his classroom on any Monday or Friday. Jodi Hanley also invited the Chancellor.

Future Agenda Items/Announcements

Election Results (Hanley) – May
Election of Officers (Stanskas) - May
Remaining Accreditation Related and Chapter 6 - September
Chapter 4 Academic Affairs (53 AP's and BP's) - October
Chapter 3 General Institution (57 AP's and BP's) – November
Chapter 5 Student Services (59 AP's and BP's) – December
Chapter 7 Human Resources (75 AP's and BP's) – February

Adjourn

John Stanskas adjourned the meeting at 4:01pm.

BP or AP #	Representative group	COMMENT	RESPONSE
BP 1100	SBVC Classified Senate	Lines 43-45, Academic Support Services such as tutoring and Supplemental Instruction (SI) should be listed	
BP 1100	Denise Allen J. Holbrook	No issues Agree with BP – no changes	
BP 1200	Denise Allen J. Holbrook	No issues – newly added text required by accreditation Lines 25 – 27 do not make complete sense to me. “This mission is achieved through the District’s two colleges and public broadcast system (KVCR)... I am not sure why EDCT is not listed. If we list KVCR we should list EDCT.	
BP 1200	SBVC Academic Senate	DSP committee should consider the inclusion of “evidence-based approach to identify areas of need to support students education and advancement”	
BP 1200	SBVC Managers	Line 23 recommended language change	Change to: “as citizens of a democracy and inhabitants of...”
BP 1200	SBVC Managers	Line 25 recommended language change	Eliminate “through the District’s two colleges and public broadcasting system”
BP 1200	SBVC Managers	Line 26 recommended grammatical change	Add comma after effective
BP 1200	SBVC Managers	Line 36 recommended grammatical change	“Programs of fee-based classes that provide”

BP or AP #	Representative group	COMMENT	RESPONSE
BP 1200	SBVC Managers	Line 43 recommended language change	Re-write PBS system as follows: "A Public Broadcasting System (KVCR) that contributes to meeting the educational and communication needs of the Inland Empire and partners with educational agencies and public agencies to broaden the scope of services to the community; and..."
BP 1200	SBVC Managers	Line 47 recommended language change	Re-write DE listing as follows: "Distributive Education programs that are coordinated with our other delivery systems and provide enhanced access and educational opportunities for all our students."
BP 1200	SBVC Managers	Line 55 recommend grammatical change	"provide" in place of "provides"
BP 1200	SBVC Managers	Line 61 Recommend Language change	Eliminate "students the opportunity for"
BP 1200	SBVC Managers	Line 63 recommend language change	"A commitment to diversity that recognizes the equal but varied needs of all sections of our diverse student population"
BP 1200	SBVC Managers	Line 67 recommend language change	In place of "culture and people" put "cultures and individual choices."
BP 1200	SBVC Managers	Legal Citation references improving institutional	?? should it be there? The legal

BP or AP #	Representative group	COMMENT	RESPONSE
		effectiveness, which does not appear in BP	reference for BP 1200 titled District Mission Statement is WASC/ACCJC Accreditation Standard 1. If District Assembly wishes to be more precise, WASC/ACCJC Accreditation Standard 1.A specifically addresses the Mission. NOTE: Accreditation Standard 1.B titled "Improving Institutional Effectiveness" also relates to the introductory paragraph of Standard 1 where the Mission and institutional effectiveness is linked.
BP 2200	CSEA	Lines 26-29: Strike all. This is a violation of the participatory governance structures.	
BP 2200	CSEA	All references to "Chief Executive Officer" should be changed to "Chancellor". SBCCD operationally refers to this position as Chancellor rather than CEO. CEO is not a common reference in the CCC System either.	
BP 2200	Denise Allen	Lines 30, 31, 56, 68, 86, 90, 135 & 146 – the term Chief Executive Officer needs to be replaced with the term Chancellor. The term chancellor is used to identify this position in all of the APs reviewed above and should be consistent throughout all district APs	

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	J. Holbrook	<p>& BPs – additionally the term chancellor is a title commonly used to identify the CEO of colleges & universities (see dictionary.com) which provides a necessary distinction that the institution for which he/she leads is NOT a corporation.</p> <p>This policy concerns me. It seems to identify lists of performance activities to the board. I would see something more descriptive. I think the board should establish direction but not the activities.</p> <p>The term CEO is not the most effective term for the chancellor. I suggest returning to the term chancellor.</p>	
BP 2200	SBVC Academic Senate	<p>Lines 26-29, the Board should not “reserves the right to direct revisions” that defeats the purpose of having the Collegial consultation policy/ procedures (BP & AP 2510) and AP 2410 then, since this statement allows the Board of Trustees to have the authority to change any Administrative procedures.</p> <p>Delete the statement “The Board shall reserves the right to direct revisions”</p>	
BP 2410	CSEA	<p>All references to “Chief Executive Officer” should be changed to “Chancellor”. SBCCD operationally refers to this position as Chancellor rather than CEO. CEO is not a common reference in the CCC System either.</p>	

BP or AP #	Representative group	COMMENT	RESPONSE
BP 2410	<p data-bbox="443 557 611 581">Denise Allen</p> <p data-bbox="443 792 667 849">Ed Policy Committee, CHC</p> <p data-bbox="443 894 594 919">J. Holbrook</p>	<p data-bbox="730 557 1392 651">Lines 32, 36, 38 – the term Chief Executive Officer needs to be replaced with the term Chancellor (see comments in BP 2200)</p> <p data-bbox="730 659 1415 818">Suggested addition to Lines 35-36 - Administrative procedures may be revised as deemed necessary by the Chancellor and/or as required by revisions to laws and regulations or as deemed necessary by a District collegial consolation body.</p> <p data-bbox="730 826 1350 850">Our committee agrees with the comment above.</p> <p data-bbox="730 859 1415 1222">Line 25 - All district employees are expected to know of and observe all provisions of law pertinent to their job responsibilities. I am not sure how this can happen in reality. I am not a workplace experts and rely on the district to provide these updates. Can the employee be held liable for something the district does not do in a timely manner. This seems to transfer liability away from the district. I can hear the “agency” saying you should have known those laws and requirements.</p>	
BP 2410	SBVC Academic Senate	Remove “Chief Executive officer” title, it should read “Chancellor”; consider implications on Title 5: 50500, and the impact on ACCJC self-study for this change Title 5 CCR § 50500, indicates the Executive Office to have a “Chancellor” not “CEO”	

BP or AP #	Representative group	COMMENT	RESPONSE
		<p>Keep the title “Chancellor” in all AP &BP descriptions</p> <p>Lines 40-42, indicates a vague statement concerning “board reserves the right to direct revisions of the AP should they in the board’s judgment, be inconsistent with the Board’s own policies.” Seems to defeat the purpose of having the Collegial consultation policy/ procedures (BP & AP 2510) and AP 2410 then, since this statement allows the Board of Trustees to have the authority to change any Administrative procedures. Delete the statement “The Board shall reserves the right to direct revisions”</p>	
AP 2410	SBVC Classified Senate	Question – What is the rationale for reducing the time District Assembly has to review proposed changes to BP’s and AP’s that have been deemed not an academic or professional matter? Is this enough time for adequate review?	
AP 2410	CSEA	Lines 52, 72, and 110. Replace “response” with “recommendation” or “recommend”. DA is charged with making recommendations on policy and procedures. Lines 84 and 173 in AP 2510 reaffirm this point.	
AP 2410	J. Holbrook D. Allen	AP ok. No comments AP is fine... however in 4a – I do see a need to include a deadline/timeline for returning a review and	

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	Ed Policy Committee, CHC	<p>response</p> <p>There are two copies of ed code 70902 at the back of the document for some reason, in both electronic and paper copies. That should be cleaned up.</p>	
AP 2410	SBVC Academic Senate	<p>In Section 72122, Line #369, for clarity a comma should follow "in connection with."</p> <p>Line 36-39, item 3a, last sentence can be changed to "in accordance to Title 5 and relevant Ed Code regulations." Instead of saying "bearing in mind."</p> <p>Combine item 3a & 3b together, the two Academic Senates should participate in joint review during the 3 months period. When separating the 2 items (3a & 3b), it seems like there are more time allocated for the joint reviews from the two Academic Senate (but if that's the case, then a time limit for the joint review should be indicated)</p> <p>Lines 45-48, item 3d, AND Line 72-76, item 4e; indicates two unclear sentences, one indicates the The Chancellor can submit the Academic Senate recommendations to the Board as (1)first reading and/or (2) approval items and (3) information only.</p>	

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		<p>So perhaps clarity is needed for these, or if it is dependent on the item, it should be clearly stated as such.</p> <p>Line 51-54, item 4a, keep the time limit for proposals that are not “academic and professional matter”, the same time frame of “3 months to review and suggest changes” will allow the appropriate actions to be taken.</p> <p>Line 55-58, item 4b, seems unnecessary, since item 3 already addressed items deemed as “academic and professional matter”. Remove item 4b.</p> <p>Line 62-67, item 4c & 4d combination, change 4c statement to read as, “The District Assembly will assign a subcommittee which will review and respond to the proposal, this subcommittee should comprised of appropriate constituent groups of both campuses, the subcommittee will have up to 3 months to review and suggest changes. After the subcommittee has completed its review, response will be submitted to the District Assembly. District Assembly shall perform its final review. “</p> <p>Flow chart for the “changes to Board Policies or</p>	

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		Administrative Procedures” shall be edited according to the updates.	
BP 2430	Denise Allen J. Holbrook	The title of this BP is: delegation of authority to the chancellor – the term chancellor is used in each paragraph of this BP – which reinforces the recommendations for BP 2200 and 2410 Otherwise no issues Lines 24 – 27 are interesting. “The Chancellor is empowered to reasonably interpret Board policy. In situations where there is no Board policy direction, the Chancellor shall have the power to act, but such decisions shall be subject to review by the Board. This seems interesting that after the thing is done the the board will make some statement. Why not guide the chancellor before those decisions. Will the other employees in the district be given the same ability to have flexibility when no direction exists?	
BP 2431	SBVC Classified Senate	53025 Persons with Disability pg # 22 first paragraph (a) second line “ofGovernment” and 6 th line down “notetakers” should be separated with a space.	
BP 2431	SBVC Classified Senate	59304 Intent pg# 29 point 2 under History: “amendingNote” should be separated by a space.	
BP 2431	SBVC Academic Senate	Slightly vague but meets standard. Should establish the AP that spells out the procedures needed to fill the vacancy.	

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BP 2431	Denise Allen J. Holbrook	No Issues – Again as stated above this BP is titled: Chancellor selection and not CEO. Cannot open file	
BP 2510	Denise Allen J. Holbrook	Delete the Green text in line 28 – I do not see any reason to limit the action for the APs to the chancellor: Revise lines 28-29 to read: recommended Board P olicies for Board action and A administrative P rocedures for Chancellor action under which the District is governed and administered. No other issues as the remaining newly inserted text is required by either Title V or Ed Code as specified in Title 5 <i>and ed code</i> . regulations Insert into line ed code. The policy is for both title and code.	
BP 2510	SBVC Academic Senate	Perhaps “emergency situations” should be operationally defined. Lines 90- 92, Need clearer definition of “unforeseeable emergency situations”; considering adding language to remove and deter possibilities of summer magic.,	

BP or AP #	Representative group	COMMENT	RESPONSE
BP 2510	SBVC Managers	Line 16 Recommend grammatical change	Change “to establish” to “establishes”
AP 2510	SBVC Classified Senate	Line 166, add “(CSEA), Classified Senates , the Associated Students” Lines 141-142, add “classified staff jointly by the CSEA and Classified Senates as described in the Delineation of Roles and Responsibilities Statement ” (November 2013)	
AP 2510	CSEA	Strike Line 160. Superfluous when rest of language is stricken.	
AP 2510	J. Holbrook Denise Allen Ed Policy Committee, CHC	The intro sentence shows that additional work is necessary before this document can be fully ready for comment. Suggest adding the information as identified by the consultant and then send to full assembly. There are nine items listed on lines 22-30 – that need to be addressed. I would support keeping the list and then identifying the SBCCD AP/BP that has been written to address these 9 items. I agree with the strike through of the remaining text. Ed Code 70902 is referenced for this BP as well, but the wording is slightly different than the 70902 used for BP 2410. Check numbers 2 and 7 in the doc. A year citation for the Ed Code used should be included, since Ed Code is reviewed and revised yearly. This is a frequent issue in many of the	

BP or AP #	Representative group	COMMENT	RESPONSE
		documents.	
AP 2510	SBVC Academic Senate	<p>AP 2225 (currently being changed to AP 2510) is referenced heavily in the Accreditation Document. It is used to support the campus shared governance structure. It is extremely important that AP 2510 exactly mirrors the 2225 language for campus/district shared governance structure. All committees, charges and memberships needs to be included. To streamline this AP and eliminate necessary information, would remove vital supporting evidence for the accreditation self-study report.</p> <p>Lines 122-124, “timely and appropriate notice” ,this seems too vague; change statement to “Collegial consultation is facilitated by communication, the timeline for the process is clearly communicated, notice of meetings, public deliberation, and public records are transparent and done on a timely manner, which allows for comprehensive participation and feedback from the campus community”</p> <p>Lines 126 -129, second sentence indicates a past practice of forwarding minutes to constituencies. . Change statement to “Each subcommittee is</p>	

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AP 2510 cont.		<p>charged with publishing their agenda, minutes and related supportive documents at respective websites or submitting documents to the respective constituency groups”..</p> <p>Lines 129-130, Meaning of the sentence here is unclear, better word phrasing of this to clarify what these sub-committees have to do.</p> <p>Lines 139 – 147, Members to Collegial consultation committees requiring consultation with the Presidents adversely impacts the independence of groups like CSEA and Academic Senate. This requirement should be removed. At minimum this should be changed to indicate that consultation should be with the president of the appropriate campus not both Presidents.</p> <p>Line 151-153, conflicts on meeting times should probably be stated as “Any conflicts on meeting times will be discussed and amended by consultation amongst the leaders of the constituency groups, the Chancellor or the College Presidents” instead of “settled by”.</p>	
AP 2510 cont.		Lines 155-158, what do we mean by “a designated	

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		<p>responsibility center”? Do we have a center dedicated for these responsibilities? Should change to, “shall be provided by the designated responsible clerk of the committee.”</p> <p>Lines 164-166, does “Faculty Association” represents all the different “Faculty associations”? Are there any inclusion of “Faculty and Staff association”? What about the “San Bernardino Community College Teachers Association”?</p> <p>Since the remaining areas of District committees are no longer listed in the AP, A statement about where these committees can be found should be listed here.</p> <p>Additional comments on the AP for the various committee to consider: (1) “District Strategic planning” committee needs to update their name, instead of “district Institutional planning”. (2) District Facilities plan? Aka? (3) Chair of District Strategic planning? (4) TESS instead of DE Coordinating committee? Where DE Coordinating Council is part of TESS? So TESS’s charge, membership, reporting might be</p>	

BP or AP #	Representative group	COMMENT	RESPONSE
		<p>different from the DE Coordinating Council's charge, need update.</p> <p>(5) Administrative services advisor council, does this still exist? Has this committee's charge combined with District budget committee's?</p> <p>(6)What about the Resource Allocation committee? Is it still alive? Meeting postings dated back in August 2010.</p> <p>(7) What about the District Marketing and outreach committee, their charge, membership, and reporting?</p> <p>(8), if College council is a collegial consult group, then change the co-chairs as a Faculty and a Manager, currently AP description is muddy in comparison to our practice.</p> <p>(9)Under SBVC Collegial consultation committees, we are missing the Academic Senate and the Classified Senate.</p> <p>(10)under additional committees, we are missing Budget committee, the Sustainability committee,</p> <p>(11) "Matriculation" Committee name changed to "Student Success and Support" Committee Omit "Matriculation Coordinator" in that one does not yet exist.</p>	
AP 2510	SBVC Managers	Line 35 – Question	This appears to be a part of a philosophy rather than a mission

BP or AP #	Representative group	COMMENT	RESPONSE
AP 2510	SBVC managers	Line 161 – Question should it be District Assembly rather than College Council?	Insert correct body
AP 2510	SBVC Managers	if striking all language from line 177 on, there need to be clear connections between all committees and the primary decision making processes and bodies on each campus and their relationship to district assembly. The note indicates that “there is already a link on the District’s website with links and sub-links to each group. I don’t believe all these groups are included, and it becomes more unclear as to which committees are part of the “collegial consultation” committees and therefor part of the decision making processes.	During the 2008 accreditation site visits, AP 2225 (prior number) was cited extensively as our process. By striking this, we are eliminating substantive evidence from our accreditation processes.
AP 2510	SBVC Managers	There needs to be some process for review of all committee charges and membership (campuses do this annually?) Refer to Accred. Standard IVA cite – “The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution”	Where is this provided for within our AP, if not here?
BP 2745	Denise Allen Ed Policy Committee, CHC	No issues Is the “retreat” term necessary in line 32? By including that in the AP, that establishes the methodology used. Also, who picks up the cost of	

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	J. Holbrook	<p>the retreat? Perhaps something more general should be said, such as “it is the responsibility of the board to discuss and summarize the evaluations.”</p> <p>No issues, interesting that the board approves its own approval and measure</p>	
BP 2745	SBVC Academic Senate	Line 20, Use “A Committee” instead of “an Ad Hoc committee”	
AP 3050	CSEA	<p>Line 35: Strike “excluding publicly-traded firms”.</p> <p>“Appropriate District personnel” is vague; change to a specific position such as “Director, Internal Audits.”</p> <p>Add “if employee is participating in the business decision” at the end of the sentence. This exclusion is written in a way that appears to exclude publicly-traded firms from issues of ethical consideration. Regardless of a firm’s status of incorporation, employees must disclose their relationship. Clarity is also needed to define to whom to report an interest and when an interest exists.</p>	
AP 3050	CSEA	Lines 105-108: Strike all and replace with: “District accounts and records shall not be converted for personal use by an employee of the District or for any other person.” Employees are subject to appropriate sanctions for any wrongdoing in the article. This restructures the paragraph to match the rest of the BP.	

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AP 3050	CSEA	Line 117: Strike “and Public Relations”. Lines 125-127: Strike all. This language is far too subjective in comparison to the remainder of this AP. These items are already addressed in the discipline section.	
BP 3050	Denise Allen Ed Policy Committee, CHC J. Holbrook	Line 13: The Chancellor shall establish develop and forward for approval appropriate administrative procedures in furtherance of... Add to the forwarded for approval language suggested by Denise the language: forwarded for approval by the District Board? And/or campus Academic Senates?). No issues	
AP 3050	J. Holbrook Denise Allen	Line 57 ... 68 how is “executive administrative personnel” defined. This may have a better defining criteria using common language Line 102 how is prepared with care defined? The remainder of the document is okay. There are areas throughout the document where no specific measure is identified. This is not an issue overall, but identifies those comments listed above. I agree with Jim’s comment concerning Executive administrative personnel. This is not a language we currently use to describe a leadership group. Need to replace “executive administrative personnel” with the terms we use locally to - And in fact, given the intent	

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	Ed Policy Committee, CHC	<p>of the language in lines 57-76 I would argue this code of conduct should apply to ALL DISTRICT EMPLOYEES</p> <p>Line 102: With care and honesty should be replaced by words like precision and completion...</p> <p>Line 114: Change wording...“those that have legitimate business have a legal right to know”.</p>	
AP 3050	SBVC Academic Senate	<p>Lines 21-23, the last sentence should indicate that “...reflects the best interests of the District.” The code of ethics is reflective upon ourselves, not the student’s interest.</p> <p>Lines 26-31, to incorporate a more encouraging tone than a negative tone in Code of ethics, perhaps sentences should reflect on how district resources “should be used” instead of indicating how district resources “should NOT be used”. This section can be changed into “District resources shall be used for District work related purposely only.” The last sentence in this draft, almost threaten a violation of law, but needs evidence (if it is true).</p> <p>Lines 37-42, parts of the paragraph seems to remove the District’s responsibility to investigate the fairness, and cost analysis of a business transaction; rather putting the responsibility on the employee. Whether there is a relationship between the</p>	

BP or AP #	Representative group	COMMENT	RESPONSE
		<p>employee and the vendor, it should still be the District's responsibility to investigate a business transaction. Rephrase this section to properly reflect the District's responsibility.</p> <p>Lines 57-66, what entity of the District function will look at these contractual conflicts? Be explicit.</p> <p>Lines 120-123, change to "Employee of the District shall engage in employment practice that is in accordance to the law or District policy, use of their position to intimidate subordinate or exact personal favors or things of values is prohibited."</p>	
BP 3200	<p>Denise Allen</p> <p>Ed Policy Committee, CHC</p> <p>J. Holbrook</p>	<p>No issues</p> <p>See AP 3200 comments.</p> <p>No issues</p>	
BP 3200	SBVC Managers	Line 8	Delete the underscore
AP 3200	<p>J. Holbrook</p> <p>Denise Allen</p> <p>Ed Policy Committee, CHC</p>	<p>Is the term "self-evaluation" the current language used by ACCJC and WASC? No other issues.</p> <p>Agreed is the term "self-evaluation?" now the term and not self-study?</p> <p>Agree with Jim's comment: the terminology used by ACCJC and WASC should be what we use.</p>	<p>Yes, WASC/ACCJC uses the term "Self Evaluation" versus the previously used term, Self Study.</p>

BP or AP #	Representative group	COMMENT	RESPONSE
AP 3200	SBVC Managers	Line 1 and line 8 - Change self-study to self-evaluation Section B question: Is this section referring to reports like the response to recommendations or the midterm report?	
BP 3250	SBVC Classified Senate	Lines 20-32, Add: <ul style="list-style-type: none"> • Technology Plan • Enrollment Management Plan • Campus Strategic Plan 	
BP 3250	Denise Allen Ed Policy Committee, CHC J. Holbrook	No issues – question is if the names of the local college plans must be identical to the names of the plans as listed in lines 22-32 Agree with comments from above. No issues	Another suggestion is to include the names of the college plans followed by the general plan titles in parenthesis. That option may remove any confusion by external reviewers such as the accreditation visiting team members.
BP 3250	SBVC Managers	Line 20- do we have a cooperative work experience plan? In general – is this saying the District needs an overarching plan using the college’s plans?	
BP 3250	SBVC Academic Senate	Line 22, do we have “long range academic master plan”? SBCCD recently termed this as our “Educational master plan” then delete the “academic” wording.	

BP or AP #	Representative group	COMMENT	RESPONSE
AP 3250	SBVC Classified Senate	Line 18, "technology" should be "technological"	
AP 3250	J. Holbrook Denise Allen Ed Policy Committee, CHC	No issues No issues No issues	
AP 3250	SBVC Academic Senate	Line 18, change "Technology" to "Technological" Lines 31 -33, item C, a general question on how does the listed planning processes "inform" the resource allocation process? How can a process inform another process? Clarification needed here. Lines 40-41, item E, should "State Chancellor's office" be addressed as the "CCCCO"?	
AP 3250	SBVC Managers	This says the colleges and the district need to follow planning guidelines. Still not clear if this is saying the District needs a master plan that integrates the college's plans? Or is it just saying to use the college's plans in decision making. The examples of board participation (section D) are interesting. question line 27, "reviews curriculum items" as a means by which the Board assists in mission and goals.	
BP 3410	Denise Allen	Line 29: The Chancellor shall establish develop and	

BP or AP #	Representative group	COMMENT	RESPONSE
	Ed Policy Committee, CHC J. Holbrook	forward for approval administrative procedures... Otherwise no issue as the added text is either required by law of accreditation. Agree with comments above. No issues	
BP 3410	SBVC Academic Senate	Place "etc." after listing all diversity demographics to make policy all inclusive.	
AP 3410	CSEA	Line 17: Strike comma after "to"	
AP 3410	J. Holbrook Denise Allen Ed Policy Committee, CHC	No issues, required by law. I would not change this. No issues No suggestions.	
AP 3410	SBVC Academic Senate	Place "etc." after listing all diversity variables (age, ethnicity, gender,) On lines 24, 30, 32 & 37, why is only "gender" mentioned? Perhaps throughout this AP, the aforementioned group including national origin, religion, age, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, etc. should be clearly identified as the "mentioned group" or something similar.	

BP or AP #	Representative group	COMMENT	RESPONSE
BP 4020	Denise Allen Ed Policy Committee, CHC	Line 28 & 55: same recommendation as BP 3050 & BP 3410 - The Chancellor shall establish develop and forward for approval procedures... No other issues Agree with comments above, keeping in mind the comments for AP 4020 as well.	
BP 4020	SBVC Academic Senate	Line 42, shouldn't it be more appropriate to call the "State Chancellor's office "as the "CCCCO"? Line 45-46, instead of " approved by the board", should be written as "approved by the Board of Trustees" to be consistent with the other BP's in addressing the board.	
AP 4020	J. Holbrook Denise Allen Ed Policy Committee, CHC	This document needs to be completed and then returned to the committees. This is much like 2510 I declare this an Academic and Professional Matter – the chair of the curriculum committee can provide the procedures for each action listed in lines 18-25. Agree with comments above, this AP needs to be directly addressed by the Curriculum Committee.	
AP 4020	SBVC Academic	Add where the curriculum handbooks are made	

BP or AP #	Representative group	COMMENT	RESPONSE
	Senate	available. Website? Embedded within the Governance handbook or Faculty Handbook?	
BP 4025	SBVC Classified Senate	Line 31-...It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major society societal problems. Line 35 - The procedures established by the chancellor shall be evaluated by the Academic Senate as to their adherence to the guidelines of Title V.	
BP 4025	Denise Allen Ed Policy Committee, CHC	SEE COMMENTS FOR AP 4025 - I assume text inserted for this BP is from Title 5, section 55061 – As was previously stated BP 4025 is a restatement of the text contained in AP4025 – The AP should define how the Criteria for Associate degree and General Education is decided at each campus – which would be an Academic and Professional matter. Agree with Denise’s comments above, keeping in mind the comments for AP 4025 as well.	
BP 4025	SBVC Academic Senate	Spoke too much about theory and not enough about criteria.	

BP or AP #	Representative group	COMMENT	RESPONSE
AP 4025	SBVC Classified Senate	<p>Line 29- think and communicate clearly and effectively orally and writing in speaking and writing</p> <p>Line 31-understand and use mathematics in everyday living</p> <p>Line 33-understand the modes of inquiry of the major disciplines understand the methods used in knowledge acquisition within major disciplines such as science, humanities, and social sciences</p> <p>Line 35-be aware and receptive to other cultures and time periods</p> <p>Line 40-to develop the capacity for improved self-understanding</p> <p>Line 54-Procedures to determine which courses implement this philosophy are developed by each college and are documented in the respective curriculum handbooks a collaboration between department faculty chairs and deans, documented in the respective curriculum handbooks, and reviewed annually by the curriculum committee for recommendations</p>	
AP 4025	J. Holbrook Denise Allen	<p>No issues with the AP</p> <p>I assume this AP is the language from Title 5, section 55061 – That being said this AP reads more like a policy than a procedure – it is currently listed as a philosophy which is a policy – in fact BP 4025 is</p>	

BP or AP #	Representative group	COMMENT	RESPONSE
	Ed Policy Committee, CHC	a restatement of the items contained in AP4025 – it seems that the procedure should define how the Criteria for Associate degree and General Education is decided at each campus – which would be an Academic and Professional matter. Add statement “by faculty at” to the end of line 54	
BP 4030	Denise Allen Ed Policy Committee, CHC	NO red text inserted – as such this BP must be meet the requirements of Title V, sections 51023 as currently written. See comment for AP 4030.	
BP 4030	SBVC Academic Senate	This Board Policy is extremely detailed, seems more appropriate to keep Part A, then insert the rest in the AP instead.	
AP 4030	J. Holbrook Denise Allen Ed Policy Committee, CHC	Agree with consultant statement. Do we still need an AP even if same as BP? Is there any requirement that we have an AP to explain how BP 4030 is to be implemented? The board policy and the administrative procedure are two different elements. The statements as to board policy on academic freedom seem fine but the implementation of this as to administrative procedure is currently missing. Excising or deleting the	

BP or AP #	Representative group	COMMENT	RESPONSE
		<p>repetition of the board policy as an identical copy of the administrative procedure does not solve the problem which is really the need for the creation of a separate administrative procedure.</p>	
AP 4030	SBVC Academic Senate	<p>Remove Part A is okay. Keep Part B, C, and D; they appropriately address Academic Freedom, although it is not identifying specific procedures, it provides some guidelines for appropriate behaviors in this area.</p> <p>Line 47-48, edit last sentence to read as “without fear of interference from colleagues, administrators, the Board of Trustees, governmental authorities, or other political groups.”</p> <p>Line 57-59, edit second sentence to read as “they are entitled to freedom in the classroom in presenting the subjects they teach and shall be free to select and use peer-evaluated textbooks and materials deem appropriate to meet the stated learning outcomes for the course.”</p>	
BP 4040	Ed Policy Committee, CHC	<p>This document needs to be rewritten and brought back for feedback. See attached additional comments and suggestions submitted by Catherine Hendrickson, CHC librarian. She has submitted a</p>	

BP or AP #	Representative group	COMMENT	RESPONSE
	Catherine Hendrickson (CHC Librarian)	<p>written AP and BP for consideration. Speaking from the perspective of a Librarian, we would “not like to have a Reference to the Civil Code §1798.90 Reader Privacy Act included in SBCCD’s BPs or APs because: I personally believe that it is an overly-broad invasion of student privacy, the title is misleading, and not all Community College Districts have included it. (This issue cries out for more research.)”</p> <p>The District shall have library and other instructional support services that are a fundamental part of the educational program; and the Library shall support student learning by providing instruction in critical thinking, information literacy, and up-to-date educational technology.</p> <p>References:</p> <p>Education Code, Sections 78100, 78101, and 78103 Accreditation Standard II.C Title 5, Section 51023 Library Bill of Rights, American Library Association Standards for Libraries in Higher Education, Association of College & Research Libraries</p>	

BP or AP #	Representative group	COMMENT	RESPONSE
AP 4040 Library and Other Instructional Support Services	CHC and SBVC Campus Technology Services	<p>AP 4040 LIBRARY AND OTHER INSTRUCTIONAL SUPPORT SERVICES</p> <p>We would like to suggest that this text be added to BP4040. There is draft document that has different text that refers to this as a library fee. Students are using the current board policy to get free printing in many areas around the SBVC Campus. AP 4040 is a new AP and has not existed before.</p> <p>Printing fees are currently listed under AP5030. And would be better placed or supplemented in this policy.</p> <p>Copiers and Printers are installed and maintained by Campus Technology Services</p> <p>Fees for printing and copying are collected by Campus Technology Services at each campus for the direct support of those systems.</p> <hr/> <p>Proposed Text:</p> <p><u>SBVC and CHC STUDENT PRINTING SERVICES</u> <u>*(from AP 5030 Library Fees)</u> <u>Students at CHC and SBVC are provided printing</u></p>	

BP or AP #	Representative group	COMMENT	RESPONSE
		<p>and copy services for a fee.</p> <p>At the discretion of the department offering courses these fees may be waived, for classroom assignments, during scheduled class hours only.</p> <p>Fees for utilizing these services are as follows:</p> <ul style="list-style-type: none"> ▪ Photocopiers: ten cents (10¢) per page ▪ Laser printout from computers (black & white): fifteen cents (15¢) per page ▪ Laser printout from computers (color, with or without text): fifty cents (50¢) per page <p>Fees collected from student copiers become part of Campus Technology Services budget to maintain and support student printing and copying systems.</p>	
AP 4040	CSEA	Should tutoring, supplemental instruction, learning communities and the like be included in the AP on “Library and Other Instructional Support Services”?	
AP 4040	Denise Allen Ed Policy Committee, CHC	<p>Academic and Professional Matter – this needs to be run by our site library staff</p> <p>This document needs to be rewritten and brought back for feedback. An AP needs to be developed</p>	

BP or AP #	Representative group	COMMENT	RESPONSE
	Catherine Hendrickson (CHC Librarian)	<p>specifically for our district. Also, if another district's policy is adapted, it should be referenced. See attached additional comments and suggestions submitted by Catherine Hendrickson, CHC librarian. She has submitted a written AP and BP for consideration.</p> <p>It's not clear to us why §78103 is not mentioned in our BP and/or AP §4040 because it is the section that is most important for Crafton Hills Library operation.</p> <p>The college librarians create and maintain a wide-ranging collection of library resources; design procedures for the print and electronic selection of library materials; develop informational sources that represent opposing sides of issues; and instruct students and faculty in the principles and standards of critical thinking and information literacy.</p> <p>Each library maintains a website providing up-to-date information about the library, links to printed and electronic books and database subscriptions; as well as an electronic Schedule of Courses which lists student services and instructional support details. The District supports the Standards of the Association of College & Research Libraries (ACRL)</p>	

BP or AP #	Representative group	COMMENT	RESPONSE
		<p>and the American Library Association's (ALA) Library Bill of Rights. References:</p> <p>Education Code, Sections 78100, 78101, and 78103 Accreditation Standard II.C Title 5, Section 51023 Library Bill of Rights, American Library Association Standards for Libraries in Higher Education, Association of College & Research Libraries Association of College & Research Libraries</p>	
AP 4040	SBVC managers	Samples do not reflect SBVC practices	AP 4040 should be developed in consultation with the colleges' librarians
AP 4040	SBVC Academic Senate	<p>This is a new AP that has not existed in the past. This 'draft' is a cut and paste from 3 separate community colleges and the language, policies and fines are NOT representative of policies and fine practiced at SBVC or CHC colleges. Fines recommended in the draft AP4040 directly contradict existing BP/AP. The proposed language opens the door to loss of library materials. The proposed language would allow community members full access to the computer labs when we don't have enough computers to serve our student population.</p>	

BP or AP #	Representative group	COMMENT	RESPONSE
		<p>Our campus libraries should serve and support the student population.</p> <p>AP 4040 is a new AP and has not existed before. The proposed language was all paragraphs/samples from other colleges, like RCC; but it represented other community colleges and not the SBCCD District Libraries.</p> <p>Library faculty have drafted an AP more reflective of campus policies and procedures. However, each campus has slightly different policies and perhaps the AP should allow the library policies and procedures to be locally defined by the campuses. This AP should be pulled for further discussion and written correctly.</p> <p>Suggested language for this AP as follow:</p> <p><u>MISSION</u> Libraries in the SBCCD provide instruction, information resources, and services to support and supplement the instructional programs and mission statement of the District colleges by supporting intellectual, professional, personal, and cultural development and learning for students, faculty, and</p>	

BP or AP #	Representative group	COMMENT	RESPONSE
		<p>staff of the college communities served.</p> <p>To support this goal, it is the responsibility of faculty librarians to ensure that the libraries provide a wide range of learning resources, at varying levels of difficulty, with diversity of appeal and the presentation of differing points of view, in order to meet the needs for educational development of students, staff, and instructors.</p> <p><u>ETHICAL AND PROFESSIONAL CONSIDERATIONS FOR ACQUISITIONS AND COLLECTION MANAGEMENT</u></p> <p><u>STATEMENT OF ETHICS</u></p> <p>Overarching acquisition guidelines are based on the following tenets from the American Library Association's <i>Library Bill of Rights</i>:</p> <p>Books and other library resources should be for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.</p>	

BP or AP #	Representative group	COMMENT	RESPONSE
		<p>Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.</p> <p>Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.</p> <p>Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas</p> <p style="text-align: center;"><u>COLLECTION MANAGEMENT</u></p> <p>Collection management is required by the standards of the Accrediting Commission of California Junior and Community Colleges (ACCJC), a branch of the Western Association for Schools and Colleges (WASC) Accreditation Commission. These standards are the means by which the Library is tasked to provide an organized collection of print and non-print resources that will meet institutional, curricular research, and instructional requirements, as well as supporting the development of the lifelong</p>	

BP or AP #	Representative group	COMMENT	RESPONSE
		<p>habit of reading.</p> <p>Under the supervision of the appropriate administrator, faculty librarians will utilize their collection management training and skills to ensure that the cultural and personal enrichment needs of the college community are met through the development and maintenance of library collections which best fulfill the above-stated requirements.</p> <p>Broad objectives for selection of educational materials include:</p> <ul style="list-style-type: none"> To provide materials that enrich and support the curriculum To provide materials that will stimulate growth in factual knowledge To provide a background of broad-based information resources to empower students to make informed judgments in their daily lives To provide materials representative of the diversity of the District, and To place library ethics above personal opinion and prejudice in the selection of materials. <p>As a measure of adequacy the library shall review its collection against the recommended lists of materials</p>	

BP or AP #	Representative group	COMMENT	RESPONSE
		<p>for community college libraries, professional journals in all disciplines taught at the college, and current bibliographic publications, and assess, supplement, or withdraw materials from all areas as needed.</p> <p><u>CHALLENGES TO MATERIALS</u> On occasion, a patron may question or challenge the suitability of an item or items found in the collection. On these occasions, the complainant will be reminded that it is the obligation of academic libraries to promote intellectual freedom. As such entities, district libraries will provide materials that promote free, open, and educational discussion of sometimes-controversial matters in order to prepare students to make informed decisions about challenges in their daily lives. It is the sole responsibility of the librarians and their director or coordinator to make final decisions concerning inclusion and exclusion of materials in the libraries' collections.</p> <p><u>CIRCULATION SERVICES</u> STUDENTS: Currently-enrolled SBCCD students have free access to library materials and services both on campus and online during posted hours. Students utilizing library materials or services will be</p>	

BP or AP #	Representative group	COMMENT	RESPONSE
		<p>held responsible for them and overdue fines/replacement costs will apply. At each time of checkout, students must provide to staff their student identification number and a current photo I.D. for protection against identity theft. Certain library material and items must be used in the college library only.</p> <p>DISTRICT EMPLOYEES: Currently-employed District employees may borrow materials from the circulating collections of the libraries. Standard loan periods and fines will apply. Library services are cancelled upon termination of employment.</p> <p>COMMUNITY MEMBERS and ALUMNI ASSOCIATION MEMBERS: All are welcome to use the library facility, circulating books, and reference materials while in the building. Upon proof of residence in a college's service area and the verification of a valid email address, individuals over the age of 18 may borrow up to three (3) items from the general circulating collection. An activation fee applies for each specified academic term. Activation fees may vary by location. Community and Alumni Association members are prohibited from use of the Library Computer Lab and may not check out</p>	

BP or AP #	Representative group	COMMENT	RESPONSE
		<p>Reserve and Textbook Bank materials nor obtain remote access to databases, as these materials and services are reserved for the exclusive use of the colleges' students.</p> <p style="text-align: center;"><u>LIBRARY FINES</u></p> <p>Loan periods for library materials vary by item type. Notification of overdue materials will be sent to students via campus email, and it is the responsibility of every borrower to monitor the loan period of the materials s/he borrows. The following fines apply to borrowed materials not returned for any reason:</p> <p>General Circulating Collection: 10¢ per item, per day, accumulating to a \$5.00 maximum per item borrowed.</p> <p>Replacement Cost for General Collection Materials: A minimum charge of \$40.00 per title, or the cost incurred to replace the title, will be assessed, whichever is greater. If an item is overdue for more than three weeks, it will be considered lost, and a non-refundable clerical fee of \$2.00 per item will be charged in addition to the minimum charge as detailed above. If an item is returned in damaged condition such as to render it unusable by other students (as determined by the Library Circulation Supervisor or by the Library Administration), the</p>	

BP or AP #	Representative group	COMMENT	RESPONSE
		<p>same fees shall apply for replacement.</p> <p>Reserve Materials: 25¢ per item, per hour, accumulating to a maximum of \$10.00 per item borrowed.</p> <p>Textbook Bank Materials: 25¢ per item, per hour, accumulating to a maximum of \$10.00 per item borrowed.</p> <p>Replacement Cost for Reserve and Textbook Bank Materials: If lost, the replacement textbook copy charge will be the amount incurred by the library to replace the item, plus the overdue fine.</p> <p>Computer Checkout Number (<i>District library may or may not choose to use them</i>): If the laminated card bearing the computer identification number is not returned when the student has finished a session using a computer, the fine will be \$10.00 for late return of the card on the same day. If the laminated computer number is lost, there will be a \$22.00 charge to cover the loss.</p> <p>VICES <i>(*from AP 5030 Library Fees)</i></p> <p>The Library Computer Lab at SBVC and the Learning Resource Center at CHC provide computer workstations and software for students to complete coursework. Printing services are provided and the fees for utilizing these services are as follows:</p>	

BP or AP #	Representative group	COMMENT	RESPONSE
		Photocopiers: ten cents (10¢) per page Laser printout from computers (black & white): twenty cents (20¢) per page Laser printout from computers (color, with or without text): one dollar (\$1.00) per page	
BP 4050	SBVC Academic Senate	Question about “High schools” being listed in this BP. Is the policy referring to Advanced Placement coursework from high school? Regular high school coursework is not articulated. Line 15-17, change to, “The Chancellor is responsible for establishing procedures that assure appropriate articulation of the District’s educational programs in accordance with law and regulations.”	
AP 4050	J. Holbrook Denise Allen Ed Policy Committee, CHC	No issues with this AP Academic and Professional Matter – No changes are requested so the AP does not need to be reviewed by the Academic Senate at this time. The terms “sufficient time” in line 41 should be expanded upon...Who establishes the sufficient time-line?	
AP 4050	SBVC Academic Senate	Omit CSU Baccalaureate list and replace with CSUGE.. “Inter-Institution” should be defined. ASSIST does not compare between 2 community colleges.	

BP or AP #	Representative group	COMMENT	RESPONSE
		There should be a reference to the TMC here.	
BP 4070	Denise Allen J. Holbrook	Line 33 of the BP could be revised as follows: students may audit courses. This statement could be moved to line 16 with the red text in lines 20-28 (language from Ed Code Section 75370). (Also note related comments for AP 4070) No changes to this BP. The AP puts this into operation	
4070	CHC Mgmt.	<ul style="list-style-type: none"> A record does need to be created; students who audit courses are sometimes doing so for advancement at work and they need evidence. In other cases, students still need evidence of their participation in a course. We recommend an "AU" on the transcript. 	
AP 4070	J. Holbrook Denise Allen	I agree with the AP. I wonder if there are issues that will surface during the implementation. For example Process B. I am not sure this has specific language to help admissions and records Academic and Professional Matter – this AP was already approved by the Academic Senates at both colleges - any changes would need to go back through the Academic Senates - for approval. The one change we did agree to was to use the language in A. Purpose:	

BP or AP #	Representative group	COMMENT	RESPONSE
		<p>The District will provide students who are eligible for admission to either college and with permission from the instructor opportunities to audit specific credit courses.</p> <p>as the language for a revision to BP 4070 – however that is not even necessary. A: Purpose could remain in the AP and line 33 of the BP could be revised as follows: students may audit courses. This statement could be moved to line 16 with the red text in lines 20-28 (language from Ed Code Section 75370).</p>	
AP 5030	SBVC Academic Senate	<p>Line 45 Library Computer Lab “New”: \$0.10-Per page, copier machine Line 46: Keep Line 47: remove “New”: \$10.00-Each computer can be numbered for tracking purposes, and users check out laminated cards with numbers on them that correspond to the computer they use. If the numbered card is not returned when the student is finished using the computer, s/he will be charged a fine of \$10.00 for the late return of the card. If the laminated computer number is lost, there will be a \$22.00 charge to cover the loss. Line 48: Keep Line 49: Remove</p>	<p>Please be aware that all the “new” entries” have been best practice at the SBVC Library for more than 15 years. We do not understand why the board document is different.</p>

BP or AP #	Representative group	COMMENT	RESPONSE
		<p>Lines 50-51: Keep</p> <p>Line 52: \$0.10 General Collection: The overdue fine is \$0.10 cents per title, per day, and accumulates to a maximum of \$5.00 per title.</p> <p>Line 53-54: \$0.25 Reserve Materials: The overdue fine is \$0.25 cents per item, per hour, and accumulates to a maximum of \$10.00 per item.</p> <p>Line 55: Remove</p> <p>Line 56: Remove</p> <p>Line 57: Remove (do not have library cards—students use their ID cards)</p> <p>“New”: \$2.00-Overdue: If a title is overdue more than three weeks, we consider it to be lost. In addition to the fine of \$0.10 per day per title (maximum of \$5.00 per title) and replacement price, a \$2.00 non-refundable clerical fee will be charged for each lost item.</p> <p>“New”: \$0.25-Textbook Bank: The overdue fine is \$0.25 cents per title, per hour, and accumulates to a maximum of \$10.00 per title. If lost, the replacement textbook copy charge will be the amount incurred by the library for its replacement plus the overdue fine.</p> <p>“New”: \$40.00—Replacement Cost of General Collection Title: Minimum cost of \$40.00 for a replacement title of a book from the general collection, or the cost incurred by the library for the</p>	<p>The Lines that say “remove” are because the Learning Center no longer exists, nor those particular service.</p>

BP or AP #	Representative group	COMMENT	RESPONSE
		replacement copy, whichever is greater.	
BP 6330	Denise Allen J. Holbrook Ed Policy Committee, CHC	No issues No issues No issues	
AP 6330	SBVC Classified Senate	Lines 680, are these phone numbers current?	
AP 6330	CSEA	Strike Lines 36-44. They are duplicative of AP 3050.	
AP 6330	CSEA	Line 93: Strike "with a unit cost". These words create confusion for departments. Any purchase over \$20k should have three quotes.	
AP 6330	CSEA	Strike line 420. This webpage no longer exists	
AP 6330	J. Holbrook Denise Allen Ed Policy Committee, CHC	I think this document needs to be fully completed and then brought back for feedback. This document like AP 2510 (before the majority of the language was struck) contains a lot of detail. I agree with the consultant that purchasing procedures should be separated from Bid and Contract Procedures. I also support the recommendation to have a purchasing Handbook as well as a Bid and Contract Handbook both of which could be referenced in the associated APs and given that there is an AP for Bids and Contracts (AP 6340) there is no need to include that language in AP 6330 The committee agrees with Jim's comments.	

BP or AP #	Representative group	COMMENT	RESPONSE
AP 6330	SBVC Academic Senate	Lines 104-112, is this driven by the CCC Board of Governors? If not, change language to appropriately represent SBCCD process.	
AP 6330	Fiscal Services	Line 570, 601, and 701 – remove “gratuity” as it is now allowed as part of the purchase.	
BP 6520	Denise Allen J. Holbrook	Line 15 - same recommendation as in prior BPs- The Chancellor shall establish develop and forward for approval procedures... Otherwise no issue No issues	
AP 6520	CSEA	Line 28: Strike “Each District employee is responsible for” and replace with “Each District employee shall take appropriate measures to secure”.	
AP 6520	Denise Allen	No comments – Text inserted support recommendations as stated in red	
AP 6520	SBVC Managers	Line 49 Question—Should we include the maintenance and monitoring of surveillance cameras used to monitor activity where lab equipment/tools are kept?	
AP 6520	SBVC Academic Senate	Line 35-37, is District responsible for personal property of the employees or students? If not, then change the statement to “The District will not assume	

BP or AP #	Representative group	COMMENT	RESPONSE
		<p>responsibility or liability for personal properties of employees and/or students.”</p> <p>Line 39-40, same questions as the line above, is district responsible for providing reimbursement or replacement for personal properties? If not, then statement should read, “The District will not provide reimbursement or replacement for loss, destruction, or damage by arson, burglary, or vandalism of personal property while these properties are within District facilities and grounds.”</p> <p>Lines 72-74 Very awkward sentence structure, change wording to “The District’s Information Technology Department is responsible for the security of all electronic equipment” Instead.</p>	
BP 7120	<p>Denise Allen</p> <p>J. Holbrook Ed Policy Committee, CHC</p>	<p>Line 15 - same recommendation as in prior BPs- The Chancellor shall establish develop and forward for approval procedures... Otherwise no issues</p> <p>No issues The committee ran out of time for the review of this document.</p>	
BP 7120	SBVC Academic	Include “Recruitment Methods” as stated in Title 5	

BP or AP #	Representative group	COMMENT	RESPONSE
	Senate	section 53021, § 53021.Recruitment; Include “Minimum Qualifications and equivalencies” as defined in Title 5 sections, 53410-17, 53420, 53430 and relevant sections..	
7120	CHC Mgmt.	<ul style="list-style-type: none"> • The portion of this document related to faculty hiring is a 10 + 1 issue. There is precedence for the Senates to draft this policy. • Evaluation survey results should go to a confidential employee. • We recommend adherence to the “One Year Rule” for Interim assignments with a second year only under extenuating circumstances. • If the employee serves as an Interim for one year, no evaluation is needed. • We would like to see a statement added regarding flexibility for interviewing candidates who are distant via technology such as Skype. 	
AP 7120	CSEA	Line 34: Strike “goes through” and replace with “completes”	
AP 7120	CSEA	Line 36: Strike “brand”	
AP 7120	Denise Allen	No issues – as this AP is required by accreditation	
AP 7120	SBVC Managers	Every department...goes through program review to identify needed positions which could be new or	Replacement positions typically do not go through the program review

BP or AP #	Representative group	COMMENT	RESPONSE
		vacant. Remove the word “brand” in any case.	process as they often create emergent/emergency need to fill
AP 7120	SBVC Managers	Line 45 – remove the word “also”	
AP 7120	SBVC Managers	Line 49 – approved by ??	
AP 7120	SBVC Managers	Line 54 – Does this create a disproportionate impact?	
AP 7120	SBVC Academic Senate	<p>Line 38, how many Strategic planning committees will make the recommendations?</p> <p>Lines 42-43, Change statement to “The district utilizes an online process for posting all job openings and the application process.”</p> <p>Lines 49-50, are there other possible posting webpages? If so, perhaps indicate that the job posting will also be posted in various job application websites, such as CCCregistry.</p>	
BP 7150	<p>Denise Allen</p> <p>J. Holbrook Ed Policy Committee, CHC</p>	<p>Line 24: the word employee should be replaced by collective bargaining to remain consistent: applicable employee collective bargaining groups</p> <p>No issues</p> <p>The committee ran out of time for the review of this document.</p>	
AP 7150	CSEA	Line 56: Strike “as appropriate to the job	

BP or AP #	Representative group	COMMENT	RESPONSE
		assignment”. This is arbitrary and not required of the faculty person assigned. Also, we have found that managers will nominate CSEA members outside of their area, so this process isn’t currently adhered to.	
AP 7150	CSEA	Line 150: Strike “and Confidential”. CSEA does not represent confidential employees. Also, language contradicts BP 7150.	
AP 7150	CSEA	Line 151-152: Strike “the Classified Employees Chapter, and affiliate of”	
AP 7150	Denise Allen	No issues – as this AP is required by accreditation	
AP 7150	SBVC Managers	Line 35 – By September 1 of each year	During the first year of assignment, by the 1 st day of the 6 th month...then within 1 year and by September 1 on regular 3 year cycle.
AP 7150	SBVC Academic Senate	<p>Add statement after line 25 “Each interim manager will be evaluated at the beginning of the interim term and every semester thereafter.”</p> <p>Add statement after line 32 “Each interim manager will meet with his/her supervisor at the beginning of each of the interim term to review the goals and objectives set for their responsible area.</p> <p>Add “interim” within line 35.</p>	

BP or AP #	Representative group	COMMENT	RESPONSE
BP 7160	Denise Allen J. Holbrook Ed Policy Committee, CHC	No issue No issues No issues.	
AP 7160	J. Holbrook Denise Allen Ed Policy Committee, CHC	Same comments as AP 6330 No issues This is the first that we have heard of a district professional development plan. In the past, professional development was established by committees at each college. The surveys mentioned in line 19 will come from the district???	
AP 7160	SBVC Academic Senate	Lines 26-27, indicated the details of the "Flex Program", citation might be beneficial in the reference.	



San Bernardino Community College District

**Three Year Staffing Plan
2014-2017**

Submitted:

March 19, 2014

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Introduction

The San Bernardino Community College District (SBCCD) contracted with the Collaborative Brain Trust (CBT) on October 17, 2013. The task at hand for CBT is to develop a comprehensive three-year District-wide staffing plan.

The San Bernardino Community College District is a multi-campus district with two college locations, a District office, and sites housing the departments of Economic Development and Corporate Training, KVCR—a public broadcast system, the District’s police department, and the District Annex (IT Department). The San Bernardino Valley College is located in San Bernardino, California. Crafton Hills College is in Yucaipa, California. SBCCD has over 13,000 FTES (reported in 2012 to the California Community Colleges Chancellor’s Office).

On Monday, November 4, 2013, consultants Drs. Malone and Carlock attended meetings at the San Bernardino Community College District conducted by two CBT consultants, Mike Hill and Mike Brandy. The purpose of those meetings related to a second CBT project, “Resource Allocation and Utilization: Review, Analysis and Recommendations.” Drs. Malone and Carlock identified several areas of overlap between the two projects. Identified budget issues directly impact a plan for staffing over the next several years. Some comments and recommendations found in that budget project are relevant and are noted in this final report.

Due to the difficulty scheduling face-to-face meetings with staff, the District agreed to have the CBT consultants survey selected staff to solicit their opinion about the topics covered in this report. The survey was distributed via email with a SurveyMonkey link on February 26, 2014. The survey was closed to responses at the end of the workday on March 12, 2014.

Purpose of Staffing Plan

Strategically planning for future staffing levels serves to align the organization's human resources needs not only with its general mission, but should integrate with the organization's strategic planning. Analyzing trending of the workforce to predict and plan for future needs can save the organization money and can serve to inform the district and community what to expect in the future. This staffing plan has been developed with input from District staff, complies with current accreditation standards, and addresses the goals and directives set out by the District and Board of Trustees.

For the purpose of complying with accreditation standards, SBCCD developed a three-year (2010-2013) long-range staffing plan in August of 2010. Since that plan is nearing termination, the District has committed to "ongoing review of long-range staffing plan" in the 2012-2013 Human Resources Program Review. In addition, in the 2013-14 Budget Board Directives document approved by the Board of Trustees, the District commits to "maintaining the 50% law ratios in the District's long-range staffing plan". Thirdly, in the Districts 2013-14 Final Budget (Strategic Directive 2: Learning Center Institution for Student Access, Retention, and Success), the District commits to "develop and implement a District Staffing Plan that includes targets for improvement of full-time/part-time faculty ratios."

In general, staffing levels at the San Bernardino Community College District locations have been reviewed, evaluated, and compared with other similar sized colleges and districts. In addition, this report contains a review of how recruitment and selection and employee performance evaluations affect human resources acquisition and retention.

Executive Summary

This report contains an introduction, describes the purpose of a staffing plan, and reviews SBCCD's recruitment and hiring practices and its evaluation processes—both of which are standard processes commonly found in California community colleges. SBCCD's recruitment and hiring process has experienced a pretty high level of failed recruitments and the District has a number of interim appointments in positions not yet filled. In addition, the evaluation processes, while appropriate, lack an efficient tracking and follow-up system, lack of management accountability for past-due evaluations, and may be improved with staff development training for managers.

The CBT consultants discuss SBCCD's past, current, and ideal staffing levels. To that end, comparisons of District-wide staffing levels shows SBCCD ranks next to highest in staffing levels when compared to California community college multi-campus districts of similar size. It ranks highest in staffing levels of classified administrators among those comparison districts. While both San Bernardino Valley College and Crafton Hills College rank fairly high in staffing levels when compared to similar sized colleges in the California community college system, comparing SBCCD's two colleges, after a size adjustment is applied, Crafton Hills' staffing levels are considerably higher than those of San Bernardino Valley College. Additional comparisons done on specific departments show that SBCCD's District Office staff is within the average range, IT and Reprographics Department staffing levels are low, the police department is high in staffing, the Economic Development and Corporate Training program is about at the mid-point. There is limited comparison data for the district's KVCR public broadcasting system.

This report presents an analysis of probable employee turnover within the next three to seven years. The District can expect to lose approximately 25%+ faculty, educational administrators, and classified staff through retirement. San Bernardino Valley College can expect retirements to be about 25% for faculty and classified staff, and Crafton Hills can expect about a 27% retirement rate in educational administrators, 22% in faculty numbers, and about 30% of their classified support staff.

While reviewing the District's Full-time Obligation Number (FON) and its full-time/part-time faculty ratio, it appears that the District has met and is currently meeting the state mandated FON each year. However, for the past five years, the full-time/part-time faculty ratio

has decreased (gotten worse) and is currently about 53/55 when it should ideally be at 75/25. SBCCD should employ strategies to improve that ratio. It should continue to meet and exceed its annual FON, but when full-time faculty are hired, part-time faculty should be decreased accordingly and even more extensively than in the past. The only way to improve the full-time/part-time faculty ratio is to increase the number of courses taught by full-time faculty and decrease the number of courses taught by part-time faculty. SBCCD needs to find a balance, too, between the two colleges and their appropriate portion of full-time faculty numbers, which may mean Crafton Hills should be decreasing the number of courses taught by full-time faculty and part-time faculty.

The area of resource allocation is discussed in this report. CBT Consultants Drs. Malone and Carlock depended upon the budget findings and report of January 2014 conducted by CBT Consultants Michael Hill and Michael Brandy which points to a major area of concern; that of the inefficient position control system as it affects both the budget and the tracking of filled and unfilled positions throughout the District. Both CBT teams are recommending that the position control mechanism be improved.

The CBT Consultants communicated with staff via email and survey on February 26, 2014 for the purpose of gathering input regarding the topics of this report. Comments from staff were thoughtful and astute and contributed significantly to the Consultants' observations.

This report contains a number of recommendations presented in greater detail for SBCCD's consideration, including: immediately beginning the recruitment effort to fill the position of the Vice Chancellor of Human Resources and to fill the position of Director of Human Resources, instituting an organizational climate survey, examining the reasons recruitments fail, tying management's completion of evaluations to their employment contract renewals and/or their annual step and column increases, improving the evaluation tracking and follow-up system, requiring training for managers on performance evaluation, examining the reasons for late or uncompleted evaluations, holding managers accountable for completing evaluations, reviewing and improving the District's management evaluation process, improving the district's position control system, reducing the number of courses taught by full-time faculty at Crafton Hills College, reducing the number of classified support positions at San Bernardino Valley College, reducing the number of management positions at Crafton Hills with suggested methods for accomplishing that reduction, reducing the number of classified support positions

at Crafton Hills College, continuing to meet and exceed the statewide FON requirement and at the same time decreasing the number of credit courses taught by adjunct faculty, increasing the salary levels of the Vice Chancellor of Fiscal Services position and that of the College President position (if the Hay Group compensation study supports the recommendation), exploring whether or not another early retirement incentive program would be financially beneficial, discovering ways to increase the diversity in applicant pools—most particularly the ethnic category of Hispanic, initiating a modified hiring freeze to fully evaluate whether to proceed with each position listed on the hiring priority list contained in the District’s current staffing plan. While the District is already requiring the TV public broadcast system program to become self-supporting, there is a recommendation to reduce its staff numbers and to develop a greater role in the instructional program which will increase state-wide FTES income.

In addition, this staffing plan does not provide the District with a laundry list of specific positions to add or fill over a three year period, but rather presents a simple decision model to be used when the District is faced with a vacancy within the management and the classified support staff ranks—especially when the District needs to reduce staff rather than add staff. Those decisions are made by the Chancellor and his Cabinet and the process for making those decisions can be strengthened.

In light of SBCCD’s efforts to move its budget process into a more efficient place, and with its need to appropriately balance expenditures between its two colleges, continuing to add and fill positions from the current hiring priority list at this point is not a prudent approach to accomplish that goal. The CBT Consultants are recommending a modified hiring freeze so that the District can fully evaluate whether or not to fill the positions on the hiring priorities list found in its current staffing plan.

District Mission

The mission of the San Bernardino Community College District is to promote the discovery and application of knowledge, the acquisition of skills, and the development of intellect and character in a manner that prepares students to contribute effectively and ethically as citizens of a rapidly changing and increasingly technological world.

This mission is achieved through the District's two colleges (San Bernardino Valley College (SBVC) and Crafton Hills College (CHC), the Professional Development Center (PDC) and public broadcast system (KVCR TV-FM) by providing high quality, effective and accountable instructional programs and services.

San Bernardino Valley College Mission

San Bernardino Valley College provides quality education and services that support a diverse community of learners.

Crafton Hills College Mission

The mission of Crafton Hills College is to advance the education and success of students in a quality learning environment.

Human Resources Mission

Ensure a positive and diverse workforce environment through superior customer service for the San Bernardino Community College District.

Institutional Goals and Integration with District Planning Processes

The SBCCD Mission is achieved through clearly defined Board Imperatives that serve as a framework for the District Strategic Plan and resulting Institutional Goals. Implementation of the Institutional Goals is dependent upon well trained, motivated, efficiently managed staff and recruitment processes that ensure continuity of a diverse academic environment that fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. This Three Year Staffing Plan is intended to assist the District in moving toward satisfying the HR-related goals of the Board Imperatives and Institutional Goals articulated below.

SBCCD Board Imperatives

The SBCCD Board of Trustees is committed to excellence and effectiveness in all the operations and entities that comprise the San Bernardino Community College District. The Board is committed to student success, retention, and access; and to the prudent management of all District resources. The Board strives for, and expects, informed and excellent governance and leadership from themselves and from all the key leaders of the District. To that end, the Board established four Imperatives:

1. Institutional Effectiveness
2. Learning-Centered Institution for Student Access, Retention, and Success
3. Resource Management for Efficiency, Effectiveness, and Excellence
4. Enhanced and Informed Governance and Leadership

Overview District Strategic Plan 2011-2014

Institutional Goal 1: Institutional Effectiveness (Board Initiative 1)

- 1.1 Implement and integrate decision-making, planning, and resource allocation structures and processes that are collaborative, transparent, evidence-based, effective, and efficient.

**Institutional Goal 2: Learning Centered Institution for Student Access, Retention, and Success
(Board Initiative 2)**

- 2.1 Ensure access to and delivery of programs, services, and support that meet the diverse needs of students, prospective students, and the community.
- 2.2 Improve student retention, success, and persistence across the District.
- 2.3 Achieve excellence in teaching and learning at all District sites through professional development and a continuous improvement process.

**Institutional Goal 3: Resource Management for Efficiency, Effectiveness, and Excellence
(Board Initiative 3)**

- 3.1 Optimize the development, maintenance, and use of resources in accord with applicable plans.
- 3.2 Provide technology that supports excellence in teaching, learning, and support.
- 3.3 Effectively manage enrollment across the District through a dynamic balance of identified needs and available resources.

Institutional Goal 4: Enhanced and Informed Governance and Leadership (Board Initiative 4)

- 4.1 Optimize governance structures and processes throughout the District.
- 4.2 Continuously develop leaders among all groups.

Inclusive Climate

- 5.1 Value diversity and promote inclusiveness among employees, students, and the community.

Community Collaboration and Value

- 6.1 Enhance the District's value and image in the communities.

6.2 Forge partnerships with other academic institutions, governmental agencies, and private industry to support the missions of the District and colleges.

Human Resources Long-Range Strategic Planning Objectives related to District Strategic Plan Initiatives

This Long-Range Staffing Plan provides a strategy for meeting Institutional Goals by outlining a plan to ensure that the appropriate staffing levels are maintained, the current staff is properly evaluated and developed, future staffing needs are properly assessed, and recruitment processes are well-organized and inclusive to a diverse community of applicants. The 2010-2013 Long Range Planning Objectives are as follows:

Objective 1: Retention

Retention of high-quality employees is a crucial concern of the colleges and the District. The 2010-2013 Long-Range Staffing plan attempted to respond to the need for a systematic, District level, process to promote retention. The Human Resources Department committed to addressing the need by focusing attention on the first year of employment, considered important in establishing a long-term relationship between the employee and the District as follows:

In accordance with District Strategic Plan 5.1 the Human Resources Department, in consultation with the colleges, will develop and implement a district mentoring program for all new employees.

Objective 2: Evaluation

The Human Resources Department found a pattern of past due evaluations for a substantial number of classified staff and management staff, which was a major concern to both colleges and the District. In response to this concern, the Human Resources Department committed to the following objective to identify and solve the problems by developing and implementing more systematic methods to monitor and ensure the timeliness of the evaluation process:

The Human Resources Department, in consultation with the colleges, will develop and implement more systematic methods to monitor and ensure the timeliness of the evaluation processes for classified staff and management.

Objective 3: Internal Candidate Development/Succession Planning

The spring 2010 SERP had a dramatic effect on the institutional memory of the District and both colleges. Due to the large number of retirements, increased turnover rate, and difficulty in predicting future staffing patterns with any assurance of accuracy, the District realized there may be a substantial risk, or loss, of institutional memory. To accommodate the potential losses, the District planned to facilitate the development of internal candidates for promotional and other vacancies. The Human Resources Department committed to helping with the following objective:

In accord with District Strategic Plan Objective 3.1.1, the Human Resources Department, in consultation with the colleges, will design and implement workshops and/or other professional development experiences to help the colleges develop internal candidates for vacancies that arise due to retirements and other turnover.

Analysis of Human Resources Long-Range Strategic Plan Objectives

The purpose of an HR Long-Range Strategic Plan is to insure staffing levels that meet organizational needs; which entails recruiting, selecting, developing, and retaining a high caliber of employees capable of meeting the organization's mission. After a thorough review of the SBCCD Board Imperatives, District Strategic Plan and Institutional Goals, and the Human Resources Long-Range Strategic Plan of 2010-2013, the CBT Consultants believe the three objectives outlined in the 2010-2013 Long-Range Strategic Plan are still relevant to 2013-2017 and continued effort in these areas will serve to meet the District's current needs. The objectives are all related to recruiting, retaining and developing current staff in order to preserve institutional knowledge and implement the District's mission and institutional goals.

In accordance with District Strategic Plan 5.1 to establish a mentoring program for all new employees, HR stated that they have developed a mentoring program for current employees and new hires; however, the program has not been officially implemented. In the meantime, HR conducts new employee orientations and allows campus departments to take

over the mentoring of their new employees. During new employee orientation, online training is a standard procedure required prior to the new employee reporting to the job site. After the new employee orientation, job site supervisors facilitate the day-to-day training of the employees.

The evaluation process is crucial to retaining staff who meet effective and efficient performance standards as outlined in the job descriptions and the timely evaluation of probationary and other classified and management employees is crucial to maintaining a staff that can be developed for future promotional positions. The HR Department continues to remedy the challenge of managing reports from the EPICS system maintained by the IT Department. Weaknesses of the current process for data control and the evaluation process must be investigated and accountability processes established.

HR continues to support the District's commitment to professional development as an ongoing project. The campuses have Professional Development Coordinators who facilitate training of employees at the campus level. Perfunctory trainings such as environmental health and safety and sexual harassment are managed through the Keenan Safe College online training tool, and the District is a member of the Southern California Community College Districts Employment Relations Consortium which provides trainings for management and HR. HR participates in ongoing discussion and planning for employee development programs, such as the addition of a Training Coordinator in the HR Department who would oversee and facilitate the training and development programs at the District.

Fulfilling the HR objectives is the responsibility of the Vice Chancellor of Human Resources. Unfortunately, the position has been vacant more than two (2) years and temporarily filled by a number of interims; therefore updates and follow through on the Long-Range Plan have been precarious at best. These objectives continue to be validated by the recent turnover due to the 2010 SERP, and the need to maintain a smaller staffing level. One crucial position to achieving these objectives would be a full-time, permanent Vice Chancellor of HR who could give targeted attention and leadership toward meeting the recruitment, retention, evaluation, and employee development objectives.

Employee Recruitment and Selection Processes

A properly developed and implemented recruitment and selection process will ensure that a sufficient pool of prospective employees are recruited and that the candidates selected are representative of the quality required to meet the organizational objectives of the District and compliment the diversity of student body. The District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The District recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students; therefore, the District seeks a qualified and diverse administration, faculty, and staff. The District's value of diversity in employment compliments Board Policy 7210 which states that the District will implement affirmatively equal employment opportunity for all employees and qualified applicants for employment and promote a policy of non-discrimination in recruiting, hiring, assignment, training, promotion, transfer and evaluation.

The recruitment and selection processes begin with the District's Program Review and Planning processes. Every year the Program Review Committees of both Valley College and Crafton Hills analyze staffing requests to determine and recommend the hiring priorities of their campuses. The recommended priorities are then submitted to the college presidents who make the final determination of hiring priorities. Likewise, the District Office submits a prioritized list of human resource requests to the Chancellor for consideration by Chancellor's Cabinet. The Chancellor makes the final determination of hiring priorities for District operations. The College Presidents and the Chancellor submit position requisitions to Fiscal Services for budgetary confirmation. Once the funding has been confirmed, Fiscal Services submits the position requisitions to the Human Resources Department and the recruitment process begins.

The Office of Human Resources has implemented an Online Employment Application Process to automate and streamline many of the paper-driven aspects of the employment application process. All requested positions must be submitted through the Online Application System. After the requested information for a vacant position is completed and submitted, the request will then be approved by the appropriate administrators. The receipt of the Personnel Requisition Form by the Office of Human Resources and budget authorization by Fiscal Services indicates approval to begin the recruitment process.

Faculty

The recruitment process begins with the job announcements drafted by the Division/Department hiring manager in consultation with faculty and Human Resources. Job announcements contain State mandated minimum qualifications that must be met by all academic employees and may include desirable qualifications that support the responsibilities of the position. HR prepares the final draft of the job announcement to ensure conformity with the guidelines of the Board of Governors for the California Community Colleges, Title 5 requirements, and non-discrimination laws. Upon the approval of the final draft, the Division/Department hiring manager will set a tentative timetable for the hiring process. Faculty positions are advertised for a minimum of thirty (30) days. Human Resources is responsible for the dissemination of job announcements and managing all recruitment data such as collecting applications and managing diversity information.

The combination of minimum qualifications and job-related desirable qualifications will be used as the basis for decisions throughout the pre-screening, interview, and selection processes. Human Resources will determine which applicants meet minimum qualifications as set forth in the job announcement. Applicants meeting the minimum qualifications will be reviewed by the selection committee and applicants requesting consideration of equivalent qualifications will be reviewed by the Equivalency Committee.

The selection committee should have no fewer than five (5) and no more than nine (9) members. The hiring manager, in consultation with department/division faculty and the Academic Senate President, will select committee members. Human Resources will appoint an Equal Opportunity Representative to serve as a non-voting committee member. The committee should also include representation of employees groups who regularly interact with the employee in the position; however, the majority should be faculty and should include the hiring manager. The final composition of the selection committee remains confidential.

The committee chair will provide the names of candidates for interview to Human Resources who will schedule the interviews. The search committee will interview the candidates. Prior to the interview, the candidates are provided the 30 minutes or less to review the interview questions. This practice allows the candidate the opportunity to prepare well thought out answers and may serve to relieve some measure of anxiety. Each candidate is required to conduct teaching demonstrations and submit a writing sample.

The committee recommends no more than three (3) candidates, unranked, to the College President for second-level interviews. Second level interviews will be conducted by the College President. The academic senate president will also be present in an advisory capacity. The hiring manager will make the decision on the final selection and notify Human Resources to forward the name to the Board of Trustees for approval.

Classified

Classified employees are those who are employed in non-academic positions. Similar to the faculty recruitment process, the classified recruitment process begins with a job announcement developed by the hiring manager in consultation with Human Resources and approved by the Vice Chancellor of Human Resources. The job announcement clearly states the knowledge, skills, and abilities required to perform the job, minimum qualifications, any additional desirable qualifications that are job related and support the responsibilities of the position, and notification of testing.

Human Resources staff is responsible for administering testing procedures for classified positions that require job-related skills proficiency. Human Resources staff selects the appropriate testing instruments, ensures that the testing criteria are objective, and administers testing materials and procedures in a consistent manner. Only those applicants who pass the employment tests are screened by Human Resources for minimum qualifications and forwarded to the selection committee.

The appropriate administrator, in consultation with Human Resources, designates the composition of the screening committee to ensure appropriate representation from the affected department. Screening committees include at least one management member, one CSEA appointee and, when appropriate, an appointee from the Academic Senate. Committee composition should include no less than three (3) and no more than seven (7) committee members in total, including one non-voting EEO representative from Human Resources.

Once the screening committee determines which candidates to interview, Human Resources schedules and arranges the time and place of the interviews, and contacts the candidates. The screening committee conducts the first level interviews and recommends at least three (3) candidates to the hiring manager for second level interviews. From the second

level interviews, the hiring manager selects and recommends a finalist to the Chancellor. Human Resources is notified and the recommendation is forwarded for Board approval.

Management

Management employees are those employees of the District who are designated as "management" by the Board, including academic management (educational administrators), classified management (non-academic) and executive officers. The recruitment process is similar to the classified process outlined above, beginning with the development of a job announcement, development and proctoring of testing (if required), pre-screening of applications by Human Resources, and designation of a selection committee consisting of no less than three (3) and no more than nine (9) members. Every management screening committee must contain one (1) CSEA designee, and one (1) Academic Senate designee. The screening committee develops job related questions that will be reviewed by Human Resources, interviews are arranged by Human Resources, and the selection committee recommends at least three (3) candidates for second level interviews. The second level interviews will be convened by the appropriate administrator who will then notify Human Resources of the selection for recommendation to the Board for approval.

Analysis of Employee Recruitment and Selection Processes

The SBCCD recruitment and selection process are common to most community colleges. The table below provides a snap shot analysis of the successful hires over the past three years.

RECRUITMENT ACTIVITY	2010 - 2011 HIRES			2011 - 2012 HIRES			2012 - 2013 HIRES			
	FACULTY	CLASSIFIED	MA	FACULTY	CLASSIFIED	MA	FACULTY	CLASSIFIED	MA	INTERIM
San Bernardino Valley College	6	20	3	2	4	1	8	5	0	0
Crafton Hills College	2	8	4	0	3	0	4	4	1	0
District Offices	0	0	2	0	1	0	0	2	0	1
KVCR TV/FM	0	5	2	0	1	0	0	0	0	1
Annex	0	1	0	0	1	1	0	0	0	0
Police Department	0	6	0	0	0	0	0	1	0	0
Economic Development Training Center	0	1	5	0	0	1	0	0	1	0
TOTALS	8	41	16	2	10	4	12	12	2	2

Table 1, Three Year Hiring Pattern

Source: SBCCD Human Resources Department

The District also experienced a number of unsuccessful recruitments as shown in the table below. In response to the unsuccessful recruitments, the District employs an unusually high number of interim employees, particularly at SBVC as shown in the next table.

UNSUCCESSFUL RECRUITMENT ACTIVITY	2012-2013			2013-2014			TOTALS
	FACULTY	CLASSIFIED	MGMT	FACULTY	CLASSIFIED	MGMT	
San Bernardino Valley College	2	4	5	0	2	1	14
Crafton Hills College	1	0	1	1	0	1	4
District Offices	0	0	2	0	0	1	3
KVCR TV/FM	0	0	0	0	1	0	1
Annex	0	1	2	0	1	1	5
Police Department	0	0	1	0	0	1	2
Economic Development Training Center	0	0	0	0	0	0	0
TOTALS	3	5	11	1	4	5	29

Table 2, Unsuccessful Recruitment Activity, 2012-2014

Source: SBCCD Human Resources Department

Interim Appointments			
POSITION	Location	Start Date	End Date
Interim, President	SBVC	7/1/2013	6/30/2014
Interim Dean, Social Science, Human Dev. & PE	SBVC	7/1/2013	6/30/2014
Interim Director, EOPS/CARE	SBVC	7/1/2013	6/30/2014
Interim Manager, Occupational Advancement	SBVC	7/1/2013	6/30/2014
Interim Art Director	KVCR, DISTRICT	6/14/2013	6/30/2014
Interim Vice Chancellor, Fiscal Services	DISTRICT	6/26/2013	6/30/2014
Interim Tribal Liaison, Management & Supervisory	KVCR District	8/9/2013	6/30/2014
Interim Director, Police Academy	SBVC	7/1/2013	6/30/2014
Interim Scholarship Program Administrator	SBVC	7/29/2013	6/30/2014
Interim Director, Admissions & Records	SBVC	10/1/2013	10/1/2014
Interim Assistant Director, Applied Technologies Training	District	10/11/2013	10/11/2014
Interim Dean, Applied Technology, Transportation & Cul Arts	SBVC	1/2/2014	6/30/2014
Interim Coordinator, DSP & S	SBVC	12/12/2013	6/30/2014

Table 3, Interim Appointments, 2013-2014

Source: SBCCD Human Resources Department

There is a significant cost related to failed recruitments. The 2010-2013 Long-Range Staffing Plan indicated that the average cost of each hire from receipt of the requisition by HR to employment was just over \$7,500.00. Using the 2010-2013 cost, the District may have lost more than \$217,500 for failed recruitments.

The CBT consultants inquired about the reasons for the number of failed recruitments and the large number of interim employees occupying critical positions within the District. The inquiry revealed the following reasons: non-competitive salary levels, political wrangling within selection committee members, inability to define realistic qualities desired for the position, and inadequate pools; staff cited HR's inability to move processes forward in a timely manner due to a shortage of staff. Other staff have stated that SBCCD has a poor work environment and is reputed as being unstable.

With regard to the salary level, the CBT consultants tested the salary level of several management positions with multi-campus districts of similar size. The tables below provide us with a general picture of how selected management salaries compete.

District	Annual 2012-13 Total FTES	College President
Chabot-Las Positas CCD	15529.83	-
West Hills CCD	5,611.31	\$ 223,958.00
Yosemite CCD	13320.87	\$ 210,785.00
San Jose-Evergreen CCD	13445.49	\$ 188,221.00
West Valley CCD	15834.07	\$ 186,591.00
San Bernardino CCD	13372.61	\$ 171,624.00
Yuba CCD	5,661.88	\$ 166,817.00

Table 4, Comparison of College President Annual Salary

Source: ACCCA 22013 Benchmark Survey, Multi-campus Districts

District	Annual 2012-13 Total FTES	Vice Chancellor Fiscal Services
Chabot-Las Positas CCD	15529.83	\$ 218,702.00
West Hills CCD	5,611.31	\$ 213,929.00
Yosemite CCD	13320.87	\$ 206,831.00
West Valley CCD	15834.07	\$ 193,124.00
San Jose-Evergreen CCD	13445.49	\$ 188,221.00
San Bernardino CCD	13372.61	\$ 171,624.00
Yuba CCD	5,661.88	\$ 166,817.00

Table 5, Comparison of Vice Chancellor of Fiscal Services Annual Salary

Source: ACCCA 22013 Benchmark Survey, Multi-campus Districts

District	Annual 2012-13 Total FTES	Vice Chancellor Human Resources
Yosemite CCD	13320.87	\$ 191,623.00
San Jose-Evergreen CCD	13445.49	\$ 188,221.00
San Bernardino CCD	13372.61	\$ 171,624.00
West Valley CCD	15834.07	\$ 165,000.00
West Hills CCD	5,611.31	\$ 158,388.00
Chabot-Las Positas CCD	15529.83	\$ 154,911.00
Yuba CCD	5,661.88	\$ 130,464.00

Table 6, Comparison of Vice Chancellor of Human Resources Annual Salary

Source: ACCCA 22013 Benchmark Survey, Multi-campus Districts

District	Annual 2012-13 Total FTES	Vice President Instruction
West Hills CCD	5,611.31	\$ 183,682.00
Yosemite CCD	13320.87	\$ 171,183.00
Chabot-Las Positas CCD	15529.83	\$ 154,911.00
San Bernardino CCD	13372.61	\$ 148,248.00
San Jose-Evergreen CCD	13445.49	\$ 135,164.00
Yuba CCD	5,661.88	\$ 130,464.00
West Valley CCD	15834.07	\$ 116,969.00

Table 7, Comparison of Vice President of Instruction Annual Salary

Source: ACCCA 22013 Benchmark Survey, Multi-campus Districts

District	Annual 2012-13 Total FTES	College Dean
West Hills CCD	5,611.31	\$ 183,682.00
Chabot-Las Positas CCD	15529.83	\$ 124,697.00
San Jose-Evergreen CCD	13445.49	\$ 122,688.00
San Bernardino CCD	13372.61	\$ 110,628.00
Yuba CCD	5,661.88	\$ 98,215.00
West Valley CCD	15834.07	\$ 96,799.00
Yosemite CCD	13320.87	\$ 82,980.00

Table 8, Comparison of College Dean Annual Salary

Source: ACCCA 22013 Benchmark Survey, Multi-campus Districts

The annual salaries of the Vice Chancellor of Fiscal Services and the College President appear to be low when compared to the annual salaries of similar sized multi-campus districts. This may be one of the causes for an inadequate candidate pool and failed recruitment efforts. The campus has contracted with the Hay Group, a company commonly used by community colleges and other public institutions to develop job evaluation methodologies and conduct compensations studies. Presumably, the classification and compensation study being conducted by the Hay Group will reveal whether there are salary level deficiencies.

The Human Resources Department has been managing with a shortage of staff and without full-time leadership, which could explain HR's inability to move recruitment processes forward in a timely manner. The lack of executive level leadership could also explain the situation of political wrangling on the recruitment committees as well as their inability to successfully define the realistic qualities desired for the positions currently occupied by interims. The District has recently begun recruitment procedures for two new positions,

Recruiting Specialist and Benefits Specialist. It is imperative that the District begin the process for recruiting a Vice Chancellor of Human Resources as well as a Human Resources Director in order to bring stability and integrity to the Human Resources Department and the District.

The Human Resources Department must implement strategies for continuing recruitments that fail, particularly those that fail for inadequate recruitment pools. The current strategy is to use interim replacements, which is initially a quick fix; however the long term use of interims serves to diminish the stability of the department or division and strategic measures may fall short of execution. Since the District is hiring a staff member dedicated to recruitment, a process or strategy for inadequate pools and failed recruitments must be a priority.

The District recognizes that a diverse academic community can provide advantages for all students, however keeping up with the rate of change within the surrounding communities, and students matriculating into the District from those communities, requires periodic monitoring. The District’s recent statistical analysis revealed a deficit in the ratio of full and part-time faculty/staff to students within the Hispanic category as indicated below:

Crafton Hills College

Total Full and Part-time Student Head Count	5680		
Total Full and Part-time Hispanic Student Head Count		2425	42.69%
Total Faculty/Staff Count	331		
Total Hispanic Staff Count		29	8.76%
Total Hispanic Full and Part-time Faculty Count		30	9.06%

San Bernardino Valley College

Total Full and Part-time Student Head Count	12024		
Total Full and Part-time Hispanic Student Head Count		7608	63.27%
Total Faculty/Staff Count	704		
Total Hispanic Staff Count		83	11.79%
Total Hispanic Faculty		85	12.07%

Table 9, Comparison of Student and Faculty/Staff Demographics (Hispanic category)

Source: Chancellor’s Office DataMart, Fall 2013

District Strategic Plan 5.1 clearly articulates the value of diversity and inclusiveness among employees, students, and the community. Therefore, it is important that the District consider strategies and initiatives to address the deficit in the number of Hispanic staff and

faculty. Concentration on this effort will support District Strategic Plan 2.2 to improve student retention and success, particularly within the Hispanic category. This effort will require improved consideration of recruitment committee composition as well as strategies to increase the pool of Hispanic applicants. This priority must be managed in collaboration between the Vice Chancellor of Human Resources, the newly hired Recruiting Specialist, administrators and a committee of current Hispanic faculty and staff who may have insight on recruitment strategies for this ethnic category.

It should be noted that the CBT Consultants agree that staff should not be hired merely based on their ethnicity; however, increasing the number of qualified ethnic applicants increases the District's opportunity to hire a diverse staff, not only Hispanic representation but staff from all ethnic minority categories. In addition, the District can encourage interest from Vietnam-era veterans, women, and the disabled. A diverse staff offers students a richness and greater understanding and appreciation of other cultures, of diverse thought, and role modeling that can only be a benefit to their educational experience.

Finally, the CBT consultants were advised that the work environment at SBCCD is less than desirable and that the campus has a reputation of being unstable. It is commonly known that during economic downturns many organizations become vulnerable to budget cuts, turnover, and stressful work environments as employees attempt to meet the challenge of keeping up with demanding workloads while managing with less staff and other resources. Most of the California community colleges are challenged with this situation. After the 2010 SERP, the District has cut many positions which also cause a major shift in workloads and work relationships.

This situation further validates the necessity and urgency for the recruitment of a full-time HR leader who has the knowledge, skill, and ability to conduct an in-depth cultural climate evaluation and develop strategies to improve the environment. This process requires the confidence of District staff and leaders that only the consistency of a permanent HR leader can inspire. Indeed, the recruitment and selection, staffing, performance evaluation, retention, and staff development processes and strategies depend heavily on a knowledgeable and dedicated HR staff led by an HR Officer who has the knowledge, skills, and ability to develop and implement strategic initiatives. Without such leadership, current strategic initiatives fall

vulnerable to inertia and in such a case, the entire District is affected by missed opportunities to recruit the best and brightest, unsatisfactory work environments, declining organizational culture, and the outward perception of chaos. While a new HR officer is not a panacea, effective, efficient, and consistent HR leadership will increase the likelihood of successful implementation and improvement.

Employee Evaluation Process

Each department develops and implements goals and objectives designed to meet the overall District's objectives outlined in the Strategic Plan. Likewise, each employee is assigned goals and objectives to support the overall plan of their department or unit. The purpose of the evaluation process is to review individual goals and objectives outlined for the prior year and to discuss the extent to which those goals and objectives were met. It is also an opportunity to review, revise, and update the job description and set new goals and objectives. The evaluation process falls within the scope of staff development and is intended to provide individualized discussion and feedback to create a mutual understanding about goals and expectations.

The evaluation process directly affects the District's goals for appropriate levels of staffing as a strategy to maintain a superior cadre of staff. It is the most efficient method for identifying those employees who should be targeted for succession planning and provides a format for development plans. The evaluation process addresses the Long Range Strategic Planning Objectives of retention and internal candidate develop/succession planning because it serves as the foundation for developing and retaining excellent employees and separating employees whose performance consistently fails to meet the articulated criteria. The process also provides frequent opportunities to re-evaluate departmental vacancies and determine whether certain positions need to be filled or can combined with another position, thus maximizing departmental efficiency and providing opportunities to expand the depth and breadth of certain job descriptions.

Faculty

Faculty Evaluation Procedures are outlined in the CTA collective bargaining agreement, Article 16. The District Tools Committee evaluates and recommends any necessary revisions of the tools used to evaluate faculty effectiveness. The Tools Committee is comprised of 5 faculty members (4 appointed by the Academic Senate, one appointed by the union) and the Director of Distributed Education. The Formal Evaluation Procedure does not include standardized or District-developed achievement or aptitude tests.

The formal evaluation procedure is preceded by an initial conference between the evaluator and the evaluatee. The Formal Evaluation Procedure includes:

1. Basic components:
 - Student ratings of instructional faculty (and non-instructional faculty when appropriate)
 - Classified staff ratings where the faculty member supervises classified staff
 - A written self-assessment
 - Written observations and assessments by the evaluator
 - Course syllabi where appropriate
 - Peer Review by academic staff who are knowledgeable about the subject area taught by the evaluatee

2. The formal evaluation may include the following areas:
 - Expertise in subject matter (instructional) or program area (non-instructional)
 - Techniques of instruction where appropriate
 - Effectiveness of communication
 - Acceptance of responsibility
 - Performance in areas of responsibility other than the classroom, where applicable

3. For contract faculty, evaluation takes place at least annually; for regular faculty, at least triennially; for temporary employees, within the first year of employment, and at least once every six semesters thereafter.

4. Fall evaluation summaries must be completed by December 15, and spring evaluation summaries must be completed by May 15.

5. If the evaluation identifies specific deficiencies, the evaluator and evaluatee meet to discuss appropriate steps for improvement, and the evaluator makes specific written recommendations.

6. Once the deficiencies have been corrected, that improvement is documented.

7. The District may conduct additional observations or assessments to be included in the formal evaluation procedure.

Classified

Classified Evaluation procedure is outlined in Article 13 of the CSEA collective bargaining agreement as summarized below:

1. Permanent classified staff members are evaluated once every two years in the month of April; probationary classified staff members are evaluated at least twice during the probationary period, in about the third and seventh months from the hiring date.
2. A report from the Employee/Position Information Collaborative System (EPICS) identifies which classified employees are due to be evaluated each year about March 1 (for permanent employees) and about the first of each month (for probationary employees).
3. Human Resources staff sends an email notice to each manager to complete the evaluation.
4. Each manager completes the evaluation and sends the results to Human Resources.
5. Human Resources reviews the completed evaluation, updates the evaluation date in EPICS to reflect the next evaluation date, and updates the evaluation log to document both the notice and the receipt of the evaluation.

Management

District Policy 7251 outlines the guidelines for Management Evaluation. Each manager is evaluated annually for the first two years of employment and every three years thereafter; evaluation may be more frequent when significant performance deficiencies are noted. Management evaluation is a five-stage process consisting of a meeting between the manager and his/her immediate supervisor, Evaluation Committee process, Campus Survey, and final report.

1. At the beginning of the academic year the manager and his/her supervisor will meet to review the goals and objectives set forth the prior year and discuss the extent to which

they were met. At that time, the manager and supervisor review the job description and, by mutual agreement, revise, update, or set new short- and long-range goals and objectives.

2. By September 1 of each year of the required evaluation, the manager and supervisor meet to agree upon the formation of an Evaluation Committee. The Evaluation Committee is composed of employees representing each category (management, faculty, and classified), the supervisor serves as committee chair. The manager will nominate three individuals from each category; from this list appointments are made by Chancellor/College President, Academic Senate, and CSEA respectively.
3. The Evaluation Committee seeks written feedback from campus and/or district community using a Board approved survey form. Feedback is solicited from applicable managers, faculty, classified staff, and any others who are in a position to know how effectively the manager is performing assigned responsibility. The manager provides a list of individuals with whom he/she interacts on a regular basis.
4. The manager completes a self-evaluation form and includes other materials he/she deems pertinent.
5. No later than November 15, the Evaluation Committee evaluates the survey responses and the self-evaluation materials and produces a written report that includes a summary of duties from the job description, list of goals and objectives, and assessment. The report will specify commendations for superior performance, satisfactory performance, or recommendation for improvement.

Analysis of Employee Performance Evaluation Process

A properly implemented and monitored performance evaluation process is central to the implementation of a well-developed succession plan. The District's Strategic Plan articulates a concern for the loss of institutional knowledge as a result of the SERP. To address this concern the plan includes initiatives toward succession management; specifically, the retention and development of internal candidates for promotional and other vacancies. The

performance evaluation process falls within the scope of staff development and can be used to identify employees who should be targeted for promotional opportunities while at the same time exposing those employees whose performance falls below District standards.

The 2010-2013 Long Range Staffing Plan states that, at the time of its drafting, a significant proportion of classified staff evaluations, and an even larger proportion of management evaluations, were over 60 days past due, and nearly half the evaluations of probationary classified employees were not submitted. The Human Resources Department is responsible for disseminating notices and monitoring the evaluation process for classified and management employees. HR stated that the progress of monitoring the evaluation process has been hindered by an insufficient information management tracking system, which consists basically of standalone Excel spreadsheets that are not structured for ease of analysis. Since the last 2010-2013 Staffing Plan, HR has been working with the IT department to secure an HRIS system; however, due to cost constraints it has not been feasible. While there appears to be a significant improvement in overdue evaluations for management, the situation of overdue evaluations continues to persist as indicated by below:

PAST DUE EVALUATIONS (July 2013 to PRESENT)				
LOCATION	STAFFING CATEGORIES			
	CLASSIFIED	MANAGEMENT	FACULTY	TOTAL
San Bernardino Valley College	26	1	0	27
Crafton Hills College	4	2	0	6
District Offices	2	0	NA	2
Annex	3	0	NA	3
Economic Development Training Center	0	1	NA	1
Police Department	0	0	NA	0
KVCR TV/FM	1	0	NA	1

Table 10, Count of Past Due Evaluations of Permanent Classified Staff and Management from July 2013 to January 2014.

Source: SBCCD Human Resources Department

The CBT consultants carefully reviewed the current administrative processes for faculty, classified and management staff and found that the classified and faculty evaluation processes are common to many community college districts. The management staff is evaluated with a multisource rating process, some are commonly known as 360-Degree Feedback, again similar to most community colleges; although the SBCCD process appears to be much more

cumbersome with the use of committee participation, rather than survey feedback. There may also be confusion in the implementation of the process as well as the tracking systems used.

The CBT consultants agree that the weaknesses in the implementation of the performance evaluation process fall within three categories: Process and Training, Tracking, and Accountability:

Process and Training: Human Resources, through the Planning and Review (Human Resources) document (p.10), has committed to “Update Human Resources Board Policies and Administrative Procedures.” The management and classified evaluation processes and procedures should be a priority for evaluation and updating; possibly in conjunction with the Tools Committee responsible for the development of evaluation materials. The management evaluation process should be a particular priority for review. Individuals most qualified to speak on the usability of the management performance evaluation process and tools are those responsible for the evaluation of staff. It may be necessary to investigate, through management interviews or surveys, to discover the true reasons behind the persistent tardiness by supervising managers. The interviews should reveal whether or not the process is too cumbersome, and/or for other reasons. The final evaluation procedures should be considered and reviewed through the Shared Governance procedure. Once the process is finalized, the Vice Chancellor of Human Resources must develop a training seminar for managers that explains and illustrates the purpose and importance of timely performance evaluations as well as details on how to conduct and process an effective evaluation.

Tracking: Human Resources staff states that the tracking system is not structured for ease of analysis and a new tracking system is not economically feasible. Under the current process HR is left with running reports from the EPICS system on to an excel spreadsheet. The reports are generated for classified employees (March) and management employees (August) each year. Email notices are sent to the respective supervisors.

The CBT consultants recommend the development of new of separate spread sheets for classified and management employees with data sources maintained by the HR generalist rather than relying on IT. The spreadsheet should be designed in a way that allows for sorting start date, due date, and other categories. HR should develop a monthly practice of reviewing pending due dates, as well as past due evaluations. The task of tracking and monitoring due, and past due, classified and management evaluations should be assigned to separate HR

generalists. Separating the tasks would allow each generalist to devote more detailed attention to each group. HR stated that the evaluation process for faculty employees is monitored by their respective colleges; HR tracks only the completion of the process when it is reported. No data was available to determine if evaluations were completed in a timely manner. Since the District has indicated the importance of evaluation, particularly for staff development, HR should meet with academic administrators to ensure that the faculty evaluation process is being conducted for all faculty employees.

Accountability: While a user-friendly efficient process, training, and monitoring strategies are important, managers must be held accountable for ensuring that their staff is properly evaluated. Without a system for accountability, given their busy schedules and workloads, it becomes easy to delay or ignore evaluations. The District must develop accountability measures, perhaps tying completion of staff evaluations as a performance dimension in the management evaluations and tying evaluations to contract renewals.

Staffing Levels

Historical Overview

As indicated in the following table, SBCCD's district-wide total FTE has steadily declined in all categories with the exception of classified administrators and classified support staff. The rise in the number of classified administrators has been dramatic over the past five years.

	Educ	Tenured/	Academic	Classified	Classified	Classified	Total
Year	Admin	Tenure	Temporary	Admin	Professional	Support	FTE
2012	31.4	239.2	184.4	61.0	35.0	310.2	861.2
2011	34.5	241.3	182.3	61.0	36.0	315.8	870.9
2010	34.2	252.8	203.9	33.4	48.0	326.1	898.4
2009	42.2	274.8	192.3	26.0	49.0	358.2	942.5
2008	58.9	275.9	193.5	22.0	16.5	379.7	946.5

Table 11, Five Year FTE Count, District-wide

Source: California Community College Chancellor's Office DataMart, Annual Statewide Staffing Reports

Current Staffing Levels

SBCCD reported the following 2012-13 staffing levels (head count) to the California Community Colleges Chancellor's Office. Note that these district-wide figures are employee headcount which is different than the district-wide figures in the table above which calculates full-time equivalent employee (FTE).

Employee Category	Fall 2012 Employee Count	Fall 2012 Employee Count Percentage
Educational Administrator	31	2.73%
Academic, Tenured/Tenure Track	217	19.09%
Academic, Temporary	466	40.99%
Classified	423	37.20%
Total	1137	100%

Table 12, Current Staffing Levels

Source: California Community College Chancellor's Office DataMart, Faculty and Staff Demographics Report, 2012-13.

While the 2012 data tells us the current size of staff, it does not give us a comparison of the size of staff to other similar sized districts or from one college compared to other similar sized colleges.

From the California Community Colleges Chancellor’s Office DataMart, Faculty and Staff Demographics Report, Fall 2012, we compared the total FTE (size of staff in all categories) of SBCCD to similar sized districts in California, whether single or multi-campus districts. We took three districts just smaller and three districts just larger for our comparison. When sorted by the total FTE, SBCCD’s size of staff ranked second largest among five of the six districts. One district’s data reported to the Chancellor’s Office was inaccurate and could not be used in the comparison.

District	Annual 2012-13 Total FTES	Educational Administrator	Tenured/Tenure	Academic Temporary	Classified Administrator	Classified Professional	Classified Support	Total FTE
Yosemite CCD	13320.87	35.0	298.3	151.1	49.5	17.1	378.2	929.2
San Bernardino CCD	13372.61	31.4	239.2	184.4	61.0	35.0	310.2	861.2
Southwestern CCD	14306.38	27.5	161.5	274.5	33.5	0.0	333.3	830.3
Chaffey CCD	13326.81	16.0	212.5	241.8	17.0	20.2	241.6	749.1
San Jose-Evergreen CCD	13445.49	25.0	219.9	212.8	18.0	10.5	256.7	742.9
Santa Clarita CCD	13917.39	51.5	203.5	189.2	29.3	12.3	226.3	712.1
Glendale CCD	13354.31	Inaccurate data						

Table 13, Comparison of Staffing Levels in Similar Sized Districts

Source: California Community College Chancellor’s Office DataMart, Faculty and Staff Demographics Report, 2012-13.

In addition to SBCCD ranking second largest in total FTE, it ranks third largest in educational administrators; second largest in tenured/tenure track faculty; largest in the number of classified administrators; and, third largest in the number of classified support staff.

While it is very important to know how SBCCD compares in staffing levels with other California community college districts of similar size, it is also important to know how the two individual colleges in the district compare to similar sized colleges in the system.

From the California Community Colleges Chancellor’s Office DataMart, Faculty and Staff Demographics Report, Fall 2012, we compared the total FTE (size of staff in all categories) of San Bernardino Valley College to similar sized colleges in California. We took three colleges just smaller and three colleges just larger for our comparison. When sorted by the total FTE, Valley College’s size of staff ranked third largest among the six colleges.

In addition to Valley College ranking third largest in total FTE, it ranks fourth largest in educational administrators; third largest in tenured/tenure track faculty; second largest in the

number of classified administrators; and, second largest in the number of classified support staff.

College	Annual 2012-13 Total FTEs	Educational Administrator	Tenured/Tenure	Academic Temporary	Classified Administrator	Classified Professional	Classified Support	Total FTE
Victor Valley	9196.39	12.0	161.8	200.1	1.0	18.5	171.3	564.7
Allan Hancock	9598.75	28.8	165.0	147.6	0.0	23.5	172.4	537.3
SB Valley	9412.13	17.2	164.4	131.7	17.0	16.0	175.9	522.2
Irvine	9082.84	12.0	142.8	141.1	14.3	2.3	155.9	468.4
Golden West	9624.88	18.0	144.9	101.7	17.0	0.0	170.2	451.8
Merced	9591.79	27.1	94.6	57.8	19.0	2.0	236.8	437.3
Chabot Hayward	9202.68	10.0	192.9	111.2	4.0	1.0	110.4	429.5

Table 14, Comparison of Staffing Levels in Similar Sized Colleges, SB Valley College

Source: California Community College Chancellor's Office DataMart, Faculty and Staff Demographics Report, 2012-2013.

From the same Chancellor's Office DataMart, Faculty and Staff Demographics Report, Fall 2012, we compared the total FTE (size of staff in all categories) of Crafton Hills College to similar sized colleges in California. We took three colleges just smaller and three colleges just larger for our comparison. When sorted by the total FTE, Crafton Hills College's size of staff also ranked third largest among the six colleges.

In addition to Crafton Hills College ranking third largest in total FTE, it ranks second largest in educational administrators; third largest in tenured/tenure track faculty; second largest in the number of classified administrators; and, third largest in the number of classified support staff.

College	Annual 2012-13 Total FTEs	Educational Administrator	Tenured/Tenure	Academic Temporary	Classified Administrator	Classified Professional	Classified Support	Total FTE
Redwoods	4396.27	19.0	81.3	84.4	30.7	38.4	90.0	343.8
L.A. Southwest	3898.90	4.0	58.7	87.6	4.0	9.9	95.8	260.0
Crafton Hills	3960.39	9.2	74.8	52.6	8.0	9.0	76.9	230.5
Merritt	4119.64	5.0	79.3	46.2	0.0	14.0	47.1	191.6
Alameda	3954.97	6.0	60.0	48.1	0.0	9.0	39.2	162.3
Berkeley City (Vista)	4011.91	7.0	44.5	63.5	0.0	12.0	30.1	157.1
West Hills Lemoore	3248.06	8.0	40.1	43.0	0.0	5.9	36.7	133.7

Table 15, Comparison of Staffing Levels in Similar Sized Colleges, Crafton Hills College

Source: California Community College Chancellor's Office DataMart, Faculty and Staff Demographics Report, 2012-2013.

In general, both colleges are fairly highly staffed compared to colleges of similar size norms—a condition that will be important to the District to consider, particularly in light of its need to reduce expenditures.

The CBT consultants also looked at the comparison in staffing levels between the two colleges, Valley College and Crafton Hills College. While Valley College is more than twice (2.38 times) the size of Crafton Hills College, a comparison can be done if the size is equalized. The following table gives us that kind of information.

Crafton Hills College’s comparative numbers of staff in all categories (with the exception of academic temporary) are much higher than those of Valley College.

College	Annual 2012-13 Total FTEs	Equalization Factor	Educational Administrator	Tenured/ Tenure	Academic Temporary	Classified Administrator	Classified Professional	Classified Support	Total FTE
SB Valley	9412.13		17.2	164.4	131.7	17.0	16.0	175.9	522.2
Crafton Hills	3960.39	2.38	21.9	178.0	125.2	19.0	21.4	183.0	548.6

Table 16, Comparison of Staffing Levels in SB Valley and Crafton Hills Colleges, Equalization of Size
Source: California Community College Chancellor’s Office DataMart, Faculty and Staff Demographics Report, 2012-2013.

There are a number of separate departments/locations at SBCCD that warrant some examination with regard to current staffing levels. The first is the District Office operation itself. While SBCCD ranks fifth in the list of seven comparable districts in total FTE, it is significantly higher (ranking first) in the number of classified administrators compared to the other districts.

District Office	Annual 2012-13 Total FTEs	Educational Administrator	Tenured/ Tenure	Academic Temporary	Classified Administrator	Classified Professional	Classified Support	Total FTE
Yosemite CCD	13320.87	6.0	0.0	0.0	23.0	11.8	125.3	166.1
West Valley CCD	15,250.86	1.0	0.0	0.0	10.0	19.0	97.0	127.0
West Hills CCD	5,309.14	27.7	0.0	0.0	0.0	27.6	62.8	118.1
Chabot-Las Positas CCD	15,413.12	1.0	0.0	0.0	14.0	0.0	99.8	114.8
San Bernardino CCD	13372.61	5.0	0.0	0.1	36.0	10.0	57.4	108.5
San Jose CCD	13445.49	4.0	0.0	0.0	9.0	5.0	53.9	71.9
Yuba CCD	5,557.19	7.0	0.0	0.0	7.0	0.0	37.3	51.3

Table 17, Comparison of Staffing Levels of District Office in Similar Sized Multi-campus Districts
Source: California Community College Chancellor’s Office DataMart, Faculty and Staff Demographics Report, 2012-2013.

The second department(s) to be examined is the District’s Annex which houses its Information Technology and Reprographics Departments. Using the same similar sized multi-

campus districts as in the table above, the employee headcount at SBCCD is not at all out of line in comparison to the selected districts as indicated in the following table.

District	Annual 2012-13 Total FTES	Information Technology	Reprographics	Total Headcount
West Valley CCD	15834.07	39	2	41
Yosemite CCD	13320.87	33	4	37
Chabot-Las Positas CCD	15529.83	25	1	26
San Jose-Evergreen CCD	13445.49	22	3	25
San Bernardino CCD	13372.61	19	6	25
Yuba CCD	5661.88	15	2	17
West Hills CCD	5611.31	10	1	11

Table 18, Comparison of Staffing Levels of IT and Reprographics in Similar Sized Multi-campus Districts
Source: 2013 Staff Directory and/or District Websites

The third department reviewed is the District’s Police Department. Because districts have peace officers, security guards (or both), and/or contract with city police departments, it is much more difficult to make a logical comparison of headcount. The CBT consultants are not comfortable making an evaluation of a headcount comparison among these districts. The following table is presented for information only.

District	Annual 2012-13 FTES	Police/Security Headcount
Chabot-Las Positas CCD	15529.83	unknown
West Hills CCD	5,611.31	unknown
San Bernardino CCD	13372.61	19
San Jose-Evergreen CCD	13445.49	16
West Valley CCD	15834.07	9
Yuba CCD	5,661.88	6
Yosemite CCD	13320.87	1

Table 19, Comparison of Staffing Levels of Police/Security in Similar Sized Multi-campus Districts
Source: 2013 Staff Directory and/or District Websites

The fourth department examined is the District’s Economic Development and Corporate Training department. Using the same similar sized multi-campus districts as in the tables above, this too is data that is too incomplete to make a logical evaluation of its meaning. The table is presented here for information only.

	Annual 2012-13	Training Center
	Total FTES	Staff
San Jose-Evergreen CCD	13445.49	11
San Bernardino CCD	13372.61	9
Yosemite CCD	13320.87	9
Chabot-Las Positas CCD	15529.83	5
West Hills CCD	5,611.31	0
West Valley CCD	15834.07	0
Yuba CCD	5,661.88	0

Table 20, Comparison of Staffing Levels of Econ Develop/Corp Training in Similar Sized Multi-campus Districts
Source: 2013 Staff Directory and/or District Websites

The fifth and last department reviewed is the District’s public broadcasting system (KVCR). Discovering which community colleges have a similar program to that of SBCCD’s KVCR was not an easy task. Once the colleges were determined, checking each website revealed that many of them are currently non-operational, are used only for instructor support, or are dedicated to a specific instructional program.

Community College	Name of Broadcast	County/City	Use
Peralta College	Peralta TV	Alameda Co; Oakland	active
DeAnza College	Educational Access CCN1	Cupertino	primarily distance learning
Chabot College	Instructional TV Channel 27	Hayward	active
Irvine Valley College	IVCTV-33	Irvine	website non-functional
Saddleback College	Educational Access	Mission Viejo	website non-functional
Butte College	BCTV	Oroville	website non-functional
Oxnard College	OCTV	Oxnard	non-operational for two years
Riverside College	Educational Cable TV	Riverside	used for Applied Technology instructional program
Los Rios College	Interactive TV	Sacramento	interactive television - Distance Education
College of San Francisco	Educational Access TV (EATV)	San Francisco	Distance Education and Media Arts instructional programs
Palomar College	PCTV	San Marcos	programming not listed since 2010
Sacramento College	Instructional Media Center	Santa Ana	website non-functional
El Camino College	Media Services Channel 8	Torrance	used for media services for staff

Table 21, Broadcasting Systems in California Community Colleges
Source: 2013 Staff Directory and/or District Websites

Of the two broadcasting systems listed above as active—and seem to be a closer comparison to KVCR at SBCCD—the staffing levels are considerably lower than that of KVCR at SBCCD. Most of the 22 employees who work in the SBCCD KVCR department are full-time and

fully financially supported by the District. In addition, KVCR employs another 25 “professional expert” employees also supported by District funds.

In comparison, Chabot Instructional TV, Channel 27, has only one full-time employee and four part-time employees. Peralta TV employs five full-time employees.

Ideal Staffing Levels

To some, the definition of ideal staffing levels is the luxury of having as many employees as division heads might request. That would be the best of all worlds if one did not need to be concerned with budget limitations. SBCCD needs to be concerned about budget. The ideal staffing levels may mean a small but efficient staffing configuration that not only is within budget but reflects progress toward decreasing the annual salary and benefit expenditures.

Determining what might be ideal staffing levels for each of the following components of the San Bernardino Community College District (District Office, Crafton Hills College, San Bernardino Valley College, Economic Development and Corporate Training, KVCR, police department, and District Annex) depends largely on an evaluation of current staffing levels and whether or not they appear to be ideal or less than ideal.

We have seen SBCCD’s current level of staffing in the previous tables, as well as how those staffing levels compare in a number of different ways. It appears that the District in general is on the high side of staffing levels. This may be due to the higher staffing levels in both colleges, especially Crafton Hills College. This condition does not reflect “ideal staffing levels,” particularly in light of recommendations outlined in the Hill and Brandy report.

We note in the following tables that SBCCD has a significant number of employees who have served the District for 20 plus years. Those employees may be nearing retirement as we will see in next set of tables describing the age ranges of employees. We do not see those same significant numbers within the four departments also reviewed; i.e. KVCR, Annex, Police Department, and the Economic Development Training Center.

LENGTH OF SERVICE	SAN BERNARDINO VALLEY COLLEGE			CRAFTON HILLS COLLEGE			DISTRICT OFFICE			CONFIDENTIAL		
	FACULTY	CLASSIFIED	MA	FACULTY	CLASSIFIED	MA	FACULTY	CLASSIFIED	MA	DISTRICT	SBVC	CHC
UNDER 5 YEARS	16	28	3	8	11	6		1	4	4		
5 - 10 YEARS	27	47	3	11	31	4		5	0	1		
10 - 15 YEARS	26	39	3	16	20	5		4	2		1	
15 - 20 YEARS	42	27	5	12	13	2		2	0			
20+ YEARS	32	39	13	24	16	3		4	1	2		1
TOTALS	143	180	27	71	91	20		16	7	7	1	1

Table 22, Employee Length of Service, District and Colleges, as of July 1, 2013

Source: SBCCD Human Resources Department

LENGTH OF SERVICE	KVCR TV/FM			ANNEX			POLICE DEPARTMENT			ECONOMIC DEVELOPMENT TRAINING CENTER		
	FACULTY	CLASSIFIED	MA	FACULTY	CLASSIFIED	MA	FACULTY	CLASSIFIED	MA	FACULTY	CLASSIFIED	MA
UNDER 5 YEARS		4	2		11	3		5	1			4
5 - 10 YEARS		5			5			4	2			2
10 - 15 YEARS		3	1		3	2					2	1
15 - 20 YEARS		3			2			1				
20+ YEARS		3			4							
TOTALS		18	3		25	5		10	3		2	7

Table 23, Employee Length of Service, Other District Departments, as of July 1, 2013

Source: SBCCD Human Resources Department

When reviewing the ages of staff as of Fall 2012, SBCCD might expect to see retirements of 25% of its educational administrators, 23% of its full-time faculty, and 29% of its classified support staff within the next three to seven years. The District might consider running the calculations again (normally done at no expense) to check whether or not another retirement incentive program might be feasible.

		Fall 2010 Employee Employee Count	Fall 2010 Employee Employee Count (%)	Fall 2011 Employee Employee Count	Fall 2011 Employee Employee Count (%)	Fall 2012 Employee Employee Count	Fall 2012 Employee Employee Count (%)
San Bernardino CCD Total		1,185	100.00%	1,136	100.00%	1,137	100.00%
Educational Administrator		34	2.87%	34	2.99%	31	2.73%
	60 to 64	3	8.82%	4	11.76%	6	19.35%
	65 to 69	1	2.94%	1	2.94%	2	6.45%
	70+	1	2.94%	1	2.94%		0.00%
TOTALS		5	14.71%	6	17.65%	8	25.81%
Academic, Tenured/Tenure Track		222	18.73%	217	19.10%	217	19.09%
	60 to 64	31	13.96%	29	13.36%	29	13.36%
	65 to 69	15	6.76%	15	6.91%	17	7.83%
	70+	3	1.35%	5	2.30%	5	2.30%
TOTALS		49	22.07%	49	22.58%	51	23.50%
Classified		425	35.86%	433	38.12%	423	37.20%
	55 to 59	49	11.53%	56	12.93%	66	15.60%
	60 to 64	27	6.35%	33	7.62%	41	9.69%
	65 to 69	12	2.82%	14	3.23%	9	2.13%
	70+	5	1.18%	7	1.62%	9	2.13%
TOTALS		93	21.88%	110	25.40%	125	29.55%

Table 24, Employee Age 2010-2012, District-wide

Source: California Community College Chancellor's Office DataMart, Faculty and Staff Demographics Report

		Fall 2010 Employee Employee Count	Fall 2010 Employee Employee Count (%)	Fall 2011 Employee Employee Count	Fall 2011 Employee Employee Count (%)	Fall 2012 Employee Employee Count	Fall 2012 Employee Employee Count (%)
Crafton Hills		315	29.44%	327	31.93%	308	29.99%
Educational Administrator		10	3.17%	11	3.36%	9	2.92%
	60 to 64		0.00%		0.00%		0.00%
	65 to 69		0.00%		0.00%		0.00%
TOTALS		0	0.00%	0	0.00%	0	0.00%
Academic, Tenured/Tenure Track		68	21.59%	66	20.18%	69	22.40%
	60 to 64	7	10.29%	7	10.61%	10	14.49%
	65 to 69	4	5.88%	5	7.58%	6	8.70%
	70+	2	2.94%	3	4.55%	2	2.90%
TOTALS		13	19.12%	15	22.73%	18	26.09%
Classified		97	30.79%	107	32.72%	100	32.47%
	55 to 59	11	11.34%	13	12.15%	11	11.00%
	60 to 64	4	4.12%	7	6.54%	10	10.00%
	65 to 69	4	4.12%	3	2.80%	1	1.00%
	70+	1	1.03%	2	1.87%	2	2.00%
TOTALS		20	20.62%	25	23.36%	24	24.0%

Table 25, Employee Age 2010-2012, Crafton Hills College

Source: California Community College Chancellor's Office DataMart, Faculty and Staff Demographics Report

Within the next three to seven years, Crafton Hills College may expect to lose from retirement 26% of its full-time faculty and 24% of its classified support staff.

		Fall 2010 Employee Count	Fall 2010 Employee Count (%)	Fall 2011 Employee Count	Fall 2011 Employee Count (%)	Fall 2012 Employee Count	Fall 2012 Employee Count (%)
San Bernardino Valley		755	70.56%	697	68.07%	719	70.01%
Educational Administrator		18	2.38%	18	2.58%	17	2.36%
	60 to 64	3	16.67%	4	22.22%	5	29.41%
	65 to 69	1	5.56%	1	5.56%	2	11.76%
	70+	1	5.56%	1	5.56%		0.00%
TOTALS		5	27.78%	6	33.33%	7	41.18%
Academic, Tenured/Tenure Track		154	20.40%	151	21.66%	148	20.58%
	60 to 64	24	15.58%	22	14.57%	19	12.84%
	65 to 69	11	7.14%	10	6.62%	11	7.43%
	70+	1	0.65%	2	1.32%	3	2.03%
TOTALS		36	23.38%	34	22.52%	33	22.30%
Classified		219	29.01%	219	31.42%	218	30.32%
	55 to 59	28	12.79%	33	15.07%	36	16.51%
	60 to 64	16	7.31%	16	7.31%	18	8.26%
	65 to 69	6	2.74%	8	3.65%	6	2.75%
	70+	2	0.91%	3	1.37%	5	2.29%
TOTALS		52	23.74%	60	27.40%	65	29.82%

Table 26, Employee Age 2010-2012, San Bernardino Valley College

Source: California Community College Chancellor's Office DataMart, Faculty and Staff Demographics Report

Within the next three to seven years, San Bernardino Valley College may expect to lose from retirement 41% of its educational administrators, 22% of its full-time faculty, and 30% of its classified support staff.

The District has made some progress in filling the hiring priorities found in the 2010-2013 Long-Range Staffing Plan. It is the suggestion of the CBT Consultants that the District institute a modified hiring freeze for the purpose of fully evaluating the need for each of these unfilled positions in light of the recommendations found in this report.

The following table presents the District's progress to date in filling the recommended positions from its 2010-2013 staffing plan.

San Bernardino Valley College	
2010-2011 Hiring Priorities	
Administrative Assistant II	Filled 11-2010
Administrative Coordinator	Filled 12-2010
Director, Child Development Center	Filled 110-2010
Food Service Worker (CDC)	
Instructor, Nursing	Filled 8-2010
Library Media Clerk	Filled 4-2013
Secretary II, Financial Aid	
Faculty (4)	
Computer Technician	
Alumni Coordinator	
Evening/Weekend Supervisor	
Current Priorities	
Director, Library & Learning Support Services	In Progress
Custodian (3)	
Director, Development & Community Relations	In Progress
Instructor, PE/Assistant Football Coach	
Secretary I (Instruction Office)	
Secretary I (Math-HIS STEM PASS GO)	
Lab Technician, Microbiology	
Director, Financial Aid	In Progress
Maintenance Technician-Plumber	In Progress
DSPS Coordinator	In Progress
Lead Grounds Caretaker	Filled
Admission & Records Specialist	
Crafton Hills College	
2010-2011 Hiring Priorities	
Custodian (2)	Filled 1-6-2013
Lab Technician, Physics/Astronomy	
Lab Technician, Biology	In Progress
CIS Instructor	Filled 1-2011
Biology Instructor	Filled 8-2010
Lab Technician, Science/Geology	
Lab Technician, EMS	
Fire Operations Officer	Filled as Professional Expert

Lab Technician, Music	
Music Instructor	
Library Technician	
Tutors	Filled as Short-Term Hourly
Math Instructor	
FYE Instructor	
Reading Instructor	Filled 2012
ASI Instructor	
Speech Instructor	
Counselor-Adjunct (EOPS & Matriculation)	
Nurse-Adjunct	
Facility Director	
Pool Maintenance Technician	Filled 9-2010
Grounds Worker	
Current Priorities	
Account Clerk I (CBO)	In Progress
Administrative Secretary	In Progress
Child Development Assistant (Part-time)	In Progress
DSPS Coordinator	In Progress
Counselor (General)	In Progress
Lab Technician-Biology	In Progress
Lab Technician-EMS	
Library Technical Assistant II	
Lab Technician-Physics	In Progress
Research Data Specialist	
Secretary II - EMS	
Secretary I - Instruction	
Senior Student Services Technician-Transfer Center	
Warehouse Operations Worker	In Progress
District Offices	
2010-2011 Priorities	
Administrative Assistant II	Filled 9-2010
Assistant Director, Applied Technology Training Center	Filled 9-2010
College Police Officer (4)	Filled 1,3,-2011
College Security Officer (2)	Filled 2,7-2010 & 8-2013
Police Dispatch Clerk	Filled 10-2013

Director, Internal Audits	Filled 7-2010
Green Workforce Data Technician	Filled
Logistics Technology Manager	Filled 10-2010
Producer Director TV	Filled 8-2010
Program Manager, Radio	Filled 8-2011
Web Developer	
Distributed Education System Administrator	Cancelled
Project Manager (DCS)	Cancelled
Documentation Specialist	Cancelled
Information Security Coordinator	Cancelled
Help Desk Manager	
Clerical	
Manager Environmental Scanning Services	Filled 7-210
Manager, Career Technical Education (CTE) Collaborative	Filled 6-2010
Logistics Technology Grant Coordinator	
Human Resources Director	Cancelled
Risk Manager	Cancelled
Chancellor	Filled 7-2010
Current Priorities	
Payroll Accountant	In Progress
Vice Chancellor, Business & Fiscal Services	
Human Resources Director	
Vice Chancellor, Human Resources & Employee Relations	
Technology and Educational Support Services	
Instructional Technology Specialist	In Progress
Project Analyst (ATPC)	In Progress
Senior Technology Support Specialist	
Systems Analyst	
Economic Development & Corporate Training	
Administrative Assistant I	In Progress
Police Department	
College Police Officer (3)	In Progress
College Security Officer (5)	In Progress

Table 27, Hiring Priorities 2010-1013

Source: SBCCD 2010-2013 Long Range Staffing Plan

Fulltime Faculty Obligation

As a part of Section 70 of AB1725, legislation enacted in 1989, districts are mandated to progress toward the goal of 75/25--that is, 75% of credit instruction will be taught by full-time faculty. Each year, the California Community Colleges Chancellor's Office notifies each district of the number of full-time faculty to be hired that year in an effort to progress toward that goal. If a district does not meet its Faculty Obligation Number (FON), a financial penalty is levied against the district.

In the District's 2013-14 Final Budget (Strategic Directive 2: Learning Center Institution for Student Access, Retention, and Success), the District commits to "develop and implement a District Staffing Plan that includes targets for improvement of full-time/part-time faculty ratios."

A district might meet its FON yet still be far below the goal of 75/25. That is the case with SBCCD. The following table indicates that SBCCD's full-time/part-time faculty ratio has continued to move farther away from the goal of 75/25 goal over the past five years rather than closer. The District's ratio was 52.92/54.94% for the 2012 fiscal year. That is, only 52.92% of its credit instruction was taught by full-time faculty.

	Fiscal Year 2012	Fiscal Year 2011	Fiscal Year 2010	Fiscal Year 2009	Fiscal Year 2008
Total Full-time Equivalent Faculty (FTEF) attributable to instructional and non-instructional full-time faculty based on CCR Title 5 sections 53302, 53309 and 53320 for the district.	213.90	212.73	218.95	240.03	258.00
Total FTEF attributable to instructional and non-instructional part-time faculty based on CCR Title 5 section 53301.	190.33	174.45	211.26	196.49	197.19
Total FTEF for full-time faculty and part-time faculty (line 1 plus line 2)	404.23	387.18	430.21	436.52	455.19
Percentage of FTEF attributable to full-time faculty (line 1/line 3)	52.92%	54.94%	50.89%	54.99%	56.68%
Full-time/Part-time Faculty Ratio	52.92/54.94%	54.94/50.89%	50.89/54.99%	54.99/56.68%	56.68/43.32%

Table 28, Full-time Faculty Obligation Compliance, Last 5 Years

Source: California Community College Chancellor's Office DataMart, Fiscal Services Department Report

It is assumed that the SBCCD's full-time faculty numbers have been reduced as a result of the SERPs implemented over the past several years. It is a cost savings not to fill those vacant positions with full-time staff but rather with part-time staff. That is the point of a SERP. As long as SBCCD meets its annual FON, it can continue to realize some cost savings by this method. However, the increase in credit courses taught by adjunct faculty has severely hampered the District's progress toward a healthy full-time/part-time faculty ratio.

A closer analysis of the full-time faculty numbers at each college is important in light of the comparison referenced in the Hill and Brandy Budget Report. Their analysis also found that Crafton Hills College had a considerably higher percentage of full-time faculty compared to that of San Bernardino Valley College.

If the District wishes to start progressing toward a more acceptable full-time/part-time faculty ratio, it must begin to decrease the number of credit courses taught by adjunct faculty. This should be a District priority.

There are only a few ways to increase the District's full-time/part-time ratio, if the District so desires:

1. Increase the number of full-time faculty: hire more full-time faculty
2. Decrease the number of part-time faculty: either cut courses or ask full-time faculty to teach more overload
3. Waive the cap on full-time overload: SBCCD's current limit is 7 units per semester

The 75/25 Full-time Faculty Ratio calculations include the following components:

1. Full-time faculty overload is excluded from the calculation.
2. Full-time faculty sabbatical is included in the full-time portion and part-time replacements are excluded from the part-time portion.

3. Full-time faculty reassigned time is included in the full-time portion and part-time replacements are excluded from the part-time portion.
4. Full-time faculty unpaid leave is included in the full-time portion and part-time replacements are excluded from the part-time portion.
5. State has added non-instructional counselors and librarian positions to the 75/25 calculation

Resource Allocation

Resource allocation is important here as it relates to tracking position vacancies, authorization to fill, funding, recruitment and hiring. The following is an explanation of the process for position control which has been determined to be less than efficient or accurate by CBT consultants Hill and Brandy in their recent report, “Resource Allocation and Utilization: Review, Analysis and Recommendations.”

“Position control means that each funded position within the District is tightly controlled by the assignment of a unique position number. That number is assigned to existing positions and to new positions when they are approved through the budget process. The number remains with the position and is used by payroll, the budgeting office and human resources to track every position. We found the position control within SBCCD to be weak, as evidenced by comments made during our site visit with each administrative group. This is a serious problem on many levels, but the impact on this project meant that we could not obtain reliable position distribution for the entities to assist us in our expense analysis. This problem is complex to remedy but we urge SBCCD to give it proper attention so that portion of the budget is under tight control.”

A less than efficient or inaccurate position control system has a significant negative impact on budgeting processes and impedes the ability to track positions that are filled or vacant, their location, and cost savings due to the time the position sits vacant.

Comments from human resources implied a lack of information from the budget department in assigning appropriate numbers to new position requests. Apparently, there are also duplicate positions listed in the budget which renders position control useless and distorts the accuracy of the budget itself.

The Hill and Brandy report also states that budget data, “*particularly related to salary accounts, is cumbersome and untimely.*” The expenditure information is not available online to departments and college personnel in order for them to better manage their operations.

Efforts toward strengthening the position control system will significantly improve some of the budget issues, as well as provide the District and the colleges with a truer picture of

staffing levels. Future staffing planning depends heavily upon a remedy for the deficiencies in the current position control system. In addition, the ability for management staff to view online their individual budgets, including salary accounts, will give staff an added tool to stay within budget, particularly as it relates to staffing.

Staffing Issues

As an introduction to the District, the CBT consultants Drs. Malone and Carlock joined the two CBT consultants Brandy and Hill at two meetings on November 4, 2013. Subsequent face to face meetings were to be scheduled with representative staff; however, those proved too difficult for the HR staff to arrange. Instead, the District agreed that the CBT consultants could communicate with staff via email and a survey for the purpose of soliciting staff impressions and opinion regarding the topics of this report.

On February 26, 2014, the email was distributed to 34 staff members selected by the District. The email explained the staffing plan project and some early observations. Staff was requested to follow a live link to a SurveyMonkey survey with two questions asking staff to identify their employee category and to identify their work location. The survey was anonymous and did not ask staff to identify themselves by name. Sixteen open-ended questions were included to solicit free flowing ideas. The survey was closed to responses at the end of the day on March 12, 2014. It appears that faculty shared the live link with additional faculty—which is a positive for the District. Fifty-one managers, faculty, and staff completed the survey. The CBT Consultants recognize that the majority of the responses are from faculty. Staff were also able to give multiple responses to each question.

We wish to thank staff for their participation and their candor. The perceptions and opinions of staff put our work in perspective and brought to the sterile data the dimension of humanity. It reminds us that an institution is not all about numbers, money, data, and rules but also about people working for the good of education. Staff members at the San Bernardino Community College District appear to be hardworking, dedicated, and caring. They are also individuals who are passionate about what they do and concerned about correcting what they see to be the weaknesses in the system in which they work. We thank you for your helpfulness and are grateful for the opportunity to hear your voice.

This narrative speaks only to the 3-5 most mentioned responses. The table below provides a list of all responses. We trust that we have summarized staff comments accurately for their intended meaning.

Recruitment and Selection

When questioned about why the District has so many interim management assignments, the most frequently stated responses were (1) pay is substantially lower than in other comparable districts, (2) top leadership not high performance, dysfunctional, no oversight, difficulty making decisions, dictator-like style, lacks organization, (3) the hiring process is too bureaucratic, there is a poor job of vetting candidates, too many search failures, takes too long, poor retention, (4) toxic atmosphere, unhealthy professional environment, San Bernardino is not a desirable place to live, low morale and (5) chaotic, ineffective, and short-staffed Human Resources Department.

When questioned about whether the District evaluates each position to decide if the position can be combined with another, the most frequently stated responses were (1) I don't know, (2) Yes, they do/sometimes they do, and (3) no they do not. .

When questioned about whether or not morale/confidence in the District is high or low and if the District is or has taken steps to improve it, the most frequently stated responses were (1) it is low/very low District-wide, (2) it is low/very low at Valley College, and (3) it is good/high at Crafton Hills College. Some of the reasons for the level of morale/confidence most frequently stated were (1) leadership is not interested in morale, lack of confidence in the administration, no leadership, lack of vision, inconsistency, chaos, administration out of touch, (2) staff needs more pay, and (3) there have been no steps taken to improve morale/confidence.

When questioned about why recruitments for certain positions have failed, the most frequently stated responses were (1) low pay, (2) SBCCD is a difficult place to work, poor reputation, mediocre, no trust in faculty, (3) recruitment not broad enough, recruitment is weak, short timeframe, interviews too restricted, (4) I don't know, and (5) limited applicant pools, unqualified local candidates.

When questioned about how the District can go about correcting the disparity between the number of Hispanic students and the number of Hispanic faculty and staff, the most frequently stated responses were (1) hire more Hispanic staff from the qualified pool of applicants, but not exclusively, (2) advertise in targeted markets, and (3) I don't know.

Performance Evaluation Processes

When questioned about whether or not there are consequences when managers/supervisors' evaluations are late, the most frequently stated responses were (1) No, and (2) I don't know.

When questioned about whether appropriate reminders are sent for late evaluations, the responses of (1) I don't know, and (2) No were about equally stated. Many fewer staff said (3) Yes.

When questioned about whether the District provides training opportunities regarding performance evaluations, the responses of (1) I don't know, and (2) No were closely stated. Many fewer staff said (3) Yes.

When questioned about whether the evaluation process for managers is appropriate or too cumbersome or just right, the most frequently stated responses were (1) I don't know, (2) well done and appropriate, (3) the process lacks depth, and (4) the process seems to be inconsistently applied, favoritism.

When questioned about why managers/supervisors are late in completing their evaluations, the most frequently stated responses were (1) I don't know, (2) managers are overworked, and (3) there are no consequences for being late.

Staffing Levels

When questioned about whether staff believes that staffing levels are too high or too low in areas, the most frequently stated responses were (1) there are too many managers in the District, (2) there are too few fulltime faculty in the District, (3) there are too many classified staff in the District, (4) there are too few staff in the Human Resources Department, and (5) there are too few classified staff in the District.

When questioned about why the District is not progressing toward the goal of 75/25, the most frequently stated responses were (1) it is less expensive to use adjuncts, (2) it's all about money, (3) add more fulltime faculty, and (4) I don't know.

When questioned about whether or not staff would participate in another early retirement incentive program, the most frequently stated responses were slightly higher for Yes than for No.

When questioned about whether or not the District's KVCR public broadcasting program is contributing to the District and whether it is involved in the instructional program, the most frequently stated responses were (1) the program is not fully involved in the instructional program, (2) I don't know, (3) it is a great public broadcasting station, an asset, a treasure, a service to the community, worth supporting, has tremendous benefit, and (4) it has a negative impact by taking money away from the classroom.

When questioned about how staff feel regarding how the District makes its decision about how many and which positions to fill, the most frequently stated responses were (1) I don't know, (2) the process is not transparent; no explanations, (3) the process sounds arbitrary, and (4) money is number one.

Observations

1. Over the past two years, the District has experienced twenty-nine failed recruitments at an estimated cost of \$218,000.
2. Valley College has an extra-ordinary number of interim appointments among its management ranks.
3. The annual salary of the College President position is low when compared to the same position at similar-sized California community colleges in multi-campus districts.
4. The annual salary of the Vice Chancellor Fiscal Services position is low when compared to the same position at similar-sized California community college multi-campus districts.
5. Staffing of the Human Resources Department appears to be too low to efficiently handle its wide variety of responsibilities.
6. There are a number of past-due evaluations throughout the District; however, the number is particularly high at Valley College.
7. The tracking and monitoring system used by the District for performance evaluations appears to be inadequate.
8. The consequences for managers/supervisors who do not complete performance evaluations are unclear.
9. Since 2008, the number of District employees in most categories (educational administrators, tenured faculty, adjunct faculty, and classified support staff) has consistently decreased. However, the numbers of employees in the categories of classified administrator (tripled) and classified professional (doubled) has dramatically increased over the same period of time.

10. When comparing the number of total FTE (full-time equivalent) employees at San Bernardino Valley College to California community colleges of similar size, it ranks higher than average to those six comparison districts and it ranks highest in classified support staff.
11. When comparing the number of total FTE (full-time equivalent) employees at Crafton Hills College to California community colleges of similar size, it ranks higher than average to those six comparison districts.
12. San Bernardino Valley College is 2.38 times larger than Crafton Hills College (using FTES size). If Crafton Hills' FTE numbers were equalized to that of San Bernardino Valley College, its total FTE is higher than that of Valley College, higher in classified support staff, higher in classified professional staff, higher in classified administrators, higher in tenured/tenure track faculty, and higher in educational administrators.
13. When compared to other District Offices of similar-sized California community college districts, SBCCD's total FTE at its District Office ranks near the bottom of the comparison districts in all employee categories with the exception of classified administrator where it ranks highest.
14. While complete information is limited, the SBCCD's number of employees in its police department shows it ranks highest in employee numbers.
15. SBCCD's number of employees in its Economic Development/Corporate Training department ranks in the mid-point among its comparison group.
16. Information on numbers of employees in comparison district's TV broadcasting programs across the state is limited.
17. SBCCD might expect to see retirements of 25% of its educational administrators, 23% of its full-time faculty, and 29% of its classified support staff within the next three to seven years.

18. Crafton Hills College might expect to lose from retirement 26% of its full-time faculty and 24% of its classified support staff within the next three to seven years.
19. San Bernardino Valley College might expect to lose from retirement 41% of its educational administrators, 22% of its full-time faculty, and 30% of its classified support staff.
20. The ethnic diversity of SBCCD's student population is not reflected in its faculty and staff; there is a significant disparity in its ethnic category of Hispanic faculty and staff compared to its Hispanic students.
21. While SBCCD has met its statewide Fulltime Faculty Obligation Number (FON), its fulltime/part-time faculty ratio has consistently degraded since 2008. The current FT/PT ratio is currently 52.92/54.94%.
22. The District's position control system is unreliable thus affecting the accuracy of the budget, the ability to track filled and vacant positions, and the ability to project budget and staffing for the future.

Recommendations

The following are recommendations for the District to consider in its effort to re-align its staffing levels over the next three years while progressing toward a more balanced budget. Recommendations are provided for the District's recruitment and selection efforts and the performance evaluation systems which also impact staffing levels by ensuring the availability of sufficient pools of prospective employees for recruitment and the selection of quality candidates and by identifying high achieving employees while exposing employees whose performance falls below District standards.

The District will note that several of the recommendations below are in agreement and/or compliment the recommendations set forth in the "Resource Allocation and Utilization: Review, Analysis, and Recommendations" report completed in January 2014 by Mike Hill and Mike Brandy, CBT Consultants.

The CBT Consultants recognize that there may be recommendations here that require negotiating with an appropriate collective bargaining unit.

Recruitment and Selection

1. Consider immediately initiating recruitment procedures for the position of Vice Chancellor of Human Resources and consider including one or two sitting community college chief human resources officers in an advisory capacity to the selection committee. This is a priority.
2. Consider immediately initiating recruitment procedures for Director of Human Resources.
3. Consider initiating an organizational climate survey to determine strategies the District can institute to improve the organizational culture and build employee confidence.

4. Consider developing a strategy or plan for expanding recruitments that initially fail or have insufficient applicant pools; establish a process to examine why recruitments fail.
5. Consider organizing a collaborative effort between HR, faculty administration, and Hispanic staff to develop initiatives for increasing recruitment of Hispanic faculty and staff to provide a better balance in the Hispanic faculty/staff to student ratio.
6. Consider increasing recruitment efforts to include advertisements in “Hispanic Outlook in Higher Education” and “Hispanic Jobs.com” and including advertisement language “bilingual/Spanish encouraged to apply” on recruitment flyers. The District’s community might also be asked for their advice.
7. Consider developing strategies to ensure that search committees are ethnically/racially diverse.

Performance Evaluation System

1. Consider tying management evaluations to the management employment contract renewal process.
2. Consider tying the requirement for “completed performance evaluation” check-off box on Personnel Action Forms when initiating annual salary increase.
3. Consider developing separate Excel spread sheets for the evaluation tracking for classified and management employees; spread sheets that can be sorted by start date, due date, and other dimensions.
4. Consider developing a monthly practice of reviewing the spread sheets for due and past due evaluations and sending a memorandum from the VCHR or Chancellor’s office reminding the evaluating managers of their obligation to complete the process.

5. Consider assigning the task of monitoring classified and management evaluations to a separate generalist who can dedicate more detailed attention to monitoring each separate group.
6. Consider developing a training seminar for supervising managers covering the evaluation procedures and the purpose and the importance of completing performance evaluation in a timely manner.
7. Consider reviewing the management evaluation process to develop a less cumbersome process and involve representative managers in the review.
8. Consider conducting a survey of management staff to determine why supervising managers are late or fail to complete their obligation to conduct performance evaluations.

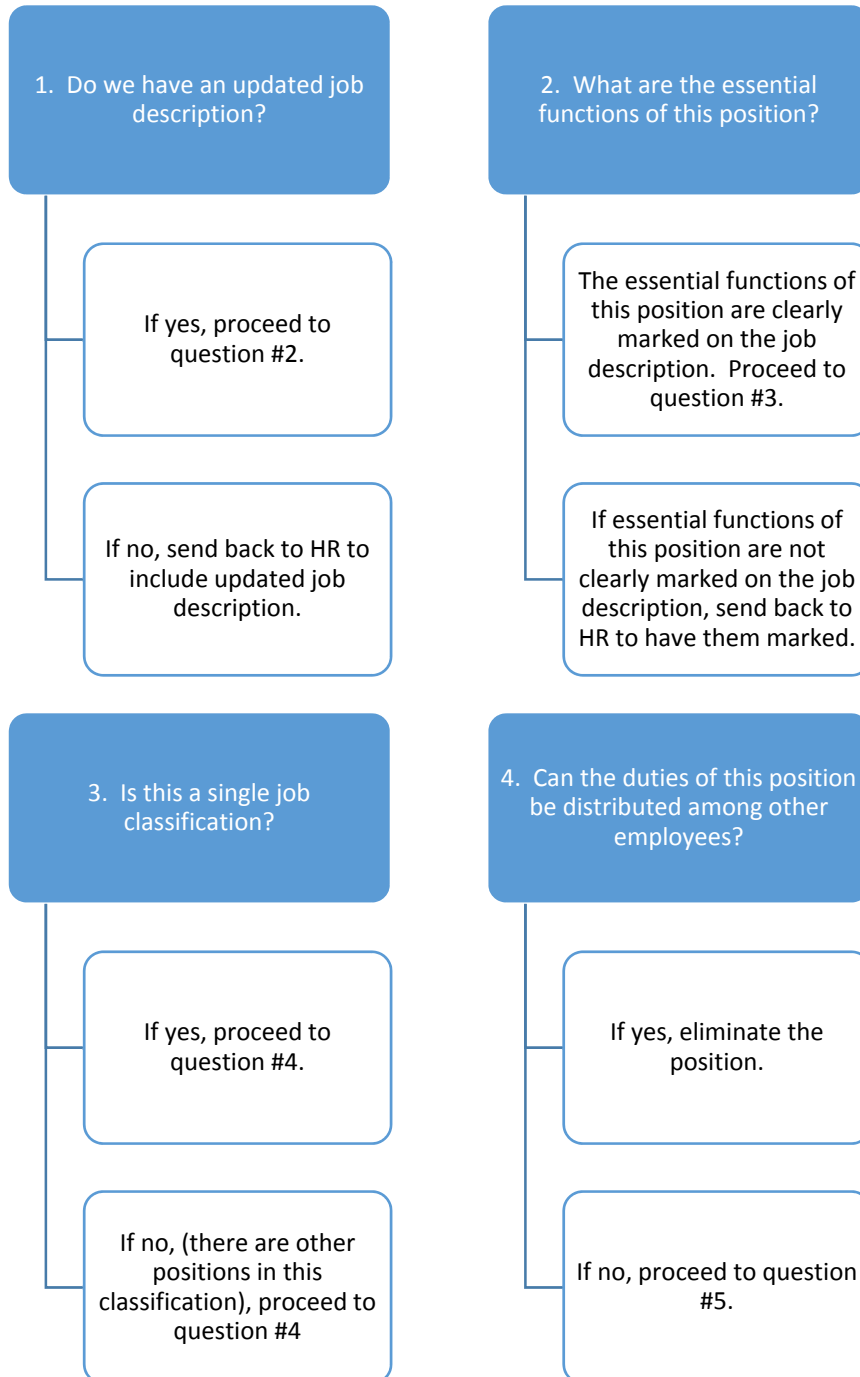
Staffing Levels

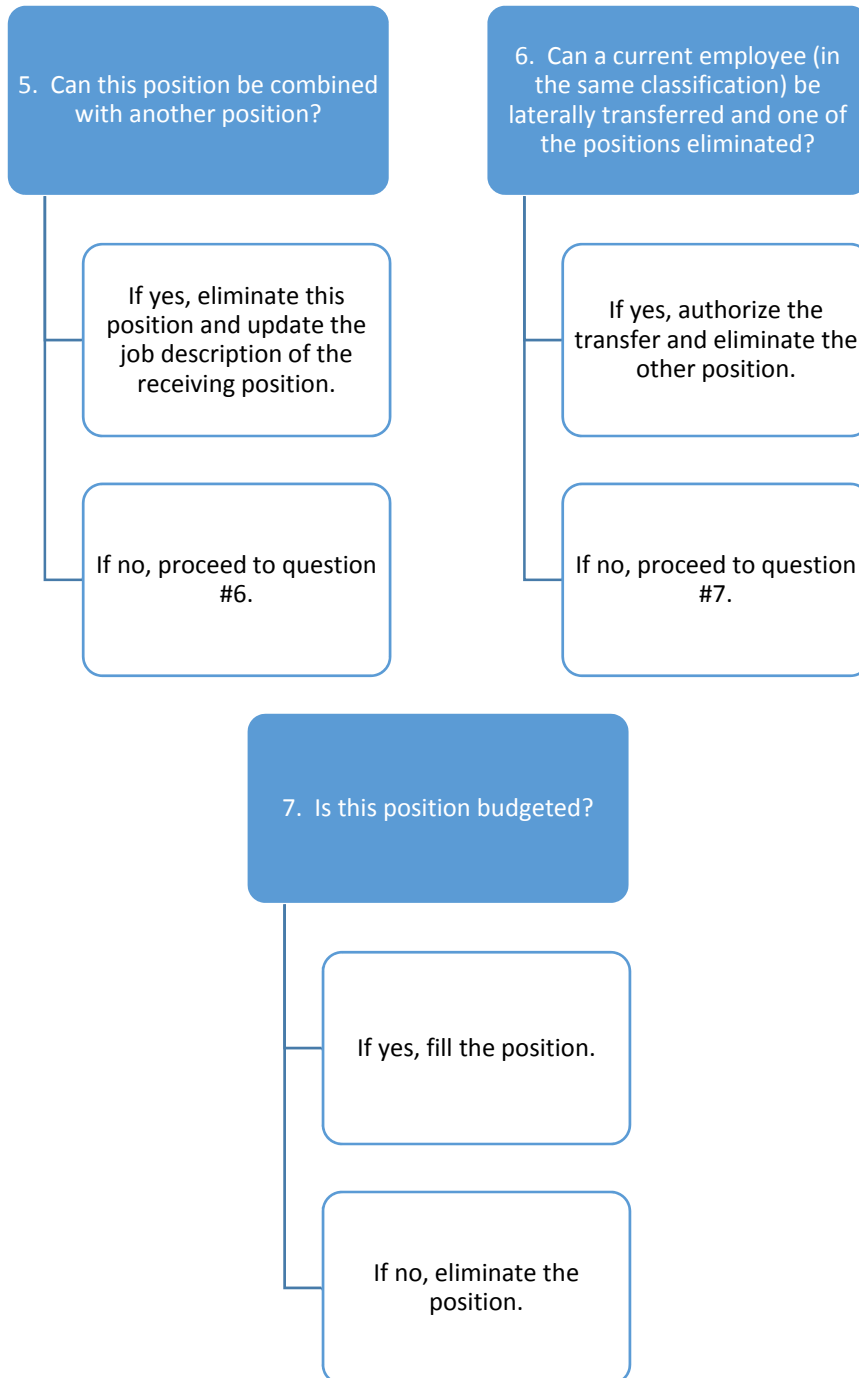
1. Improve and strengthen the District's position control system.
2. Consider reducing the number of full-time faculty at Crafton Hills College over the next three years to bring Crafton Hills College's share of FON down to approximately 30%; consider transferring full-time faculty from Crafton Hills College to San Bernardino Valley College as appropriate vacancies occur.
3. Consider reducing the number of classified positions at San Bernardino Valley College by at least 2% over the next three years, either through attrition, program consolidation, transfer, or an early retirement incentive program.
4. Consider reducing management positions (both educational administrator and classified manager) by at least 15% at Crafton Hills College over the next three years, either through attrition, program consolidation, transfer, or an early retirement incentive program.
5. Consider transferring managers from Crafton Hills College to San Bernardino Valley College as appropriate vacancies occur.

6. Consider reducing classified staff and classified professional positions by at least 10% at Crafton Hills College over the next three years, either through attrition, program consolidation, transfer, or an early retirement incentive program.
7. Consider continuing to meet the statewide FON requirement and perhaps increasing the number of full-time hires but recognize the need to balance the full-time faculty numbers between the two colleges; at the same time, decreasing the number of courses taught by adjunct faculty. This is a priority. It is critical to reduce the number of credit courses taught by adjunct faculty to begin to move toward a positive full-time/part-time faculty ratio.
8. Consider increasing annual salary levels of Vice Chancellor of Fiscal Services and College President, if the current classification and compensation study conducted by the Hay Group supports this recommendation.
9. Consider conducting calculations again to see if an early retirement incentive program is feasible for full-time faculty, management, and classified employees.
10. Consider initiating a modified hiring freeze to fully evaluate whether or not to fill the positions listed on the hiring priority list contained in the current staffing plan.
11. Require the TV broadcasting program (KVCR) to become financially self-sustaining.
12. Consider significantly reducing the number of employees working in the TV broadcasting program (KVCR).
13. Consider establishing a greater instructional role for the TV broadcasting program (KVCR), thus generating increased FTES funding.
14. Consider employing a decision model that includes critical questions when making the determination whether or not to fill a management or classified vacancy. This decision model is similar to what is currently used by the Chancellor's Cabinet; however, the District must take a much stricter stand when applying the model. See Decision Model following this section. The exception to this would be the hiring of fulltime faculty which has a different approval mechanism. The District is encouraged to expand its hiring of fulltime faculty as stated elsewhere in this report.

- a. Do we have an updated job description?
- b. What are the essential functions of this position?
- c. Is this a single classification or are there other positions in this same classification?
- d. Can the duties of this position be distributed among other employees?
- e. Can this position be combined with another?
- f. Can we laterally transfer another employee into this position?
- g. Is this position budgeted?
- h. Can we eliminate this position?
- i. Do we fill this vacancy?

DECISION MODEL – MANAGEMENT AND CLASSIFIED VACANCIES





Planning Agenda

2014-15 Academic Year

Recruitment and Selection

- 1 Immediately recruit for a Vice Chancellor of Human Resources
- 2 Recruit for a Director of Human Resources
- 3 Initiate an organizational climate survey based on results develop improvement initiatives
- 4 Implement Hay Group salary recommendations / compensation review procedures
- 5 Initiate a plan for expanding recruitments to solve past failed recruitment efforts
- 6 Initiate a targeted plan to attract a higher number of Hispanic applicants

Performance Evaluation System

- 1 Conduct survey to discover why managers are late or fail to complete subordinates' evaluations
- 2 Based on survey results and best practices from other CCC's develop a less cumbersome evaluation process in collaboration with task force of SBCCD managers.
Develop a mandatory performance management and evaluation training and monitor manager attendance.
- 3
- 4 Develop new Excel spread sheets evaluation tracking system for each employee category; one with ability to sort by start date, due date, and other components.
Divide responsibility for evaluation tracking to separate HR generalist, one for classified and classified management, another for faculty and faculty administrators.
- 5
- 6 Develop a calendaring system to ensure timely receipt of evaluations
- 7 Develop a process for managing late or missing evaluations 1) reminder memo 2) telephone call 3) refer to VCHR for follow-up.
Tie management annual step increase to their responsibility to complete their subordinates' evaluations
- 8
- 9 Tie management evaluation results to contract renewals

Staffing Levels

- 1 Immediately improve and strengthen the District's position control system
- 2 Institute a modified hiring freeze
- 3 Utilize the Decision Model when considering whether or not to fill a vacancy
Decrease number of managers (both educational administrators and classified managers) at
- 4 Crafton Hills College by 1 (transfer when vacancies occur at Valley College)
Decrease the number of classified support staff and classified professional staff at Valley
- 5 College by 2

- 6 Decrease the number of classified support staff and classified professional staff at Crafton Hills College by 3
- 7 Decrease the number of fulltime faculty at Crafton Hills College (transfer when vacancies occur at Valley College) to bring Crafton Hills portion of FON to about 30%
- 8 Meet the District's FON requirement and hire additional fulltime faculty at Valley College.
- 9 Decrease the number of courses taught by adjunct faculty at both colleges.
- 10 Implement the results of the Hay Group Compensation and Classification Study
- 11 Investigate the benefit of offering another early retirement incentive program
- 12 Follow-up on requirement for KVCR to become financially self-supporting
- 13 Involve KVCR in the instructional program to generate FTE dollars

2015-16 Academic Year

Recruitment and Selection

- 1 Implement initiatives toward organizational climate improvement
- 2 Institute annual classification and compensation review based on Hay Group procedures
- 3 Continue the plan for expanding recruitments to solve past failed recruitment efforts
- 4 Continue the targeted plan to attract a higher number of Hispanic applicants

Performance Evaluation System

- 1 Institute the improved management evaluation process developed in collaboration with task force of SBCCD managers
- 2 Review process to ensure management evaluations results are tied to contract renewals
- 3 Continue mandatory performance management and evaluation training and monitor manager attendance, especially new managers
- 4 Monitor calendaring system to ensure timely notification and receipt of evaluations
- 5 Continue using newly developed separate Excel spread sheet evaluation tracking system for each employee category
- 6 Continue managing late or missing evaluations 1) reminder memo 2) telephone call 3) refer to VCHR for follow-up.
- 7 Ensure that management annual step increase is tied to their responsibility for completing subordinates' evaluations
- 8 Address the reasons managers fail to complete subordinates' evaluations

Staffing Levels

- 1 Utilize the Decision Model when considering whether or not to fill a vacancy
- 2 Continue a modified hiring freeze

- 3 Decrease number of managers (both educational administrators and classified managers) at Crafton Hills College by 1 (transfer when vacancies occur at Valley College)
- 4 Decrease the number of classified support staff and classified professional staff at Valley College by 1
- 5 Decrease the number of classified support staff and classified professional staff at Crafton Hills College by 3
- 6 Decrease the number of fulltime faculty at Crafton Hills College (transfer when vacancies occur at Valley College) to bring Crafton Hills portion of FON to about 30%
- 7 Meet the District's FON requirement and hire additional fulltime faculty at Valley College.
- 8 Decrease the number of courses taught by adjunct faculty at both colleges.
- 9 Implement the results of the Hay Group Compensation and Classification Study
- 10 Follow-up on requirement for KVCR to become financially self-supporting
- 11 Involve KVCR in the instructional program to generate FTE dollars
- 12 Decrease the number of KVCR employees unless the program is self-supporting

2016-17 Academic Year

Recruitment and Selection

- 1 Conduct follow-up organizational climate survey, based on results adjust improvement initiatives
- 2 Implement annual classification and compensation review based on Hay Group process
- 3 Review annual recruitments to determine improvements in failure rates
- 4 Continue the targeted plan to attract a higher number of Hispanic applicants

Performance Evaluation System

- 1 Review management evaluation process to ensure that it is efficient and effective
- 2 Review evaluation tracking system and reminder process to ensure they are effective
- 3 Continue to tie management evaluation results to contract renewals
- 4 Continue to tie management annual step increase to completion of subordinates evaluations
- 5 Review Excel spread sheets evaluation tracking system to ensure effectiveness
- 6 Continue calendar review for evaluation tracking system; reminder memo to managers
- 7 Continue mandatory performance management and evaluation training

Staffing Levels

- 1 Utilize the Decision Model when considering whether or not to fill a vacancy
- 2 Continue a modified hiring freeze

- 3 Decrease number of managers (both educational administrators and classified managers) at Crafton Hills College by 1 (transfer when vacancies occur at Valley College)
- 4 Decrease the number of classified support staff and classified professional staff at Valley College by 1
- 5 Decrease the number of classified support staff and classified professional staff at Crafton Hills College by 3
- 6 Decrease the number of fulltime faculty at Crafton Hills College (transfer when vacancies occur at Valley College) to bring Crafton Hills portion of FON to about 30%
- 7 Meet the District's FON requirement and hire additional fulltime faculty at Valley College.
- 8 Decrease the number of courses taught by adjunct faculty at both colleges.
- 9 Implement the results of the Hay Group Compensation and Classification Study
- 10 Follow-up on requirement for KVCR to become financially self-supporting
- 11 Involve KVCR in the instructional program to generate FTE dollars
- 12 Decrease the number of KVCR employees unless the program is self-supporting

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Source: SBCCD Human Resources Department

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Source: ACCCA 22013 Benchmark Survey, Multi-campus Districts

Table 5, Comparison of Vice Chancellor of Fiscal Services Annual Salary

Source: ACCCA 22013 Benchmark Survey, Multi-campus Districts

Table 6, Comparison of Vice Chancellor of Human Resources Annual Salary

Source: ACCCA 22013 Benchmark Survey, Multi-campus Districts

Table 7, Comparison of Vice President of Instruction Annual Salary

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Source: ACCCA 22013 Benchmark Survey, Multi-campus Districts

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Source: Chancellor's Office DataMart, Fall 2013

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Source: California Community College Chancellor's Office DataMart, Annual Statewide Staffing Reports

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Source: California Community College Chancellor's Office DataMart, Faculty and Staff Demographics Report, Fall 2012.

Table 13, Comparison of Staffing Levels in Similar Sized Districts

Source: California Community College Chancellor's Office DataMart, Faculty and Staff Demographics Report, Fall 2012.

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Source: California Community College Chancellor's Office DataMart, Faculty and Staff Demographics Report, Fall 2012.

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Source: California Community College Chancellor's Office DataMart, Faculty and Staff Demographics Report, Fall 2012.

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Source: California Community College Chancellor's Office DataMart, Faculty and Staff Demographics Report, Fall 2012.

Table 17, Comparison of Staffing Levels of District Office in Similar Sized Multi-campus Districts

Source: California Community College Chancellor's Office DataMart, Faculty and Staff Demographics Report, Fall 2012.

Table 18, Comparison of Staffing Levels of IT and Reprographics in Similar Sized Multi-campus Districts

Source: 2013 Staff Directory and/or District Websites

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Source: SBCCD Human Resources Department

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Table 27, Hiring Priorities 2010-2013

Source: SBCCD 2010-2013 Long Range Staffing Plan

Table 28, Full-time Faculty Obligation Compliance, Last 5 Years

Source: California Community College Chancellor's Office DataMart, Fiscal Services Department Report

Supporting Documents

- 1 ACCCA Benchmark Survey for Multiple College Districts, 2013
- 2 ACCCA Benchmark Survey for Single College Districts, 2013
- 3 Accreditation Follow-Up Visit Report, Crafton Hills College, November 5, 2010
- 4 Administrative Procedure 7210, Academic Employees, Non-Management, Hiring, Approved January 11, 1990
- 5 Administrative Procedure 7230, Classified Employees, Non-Management, Recruitment and Hiring, Adopted April 8, 2010
- 6 Administrative Procedure 7240, Student Employees, Employment Opportunities, Adopted June 10, 1999
- 7 Administrative Procedure 7250, Management Employees, Recruitment and Hiring, Adopted May 9, 2013
- 8 Administrative Procedure 7251, Management Evaluation, Approved May 9, 2013
- 9 Board Policy 7120, Recruitment and Hiring, Approved June 10, 2004
- 10 Board Policy 7251, Management Evaluation, Approved May 9, 2013
- 11 Brochure, Strategic Plan 2010-2014, San Bernardino Community College District
- 12 California Education Code §87626
- 13 Crafton Hills College Information Technology Strategic Plan 2001-2004
- 14 Evaluation Report (Accreditation), San Bernardino Valley College, October 6-9, 2008
- 15 Five-Year Capital Outlay Plan, 2015-19
- 16 Full-time Faculty Obligation Compliance by District, California Community Colleges, Fall 2012
- 17 Human Resources District Program Review, 2012-2013
- 18 Long-Range Staffing Plan, 2010-2013
- 19 Memorandum to Board of Trustees from Chancellor Bruce Baron, Consideration of Approval of Board Directives for the 2013-14 Budget, March 14, 2013
- 20 Resource Allocation and Utilization: Review, Analysis and Recommendations, CBT Consultants Hill and Brandy, December 2013
- 21 San Bernardino Community College District and the East San Bernardino Valley's Future, October 15, 2001
- 22 San Bernardino Community College District California School Employees Association (CSEA), Chapter 291, Collective Bargaining Agreement, July 1, 2010-June 30, 2013
- 23 San Bernardino Community College Mission Statement

- 24 San Bernardino Community College District Teachers Association, CTA/NEA, Collective Bargaining Agreement, July 1, 2007-June 30, 2010
- 25 San Bernardino Community College District Teachers Association, CTA/NEA, Memorandum of Understanding, June 28, 2011
- 26 San Bernardino Community College District, Final Budget 2013-14 PowerPoint Presentation, September 12, 2013
- 27 Strategic Plan 2011-14, San Bernardino Community College District

Consultants



DR. DEIRDRE CARLOCK is senior human resources professional with expertise in HR strategy, classification and compensation, labor relations, union negotiation, workforce planning, leadership development, process redesign, succession management, foundational HR functions, and cost containment.

Dr. Carlock brings a well-rounded strategic HR perspective and best practices from her leadership roles in public, private, union, non-union, profit and non-profit settings and various industries including legal, higher education, K-12, community colleges, manufacturing, and social services.

Dr. Carlock holds a Bachelor of Science Degree in Business Management and Human Resources from California State Polytechnic University, a Master of Arts Degree in Organizational Management from Azusa Pacific University, and a Doctorate in Education and Organizational Leadership from Pepperdine University. She has studied classification at World-At-Work, the leading national association for compensation education, and she is a Certified Senior Human Resources Professional through HRCI, the nationally recognized testing organization for HR professionals.



DR. JEAN MALONE retired in June 2004 with 40 years in public education. A retired Vice President of Human Resources and District Chief Negotiator, she spent 28 of those years at the Citrus Community College District.

Upon her retirement, Dr. Malone was asked to manage the Online Collective Bargaining Database (OCB) for the Community College League of California. She managed the database until the program's termination. Dr. Malone has been with the College Brain Trust since its inception and is successfully assisting districts in her field of expertise.

Dr. Malone has conducted compensation studies; organizational assessment of human resources operations; assessed staffing needs; acted as Skelly Hearing Officer; acted as negotiations advisor; provided workshops on negotiations, conducting compensation studies, and issues surrounding adjunct parity pay; participated on teams to address staff reorganization and cost-saving measures, and has developed and has maintained CBT's online negotiations-related program—**CAPTURE!**--a subscription service which is a central repository of live links to pertinent negotiation-related documents from all California community colleges.

Dr. Malone holds a Bachelor of Business Administration from the University of Redlands, a Master of Arts in Management from National University, and a Doctorate of Education in Educational Leadership from the University of LaVerne.



Report to the District Assembly

Glen Kuck, Ed.D.
Associate Vice-Chancellor
May 6, 2014

I. New Location

- District Annex is now located at: 1289 Bryn Mawr Avenue, Ste B, Redlands, CA 92374
- All phone extensions for Annex employees remain the same, however, we do have a new FAX number: (909) 796-6579



II. District Technology Strategic Plan (DTSP)

The TESS Executive Committee is nearing completion of their work on the 2014-2017 DTSP. The DTSP is in final draft format and as of the writing of this report, is being sent out to the TESS Executive Committee, Web-Standards Committee, District Applications Work Group, Technical Infrastructure Committee, and College Technology Committees for final review.

III. BYOD Review/Policy and Administrative Procedure Review

The TESS managers have engaged the Atkinson, Andelson, Loya, Ruud & Rumo (AALRR) law firm to repeat a presentation they did on the challenges and opportunities of the BYOD (Bring Your Own Device) frontier they did at the Chief Information System Officer’s Association (CISOA) conference. The presentation will lead into a facilitated discussion on what we as a District can do to best position ourselves for the future; discuss the email and retention requirements for e-discovery; acceptable back-up formats and processes; and data encryption requirements. The information gathered will also help update our District’s IT related Board Policies and Administrative Procedures, ensuring they are within the guidelines of state and federal laws.

IV. Current Projects

- See last page

V. Upcoming Projects

- Mobile - There has been a great deal of interest and requests for college mobile applications. In April, two presentations were conducted by each of the major education mobile application vendors Blackboard, CampusEAI, and Ellucian. These presentations were recorded and made available for constituencies to view. Subsequently, a survey went out to assess which application constituents felt would both meet current and emerging needs. The TESS Executive Committee will be reviewing the survey results on May 9th and making a recommendation to Chancellor's Cabinet. The hope is to have something in place by Fall 2014.
- WatchDox - WatchDox is being explored as a possible solution for online file sharing. WatchDox allows for file expiration, tracking, always-on encryption, printing/viewing/editing control, document destruction, etc. A pilot is being planned for this fall with an initial focus on Human Resources and Research and Planning Offices.
- TurnItIn – Turnitin is one of the leading academic plagiarism checker technologies available for faculty. Our instructional support specialists and professional development coordinators are gearing up for a two year pilot that will be starting Fall 2014. The intent is to train faculty during the fall term and fully deploy the software in the Spring of 2015.

VI. Roadmap

- Enterprise Resource Planning (ERP) Solution – the Achilles heel of our district from a technical perspective is our lack of a robust integrated solution to connect the many aspects of our business needs together (e.g. HR, fiscal services, student information, facilities, etc.). The end result is an inefficient work environment prone to data entry errors, security concerns, paper based workflow processes, and best guesses rather than accurate information from which to make decisions. This is the second cycle of the District Technology Strategic Plan in which this has been identified as a major issue and is now being identified in the District Strategic Plan, as well. This will be a major undertaking and will require significant time, effort and resources over the next few years.
- Comprehensive Professional Development – With a training room now available at the new annex facility, all TESS areas will be working in concert with the college professional development coordinators, to develop a master training calendar. The goal will be to provide regularly scheduled, quality training classes for all district support applications. Training will be provided onsite as well as on demand.

VII. State-wide Initiatives

- Online Education Initiative - (<http://youtu.be/fMxFGchNdL8>); (<http://ccconlineed.org/>)
The Online Education Initiative is a state funded project whose purpose is to increase the number of CCC students who obtain college associate degrees and transfer to four-year colleges by providing online courses and services. Specifically, its goals are to:
 - Increase the number of college associate degree graduates and transfers to four-year colleges
 - Improve retention and success of students enrolled in Online Course Exchange courses
 - Increase California Community Colleges education for the underserved and underrepresented including individuals with disabilities and those with basic skills needs
 - Increase ease of use and convenience of the online experience
 - Decrease the cost of student education
 - Significantly increase demand for online course delivery

- Common Assessment – (<http://cccassess.org/>)
The goal of the Common Assessment Initiative (CAI) is to develop a comprehensive, common assessment system that will reduce unnecessary remediation, align to state legislation, and provide statewide efficiencies for the academic placement process within and between California colleges.

- EduStream
EduStream services are being absorbed under the new Online Educational Initiative in partnership with 3CMedia. EduStream services will officially end June 30th, but faculty will still be able to access their content on the 3CMedia website.

- Alternate Text Production Center
The ATPC continues to be based out of Camarillo, California and provides text to e-text and Braille services for the visually impaired. Thus far this academic year, the ATPC has fulfilled 7,954 e-text requests and 168 braille requests. Inmates at Avenal and Ironwood State Prisons contribute greatly towards the success of this CCCCCO grant funded program.

	Project Number	Title/Description	Status	Assigned Staff/Site/Sponsor	Projected Costs	Start Date	Estimated Completion
1	311	Add Surveys to WebAdvisor: <u>Vocational Ed</u> – replace faculty assignment process of survey and make part of registration process. <u>Student Engagement</u> – will provide feedback regarding course effectiveness on “Grades” screen.	Active	Special Projects/Joint/ James Smith & Keith Wurtz	\$17,000 Projected, but was able to be accomplished in house.		07/01/14
2	449	OpenCCCApply Migration – CCCCO discontinuing XAP contract. Must transition and will have Spanish version.	Active	Mandates/Joint/Rebecca & Ricky	\$7,500 initial; \$7,000 ongoing	02/03/14	06/01/14
3	461	Blackboard Pay – Implement debit cards for FA disbursement. CHC to replace Sallie Mae, SBVC to replace checks.	Active CHC Done SBVC Pending	Mandates/Joint/Rebecca & Ricky	\$0	02/03/14	06/15/14
4		Office 365 Upgrade – current version of exchange no longer supported by Microsoft	Active	Technology Services/District-wide/Jeremy & Glen	\$0 - \$30,000	05/01/14	05/01/14
5	371	Colleague UI 4.X Software Implementation – Current UI no longer supported.	Active	Vendor/Joint/Cory and Jeremy	\$150,000	02/24/14	05/01/14
6	454	Degree Audit – add ability to enter in transfer work, customize evaluation report to fix calculation and course information issues.	Active	Vendor/Joint/Rebecca & Ricky		02/12/14	Completed
7	456	Upgrade WebAdvisor’s Course Planning to the Self-Services: Student Planning Module	Active	Vendor/Joint/Rebecca & Ricky		02/12/14	08/01/14
8	462	Implement Auto-Packaging for Financial Aid (includes staff training) – current process is manual.	Will be Active As of May Board	Vendor/SBVC/Ricky & Gloria	\$20,000 Projected	TBD	4 day project
UNASSIGNED							
1	439	Automation of Pre-requisite and Co-requisite Drops (XPRR) - Changes the way students, who don't meet prerequisites, are handled by Colleague. At this time, if a student is enrolled in a prerequisite class that is still not graded, they can register for the next class. However, if they do not pass the class, they are not dropped from the next level class, and show up on the roster with an asterisk next to their name. It is then the instructor who informs them that they cannot take the class on the first day. This project will update the process so these students are dropped automatically after grades are posted.	Unassigned	Special Projects/Joint/Rebecca & Ricky	\$0		
2	455	Processing Scholarship Checks via Colleague – removed double entry of scholarship information when processing 1098Ts	Unassigned	Special Projects/District/Steve Sutorus	\$3,000 Projected		
4	453	Online Registration for Fee-Based Courses: for CHC Pool and EDCT	Unassigned	Vendor/EDCT & CHC/Matthew & Mike Strong	\$10,000-\$15,000		



**Activities Status Report for District Measure M Projects
April 2014**



Crafton Hills College

Project Name	Status
Parking Lot, ADA, Lighting Improvement Project (PAL)	Project is in the warranty phase for electrical work only. Project team is working on completing one open warranty requests. Final DSA certification was received for this project.
New Science Building	Project is in the construction phase. Current activities as of April 2014: complete the over-excavation and continue earthwork for the site Canyon and Lab building, protection of existing structure of OE-1 structure and underground utilities, concrete pour for column's footings, stair #2 pad, grade beams and retaining walls, completed sewer line connection and rerouted the unforeseen 10" stormwater pipe, rerouted and abatement of the unforeseen 4" irrigation transite pipe at the Lecture building, and stormwater system installation. Baseline Schedule has been approved and project team is working on finalizing Schedule of Values / Cost Loaded Schedule.
Crafton Center	The project was awarded at the April 2014 Board Meeting to Bernards. The contractor will mobilize and start construction in May 2014. The Project Manager is currently collecting all front end submittals and logistics plan.
Occupational Education 2 Building	Building Package: Project is in the Construction phase. Current construction activities include: underground site utility installation, west wing footing forming & rebar and east wing retaining wall rebar and forms installation. Major concrete pour for east wing retaining wall is scheduled to take place 4/24 as well as for west wing footings 4/30. Baseline Schedule has been approved and project team is working on finalizing Schedule of Values / Cost Loaded Schedule. Submittals and RFIs continue to be submitted and processed. Demolition Initial Package: Project is complete. Notice of Completion was filed with SB County and final payment was released to the contractor.
PE Complex Building	PE Complex is in construction phase. As of April 22, 2014 all masonry is complete, roofing is installed, curtain wall is nearing completion, rough-in for electrical and plumbing is almost complete. Finishes will begin to be installed May 1.
Renovation Projects: Performing Arts Center (PAC) Student Services A (SSA) Student Center/Cafeteria (SCC)	Student Services A (SSA) renovation is in DSA submittal phase. The project was submitted to DSA on December 17, 2013. FF&E package is being finalized and DSA progress is being tracked. Performing Arts Center (PAC) will resume programming in February 2014 and Student Center/ Cafeteria (SCC) will begin design phase in October 2014.
Renovation Projects: Laboratory/Administration (LADM) Maintenance & Operations (M&O)	Laboratory/ Administration (LADM) renovation is in DSA submittal phase. The project was submitted to DSA on December 17, 2013. FF&E package is being finalized and DSA progress is being tracked. M&O Operations is currently in Construction Document phase and is scheduled to be submitted to plan check (City of Yucaipa) in June 2014.
OE1 Hardware Replacement	Requests for Bids were emailed to perspective bidders week of April 22, 2014. Installation will begin June 2.
CHS & CL Roof Renovation	Contract was awarded to Huffman Roof Co. of Riverside. Submittals are currently under review by the District. Construction is expected to start in early June 2014 and be complete by early July 2014.
LRC: Temporary Parking Lot	Project is in the Construction Phase. Current construction activities include: retaining wall installation, base installation and exterior lighting installation. Project is scheduled for completion initial part of May.
Circuit A and C Projects	The Circuit A Project is substantially complete as of June 29, 2013. The project is in the closeout phase with one Construction Change Directive (CCD) pending DSA approval. Once approved, corrective work by the Contractor will be coordinated and corresponding closeout documentation submitted to DSA to certified the project. At completion of corrective work, a Notice of Completion will be issued to the Contractor, and Release of Retention processed.



**Activities Status Report for District Measure M Projects
April 2014**



San Bernardino Valley College

Project Name	Status
Advanced Small Projects: <i>"K" Street Lighting</i>	The "K" Street Lighting Project contract has been awarded to RDM Electric Co, Inc. Campus Change Directive #1 was issued to extend the contract completion date 30 days at no cost to the district to minimize construction activities in the baseball field during playoffs. Construction will re-commence on 5/5/14 and the project will be complete by July 2014. The approved funding for this project is derived from the Gymnasium Project budget.
<i>Soccer Field Renovation</i>	The Soccer Field Renovation project and close-out is complete. The approved funding for this project is derived from the Gymnasium Project budget.
<i>Grant Street Sewer</i>	The Grant Street Sewer project has been completed. Project is awaiting Division of State Architect certification and close out. The approved budget for this project is derived from savings on the Central Plant Project.
<i>Miscellaneous Site Work Project</i>	This project incorporated the completion of the miscellaneous and pending items remaining on the SBVC Voluntary ADA Upgrades Project punch list. The bus shelter was installed late March. The Miscellaneous Site Work Project is complete and currently in close out phase. The budget for this project is included in the SBVC Voluntary ADA Upgrades Project.
<i>Medium Voltage Infrastructure Project</i>	The Medium Voltage Infrastructure Project has been completed. The budget for this project is included in the Business Building Project.
<i>Modular Classroom Removal Project</i>	The Modular Classroom Removal project and close out is currently complete. The budget for this project is included in the Business Building Project.
<i>Baseball Netting Project</i>	The Baseball Netting project contract was awarded to Inland Construction Companies. Construction is scheduled to begin May 2014 and is scheduled to be completed in July 2014. The budget for this project is included in the Gymnasium Project budget.
<i>Career Technical Education and Transportation Buildings Security Lighting Project</i>	The Career Technical Education & Transportation Building Security Lighting Project is currently in the procurement Bid Phase. A contract is expected to be awarded in May 2014 and construction is expected to be completed in Mid July 2014. The budget for this project is included in the Career Technical Education Project.
Career Technical Education Exterior Signage Project	The Career Technical Education Exterior Building Signage Project is currently in the design phase. The Bid phase procurement is expected to commence in late June with construction expected to be completed during Summer 2014. The budget for this project is included in the Career Technical Education project.
Career Technical Education Building	The Career Technical Education Building project, Phase 1, has been submitted to DSA. Phase 1 has been designed to address the critical Fire, Life and Safety items identified during the building assessment. Construction is scheduled to begin in December 2014. During User Group meetings, the Campus Staff discussed additional concerns regarding inadequate cooling in the classroom areas of the main building. A second assessment has been conducted to investigate the mechanical cooling system in the main building. The assessment findings and budgetary impacts are currently being discussed with Campus Administration.
Auditorium Renovation	The contractor has completed the fire sprinkler system, elevator masonry walls, and exterior window installation. Interior drywall and mechanical, plumbing and electrical upgrades are ongoing. Project Team is actively processing submittals, schedule review as well as processing request for information and cost proposals.
Gymnasium Building	The Gymnasium Building project has been resubmitted for back check review to Division of State Architect 12/20/13. Division of State Architect s approximately 95% complete with approval scheduled by end of April 2014. Lease-Lease Back delivery method has been Board Approved for this project. Request for Qualifications submitted early April. The approved short listed General Contractors to submit final proposals mid-May. Construction operations are scheduled to begin June 2014.



**Activities Status Report for District Measure M Projects
April 2014**



San Bernardino Valley College

Project Name	Status
ADA and Signage	ADA: With the completion of the bus shelter, DSA close out can resume on the ADA Project. Project pending Division of State Architect certification and close out.
Central Plant	The Central Plant Project is complete. Project has submitted Division of State Architect close-out documents for certification. A supplemental cooling system is currently being installed in the Central Plant Mechanical Room, in an effort to mitigate and maintain the interior room temperatures in accordance with manufacture recommendations, in preparation of the upcoming summer season. This project is scheduled to be completed by June 2014.



Business & Fiscal Services

Report to District Assembly

May 2014

Tim Oliver, Interim Vice Chancellor

The San Bernardino Community College District Business & Fiscal Services Department is responsible for establishing fiscal policies and procedures; accounting for all district revenue and receipts; and for making disbursements from the district's General Fund and other restricted funds. Business & Fiscal Services also provides financial guidance, processes and support for our colleges, divisions and departments.

Budget Update

As we approach the deadline to formulate our Tentative Budget for Fiscal Year 2014-15, the Fiscal Services team continues to work with the Colleges, Vice Presidents of Administrative Services, District Budget Committee (DBC), and Chancellor's Cabinet to ensure a well-rounded budget process.

As part of this process, the DBC's main objective is to review and make recommendations regarding District-wide budget assumptions (revenues, allocations, COLA and growth). During a special meeting on April 24, 2014, DBC approved and has made their recommendations to Chancellor's Cabinet as follows:

Resource Allocation Model (RAM) Assumptions for Fiscal Year 2014-15 Tentative Budget

- ▶ FTES Funding
 - ◇ COLA — 0.86%
 - ◇ FTES Funded Growth — Pending
 - ◇ Revenue Shortfall — 0.50%
 - ◇ FTES Target Growth & Unfunded FTES — Pending
- ▶ Other Revenue — *Eligible Revenue will be allocated based on the latest allocation percent; will be updated as information becomes available*
- ▶ Assessments
 - ◇ District Allocation — *Forecast - will be updated as information becomes available*
 - ◇ Property & Liability — *Same as last year - \$600,000*

(Continued on page 2)

(Continued from page 1)

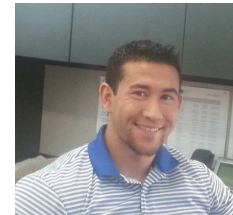
- ◇ KVCR — District will subsidize; no assessment to Colleges
- ◇ EDCT — 80% from 2013-2014 Final Budget
- ▶ Site Budget Assumptions
 - ◇ Step in Column Increases — 3% for Step in Column Increases
 - ◇ Benefits — 11% for benefit increases which include Affordable Care Act
 - ◇ Inflation for Object Codes 4000's-6000's — Match COLA 0.86%
- ▶ GASB 43&45 Retiree Health Benefits during Fiscal Year 2013-2014 — Payment of the Post-Retirement Health Benefits related to GASB 43 & 45 from the colleges' Unrestricted Reserves for its current and retired District employees; San Bernardino Valley College will contribute \$5,177,613 and Crafton Hills College will contribute \$2,304,487

The Fiscal Services team will provide an update of the Preliminary Fiscal Year 2014-15 Budget to the Board of Trustees during a Study Session on May 29, 2014. Tentative Budget for Fiscal Year 2014-15 will be presented for approval during the June 12, 2014 regular Board meeting.

New Energy Specialist!

We are pleased to announce that Thomas Welsh of Cenergistic will be serving SBCCD as its new Energy Specialist! Tom will be taking over where Maria Elena Diaz left off in helping

our District meet its Energy Conservation goals as outlined in [Board Policy 3590](#). Look for Tom to visit your campus in the near future.



Tom Welsh
twelsh@cenergistic.com
909-382-4032

Cenergistic[®]
The Energy Conservation Company

FY 2014 PURCHASING YEAR END

The year-end purchasing cut-off was May 2nd. This year-end process will ensure that all purchases are made and goods and services delivered by June 30, 2014. Also, it will give us an opportunity to close the books in a timely manner, determine budget balances that may be used to cover areas of deficit, and begin issuing Purchase Orders for Fiscal Year 2015.

It is anticipated that new FY 2015 requisitions can be initiated on or after **May 22, 2014**. However, vendors will be instructed that goods and/or services cannot be received until July 1, 2014 or later. If you have questions, please contact Purchasing Agent Jason Oberhelman by phone at x4089 or via email at joberhelman@sbccd.cc.ca.us.

NEW EXTERNAL AUDITORS

The District has selected “Vavrinek, Trine, Day & Co.” as its new external auditors. VTD, with seven locations throughout the State and headquarters in Rancho Cucamonga, currently audits 25 other community college districts. We are excited to partner with them and benefit from their experience as we seek to implement best practices. Expect to see them in the next couple of months as they are anxious to meet you and learn how they can best assist. Additional information about the firm is available on their website, www.vtdcpa.com.



DISTRICT STRATEGIC PLANNING COMMITTEE

Members: Tim Oliver, Chair, Algie Au, Tina Gimple, Laura Gowen, Barbara Nichols, Chris Robles, Jimmie Bradley, Keith Wurtz, James Smith, Glen Kuck, Bruce Baron, Amalia Perez, Cheryl Marshall, Gloria Fisher, Lillian Vasquez, Deanna Trussell, Robert Brown, Rania Hamdy, Donna Hoffmann, Greg Zerovnik

Status Report

May 2014

As of the writing of this report, the District Strategic Planning Committee has met three times since its last report to District Assembly. During that period, the committee has developed, refined and finalized its strategic goals, utilizing input from constituent groups throughout the District, such as the SBVC College Council, CHC's Education Master Planning Committee, and the Technology & Educational Support Services Executive Committee. The committee has also developed Plan statements on Ethnic & Cultural Diversity, as well as Resources Necessary to Achieve Strategic Goals.

Currently the committee is working on the development and finalization of trends, targets and strategies. It is hoped that once all the components of the Plan are complete, a finalized draft can be available for districtwide review and feedback in early May. Below are highlights from the meeting minutes, which can be found on the [District Strategic Planning Committee](#) (DSPC) webpage. The most recent draft of goals is attached.

February 28

- Goals 2, 3 and 4 were further refined.
- Key Strategies were discussed and subcommittees formed to work on strategies for each of the four strategic goals.

March 14

- The committee finalized the four strategic goals.
- The college presidents provided updates on the development of strategies for goals 1 and 2. Cheryl Marshall reviewed with committee members the CHC Quantitative Effectiveness Indicators currently under development.

April 11

- The Plan Status was revised and committee members decided not to take any action over the summer break.
- The committee approved its Resources Necessary Section and the Diversity Statement.
- Glen Kuck presented strategies for Goal 4, which were approved.

The final meetings for 2013-14 are scheduled for April 25 and May 9.

SBCCD Strategic Goals and Key Performance Indicators

Goal 1: Student Success

Provide the programs and services necessary to enable all students to achieve their educational and career goals.

GOAL 1.1

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

Goals	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	2013-14 to 2018-19 Target
Graduation Rate	17.5%	16.2%	16.2%	24.3%
Transfer Rate	38.4%	36.1%	31.9%	41.5%
Job Placement Rate				
% with Educational Plan				
Student Goal Completion Rate				

Note: Targets were developed by calculating a substantial increase (i.e. Effect Size of .20) using the most recent cohort year as the baseline.

Key Strategies

- Strategy 1: Decrease time to complete degree or certificate
- Strategy 2: Improve student satisfaction/campus climate survey results
- Strategy 3: Increase student engagement
- Strategy 4: Improve academic advising
- Strategy 5: Expand first-year learning communities
- Strategy 6: Strengthen the sense of community
- Strategy 7: Enhance the quality of life for students
- Strategy 8: Enhance honor experiences for high-achieving students
- Strategy 9: Foster interdisciplinary centers

GOAL 1.2

Increase the number of students who complete developmental education programs and progress to successful completion of freshman-level courses.

Development Education 3-Year Improvement Rates	2008-09 to 2010-11	2009-10 to 2011-12	2010-11 to 2012-13	2013-14 to 2015-16 Target
Math	16.6%	17.6%	20.4%	29.2%
English	44.9%	33.5%	48.1%	57.9%
ESL				

Note: Targets were developed by calculating a substantial increase (i.e. Effect Size of .20) using the most recent cohort year as the baseline.

Key Strategies

Strategy 1:

Strategy 2:

Strategy 3:

Goal 2: Enrollment and Access

Increase access to higher education for growing populations in our region.

GOAL 2.1

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

Student Population Goals	2010-11	2011-12	2012-13	2016-17 Target
Annual Enrollment				
Adult Participation Rate				
Market Share*		55.9%		74.4%

*Tracking the market share for the District would require SBCCD to pay the CCCC for the data. The data for 2011-12 was provided through the Environmental Scan. The methodology for the Market Share and the target can be reviewed by clicking [here](#). The average market share by contiguous community colleges is 74%.

Key Strategies

Strategy 1: Increase international student enrollment.

Strategy 2: Increase marketing and outreach activities

Strategy 3: Increase online, evening and weekend classes

GOAL 2.2

Provide transfer, career and technical, and developmental education access to meet student need.

Enrollment by Type of Education	2013-14	2016-17	2019-20
Transfer			
Career and Technical			
Developmental			

Note: The outcome measures will be the percentage of students who have access to the transfer/CTE/developmental education that students need based on placement information.

Key Strategies

Strategy 1: This should be reflective of emerging trends.

Strategy 2: Invest in (a determined) program (or discipline)

Strategy 3:

GOAL 2.3

Enhance the public image of the San Bernardino Community College District.

Key Strategies

Strategy 1: Utilize KVCR and EDCT as resources to enhance public image

Strategy 2: Assess public image (polling services), develop and implement plan based on assessment results

Strategy 3:

GOAL 2.4

Increase awareness of San Bernardino Valley College and Crafton Hills College as viable higher education options.

Key Strategies

Strategy 1: Easy access.

Strategy 2: Develop community college campaigns to showcase at local high schools

Strategy 3:

GOAL 2.5

Strive to diversify our student and employee populations to be reflective of our communities.

Key Strategies

Strategy 1: Market and outreach to student populations that are reflective of emerging trends

Strategy 2:

Strategy 3:

Goal 3: Partnerships of Strategic Importance

Invest in strategic relationships and collaborate with partners in higher education, PK-12 education, business and workforce development, government, and other community organizations.

GOAL 3.1

Enhance existing and secure new higher education partnerships to improve student transfers rates.

Key Strategies

Strategy 1: Enhance developmental course curriculum

Strategy 2: Strategically develop new courses and programs

Strategy 3: Create a consortium of higher education partners to focus on improving student transfer rates

Strategy 4: Expand Transfer Model Curriculum

Examples of Potential Strategic Partners:

- Mt. San Jacinto College
- California State University, San Bernardino (CSUSB)
- University of Redlands
- University of California, Riverside (UCR)
- University of California, Los Angeles (UCLA)
- Brandman University

GOAL 3.2

Enhance existing and secure new PK-12 partnerships to improve student pathways, increase awareness of SBVC and CHC as viable options for higher education, and enhance the image of the San Bernardino Community College District.

Key Strategies

Strategy 1: Enhance developmental course curriculum

Strategy 2: Work with PK-12 partners to develop a communications campaign with the intent on sharing with local high school students and parents

Strategy 3: Develop Common Standards with K-12

Strategy 4: Develop Dual Enrollment Strategies

Examples of Potential Strategic Partners:

- Redlands Unified School District
- Yucaipa-Calimesa Joint Unified School District
- Beaumont Unified School District
- San Bernardino County Superintendent of Schools
- San Bernardino City Unified School District
- Inland Leaders Charter School
- California Department of Education

GOAL 3.3

Enhance existing and secure new business and workforce development partnerships for student internship opportunities, student pathways, incumbent worker training, and to enhance career and technical education course curriculum.

Key Strategies

Strategy 1: Work with industry partners with a history of utilizing student interns to develop internship opportunities for SBCCD students

Strategy 2: Develop and market an internship program template to make it attractive for local business partners to enter student interns into their workforce

Strategy 3: Leverage grants funding to develop student internship opportunities with local employers

Strategy 4: Use technical expertise of industry partners to strengthen membership of CTE curriculum committees that will align student pathways to jobs in the community

Strategy 5: Work with industry partners to develop incumbent worker training programs that will retain jobs and allow local businesses to expand

Strategy 6: Work with community partners to develop short-term and long-term workforce development and community service programs to help build the local economy

Examples of Potential Strategic Partners:

- Workforce Investment Boards
- Local City and County Agencies
- Local Businesses and Non-Profit Agencies
- Regional Fire and Law Enforcement Agencies
- Regional Hospitals and Health Care Providers
- State Vice Chancellor of Workforce Development
- Colton Redlands Yucaipa Regional Occupational Program (CRY-ROP)

GOAL 3.4

Enhance existing and secure new government and community partnerships to increase funding for improving student success, and increasing student access.

Key Strategies

Strategy 1: Partner with other local California Community Colleges to advocate for funding

Strategy 2: Provide consistent SBCCD representation at regional and State leadership organizations such as Community College League of California (CCLC); Association of California Community College Administrators (ACCCA); Academic Senate for California Community Colleges (ASCCC); Association of Chief Business Officials (ACBO)

Strategy 3: Work with State-level lobbying services such as the Community College League of California and School Services of California to remain current on funding and other California Community College issues; and, to provide feedback to local and State government officials

Strategy 4: Enhance SBCCD's value to the communities we serve through proactive efforts to be engaged in local events, and by continually demonstrating a strong commitment to developing programs and services that best serve our students, residents and local businesses

Examples of Potential Strategic Partners:

- City of Yucaipa
- City of Redlands
- Regional Fire and Law Enforcement Agencies
- Regional Hospitals and Health Care Providers
- Vice Chancellor of Workforce Development, California Community Colleges Chancellor's Office (CCCC)
- Workforce Investment Boards

Goal 4: District Operational Systems

Improve the district systems to increase administrative and operational efficiency and effectiveness.

GOAL 4.1

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.

Key Strategy: Administrative Efficiency/Effectiveness

- i. Identify the dependencies for integrating existing major enterprise resource programs.
- ii. Integrate major enterprise resource programs.
 - 1. Align policies and procedures.
 - 2. Purchase Human Resource, Fiscal, and other ERP modules as necessary to become independent from county systems and have a fully integrated administrative applications environment.

Key Strategy: Operational Efficiency/Effectiveness

- i. Conduct Business Process Analysis (BPA) to streamline procedures with the district's strategic plan.
- ii. Improve communications throughout the district.

Resources Necessary to Achieve Strategic Goals

The SBCCD's strategic plan provides a framework for realizing the district's vision of being most known for student success. Enhancing SBCCD's capacity will be necessary to enable the district to pursue achieving the mission, vision and strategic goals of this plan. Specifically, enhancements in staffing, facilities, technology, and revenues will provide the resources necessary to begin this pursuit.

STAFFING

Hire Additional Faculty and Staff of Strategic Importance – The district will need to increase staffing of strategic importance to support the targeted increases in enrollment and student support services. These targets are aimed at increasing student success and access for the district. As a result, the district will need to develop a district-wide staffing plan that considers the faculty, staff and administrator needs in fulfilling the strategic goals of this strategic plan.

Professional and Organizational Development – Not only does the district need to increase faculty and staff to increase student success and access, the district will need to increase organizational capacity in student success and access best practices, leadership development, developing and maintaining partnerships of strategic importance, and organizational effectiveness and efficiency. This capacity will be enhanced by robust professional development activities for faculty, staff, and administrators geared toward best practices in student success, access, and administrative effectiveness and efficiency.

FACILITIES

The district will need to provide additional and renovated facilities to accommodate the targeted increased enrollment and the increases in student support services. These facilities will need to include considerations for the newest design in learning spaces, instructional methods, flexibility, operational effectiveness and administrative efficiency. Such facilities will be essential to the execution of this strategic plan in increasing district's student success and access.

TECHNOLOGY

Information technology will play an increasing role in innovative instructional methods to enhance student success, improve collaboration and communications, stimulate leading edge research and creative activities, promote outreach, and increase efficiency and effectiveness in administrative operations. Information technology will be used to create smarter, more intelligent business systems; expand on-line training; and provide self-service functionality for students, faculty, and staff.

FINANCIAL

The district will need to increase revenue by increasing the district's enrollment to fund and support student success and access. In addition to increased enrollment, the district will need to diversify revenue sources by increasing the number and amount of grants and contributions received from granting agencies and district foundations, respectively. Implementation of the district's strategic plan will require alignment of budget priorities with plan goals and strategies.

The district will also need to increase administrative effectiveness and operational efficiency by implementing policies, procedures, and practices to promote rigor, transparency, and accountability for results.

The district will maintain its transparency in budgeting, planning, and resource allocation. The district will continue to make budget and resource allocation information available to the public including budget summaries, how the budget addresses key district issues, constraints on revenues, and formulas and assumptions behind resource allocations. Transparency in budgeting, planning, and resource allocation will be critical to the success of the district's strategic plan.

For Consideration at 4/25/2014 Meeting

Ethnic and Cultural Diversity

The San Bernardino Community College District actively supports and promotes diversity. Because of this dedication, we are better equipped to provide a quality education to students who need the social and academic skills required to interact and communicate in a 21st century workplace. We value the inherent dignity of all individuals and celebrate their diversity. We support inclusiveness and equity for students and employees. Our district extends the privileges of academic life to all by promoting mutual respect and the application of fair and ethical practices and policies. Through interacting with others whose backgrounds, beliefs, and perspectives are different from our own, we build a richer, more stimulating environment for teaching and learning. We value this cultural and intellectual diversity as a way to enrich each other.

For Consideration at 4/25/2014 Meeting

District Workers Compensation/Claims Summary

FY 2011, 2012, 2013 and 2014 values as of 4/27/14

Claim Frequency by Location

Location	2011	2012	2013	2014*
CHC	21	15	8	10
DISTRICT	7	11	2	1
SBVC	23	18	30	18
Grand Total	51	44	40	30

*FY 2014 Claims incurred for partial year - 07/01/13 - 04/27/14

Claim Severity by Location

Location	2011	2012	2013	2014*
CHC	\$274,117	\$147,161	\$174,493	\$72,965
DISTRICT	\$150,477	\$27,225	\$1,054	\$1,500
SBVC	\$340,637	\$201,342	\$195,284	\$146,675
Grand Total	\$765,231	\$375,729	\$370,831	\$221,140

*FY 2014 Claims incurred for partial year - 07/01/13 - 04/27/14

District Safety Training Summary Comprehensive

Live Course Completions by Location

Location	# of Completions
CHC	169
DISTRICT	48
SBVC	292
Grand Total	509

7/1/13 - 4/28/14

Online Course Completions by Location

Location	# of Completions
CHC	642
DISTRICT	347
SBVC	880
Grand Total	1869

7/1/13 - 4/28/14

Policy Course Completions by Location

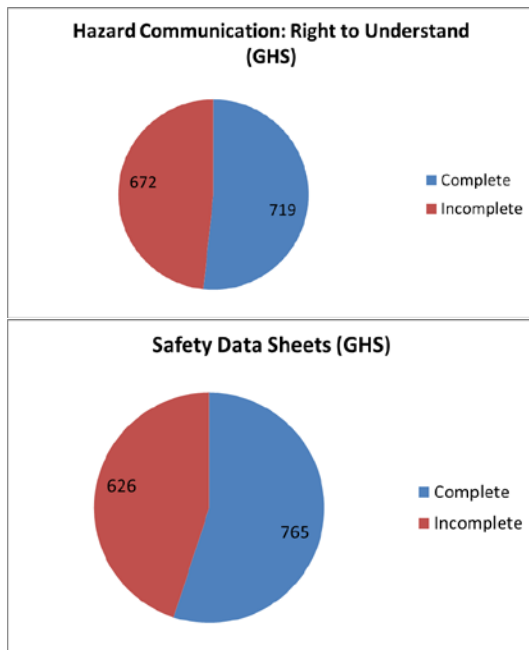
Location	# of Completions
CHC	105
DISTRICT	36
SBVC	91
Grand Total	232

7/1/13 - 4/28/14

OSHA Mandated Global Harmonized System Training

Online Course Completions by Course/Location				
Course	CHC	DISTRICT	SBVC	TOTAL
Hazard Communication: Right to Understand (GHS)	260	100	361	721
Safety Data Sheets (GHS)	271	103	393	767

7/1/13 - 4/28/14



Live Course Completions by Course/Location				
Course	CHC	DISTRICT	SBVC	TOTAL
Live GHS Training	24	4	76	104

7/1/13 - 4/28/14

Safety Initiatives 2014/2015

- **Safety Program Overhaul (22 duplicate CHC/SBVC Safety Programs consolidated in 11 programs)**

1. Chemical Hygiene
2. Confined Space
3. Blood borne Pathogens
4. Communicable Disease
5. Fire Life and Safety (Adding a section on candles, open flames and scented plug-ins in an office environment)
6. Hazardous Communication
7. Heat Illness
8. Hearing Conservation
9. Injury & Illness Prevention
10. Lock-out/Tag-out
11. Respiratory Protection

- **Other New Safety Programs In-Progress - Completed By Fall 2014**

1. SBVC/CHC– Fall Protection Program
2. CHC – Asbestos Management Program
3. District – Space Heater Policy

- **Transition to a new online Safety Datasheet database (MSDS Online) Fall 2014**

- **New EH&S Promotions Item – Common Safety Violations in College Classrooms (See attachment)**

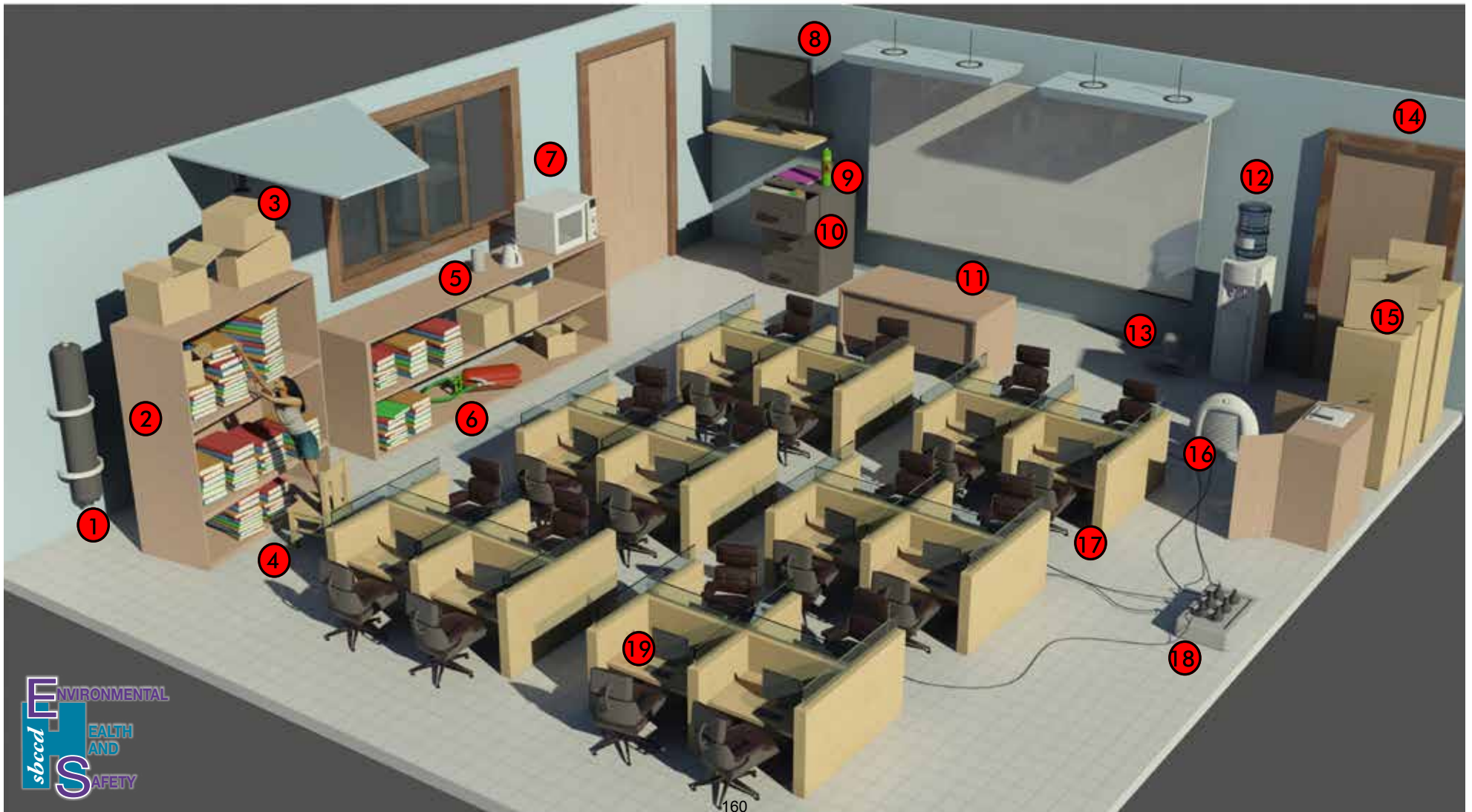
- **New Loss Control Safety Vendor Contract Overview – Currently in RFP/Final Selection Process – July 1st 2014**

The new Loss Control/Safety vendor will be providing safety/loss control support and services to the campus/district-site safety operations and supporting District Human Resources and Environmental Health & Safety. Primarily their services shall include providing the following loss control/safety services:

1. Routine safety inspections – as needed
2. Annual chemical inventory - District-wide
3. Annual Business Plan development/electronic submission to the State of California
4. Specialized live safety training – as needed (Examples: Forklift and Scissor/Aerial Lift training)
5. Safety committee attendance/consultation – as needed
6. General Safety/Loss/Risk Consulting Services – as needed
7. Providing new ergonomics online interactive self-assessment/evaluation software
8. Providing a new employee safety training database

Common Safety Violations in College Offices

The following are common safety violations found in office environments whose corresponding numbers and explanations are listed on the following page. Please review the diagram and follow SBCCD Recommendations to ensure safety of faculty and staff. For questions, contact your Site Safety Officer SBVC at (909) 384-8958, CHC (909) 389-3210, or the SBCCD Environmental Health & Safety Office at (909)-384-4070.



- 1 All compressed gas cylinders shall be attached with restraints to prevent from overturning.
- 2 All bookcases and cabinets over 42" tall shall be secured to walls.
- 3 Materials stored on top of shelves or cabinets may not be closer than 18" to automatic sprinkler heads.
- 4 Only use approved ladders or step stools to reach items at heights. Chairs are never to be used as a step stool.
- 5 Electrical appliances such as coffee pots should be kept in designated kitchen areas. Only approved appliances may be used in the office.
- 6 Fire extinguishers shall be mounted on walls and checked on a monthly basis.
- 7 Microwaves shall be kept in designated kitchen areas. Only approved appliances may be used in the office.
- 8 TV's, projectors and other wall mounted equipment shall be secured to prevent tipover during an earthquake.
- 9 Only approved chemicals and pesticides may be utilized in the office environment. All chemicals must be stored in approved cabinets.
- 10 Filing cabinet drawers need to be closed when not in use.
- 11 Office furniture shall be located against walls. Exit routes shall not be blocked by office furniture.
- 12 Water coolers shall be secured to the wall. All spills and leaks will be cleaned and reported immediately.
- 13 Power tools shall be properly stored and unplugged after use.
- 14 Exit routes shall be properly marked with Exit signage. Exit routes shall not be blocked.
- 15 Classroom exits shall remain clear and not blocked by any obstructions, such as cabinets that open into the exit path.
- 16 Approved portable heaters shall be positioned so that they are not close to combustibles.
- 17 Power cables shall be properly routed and secured to prevent trip hazard. Extension cords shall be removed and stored at the end of the day. Extension cords shall not be used for permanent use.
- 18 Do not plug more than one extension cord and one power strip into a single electrical outlet. Extension cords and power strips may not be plugged in series.
- 19 Computer equipment should be ergonomically adjusted to fit you and your workspace.

Most office safety violations can be avoided by keeping areas clean, neat and well organized. Do not try and store more materials than your office was designed to safely handle. Do not obstruct the existing fire safety systems that are there to protect all occupants. Do not exceed the electrical capacity of the room with plug strips and extension cords. Always look for conditions that have the potential to injure staff and faculty.

For violations outside of your control notify your Site Safety Officer SBVC (909) 384-8958, CHC (909) 389-3210, or SBCCD Environmental Health and Safety at (909) 384-4070.

Do not store items in basements or under stairs unless the entire area has fire sprinklers. When storing items in closets or workrooms, maintain in 3 foot (36") clearance around all water heaters, electrical panels, fire alarm panels, and portable fire extinguishers.