



**SBVC ACADEMIC SENATE**  
**Agenda**  
**Wednesday, May 16, 2018**  
**3:00-4:30 PM AD/SS 207**

- |  |                |
|--|----------------|
| <b>1. Call to Order and Roll Call (Sign-In)</b>                      | <b>3:00 pm</b> |
| <b>2. Public Comments</b>  | <b>3:05 pm</b> |
| <b>3. Senate President's Report</b>                                  | <b>3:10 pm</b> |
| <b>4. Committee Reports</b>  | <b>3:15 pm</b> |
| a. Ed. Policy -  |                |
| b. Personnel Policy – Joe Notarangelo                                |                |
| c. Student Services – Ailsa Aguilar-Kitibutr                         |                |
| d. Career/Tech - Stacy Meyer   |                |
| e. Equity/Diversity – Kenny Melancon                                 |                |
| f. Elections – Margaret Worsley                                      |                |
| g. Curriculum – Mary Copeland  |                |
| h. Program Review – Paula Ferri-Milligan                             |                |
| i. Accreditation & SLOs – Celia Huston                               |                |
| j. Professional Development – Rania Handy                            |                |
| <b>5. Additional Reports</b>   | <b>3:20 pm</b> |
| a. SBCCD-CTA – Amy Avelar  |                |
| b. District Assembly   |                |
| <b>6. Consent Agenda</b>   | <b>3:25 pm</b> |
| a. Minutes 5/2/18  |                |
| <b>7. Old Business</b>   | <b>3:30 pm</b> |
| a. EDCT Reorg – B. Baron   |                |
| <b>8. New Business</b>   | <b>3:35 pm</b> |
| a. Academic Senate Roster 2018-2019                                  |                |
| b. Election of Academic Senate Secretary for 2018-2019               |                |
| c. Election of Academic Senate Vice-President for 2018-2019          |                |
| d. Approval of Academic Senate Sub-Committee Co-Chairs for 2018-2019 |                |
| e. BP/AP 4060 Delineation of Functions Agreements –M. Copeland       |                |
| f. BP/AP 4104 Contract Education – M. Copeland                       |                |
| <b>9. SBVC President's Report</b>                                    | <b>4:20 pm</b> |
| <b>10. Announcements</b>   | <b>4:25 pm</b> |
| <b>11. Adjournment</b>   | <b>4:30 pm</b> |

Commonly known as the "Ten Plus One," (as articulated in Title 5 of the Administrative Code of California, Sections 53200) the following define "Academic and Professional matters."

<ul style="list-style-type: none"> <li>1. Curriculum including establishing prerequisites and places courses within disciplines</li> <li>2. Degree and certificate requirements</li> <li>3. Grading policies</li> <li>4. Educational program development</li> <li>5. Standards or policies regarding student preparation and success</li> <li>6. District and college governance structures, as related to faculty roles</li> </ul>	<ul style="list-style-type: none"> <li>7. Faculty roles and involvement in accreditation processes, including self-study and annual reports</li> <li>8. Policies for faculty professional development activities</li> <li>9. Processes for program review</li> <li>10. Processes for institutional planning and budget development</li> <li>11. Other academic and professional matters as mutually agreed upon between the governing board and the senate</li> </ul>
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**Academic Senate Meeting Dates Spring 2018: 1/17/18, 2/7/18, 2/21/18, 3/7/18, 3/21/18, 4/4/18, 4/18/18, 5/2/18, 5/16/18**

# Academic Senate Sign-In Sheet May 15, 2018

①

	SENATOR	INITIAL
A	Aguilar-Kitibutr, Ailsa	Ra
	Avelar, Amy	AK
B	Barnett, Kellie	K.B.
	Beebe, Yvonne	
	Burnham, Lorrie [Rania Hamdy, proxy]	Ra
	Burns-Peters, Davena	DP
C	Calderon, Colleen	CC
	Copeland, Mary	MC
D	Demsky, Jeffrey	
F	Ferri-Milligan, Paula	PFM
	Fozouni, Daihim	
G	Gilbert, Jeremiah [Vicente Avarez, proxy]	JA
H	Huston, Celia	
J	Jennings, Amy	AJ
	Jones, Carol	CJ
	Jones, EJ	
	Jones, Patricia	PJ
K	Kafela, Kathy	KK
L	Lopez, Leonard	
M	Massad, Sana	
	Melancon, Kenny	
	Mestas, Marie [Patti Wall, proxy]	Patti Wall

	Meyer, Stacy	SM
	Moeung, Botra	
	Murillo, Joan [Todd Heibel, proxy]	TH
N	Notarangelo, Joseph	
R	Rosales, David	
S	Slusser, Michael	MS
	Smith, David	DS
T	Tasaka, Bethany	Bt
V	Vasquez, Mary Lou	
	Vasquez, Tatiana [Soha Sobhanian, proxy]	
W	Worsley, Margaret	

FREQUENT VISITORS	
Long, Terri	
Rodriguez, Diana	RD
Thayer, Scott	

VISITORS (Print Name)	INITIAL
Stefan Boggs	
Anthony Castro	AC
ANTHONY ALEXANDER	
Tammy Allen	TA
Jessy Lemieux	JL
Tom Lan	TL
M. Jacobo	MJ

See back if more sign-in space is needed



**SBVC ACADEMIC SENATE**  
**President's Report**  
**Wednesday, May 16, 2018**

**District Assembly:** The District Assembly of the San Bernardino Community College District is seeking nominees for the Assembly. The purpose of the Assembly will be to provide a forum for sharing responsibilities of governance in the San Bernardino Community College District. There are two faculty positions available. District Assembly meets the 1<sup>st</sup> Tuesday of the month during the Fall and Spring semesters.

**CCCCO Office Memo 5/11/18 Re: Governor's May Revision of the 2018-19 State Budget**

***Funding Formula**—On Monday, Chancellor Oakley formally transmitted recommendations to the Department of Finance on changes to the funding model for the California Community Colleges. We think the recommendations appropriately balance the Chancellor's commitment to equity, the system's focus on student success, and the need to provide districts with time to transition. We appreciate that the May Revision largely reflects those recommendations. If enacted, we are confident that the Governor's proposal would bring our system closer to achieving the Vision for Success.*

***Online College**—The May Revision includes several changes in the design of the new online community college to respond to feedback about how the college would operate as part of the system. Most significantly, the May Revision proposes to maintain the online college under the authority of the Board of Governors of the California Community Colleges, rather than establish a new entity for these purposes. Further, it clarifies how collective bargaining would be administered; specifically, the Board of Governors would designate an existing community college district to establish a collective bargaining agreement that would apply to the represented employees of the online college.*

**Guided Pathways:** The Academic Senate and the Office of Instruction is seeking instructional and non-instructional faculty team to serve as Faculty Leads for Guided Pathways. These positions have .5 reassign time to create a guided pathways plan for our campus, working closely with implementation teams and clearly communicating with the progress of guided pathways with students, employees, stakeholders and the larger campus community. Interested faculty should email a letter of intent outlining their interest and qualifications to me by 12 noon on Tuesday, May 22, 2017.

**OEI:** Seeking an Academic Senate Designee to serve on the OEI Implementation Team. Designee would provide input into implementation decisions from the faculty and senate perspective. Contact Joe Notarangelo

**Save the Dates**

**2018-2019 Senate Meeting Dates**

August 15, 2018	October 17, 2018	January 16, 2019	March 20, 2019
August 29, 2018*	October 31, 2018*	January 30, 2019*	April 3, 2019
September 5, 2018	November 7, 2018	February 6, 2019	April 17, 2019
September 19, 2018	November 21, 2018	February 20, 2019	May 1, 2019
October 3, 2018	December 5, 2018	March 6, 2019	May 15, 2019

\*5<sup>th</sup> Wednesday for Special Topic

- Curriculum Regional Meeting, May 19, 2018, (Cerritos) – AB705 will be a major topic
- Faculty Leadership Institute, June 14-16, 2018, San Diego
- Curriculum Institute, July 11-14, 2018 Southern California
- Academic Senate Retreat, August 8, 2018 – Location and Time TBD

**SBVC Academic Senate  
Year-End Report  
2017-2018**

**Major Accomplishments:**

Academic Senate did extensive work this academic year towards improving the quality of online classes and increasing online student access and success.

- The Academic Senate collaborated with Sociology faculty member Romana Pires on a number of items related to online educational resources, including reaffirmation of the OER Ad-Hoc Committee, applying for, and receiving the Zero Textbook Cost Degree Grant, and the application and plan for 2<sup>nd</sup> Year AB 798 funding.
- Jennifer Bjerke, ZTC Coordinator and Geography faculty has been working to familiarize faculty with the goals of ZTC, and train faculty who are willing to adapt their courses for ZTC delivery. Forty faculty (pending Board approval) are receiving summer stipends from the ZTC grant to develop materials for high quality ZTC course sections. Beginning in F18, a cohort of forty students will work toward an A.A. in Liberal Arts with an emphasis in Social and Behavioral Sciences with ZTC.
- Joe Notarangelo, DE Coordinator and English faculty worked with the Online Committee to create the Online Teaching Verification Certificate. Mr. Notarangelo and the Online Committee wrote the OEI (Online Education Initiative) Self-Assessment and Plan which resulted in SBVC's acceptance into the OEI Exchange. Under Mr. Notarangelo's leadership the Academic Senate has adopted the OEI rubric for online classes.

The Academic Senate reviewed, made recommendations and/or approved a minimum of 64 Board Policies and Administrative Procedures, notably:

- The Academic Senates of CHC and SBVC have worked collaboratively to develop AP 7211 Equivalency. The Senates will form a district wide equivalency committee to evaluate and grant equivalency.
- Academic Senate recommended changing the GPA requirement on BP/AP 4020 Academic Renewal from 2.5 GPA to 2.0 GPA.
- BP/AP 2410 Board Policies and Administrative Procedures and BP/AP 2510 Collegial Consultation and recommended that the SBVC Governance Handbook be updated
- Reaffirmed the work completed last year on BP/AP 5050 Student Success

The Academic Senate review the Campus Committee list and made recommendation for changes in faculty membership. Committee selection for 2018/2019 – 2020/2021 committee service is complete.

The Curriculum Committee and Accreditation and SLO Committee worked together to align course and program learning outcomes with curriculum processes. Course and program learning outcomes of record will be housed using the curriculum management systems. Learning outcomes will be revised through the curriculum content review process.

In fall 2018 the Academic Senate motioned to support President's Rodriguez letter of support for DACA Students

The Academic Senate supported the Emerging Needs Process developed by the Program Review Committee.

Academic Senate updated the Faculty Ethics Policy to be more inclusive of Title IX and AP 3430.

A representative of SBVC Academic Senate attends the Academic Senate of California Community Colleges Fall and Spring Plenary sessions and votes on ASCCC Resolutions. Through their vote the SBVC Academic Senate supports the resolutions approved by the ASCCC. The SBVC Academic Senate would like to emphasize their support of the following resolutions:

- 6.02 S18 Opposition to the Proposed California Online Community College District
- 7.01 S18 Support Equity-Minded Funding That Relies on Locally Identified Goals
- 7.05 S18 Legal Interpretation of AB 705 (Irwin, 2017)
- 9.02 S18 Pathways to Meet General Education Requirements of Quantitative Reasoning

The Academic Senate congratulates Dr. John Stanskas on being elected President of the ASCCC.

The Academic Senate received information, provided feedback, and participated in collegial consultation on the following topics.

ACCJC Mid-Term Report	College Promise
SSSP/SE/BSI Combined Report	Financial Aid
Human Resources Reorganization	Dual/Concurrent Enrollment
EDCT Reorganization	Student Success Center
FCC Proceeds Guiding Principles	Budget State Funding Model
FCC Auctions Funds Proceeds	DACA
Guided Pathways – Self-Assessment	Title IX
Guided Pathways – Plan	Zero Textbook Cost
Media Academy	Strong Workforce Local and Region Updates

### **Academic Senate Appointments/Elections**

- ZTC Coordinator – Jennifer Bjerke (term ends FA18)
- ZTC Librarian – Marie Mestas (term ends FA18)
- ZTC Counselor – Andrea Hecht (term ends FA18)
- Distance Education Coordinator – Joe Notarangelo (ongoing)
- Curriculum Chair (Temp) – Leticia Hector (term ends FA18)
- Program Review Chair – Paula Ferri-Milligan (term ends SP 21)
- Honors Chair– Anthony Blacksher (term ends SP 20)
- Academic Senate President – Celia Huston (term ends SP 21)
- Non-Credit Coordinator – Anthony Ababat
- Forthcoming: Guided Pathways, Academic Senate Secretary, Academic Senate VP

May 10, 2018



## **Chancellor's Office Releases Recommended Changes to Governor's Funding Formula; Continues Call for Performance Funding**

Monday, the California Community Colleges Chancellor's Office unveiled its recommendations for changes to the Governor's proposed funding formula. The Chancellor's recommended formula would move to a 60-20-20 split, based on enrollment, service to low income students, and outcomes performance, respectively. It also includes a two-year hold harmless provision with a COLA for the first year.

Additionally, the Chancellor's Office recommends consolidation of three categorical programs, Student Success and Support Program (SSSP), Student Success for Basic Skills Program, and the Student Equity Program, and encourages creation of a new categorical to incentivize hiring of full-time faculty (p.17). Further, the CCCCO recommendations endorse the authority to make future changes to the funding formula through the California Community Colleges Board of Governors (CCCBG), bypassing the Legislature.



EXECUTIVE SUMMARY

# Multiple Paths FORWARD

Diversifying Mathematics as a  
Strategy for College Success

Pamela Burdman, Just Equations // Kathy Booth, WestEd  
Chris Thorn, WestEd // Peter Riley Bahr, University of Michigan  
Jon McNaughtan, Texas Tech University // Grant Jackson, University of Michigan

JUST // EQUATIONS

**cshpe**  
sixty years

CENTER FOR THE STUDY OF  
HIGHER AND POSTSECONDARY EDUCATION

WestEd   
WestEd.org

With support from the California Community Colleges Chancellor's Office, The James Irvine Foundation, and College Futures Foundation, three organizations — WestEd, Just Equations, and Center for the Study of Higher and Postsecondary Education at the University of Michigan — have joined forces to publish this report. Its goal is to inform California community colleges in their implementation of new student success policies by shedding light on the use of multiple math pathways across the country.

The authors would like to thank reviewers Amy Getz, Laura Hope, Richard Kazis, Monica Lin, Ricardo Moena, Olga Rodriguez, Myra Snell, Kate Stevenson, and Alison Wrynn for providing comments on an earlier draft of this report.

Any opinions expressed in the report are those of the authors and do not necessarily reflect the views of the funders.

**WestEd** is a nonpartisan, nonprofit research, development, and service agency that works with education and other communities throughout the United States and abroad to promote excellence, achieve equity, and improve learning for children, youth, and adults. WestEd has more than a dozen offices nationwide, from Massachusetts, Vermont, Georgia, and Washington, DC, to Arizona and California, with headquarters in San Francisco.

**Just Equations** reconceptualizes the role of mathematics in ensuring equal opportunities for students. An independent resource on the role of math in education equity, Just Equations works across educational segments and advances evidence-based strategies to ensure that math policies give all students the quantitative foundation they need to succeed in college and beyond. Just Equations is a project of the Opportunity Institute, in partnership with LearningWorks, Policy Analysis for California Education, the Education Trust—West, and the Campaign for College Opportunity.

**Center for the Study of Higher and Postsecondary Education at the University of Michigan** is the nation's premier higher education program. Center scholars are dedicated to improving higher education and to training students to do the same, applying expertise in organizational behavior and management, public policy, academic affairs, and student development, assessment, and evaluation.

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Suggested citation: Burdman, P., Booth, K., Thorn, C., Bahr, P. R., McNaughtan, J., & Jackson, G. (2018). *Executive summary: Multiple paths forward: Diversifying mathematics as a strategy for college success*. San Francisco, CA: WestEd & Just Equations.



# Executive Summary

California community colleges are implementing a new law, [AB 705<sup>1</sup>](#), that is intended to improve students' completion of college degrees and credentials. A central objective of the law is to increase students' likelihood of completing math requirements in one year or less. Providing students with multiple pathways to fulfill those requirements is one strategy California community colleges can use to achieve that objective.

Historically, the algebra-to-calculus pathway has been many colleges' default math requirement for students. However, over the last decade it has become clear that this pathway doesn't reflect changes in the types of quantitative skills that students need in their lives and careers. Numerous mathematics-related associations and faculty organizations have advocated diversified math pathways that address the range of undergraduate majors and career goals. These educators have recommended that colleges develop additional non-algebra pathways to ensure that students gain a solid foundation in such important concepts as statistics, modeling, and quantitative reasoning.

The need for alternative math pathways is underscored by research into the factors that limit college completion rates. Both nationally and in California, the vast majority of incoming community college students have been placed into remedial, or developmental, math sequences that emphasize basic algebra and that are designed to prepare students for algebra-intensive pathways. This practice has particularly affected underrepresented-minority students, who are more likely to be placed into remedial sequences. Many students never make it out of the developmental sequence and, thus, are unable to fulfill requirements for graduation or transfer.

In response, postsecondary institutions have begun rethinking their approach to math preparation. In addition to making changes in placement policies and prerequisites, many are offering more than one pathway through mathematics and are working to align those pathways with students' academic and career goals. In one respect, higher education institutions in California have been leaders in this trend: Both community colleges and public universities in the state accept alternative courses such as statistics to fulfill students' math requirements.

However, until recently, the state's four-year institutions specified that community college math courses needed to have a remedial prerequisite — intermediate algebra — in order to qualify as a transfer course. In most colleges, this expectation has been applied to any student placed into remedial math, even if the student intended to take statistics, which doesn't generally assume knowledge of intermediate algebra. As a result, community colleges' work to diversify mathematics pathways in California has focused on general education courses, not remedial sequences. In an effort to preserve students' opportunity to pursue a bachelor's degree, few of the state's community colleges have offered

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1 [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201720180AB705](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705)

remedial mathematics pathways designed to prepare students for statistics and quantitative reasoning, despite evidence that such alternative pathways can improve student success. A new, broader definition of quantitative reasoning general education courses that was recently adopted by the California State University (CSU) system eliminates the explicit intermediate algebra requirement, thus freeing community colleges in the state to diversify remedial math courses.

California is one of at least 24 states that are implementing diversified math pathways. These pathways help ensure that students enroll in mathematics courses that are aligned with their program of study; are able to complete a non-remedial course within one year; and benefit from evidence-based curriculum and pedagogy. Preliminary research has found that initiatives to diversify math pathways have yielded two, three, and four times the gateway course completion rates of traditional pathways, often in less time.

The three most common types of mathematics pathways found in other states are a statistics pathway, a quantitative reasoning pathway, and an algebra-based pathway for science, technology, engineering, and math (STEM) majors that require calculus. Other pathways include math for elementary educators, math modeling, technical math, business math, symbolic logic, personal finance, and computer science. In addition, some colleges offer courses associated with specific trades, such as math for clinical calculations.

To identify the most prevalent math pathways in California community colleges, the authors examined the highest-level math courses taken by 900,000 students between fall 2009 and spring 2016. The analysis uncovered a wide variety of offerings, including 11 categories of math that are alternatives to the traditional algebra-based sequences. Overall, transferable alternatives to algebra-based courses accounted for 25 percent of highest-level math completions, with statistics emerging as the most developed of the alternatives. However, almost 50 percent of students only got as far as remedial math. Those students who stopped at remedial math accounted for two thirds of students who dropped out of college, more than half of students who earned a certificate, and 20 percent of students who transferred without an award. These findings are relevant because remedial courses are often misaligned with students' programs of study, focusing on algebra rather than on the types of quantitative skills needed for non-STEM majors.

Though California's higher education systems have not jointly recommended a set of math pathways through two-year and four-year colleges, this report reveals the extent to which the state's community colleges have been active in diversifying their math offerings. Many of the pathways in use in California have parallels to those that have been recognized by other states' higher education systems, as well as to those in CSU's new, broader definition of quantitative reasoning general education courses. Together, AB 705 and CSU's new policy present California community colleges with an opportunity to further diversify their math pathways and ensure that students have the specific quantitative skills they need for future success when they graduate and/or transfer.

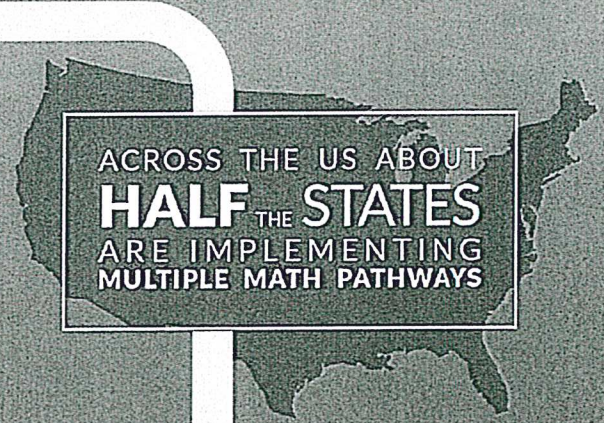
AN OVERVIEW

# Multiple Paths Forward

Diversifying Mathematics as a Strategy for College Success

Policy changes by California State University, along with the new AB 705 law, give California community colleges greater ability to diversify math pathways and ensure that students learn the quantitative skills necessary for success.

In response to recommendations from mathematics associations and faculty organizations, and research that shows algebra-intensive math requirements can be a barrier to completion, California has joined more than 20 states in implementing multiple math pathways that align with students' programs of study and enable them to complete a non-remedial math course within a year.



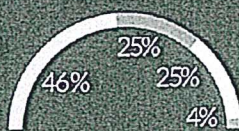
## HERE ARE EXAMPLES OF HOW COLLEGES MIGHT ALIGN MAJORS AND PROGRAMS WITH ENTRY-LEVEL MATH COURSES

STATISTICS	Psychology	Social Sciences	Public & Protective Services	Library and Information Services	Media & Communication
QUANTITATIVE REASONING	Arts, Humanities & English	Applied Arts and Sciences	Hospitality & Culinary Arts	Agriculture & Natural Resources	Health Technologies
ALGEBRA-TO-CALCULUS	Biology	Engineering & Architecture	Math	Physical Sciences	Journalism
					Social Work

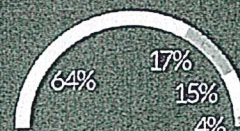
### CALIFORNIA IS A LEADER IN OFFERING MULTIPLE PATHWAYS,

with statistics a common alternative to algebra. But making intermediate algebra a pre-requisite for transferable math has limited the types of quantitative skills students learn. Further diversifying math pathways and aligning pre-requisites can help students leave college with the skills necessary for ongoing study, careers, and life.

### Highest-level math course taken by California community college students



**All Students**  
▲ A quarter of students take transferable non-algebra courses like statistics



**Students who dropped out**  
▲ Two thirds of students who drop out stop at remedial math.

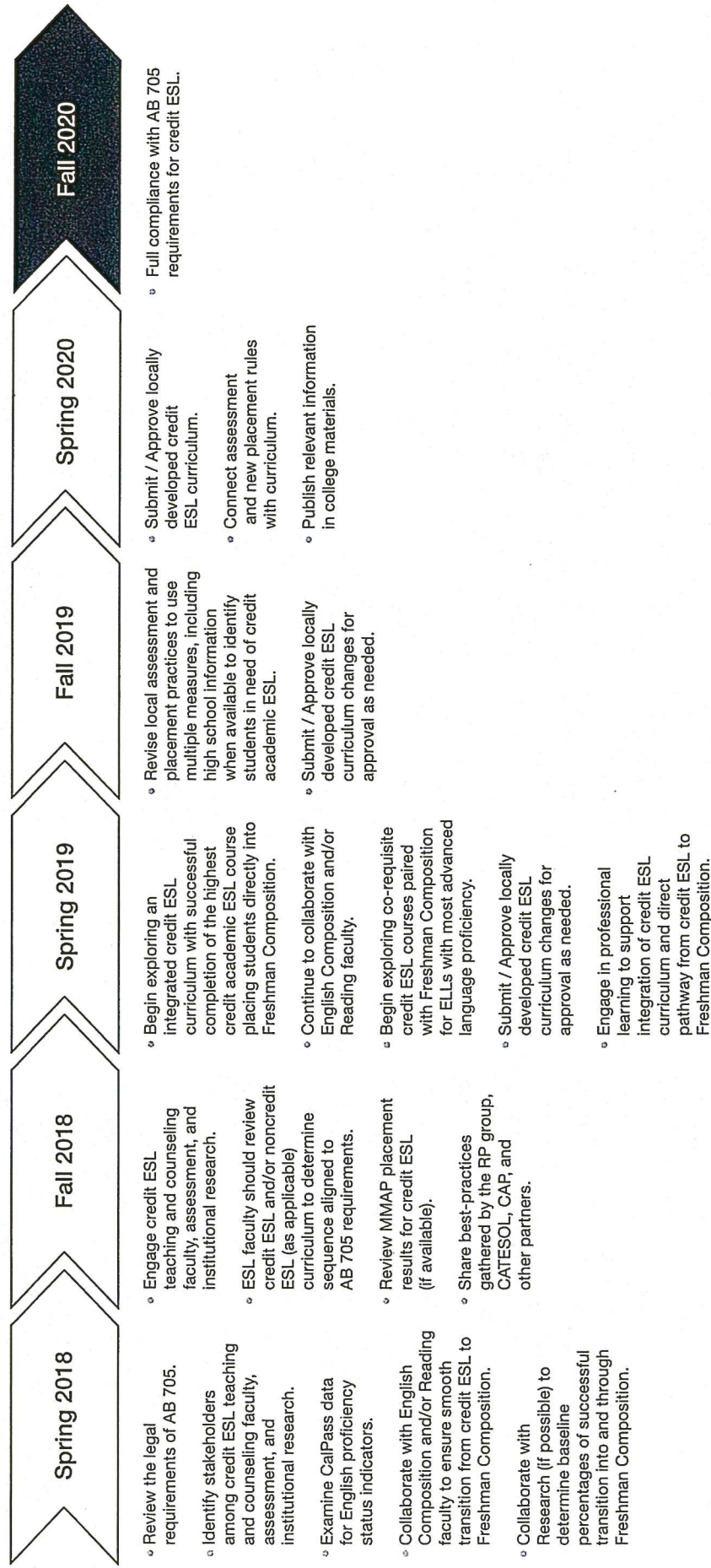


**Students who earned a certificate**  
▲ Half of certificate earners stop at remedial math.

- REMEDIAL MATH
- COLLEGE ALGEBRA OR ABOVE
- NON-ALGEBRA, TRANSFERABLE TO 4-YEAR INSTITUTIONS
- NON-ALGEBRA, NON-TRANSFERABLE

Percentages based on analysis of courses taken by 900,000 students over 7-year period

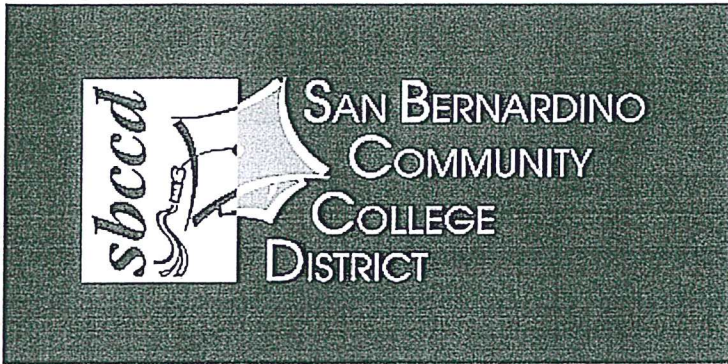
# AB 705 CREDIT ESL IMPLEMENTATION TIMELINE



The Governor's May Revision is expected May 11 and may or may not reflect the Chancellor's recommendations.

Watch your email on Friday for a special edition of the *Weekly* on the Governor's May Revise.

	Governor's January Funding Formula Proposal	Chancellor's Office Recommendations
Enrollment	50% of funding based on student enrollment	60% of funding based on student enrollment using a three-year weighted FTES average.
Service to Low Income Students	<p>25% of funding based on enrollment of low income students defined as receiving:</p> <ol style="list-style-type: none"> <li>1. College Promise Grant Fee Waiver</li> <li>2. Pell Grant</li> </ol>	<p>20% of funding based on enrollment of low income and first generation students defined as:</p> <ol style="list-style-type: none"> <li>1. Recipient of Pell Grant</li> <li>2. Recipient of Promise Grant Fee Waiver (age 25 and over)</li> <li>3. AB 540</li> <li>4. Self identifies as first generation via CCCApply</li> </ol>
Performance Based Component	<p>25% of funding on:</p> <ol style="list-style-type: none"> <li>1. Number of degrees and certificates conferred</li> <li>2. Three-year attainment rate of degrees and certificates</li> </ol>	<p>20% of funding based on:</p> <ol style="list-style-type: none"> <li>1. Completion of transfer level math and English within first year of enrollment</li> <li>2. Completion of degree, certificate, and or CTE units</li> <li>3. Attainment of regional living wage after one year of completion</li> </ol> <p>(Different point values for each)</p>



Origination: N/A  
 Last Approved: N/A  
 Last Revised: N/A  
 Next Review: N/A  
 Owner: Academic Senates Academic Senates:  
 Policy Area: Chapter 4 Academic Affairs  
 References: Brand New - advised

## AP 4060 Delineation of Functions Agreements

*NOTE: This procedure is but is if districts are engaged in adult noncredit instruction. Insert local practice here, if any, regarding memoranda of understanding related to noncredit continuing education programs.*

### ~~Sample 1 from another District:~~

#### Delineation of Functions Agreement Development Process

~~In order to be in compliance with Education Code Sections 8535 and 8536, whenever~~Whenever either college ~~within~~ the District is approached by another educational agency (public school district or community college district) to assume responsibility for any or all of that agency's adult education apportionment, the following procedure will be implemented.

The ~~Provost of the School of Continuing Education (SCE)~~College's Vice President of Instruction will receive the proposal from the requesting school district, containing a list of the courses ~~that it wishes to transfer to the College, which they wish to transfer to NOCCCD,~~ as well as an enrollment history for these courses for ~~the last two years.~~

The ~~Provost will forward the proposal to the SCE curriculum Committee for review with respect to whether the proposed classes fit within the SCE mission and curriculum. Such review would consist of, but not be limited to, information on course titles, course content, projected enrollment, location of and faculty credential requirements. The Curriculum Committee will present the proposal to the Provost's Cabinet for review with a recommendation as to whether or not the proposed transfer should be accepted.~~

If approved by the ~~Provost's Cabinet,~~ a memorandum of understanding specifying a Delineation of Functions Agreement will be developed jointly with the requesting school district. The agreement shall contain all legal and contractual obligations of either or both districts under the program with appropriate time requirements. Furthermore, the written transfer agreement shall specify 1) that only courses that qualify as community college noncredit education under California Education Code Section 84711 shall be transferred and 2) the number of FTES proposed to be transferred from the district with the existing program.

The memorandum of understanding specifying the Delineation of Functions Agreement will be submitted to the NOCCCD Board of Trustees for approval.

If approved by the Board, appropriate paperwork and reports required by the State Chancellor's Office will be completed in a timely fashion and submitted for implementation.

## ~~Sample 2 from another District:~~

~~Whenever the District is approached by another educational agency (public school district or community college district) to assume responsibility for any or all of that agency's adult education apportionment, the following procedure will be implemented.~~

~~The Vice President of Academic Affairs will receive the proposal from the requesting school district, containing a list of the courses that it wishes to transfer to the District, as well as an enrollment history for these courses for the last two years.~~

~~The Vice President will forward the proposal to the Curriculum Committee for review to determine whether the proposed classes fit within the District's mission and curriculum. Such review would consist of, but not be limited to, information on course titles, course content, projected enrollment, and faculty credential requirements. The Curriculum Committee will present the proposal to the Vice President for review with a recommendation about whether or not the proposed transfer should be accepted.~~

~~If approved by the Vice President of Instruction, a memorandum of understanding specifying a Delineation of Functions Agreement will be developed jointly with the requesting school district. The agreement shall contain all legal and contractual obligations of either or both districts under the program with appropriate time requirements. Furthermore, the written transfer agreement shall specify 1) that only courses that Qualify as community college noncredit education under Education Code, Section 84711 shall be transferred and 2) the number of FTES proposed to be transferred from the district with the existing program.~~

~~The memorandum of understanding specifying the Delineation of Functions Agreement will be submitted to the Board of Trustees for approval.~~

~~If approved by the Board, appropriate paperwork and reports ~~required~~required by the State Chancellor's Office will be completed and submitted for implementation.~~

## ~~Sample 3 from another District:~~

~~Whenever a mutual agreement with a school district or other educational entity relating to responsibility for noncredit continuing education programs is required by state law, the Superintendent/President shall present an appropriate Memorandum of Understanding to the Board of Trustees for approval.~~

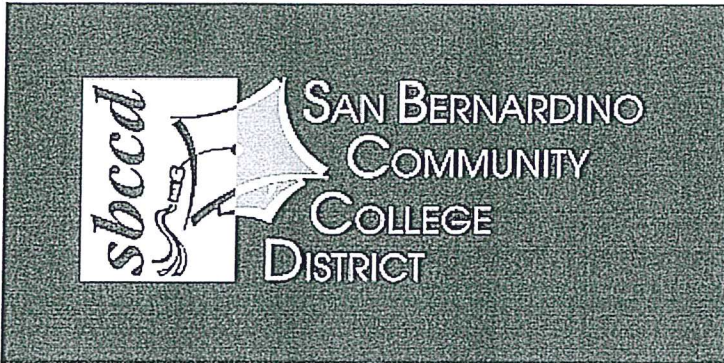
## References:

Education Code Sections 8535 and 8536

## Attachments:

No Attachments

No items found in history



Origination: N/A  
 Last Approved: N/A  
 Last Revised: N/A  
 Next Review: N/A  
 Owner: Academic Senates Academic Senates:  
 Policy Area: Chapter 4 Academic Affairs  
 References:

## AP 4104 Contract Education

The District may contract for instructional classes to be offered at the request of public or private agencies or groups. The District may contract for instructional classes to be offered at the request of public or private agencies or groups.

The purpose of contract education is to help the district build capacity to deliver training and services that enhance businesses, the workforce, and the local economy. The goals for contract education include: increased revenue to the district, increased system support for economic and workforce development, and increased retention of economic and workforce development professionals.

Contract education classes may be offered for credit, noncredit or not-for-credit as requested by the outside agency or group.

No state apportionment shall be requested for classes compensated by another public or private agency, corporation, or other body or person.

An agreement between the district and the identified public or private agency, corporation, or other body or person shall be developed and approved by the Board of Trustees.

The agreement shall identify the classes to be taught and the amount of money to be paid to the district. No general fund money shall be utilized for contract education classes.

The district business and fiscal services department shall invoice the agency for all contract education classes as per the billing cycle delineated in the contract education agreement.

When contract education involves academic credit classes, or noncredit classes faculty appointments will be consistent with minimum qualifications, and curriculum approval processes and registration procedures for all students will be followed. If the course does not offer credit, no approval by the curriculum committee shall be required.

### Reference:

Title 5 Section 55170

### Attachments:

No Attachments

No items found in history



The Curriculum Committee would like a motion of non-support from the senate for AP 4104 and AP 4060 as written.

The concerns of the committee are:

1. Each of these new Administrative Policies concern curriculum processes; however, there are several processes listed in both the policies that contradict local processes and the PCAH (The Program Course Approval Handbook). These concerns include, but are not limited to:
  - a. Bypassing the standard approval process for non-credit courses.
  - b. Bypassing regional consortia guidelines.
  - c. Faculty appointment, assignment, scheduling and minimum qualifications.
  - d. Faculty input.
  - e. Delineation of non-credit versus not-for-credit.
  - f. Who is the “owner” of the AP?
2. No collegial consultation on the AP itself, which is clearly a 10 +1 issue.

Mary Copeland  
Faculty Co-Chair, Curriculum

**Institutional Program Review—2017-2018**  
**Efficacy Ratings**

**Full Reviews:**

<b>Department/Program</b>	<b>Rating</b>
Academic Advancement	Conditional
Admissions & Records	Conditional
CalWorks	Probation (no report submitted)
Child Development Center	Conditional
Criminal Justice/Police/Sheriff	Continuation
EOPS/CARE	Continuation
First-Year Experience	Conditional
Food Services	Conditional
Machinist Technology	Conditional
Maintenance/Grounds	Continuation
Outreach	Probation
Professional Development	Probation
Research & Planning	Continuation
Student Health Services	Continuation
Student Life	Conditional
Student Success Center/Tutoring	Conditional

**CTE Two-Year Mini Reviews:**

<b>Department/Program</b>	<b>Rating</b>
Aeronautics	Continuation
Culinary Arts	Continuation
Nursing	Conditional
Water Supply Technology	Continuation

**Conditional/Probational Reviews from Spring 2017**

<b>Department/Program</b>	<b>Spring 2017 Rating</b>	<b>Spring 2018 Rating</b>
<b><i>Full Reviews:</i></b>		
Accounting	Conditional	Continuation
Inspection Technology	Conditional	Conditional
Puente	Conditional	Conditional
Real Estate	Conditional	Conditional
STAR	Conditional	Continuation
Tumaini	Conditional	Continuation
Financial Aid	Probation	Probation (no report submitted)
<b><i>CTE Two-Year Mini Reviews:</i></b>		
Architecture	Conditional	Conditional
Computer Science	Conditional	Continuation
Pharmacy Technology	Conditional	Conditional

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**DRAFT**  
**VICE CHANCELLOR,**  
**EDUCATIONAL SUPPORT, ADVANCEMENT & TECHNOLOGY**

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

**SUMMARY DESCRIPTION**

Under the general direction of the Chancellor and in collaboration with college constituencies and business and community leaders, the Vice Chancellor of Educational Support, Advancement & Technology, plans, directs, develops and administers strategies for all educational support services, economic and workforce development, institutional advancement including grants and resource development, broadcast media systems, and information technology functions to support and promote student success in the San Bernardino Community College District (District). Responsibilities include, but are not limited to, planning, budgeting, acquisition, resource allocation, and broad vision and leadership in: District research, planning and institutional effectiveness; administrative oversight of broadcast media systems, including KVCR (Empire Network) Television (PBS), Radio (NPR), First Nations Experience (FNX) Network, and digital media (Empire & FNX Digital) operations; district foundation advancement and district resource development initiatives, grants administration, and strategic partnerships; economic, workforce, and community development planning, development, marketing, delivery, coordination and management of customized training, contract education, entrepreneurship, innovation, and maker programs funded with Statewide Initiatives, Employment Training Panel (ETP), Workforce Innovation & Opportunity Act (WIOA), corporate foundation, and other applicable, competitive grant sources; and accountability for the development and instructional integrity of distance education platforms, instructional and administrative applications, technology infrastructure (telecommunications services, networks, cloud and server operations, and security and emergency systems), and district printing services. Serves as the Chief Workforce Development Officer and Chief Technology Officer for the District, and advises District management and constituencies on economic and workforce development matters and statewide initiatives, grants planning and acquisition, effective utilization of broadcast media applications and resources, and information, educational, and administrative applications technologies.

**EXAMPLES OF DUTIES**

Administers the Division, through subordinate executive directors, the District's *Educational Support* services encompassing research, planning and institutional effectiveness; the District's *Advancement* services comprised of resource development, grants administration, and strategic partnerships; and the District's *Technology* resources including broadcast media services, telecommunications programs, centralized computer services functions, and information technology.

***Educational Support:***

1. Works collaboratively with faculty, staff and administrators districtwide in developing, maintaining, and supporting educational services to facilitate student access and success.
2. Provides overall leadership to the District in educational support, planning, development, and innovation, including distance education; program review; research and strategic planning; and accreditation.
3. Promotes, encourages and facilitates educational support in the research, planning and implementation of career technical education in support of the District colleges and local, regional, state and national business and industry groups.
4. Facilitates the development and implementation of the District Strategic Plan and provides leadership and direction to the District's institutional research and strategic planning, including effectiveness services.
5. Develop measurements and accountability strategies for major district programs and services and coordinates program outcomes.

**SAN BERNARDINO COMMUNITY COLLEGE DISTRICT**  
**Vice Chancellor, ESAT (*continued*)**

6. Reviews pending legislation, legal mandates regulations, and guidelines which may affect district programs, functions and activities. Complies with all District, county, state and federal requirements.
7. Participates in the program review and budgeting processes; ensures that the budget development process is responsive to the objectives developed during strategic planning.
8. Provides leadership in researching, planning and supporting career technical education and workforce development programs districtwide.
9. Initiates, supports and maintains effective partnerships with K-12, business, industry, governmental agencies and other postsecondary institutions to enhance the acquisition, access, and sharing of resources to support student success districtwide.
10. Implements District and State policies regarding technology and educational services to ensure that the services offered are of the highest possible quality, meet the educational needs of the greatest number of students, and are provided at the most reasonable cost.
11. Coordinates and provides direction liaison with educators, administrators, funding agencies, students, faculty, staff, administration, alumni, industry and the community to facilitate effective utilization of technology and educational services.
12. Chairs and/or serves as a member of appropriate instructional committees working with SBVC and CHC including faculty senates in the development and administration of long-range strategic, fiscal and educational plans for technology and educational services.
13. Represents the District in relationships and associations with other agencies and institutions regarding college-level technology and educational services including evaluation and development of proposals for the effective use of technologies to further the mission and goals of the District and its campuses with its community partners.
14. Provides leadership for strategic planning, organization, development, marketing, delivery, and management of all economic and workforce development training programs, including industry-recognized, customized contract training offered to private businesses, community-based organizations, and public sector agencies.
15. Interacts with public and private employers to assist in the development of comprehensive training contracts, assessments, performance improvement solutions, and short-term professional development programs, seminars, and workshops for delivery at the District Office, Applied Technologies Training Center (ATTC), Professional Development Center (PDC), the colleges, and at off-campus sites.
16. Serves as the District signatory and liaison with the California Community Colleges Chancellor's Office (CCCCO) for the Strong Workforce Program and the Career Technical Education Act (CTEA) Perkins Grant Program.
17. Provides leadership in promoting student access through the application of broadcast media services into District and College marketing initiatives, and integration of broadcast media resources into applicable college instructional programs and settings to promote student success through student internships and employment in media productions, operations, and programming.
18. Ensures college faculty, staff and administrators are provided technical consultation and advice to capitalize on broadcast media systems, resources, and technologies to enhance student learning and success.

**SAN BERNARDINO COMMUNITY COLLEGE DISTRICT**  
**Vice Chancellor, ESAT (*continued*)**

19. Participates in local, regional, and state activities related to educational services and support to promote student access and success in the San Bernardino Community College District.
20. Serves as the Chair of the District Economic & Workforce Development Coordinating Committee.

***Advancement:***

21. Coordinates implementation activities of District resources and revenue generation ventures related to grant development, special projects, strategic partnerships, and resource development initiatives.
22. Provides leadership to the District's fee-based, community education, and contract education programs to ensure relevance with regional customer and business demands and economic trends.
23. Coordinates all aspects of Districtwide grants research, concept development, planning, and application development in consultation with faculty, staff, administrators, and grant writing resources; may monitor grant project implementation for compliance and provides technical assistance to District and College leadership in grant project administration.
24. Initiates and administers innovation and entrepreneurship initiatives with regional and statewide stakeholders as part of grant- and donor-funded projects, such as District-level makerspace and business startup, incubator and accelerator initiatives that promote access to college career technical education programs.
25. Coordinates with District-level foundations and District leadership through engagement, development, and cultivation of strategic business and corporate partnerships to ensure District-level collaboration in fundraising, advancement and development efforts in support of student access and success.

***Technology:***

26. Interprets, refines, updates, and implements the District Technology Strategic Plan in consultation with applicable faculty, staff, and administrators.
27. Develops and recommends short and long term plans, policies and procedures covering all areas of Information Technologies Services in the District.
28. Develops, maintains, and supports computing and communications services that balance centralized and decentralized approaches to meeting the technology needs of academic and administrative users.
29. Advises the Chancellor and the Board on how technology supports and complements strategic decisions and the direction of the District to achieve its mission.
30. Develops and implements strategies for disaster security and recovery for technology; interface plan with the District's Disaster Preparedness Plan.
31. Works collaboratively with faculty, staff, and administrators to develop, maintain, and support computing and communications services to facilitate student access and success.
32. Initiates partnerships and linkages to business and industry to enhance the acquisition, access, and efficient use of technology resources.
33. Directs through subordinate directors, the District's telecommunications programs and other centralized computer services functions.
34. Coordinates and provides strategic direction to the ongoing development rollout of a central administrative application (Datatel).

**SAN BERNARDINO COMMUNITY COLLEGE DISTRICT**  
**Vice Chancellor, ESAT (continued)**

35. Through subordinate managers, manages the central help desk for the District.
36. Oversees the state funded projects and grants, including the Alternate Text Production Center and EduStream.
37. Maintains a comprehensive Catalog of Services for all services provided by the technical areas of the District including service level agreements.
38. Develops and maintains technology related planning documents of the District, including the Information Technology Communication Plan and Security Plan.
39. Ensures effective project management methodologies are used in the selection, prioritization, and implementation of all technology related projects.
40. Ensures the effective use of an IT participatory governance model for all aspects of planning that is related to the District Technology Strategic Plan and other IT related planning initiatives.
41. Oversees the development and maintenance of District websites.
42. Anticipates, prevents and resolves difficult and sensitive inquiries, conflicts and complaints.
43. Performs related duties as required.

**QUALIFICATIONS**

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

**Knowledge of:**

Operational characteristics, services, and activities of (1) educational support services, including research, planning, institutional effectiveness, and accreditation; corporate training, professional development training programs, and economic and workforce development programs, including Strong Workforce Program, CTEA Perkins, and WIOA; (2) advancement services, including grants research, planning, acquisition, project implementation and administration; fundraising, resource development, and strategic partnership development; and (3) technology resource management, including broadcast media systems applications and information technology and administrative applications.

Principles and practices of program development and administration.

Principles and practices of budget preparation and administration.

Principles of leadership, supervision, training, and performance evaluation.

Pertinent federal, state, and local laws, codes, and regulations relating to educational support, economic and workforce development, advancement and resource development, broadcast media systems, and information technology.

**Ability to:**

Oversee and participate in the management of comprehensive educational support, economic and workforce development, advancement and resource development, broadcast media systems, and information technology functional areas.

Assemble, analyze, and interpret data, and make appropriate recommendations for educational support services, economic and workforce development programs, advancement and resource development, broadcast media systems, and information technology applications.

Oversee, direct, and coordinate the work of lower level staff.

Participate in the selection and recommendation, supervision, training, and evaluation of staff.

Participate in the development and administration of goals, objectives, and procedures for assigned area.

Gather and analyze data and situations and make appropriate decisions.

Prepare and present comprehensive, concise, clear oral and written reports.

Analyze problems, identify alternative solutions, project consequences of proposed actions and implement

**SAN BERNARDINO COMMUNITY COLLEGE DISTRICT**

**Vice Chancellor, ESAT (*continued*)**

recommendations in support of goals.

Interpret and apply California Education Code, Title 5, federal, state, and local policies, laws, and regulations as it relates to the position.

Demonstrate a sensitivity to, and understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of community college students and personnel, including those with physical or learning disabilities.

Demonstrate professionalism, fairness and honesty in all aspects of the performance of duties.

Provide leadership based on ethics and principles as they relate to educational support, advancement, and broadcast media, and information technology functions and operations.

**EDUCATION AND EXPERIENCE GUIDELINES**

**REQUIRED QUALIFICATIONS:**

**Education/Training:**

A Master's Degree in business administration, public administration, organizational development, education, instructional technology, or a related field.

**Experience:**

1. A minimum of four (4) years of increasingly responsible experience in academic affairs, career technical education, economic and workforce development, resource development, instructional technology, information technology, or broadcast media systems, including two (2) years at a managerial level, preferably in a college, public agency, or governmental setting.
2. A sensitivity to, and understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of community college students and employees, including those with physical or learning disabilities.

**PREFERRED QUALIFICATIONS:**

1. Demonstrated knowledge of community college instructional services and academic affairs in California.
2. Doctorate from an accredited institution of higher education.
3. Experience working in an educational institution preferably a community college.

**PHYSICAL DEMANDS AND WORKING ENVIRONMENT:**

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

**Environment:** Work is performed primarily in a standard office setting with extended periods of time viewing computer monitor.

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

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

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

Board Approved:





**DRAFT FOR DISCUSSION PURPOSES ONLY**

**EDUCATIONAL SUPPORT, ADVANCEMENT & TECHNOLOGY**

Vice Chancellor (RECLASSIFICATION)  
Richard G.E. Gabpe

**DIVISION SUPPORT OFFICE**  
• Project Administration (Tracking/Scheduling)  
• Budgets • Facilities • Payroll  
• Procurement • Human Resources • Travel

Project Administrator (NEW) Vacant  
Secretary I Vacant

Accounting Manager Vacant  
Senior Accountant Yendis Battle  
Project Analyst Barbara Nichols

Administrative Assistant II Stacy Garcia

**BROADCAST MEDIA SYSTEMS: KVCRTV | FM | FNX | DIGITAL**  
General Manager (INTERIM) Keith Blifield

KVCR Broadcast Systems - PBS TV | NPR FM  
Director (INTERIM) Kristi Cooper

First Nations Experience (FNX) Channel  
Director Vacant

Empire Digital Network  
Director of Operations (INTERIM) Ralph Cooper

**TECHNOLOGY & EDUCATIONAL SUPPORT SERVICES**  
Executive Director (INTERIM) Andy Chang

Administrative Applications  
Director (Interim ED) Vacant

Technical Services  
Director Jeremy Sims

Alternative Text Production Center  
Director Jeff Baugher

CHC Campus Technology Services  
Director Wayne Bough

SBVC Campus Technology Services  
Director Rick Hrdicka

Printing Services  
Supervisor Anna Mendez

**RESEARCH, PLANNING & INSTITUTIONAL EFFECTIVENESS**  
Executive Director (INTERIM) Jeremiah Gilbert

District Research Analyst Christopher Crew

District Research Analyst Jun Xiang  
Administrative Assistant I Vacant

**ECONOMIC, RESOURCE & COMMUNITY DEVELOPMENT**  
Executive Director (INTERIM) Robert Mejia

Strategic Partnerships & Initiatives  
Director (INTERIM) Vicenie Necario

Grants Management & Development  
Director Vacant

**ECONOMIC DEVELOPMENT & CORPORATE TRAINING**  
Executive Director (INTERIM) Robert Levesque

Economic & Workforce Development  
Director (INTERIM) Deanna Krehbel

Deputy Sector Navigator (Info, Comm, Tech/Digital Media)  
Director (INTERIM) Suzanne Mala

EDUCATIONAL SUPPORT • ADVANCEMENT • TECHNOLOGY		
Educational Support	Advancement	Technology
<ul style="list-style-type: none"> <li>• Research &amp; Planning</li> <li>• Institutional Effectiveness</li> <li>• Economic Development</li> <li>• Workforce Development</li> <li>• Strategic Partnerships</li> <li>• Contract Education</li> </ul>	<ul style="list-style-type: none"> <li>• Resource Development</li> <li>• Grants Management</li> <li>• Foundation</li> <li>• Innovation</li> <li>• Entrepreneurship</li> <li>• Accelerator</li> </ul>	<ul style="list-style-type: none"> <li>• Broadcast Media</li> <li>• Digital Services</li> <li>• Enterprise Systems</li> <li>• Administrative Applications</li> <li>• Technical Support Services</li> <li>• Distance Education Platform</li> </ul>