

**SBVC COLLEGE COUNCIL**  
**May 11, 2016 MINUTES**  
**PRESIDENT'S CONFERENCE ROOM, ADSS-207**  
**TIME: 1:00 PM – 3:00 PM**

**A= Absent**

Gloria Fisher, SBVC President  
Jeremiah Gilbert, Academic Senate President, Co-Chair  
Dave Bastedo - **A**  
Aaron Beavor - **A**  
Lorrie Burnham  
Marco Cota  
Paula Ferri-Milligan - **A**  
Rania Hamdy  
Leticia Hector  
Rick Hrdlicka  
Diane Hunter -**A**  
Celia Huston

Henry Hua, Acting VPI for Haragewen  
Kinde  
Ricky Shabazz  
James Smith  
Scott Stark - **A**  
Linda Subero - **A**  
Kay Weiss  
(18 members)

**Guest(s):** Elaine Akers, Susan Bangasser, Raymond Carlos, Sandy Kate, Albert Maniaol, Sheri Lillard, and Sheryl Sterry.

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**CALL TO ORDER:**

1:10 p.m. President Fisher, called the meeting to order.

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**APPROVAL OF THE April 27, 2016 MINUTES**

President Fisher entertained a **motion to approve** the APRIL 27, 2016 minutes. Rick Hrdlicka moved, Lorrie Burnham second. No discussion and the group voted as follows:

**AYES:** Fisher, Gilbert, Burnham, Hrdlicka, Huston, Hua, Shabazz, Smith, and Weiss.

**NOES:** None

**ABSTENTIONS:** Cota

**ABSENT:** Bastedo, Beavor, Ferri-Milligan, Hamdy, Hector, Hunter, Stark, and Subero.

**Motion Carried**

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**PROGRAM REVIEW RANKING – S. STARK**

In Scott Stark's absence, Gloria Fisher provided the prepared listing of the Program Review Rankings.

*Our Mission: San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve quality of life in the Inland Empire and beyond.*

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## UPCOMING/FILLING POSITIONS – G. FISHER

President Fisher entertained a **motion to approve** the Out of Class Memo for Kay Dee Yarbrough's position in the Vice President's office – a temporary adjustment (7/1/16 through 10/1/16) from Secretary II to Administrative Assistant I, Rick Hrdlicka moved, Marco Cota second. The adjustment is **temporary** – temporary assignments cannot extend past six months. Funded by Instruction Office general funds. Discussion as follows:

Henry Hua indicated that the recent hiring of a temporary Project Assistant was unsuccessful in completing the project due to the unexpected resignation of the employee. Henry stressed that the project needs to be completed as soon as possible.

A brief history was provided; two Administrative Assistant I positions resided in the Instruction Office. One position was put on hold (the employee moved to the Foundation Office) and the remaining position was also put on hold to allow for the reclassification of the remaining employee to assume Curriculum including all the administrative tasks of both Administrative Assistant I positions – the position created for that role was Administrative Curriculum Coordinator. Dr. Kinde also requested a Secretary I position – this position was filled, then reclassified to Secretary II to include curriculum, due to the departure of the Administrative Curriculum Coordinator. At that time, the Administrative Assistant I position, previously placed on hold, was revived with the return of the employee from the Foundation Office and the Administrative Curriculum Coordinator position was placed on hold.

No further discussion and the group voted as follows:

**AYES:** Fisher, Gilbert, Burnham, Cota, Hrdlicka, Huston, Hua, Shabazz, Smith, and Weiss.

**NOES:** None

**ABSTENTIONS:** None

**ABSENT:** Bastedo, Beavor, Ferri-Milligan, Hamdy, Hector, Hunter, Stark, and Subero.

**Motion Carried**

President Fisher entertained a **motion to approve** the replacement of a Nursing Faculty position due to a faculty resignation. Kay Weiss moved, Henry Hua second. Funded by Nursing general funds.

No discussion and the group voted as follows:

**AYES:** Fisher, Gilbert, Burnham, Cota, Hamdy, Hrdlicka, Huston, Hua, Shabazz, Smith, and Weiss.

**NOES:** None

**ABSTENTIONS:** None

**ABSENT:** Bastedo, Beavor, Ferri-Milligan, Hector, Hunter, Stark, and Subero.

**Motion Carried**

President Fisher entertained a **motion to approve** the Student Services Technician II (FKCE) position. Kay Weiss moved, Henry Hua second. Funded by Foster Kinship Care Education and Student Equity Funds.

No discussion and the group voted as follows:

**AYES:** Fisher, Gilbert, Burnham, Cota, Hamdy, Hrdlicka, Huston, Hua, Shabazz, Smith, and Weiss.

**NOES:** None

**ABSTENTIONS:** None

**ABSENT:** Bastedo, Beavor, Ferri-Milligan, Hector, Hunter, Stark, and Subero.

**Motion Carried**

President Fisher entertained a **motion to approve** the Clerical Assistant I position in Health Services from 10-months to 11-months (19 hours per week). Henry moved, Rick second. Funded by Foster Kinship Care Education and Student Equity Funds.

No discussion and the group voted as follows:

**AYES:** Fisher, Gilbert, Burnham, Cota, Hamdy, Hrdlicka, Huston, Hua, Shabazz, Smith, and Weiss.

**NOES:** None

**ABSTENTIONS:** None

**ABSENT:** Bastedo, Beavor, Ferri-Milligan, Hector, Hunter, Stark, and Subero.

**Motion Carried**

President Fisher entertained a **motion to approve** three growth positions dependent upon the finalized budget funds from the State. Rick Hrdlicka moved, James second. Discussion as follows:

Scott Stark previously indicated there is a short-fall in funds. Due to this, President Fisher suggests waiting for the budget numbers coming in May.

The one-sheet aeronautics narrative did not agree with the data that is presented – due to this information, the Program Review Committee ranked as number 2 in priority - the narrative was then revised to provide an accurate narrative of the program. Based on the corrected information, Aeronautics was placed as conditional by the Program Review Committee. Another CTE program Diesel, shows much higher performance data than Aeronautics.

Based on the off-the-charts success of the Mathematics and Chemistry programs, they do indeed need additional faculty as soon as possible.

The target for full-time position hires is FALL. If not met, a one-semester contract would be put in place with the intention of full-time in SPRING.

A brief discussion transpired with regard to the need for a Distance Education Coordinator and a D.S.P.S. Counselor. Dr. Fisher agreed with the needs but indicated that research of where the funds could come from needs to transpire – student success funds, etc.

No further discussion and the group voted as follows:

**AYES:** Fisher, Gilbert, Burnham, Cota, Hamdy, Hrdlicka, Hector, Huston, Hua, Shabazz, Smith, and Weiss.

**NOES:** None

**ABSTENTIONS:** None

**ABSENT:** Bastedo, Beavor, Ferri-Milligan, Hunter, Stark, and Subero.

**Motion Carried**

Position: Aeronautics (currently on CONDITIONAL status)

**Motion to disapprove**, Rick Hrdlicka moved, James second. Discussion as follows:

The committee's recommendation for conditional status was based on the full efficacy document, submitted by the department, which included an updated EMP.

No further discussion and the group voted as follows:

**AYES:** Fisher, Gilbert, Burnham, Cota, Hamdy, Hrdlicka, Hector, Huston, Hua, Shabazz, Smith, and Weiss.

**NOES:** None

**ABSTENTIONS:** None

**ABSENT:** Bastedo, Beavor, Ferri-Milligan, Hunter, Stark, and Subero.

**Motion Carried**

Position: Chemistry

**Motion to Approve**, Jerimiah Gilbert moved, Lorrie Burnham second.

No discussion and the group voted as follows:

**AYES:** Fisher, Gilbert, Burnham, Cota, Hamdy, Hrdlicka, Hector, Huston, Hua, Shabazz, Smith, and Weiss.

**NOES:** None

**ABSTENTIONS:** None

**ABSENT:** Bastedo, Beavor, Ferri-Milligan, Hunter, Stark, and Subero.

**Motion Carried**

Position: Mathematics

**Motion to Approve**, Lorrie Burnham moved, James Smith second.

No discussion and the group voted as follows:

**AYES:** Fisher, Gilbert, Burnham, Cota, Hamdy, Hrdlicka, Hector, Huston, Hua, Shabazz, Smith, and Weiss.

**NOES:** None

**ABSTENTIONS:** None

**ABSENT:** Bastedo, Beavor, Ferri-Milligan, Hunter, Stark, and Subero.

**Motion Carried**

Position: Automotive/Diesel

**Motion to Hold** pending CTE Strong Workforce Program funding anticipated from the State of California, Rania Hamdy moved, Lorrie Burnham second.

No discussion and the group voted as follows:

**AYES:** Fisher, Burnham, Hamdy, Hua, and Weiss.

**NOES:** Cota, Hrdlicka, Shabazz, and Smith

**ABSTENTIONS:** Gilbert, Hector, and Huston

**ABSENT:** Bastedo, Beavor, Ferri-Milligan, Hunter, Stark, and Subero.

**Motion Failed**

Position: Automotive/Diesel

**Motion to Approve** (*amended from previous HOLD*) due to the disapproval to move forward with the D.S.P.S. Counselor listed at #7 in the Program Review rankings. Rick Hrdlicka moved, Ricky Shabazz second.

No discussion and the group voted as follows:

**AYES:** Fisher, Gilbert, Cota, Hrdlicka, Huston, Shabazz, and Smith.

**NOES:** Burnham and Weiss

**ABSTENTIONS:** Hamdy, Hector, and Hua.

**ABSENT:** Bastedo, Beavor, Ferri-Milligan, Hunter, Stark, and Subero.

**Motion Carried**

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**Resolution SP16.04 Need for Campus Behavioral Intervention Tam (BIT) and Designation as a Standing Committee – E. Akers and R. Carlos**

Elaine Akers and Raymond Carlos presented information on Resolution SP16.04.

President Fisher entertained a **motion to approve** Resolution SP16.04 Need for Campus Behavioral Intervention Tam (BIT) and Designation as a Standing Committee, Rick Hrdlicka moved, Jeremiah Gilbert second. No further discussion and the group voted as follows:

**AYES:** Gilbert, Burnham, Cota, Hector, Hrdlicka, Hua, Huston, Shabazz, Smith, and Weiss.

**NOES:** None

**ABSTENTIONS:** None

**ABSENT:** Bastedo, Beavor, Ferri-Milligan, Fisher, Hamdy, Hunter, Stark, and Subero.

**Motion Carried**

**Resolution SP16.01 Textbook Affordability and Open Education Resources – J. Gilbert  
Resolution SP16.02-Funding supplemental instruction for student success and Resolution  
SP16.03 – Support for a Coordinator of Distance Education – J. Gilbert**

Jeremiah Gilbert provided an update that SP16.01 and SP16.02 will be reviewed for approval at the May 18, 2016 Academic Senate Meeting.

The Council entertained a **Motion to Support** the OER Plan, Kay Weiss moved, Rick Hrdlicka second. No further discussion and the group voted as follows:

**AYES:** Gilbert, Burnham, Cota, Hector, Hrdlicka, Hua, Huston, Shabazz, Smith, and Weiss

**NOES:** None

**ABSTENTIONS:** None

**ABSENT:** Bastedo, Beavor, Ferri-Milligan, Fisher, Hamdy, Hunter, Stark, and Subero.

**Motion Carried**

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**ACCREDITATION AND STUDENT LEARNING OUTCOMES – C. Huston**

Celia Huston provided an update as follows: The Academic Senate motioned to continue the data collection every semester. They will spend the Fall semester looking to realign the SLO assessment process to a four-year process so, at the very least, the SLO assessment process coincides with Program Efficacy – exploring with the Accreditation and Program Review Committees. I, Celia, have been trying to reconcile all of the paper documents with online documents – found 21 courses that managed to only be assessed over the last 2½ years, many of them Summer courses. It has not been a practice to assess summer courses - whether to also assess the Summer courses will be explored during Fall as well.

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**EDUCATIONAL MASTER PLAN – J. SMITH**

No Report

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**STRATEGIC PLANNING– J. SMITH**

No Report

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**Program Review – P. Ferri-Milligan**

Kay Weiss provided an update in Paula’s absence as follows: The Program Review Committee has completed the Program Efficacy rankings – distribution of the report has been conducted to the divisions involved, with a copy provided to the Academic Senate.

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**COMMITTEE REPORTS:**

No Reports

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**HMC FACILITIES MASTER PLAN WORKSHOP**

A District discussion has been conducted that will be going back to this process in the Fall, both looking at the Educational Master Plan and then, based on that discussion, we will be discussing the Facilities Master Plan. The goal is to get a very rough draft of the EMP next week to review during the Summer, with a continued discussion of the process with the College Council transpiring in Fall.

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**OTHER:**

**None.**

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Meeting adjourned at 3:01 p.m.

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**Next College Council Meeting:** ~~05-25-16~~ Meeting Cancelled due to Commencement  
Academic Year 15-16 (bi-monthly, 2<sup>nd</sup> & 4<sup>th</sup> Wednesdays from 1-3:00 PM)

NBW

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Paula Ferri-Milligan  
Rania Hamdy  
Leticia Hector  
Rick Hrdlicka  
Diane Hunter  
Celia Huston

Henry Hua, Acting VPI for Haragewen  
Kinde - **A**  
Ricky Shabazz  
James Smith  
Scott Stark  
Linda Subero -**A**  
Kay Weiss  
(18 members)

**Guest(s):** Consultation Committee,  
Susan Bangasser, Bruce Baron, Paul  
Bratulin, Riase Jakpor, Wallace  
Johnson, Albert Maniaol, Romana Pires,  
Roger Powell, John Stanskas, and Karol  
Wells.

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**CALL TO ORDER:**

1:06 PM President Fisher, called the meeting to order.

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**APPROVAL OF THE APRIL 13, 2016 MINUTES**

President Fisher entertained a **motion to approve the APRIL 13, 2016 minutes**. Rick moved, James second. No further discussion and the group voted as follows:

**AYES:** Fisher, Burnham, Ferri-Milligan, Hamdy, Hrdlicka, Hunter, Huston, Smith, Stark, and Weiss.

**NOES:** None

**ABSTENTIONS:** Beavor and Gilbert

**ABSENT:** Bastedo, Cota, Hector, Hua, Shabazz, and Subero.

**Motion Carried**

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**UPCOMING/FILLING POSITIONS – G. FISHER**

President Fisher discussed with the group that for the most part these various positions, per memos provided to the group, resulted from the retirement incentive that was offered by the District. First position is replacement Director, Grant Development & Management position in the President's Office. The Director of Grant Development & Management is retiring and this is a management level position we are seeking to replace. Dr. James Smith is the Dean over the area and will say a few words regarding this position and the need.

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James stated that this position requires quite a bit. It is really a complicated mix of technical and social skills. The person really needs to meet with faculty and staff on campus and maintain relationships with off-campus partners. Also, the person need to establish a set of priorities that people on campus and off-campus partners will agree to. Then, produce research grants that are appropriate for those priorities. So, the duties required are a lot of contact and communication in order to find the appropriate grants, and then to help manage the grants after you get them. The process of writing and developing the grant is one thing, and the process of managing the budget and maintaining compliance of the grants is something different. We are seeking to replace this position.

President Fisher entertained a **motion to approve the replacement of the Director, Grant Development & Management position.** Rick moved, Rania second. Discussion as follows:

Kay asked if it was possible to write into the job description that this will be a self-funded position. The responsibility of writing grants be a component of all the grants we get, so it does not end up coming out of District or College funds, at least over time. For the first year not so much, but she knows other Colleges do that.

President Fisher stated that we have that for this positions here, but also for the Director of the Foundation. Many other Colleges do not provide or support the position with general funds. She would say that it is a two-step process. It is not the question here, but it is certainly something that we could entertain as we look to modify the job description, but it is not a part of the request here, because the funding exists. It is a funded position.

Rick stated this was tied to Title V and it was supposed to be institutionalized and he does not know if you can do that.

President Fisher stated she knows that the HSI STEM PASS GO Grant required us to institutionalize at least five positions, but we do not have the latitude of changing that matrix at this time.

James stated we had an informal measure of this position, having to generate grant monies, and in this case it exceeded that.

Susan said she knows in our grants we have indirect costs and she thought those costs were going to help support.

President Fisher stated not positions that are mandated or required by the grant, but that those indirect costs often go for support staff.

No further discussion and the group voted as follows:

**AYES:** Fisher, Gilbert, Beavor, Burnham, Ferri-Milligan, Hamdy, Hector, Hrdlicka, Hunter, Huston, Shabazz, Smith, Stark, and Weiss.

**NOES:** None

**ABSTENTIONS:** None

**ABSENT:** Bastedo, Cota, Hua, and Subero.

**Motion Carried**

Scott discussed with the group three Custodian positions and one Technology Support Specialist II position in the Vice President of Administrative Services Office. He is asking the group to fill all the positions.

First custodial position is due to a vacancy created by a recent termination of an employee. Our custodian staffing is at a minimal across campus. Every vacancy puts us on hard times with substitutes to keep up with it.

President Fisher entertained a **motion to approve the custodian (vacancy created by the termination of an employee) position.** Aaron moved, Lorrie second. No further discussion and the group voted as follows:

**AYES:** Fisher, Gilbert, Beavor, Burnham, Ferri-Milligan, Hamdy, Hector, Hrdlicka, Hunter, Huston, Shabazz, Smith, Stark, and Weiss.

**NOES:** None

**ABSTENTIONS:** None

**ABSENT:** Bastedo, Cota, Hua, and Subero

**Motion Carried**

Scott stated the second custodial position is a vacancy created by the placement of an employee on the 39 month rehire list. The custodian is no longer with us and was placed on the rehire list.

President Fisher entertained a **motion to approve the custodian (vacancy created by the placement of an employee on the 39 month rehire list) position.** Rick moved, Aaron second. No further discussion and the group voted as follows:

**AYES:** Fisher, Gilbert, Beavor, Burnham, Ferri-Milligan, Hamdy, Hector, Hrdlicka, Hunter, Huston, Shabazz, Smith, Stark, and Weiss.

**NOES:** None

**ABSTENTIONS:** None

**ABSENT:** Bastedo, Cota, Hua, and Subero

**Motion Carried**

Scott advised the group this custodial position is a growth position for the gymnasium area in which there is a lot more square footage to take care of this next fiscal year. The new gymnasium is 47,000 square feet greater than our previous gymnasium. Custodians on average are running approximately around 30,000; 27,000 to 38,000 square feet approximately depending on the complexity of the space. This is over that, but, because of the budget issues he will be discussing, they are only requesting one growth position and wants to see how it goes. An additional cost is approximately \$60,000.00, which includes benefits and salary. This positions is needed to maintain the level of custodial we have now.

President Fisher entertained a **motion to approve the custodian (new growth custodial for gymnasium area) position.** James moved, Aaron second. Discussion as follows:

Celia would like to hear about the budget issues that he is going to discuss with the group first. The group members all agreed.

**President Fisher tabled the motion** until after the discussion on the agenda item for Developmental Budget Status and Funding Needs, which Scott will be discussing with group.

After the discussion on the agenda item for Developmental Budget Status and Funding Needs by Scott, **\*President Fisher proceeded with the vote.** Discussion as follows:

Kay asked the prioritizing of this position under Program Review.

Rick advised it was number one on the listing for Program Review.

Kay stated she asked because it comes back to process. Where do we pull all of those positions that were classified positions in Program Review? So, if it was prioritized as number one that helps her some.

Scott stated this position is number one and the growth tech position is number two, and two additional custodial positions are number three on the Program Review List.

No further discussion and the group voted as follows:

**AYES:** Fisher, Gilbert, Beavor, Burnham, Ferri-Milligan, Hamdy, Hector, Hrdlicka, Shabazz, Smith, Stark, and Weiss.

**NOES:** None

**ABSTENTIONS:** Hunter and Huston

**ABSENT:** Bastedo, Cota, Hua, and Subero

**Motion Carried**

Scott stated his last position is the Technology Support Specialist II position created by Craig Ferguson who will be retiring on June 30<sup>th</sup>.

President Fisher entertained a **motion to approve the Technology Support Specialist II position.**

Rania moved, Lorrie second. No further discussion and the group voted as follows:

**AYES:** Fisher, Gilbert, Beavor, Burnham, Ferri-Milligan, Hamdy, Hector, Hunter, Huston, Shabazz, Smith, Stark, and Weiss.

**NOES:** None

**ABSTENTIONS:** Hrdlicka

**ABSENT:** Bastedo, Cota, Hua, and Subero

**Motion Carried**

President Fisher discussed with the group two secretary positions and seven faculty positions in the Vice President of Instruction Office.

Susan Bangasser addressed the group and stated we have an Administrative Secretary in which Nicole Williams is transferring to the President's Office, which creates this replacement position needed by Health Science to function.

President Fisher entertained a **motion to approve the Administrative Secretary – Health Science position.**

Celia moved, Lorrie second. No further discussion and the group voted as follows:

**AYES:** Fisher, Gilbert, Beavor, Burnham, Ferri-Milligan, Hamdy, Hector, Hrdlicka, Hunter, Huston, Shabazz, Smith, Stark, and Weiss.

**NOES:** None

**ABSTENTIONS:** None

**ABSENT:** Bastedo, Cota, Hua, and Subero

**Motion Carried**

Susan Bangasser discussed with the group the replacement Secretary II – Health Science position who is retiring. This position handles all of the students, application processes, records for students for all the faculty for Accreditation purposes, monitors all documentation required and interacts with the students, etc.

President Fisher entertained a **motion to approve the Secretary II – Health Science position**. Lorrie moved, Rick second. No further discussion and the group voted as follows:

**AYES:** Fisher, Gilbert, Beavor, Burnham, Ferri-Milligan, Hamdy, Hector, Hrdlicka, Hunter, Huston, Shabazz, Smith, Stark, and Weiss.

**NOES:** None

**ABSTENTIONS:** None

**ABSENT:** Bastedo, Cota, Hua, and Subero

**Motion Carried**

**President Fisher advised the group that we are moving into the faculty positions.** She discussed with the group the first memo for the replacement of the Computer Information Technology Faculty (retirement of Mona Jackson) position in the Vice President of Instruction Office. It meets the rubric.

President Fisher entertained a **motion to approve the Computer Information Technology Faculty position**. Lorrie moved, Rania second. Discussion as follows:

John stated that the memo states 75% will be taught by part-timers, and he asked what the total load was per semester and how many full time assigned to the area?

Roger Powell stated that there are five full time faculty. Then, it would be a 20% reduction and that is how Henry came up with the 25% reduction calculation per memo. He did not have the total load information with him. It would meet the rubric because 25% of the classes would be taught by full time faculty if we do not replace Ms. Jackson. They have 8 or 9 adjuncts now and, if no replacement, then they would need to hire at least 3 or 4 more adjuncts (would be his guess).

John felt that information should have been included in the memo because that is the part of the rubric that identifies automatic replacement. For discussion, it seems unclear in the memo what happened.

Celia pulled up on her phone the Educational Master Plan data sheet for 14-15, what the load is for this position for the group. CIT is showing FTEF 16.78 for the 14/15 YR, which is consistent with 13/14 YR, which was 16.56, load for 8 1/2 people.

Kay stated you need to divide that in half since it is for each semester. Kay asked how many full-time faculty in the program.

Roger Powell stated 4 1/2, half split between CIT and Computer Science.

Kay stated the loss of Ms. Jackson would make it 3 1/2.

John asked if it included summer and Kay stated she is sure it does.

President Fisher stated it is well within the rubric.

No further discussion and the group voted as follows:

**AYES:** Fisher, Gilbert, Beavor, Burnham, Ferri-Milligan, Hamdy, Hector, Hrdlicka, Hunter, Huston, Shabazz, Smith, Stark, and Weiss.

**NOES:** None

**ABSTENTIONS:** None

**ABSENT:** Bastedo, Cota, Hua, and Subero

### **Motion Carried**

President Fisher discussed with the group the replacement Economics Faculty (retirement of Dr. Walter Chatfield) position in the Vice President of Instruction Office.

President Fisher entertained a **motion to approve the Economics Faculty position**. Lorrie moved, Rick second. No further discussion and the group voted as follows:

**AYES:** Fisher, Gilbert, Beavor, Burnham, Ferri-Milligan, Hamdy, Hector, Hrdlicka, Hunter, Huston, Shabazz, Smith, Stark, and Weiss.

**NOES:** None

**ABSTENTIONS:** None

**ABSENT:** Bastedo, Cota, Hua, and Subero

### **Motion Carried**

President Fisher discussed with the group the replacement English (retirement of Sharon Chapman) position in the Vice President of Instruction Office.

President Fisher entertained a **motion to approve the English Faculty position**. Lorrie moved, Paula second. No further discussion and the group voted as follows:

**AYES:** Fisher, Gilbert, Beavor, Burnham, Ferri-Milligan, Hamdy, Hector, Hrdlicka, Hunter, Huston, Shabazz, Smith, Stark, and Weiss.

**NOES:** None

**ABSTENTIONS:** None

**ABSENT:** Bastedo, Cota, Hua, and Subero

### **Motion Carried**

President Fisher discussed with the group the replacement Modern Languages (retirement of Lydia Barajas-Zapata) position in the Vice President of Instruction Office.

President Fisher entertained a **motion to approve the Modern Languages Faculty position**. Lorrie moved, Paula second. No further discussion and the group voted as follows:

**AYES:** Fisher, Gilbert, Beavor, Burnham, Ferri-Milligan, Hamdy, Hector, Hrdlicka, Hunter, Huston, Shabazz, Smith, Stark, and Weiss.

**NOES:** None

**ABSTENTIONS:** None

**ABSENT:** Bastedo, Cota, Hua, and Subero

### **Motion Carried**

President Fisher discussed with the group the replacement Nursing Faculty (retirement of Gail Mack) position in the Vice President of Instruction Office.

President Fisher entertained a **motion to approve the Nursing Faculty position**. Lorrie moved, Scott second. No further discussion and the group voted as follows:

**AYES:** Fisher, Gilbert, Beavor, Burnham, Ferri-Milligan, Hamdy, Hector, Hrdlicka, Hunter, Huston, Shabazz, Smith, Stark, and Weiss.

**NOES:** None

**ABSTENTIONS:** None

**ABSENT:** Bastedo, Cota, Hua, and Subero

### **Motion Carried**

President Fisher discussed with the group the replacement Nursing Non-Instructional (retirement of Michael Spahn) position in the Vice President of Instruction office.

President Fisher entertained a **motion to approve the Nursing Non-Instructional Faculty position.** Lorrie moved, Rick second. No further discussion and the group voted as follows:

**AYES:** Fisher, Gilbert, Beavor, Burnham, Ferri-Milligan, Hamdy, Hector, Hrdlicka, Hunter, Huston, Shabazz, Smith, Stark, and Weiss.

**NOES:** None

**ABSTENTIONS:** None

**ABSENT:** Bastedo, Cota, Hua, and Subero

**Motion Carried**

President Fisher discussed with the group the replacement Political Science (retirement of Dr. Ed Millican) position in the Vice President of Instruction office.

President Fisher entertained a **motion to approve the Political Science Faculty position.** Rick moved, Lorrie second. No further discussion and the group voted as follows:

**AYES:** Fisher, Gilbert, Beavor, Burnham, Ferri-Milligan, Hamdy, Hector, Hrdlicka, Hunter, Huston, Shabazz, Smith, Stark, and Weiss.

**NOES:** None

**ABSTENTIONS:** None

**ABSENT:** Bastedo, Cota, Hua, and Subero

**Motion Carried**

Ricky discussed with the group the four replacement positions in the Vice President of Student Services office. First, replacement position of Admissions & Records Technician position which is due to the promotion of a current Technician who was promoted to Specialist. Thus creating a vacancy under that person former position as the Admissions & Records Technician. This position accepts payments and helps students at the counter.

President Fisher entertained a **motion to approve the Admissions & Records Technician position.** Lorrie moved, Paula second. Discussion as follows:

President Fisher clarified that this Technician position was a position that already existed. The person in the technician position promoted to the Specialist position which was the existing vacancy position. Thus, leaving the technician position vacant. No additional position is being asked for, only asking for to fill the vacancy technician position due to promotion. April was the coordinator who was promoted to Director. Veada was the Specialist promoted to Coordinator. Admissions & Records Technician promoted to Specialist, thus leaving the Admissions & Records Technician position vacant.

No further discussion and the group voted as follows:

**AYES:** Fisher, Gilbert, Beavor, Burnham, Ferri-Milligan, Hamdy, Hector, Hrdlicka, Hunter, Huston, Shabazz, Smith, Stark, and Weiss.

**NOES:** None

**ABSTENTIONS:** None

**ABSENT:** Bastedo, Cota, Hua, and Subero

**Motion Carried**

Ricky discussed with the group the **Counselor position (retirement of Carolyn Lindsey)** in the Vice President of Student Services Office. He did not have a Counselor position, so Student Success funds were used to create the Counselor position supporting our Guardian Scholars (Foster Youth). This position is categorically funded.

President Fisher entertained a **motion to approve the Counselor position**. Rick moved, Lorrie second. Discussion as follows:

Rania clarified that she is the Counselor for Foster Youth and the new Counselor hired would take over that counseling.

Ricky confirmed "yes".

Celia confirmed that it is an existing position and it is categorically funded.

Ricky confirmed "yes".

No further discussion and the group voted as follows:

**AYES:** Fisher, Gilbert, Beavor, Burnham, Ferri-Milligan, Hamdy, Hector, Hrdlicka, Hunter, Huston, Shabazz, Smith, Stark, and Weiss.

**NOES:** None

**ABSTENTIONS:** None

**ABSENT:** Bastedo, Cota, Hua, and Subero

**Motion Carried**

Ricky discussed with the group the **Outreach Coordinator position** in the Vice President of Student Services Office. Mr. Williams is participating in the retirement incentive which created a vacancy, which we need someone encouraging students to register at SBVC.

President Fisher entertained a **motion to approve the Outreach Coordinator (retirement of Clyde Williams) position**. Scott moved, James second. Discussion as follows:

Rania is concerned with the title of Coordinator. We have had this conversation before, but using the term Coordinator in Student Services versus Faculty Coordinator; it causes some confusion. She wonders if there is a better name that could be used or a different way to name those Coordinator positions so they do not sound like they are Faculty positions. Rania asked if all his Coordinators in Student Services were not faculty.

Ricky stated that they are both and, if you looked at 113 Community Colleges, you would find the same thing, that there are Faculty Coordinators and Classified Coordinators.

John suggested that we need to hire someone for outreach but the minimum qualifications should be evaluated for that position. The classified staff or managerial needs to be evaluated. There is a lot that needs to go into that job description before we fly that job description.

Susan agreed, with having someone with that faculty background and understanding of our programs. We need someone not just to deliver the information, but someone who has a better understanding of the programs (might get a better value out of the position).

President Fisher stated while she agrees with everyone is concern, she cautioned the time it would take to write a new job description is going to be a major gap in having someone in that position. She would suggest you would move forward with this position as is, so that we can move forward. But when it comes to the hiring, we do it on a short-term basis until such time as we can move it through, not hire someone permanently. If we do not have someone out recruiting, we will suffer in the fall and spring enrollment. Because you know how long it takes to move these positions through the process, it could be six months down the road. This is just a thought as part of discussion. I agree that you might want to look at the job description more carefully. Working under the umbrella of the VPSS, it comes to your understanding what the needs are we are talking about here. Are we talking about two different things and two different people? Can we afford two different people and that would be a question for the VPSS since he holds student support monies and student equity monies that are a separate categorical funding base.

Rania inquired if the Coordinator position could be under that categorical funding because it certainly applies.

Ricky stated that this is a much longer discussion than we probably have time for. Let me say this, that Counselors are already doing outreach at the feeder high schools. Everyone of our counselors, for the most part, are assigned to a feeder high school. We are mixing two job descriptions and I do not know if this is the arena to talk about outreach in terms of time. This position which was re-written in the last year, and it took him a year to get the job description approved, is the person who deals with the prospective students first. Then they go through our process and they meet with a Counselor. This position is not the only one doing outreach. There are Counselors involved in outreach. When you talk about College Fairs and the types of things this position does, it would be a challenge to have someone on a 10 month or 120 days because there are outreaching events at churches on Saturday's & Sunday's. There are things going on that this position does that would not necessarily be considered faculty work. We involve faculty on those opportunities when it would be appropriate.

John thought it was more of a managerial position. It does required a great deal of discussion of what we expect from an Outreach Office. We do have a lot of mechanism in which we reach out to the community, but what does that person do and are they managing the efforts of the entire campus in a systemic way to be that first touch person, making sure that the first touch is positive and brings students to the college or not. I think the President had a suggestion that we could fill this position on an interim basis or temporary basis until that larger discussion can be had, but I would be hesitant to say we should fill this position as is in a permanent way at all.

Celia wanted to know if it is possible to make a friendly amendment to the motion to go out and fill it as a temporary basis while it is being evaluated.

Ricky stated a classified position cannot be filled on a temporary basis. The position has to be flying.

Celia asked about a Professional Expert.

Ricky said then you are giving classified work to a non-member of the bargaining unit.

Lorrie said she came in as a substitute to a classified position when she was hired for two years.

President Fisher advised the group that we cannot fill the position with a substitute unless the position is posted or flying.



John would suggest that the job for the Outreach is coordinated by the VPSS and he will make sure that it gets done in whatever way it needs to happen, using the existing resources, until you can have a real discussion about this. Having a position fly that we know, or have questions about, is futility to the service of the campus, for a long time frame seems inappropriate.

Ricky stated he agreed with John. His concern is that it could be a management position, but in that discussion we would have to address the bargaining units' view of them losing a position in their unit. So there are some absolute challenges. Then, if I were to hire a Professional Expert, having someone do that work while we figure out what we want to do, I am back in the same situation.

Rania commented that maybe the position is a Director of Outreach, like Johnny's position as Director of FYE, in which he does a lot of things a classified staff does not do. Then, it is a managerial person and that role becomes expanded and some more accountability and reporting, things like that occur from that position.

Ricky said that it is a great thought, but we are going to hear from Scott about budgets, in which we are talking about going from a max \$60,000 position to an \$110,000 plus benefits. I would love to have a Director.

Rania asked why it could not come from categorical funds.

Ricky clarified because it is not an allowable expense.

Celia said there were a lot of classified positions on the web site for substitute positions.

Ricky commented that is because if they are out sick or long term illness, then you fill with a substitute.

Aaron clarified that you have to have someone in the position already, before you can fill it with a substitute.

Celia asked what is the minimum qualification for this position.

Ricky started looking up the job description on the website and he believes it is a minimum qualification of an AA degree. He said he re-wrote the job description a year ago from a Technician to Coordinator. He agrees it should be higher and would love to have a Director.

President Fisher stated then there is the financial impact of a Director. At the same time, the question is how effective is the current position?

Ricky stated best practices are that many Community Colleges have either a Director of Recruitment & Outreach or Coordinator. Those positions are usually classified, whether it is a Classified Manager or a classified member of the bargaining unit.

President Fisher stated maybe part of this discussion is being driven on what we saw, or perceive took place, as opposed to taking the job description and finding a person that meets the criteria you have in mind. I do not think the job description itself is insufficient. I think it can be sufficient if you select the right person to fill the position. Whether it is a coordinator or director. The difference is that one supervises and one does not supervise. In terms of level of expertise, a coordinator can bring that to the arena and I think that is what we would be looking for, someone that has the experience and the ability to get out and

commingle with people at all levels and not just certain populations. Not that she agrees, but we need to get on with this and decide if you want a Recruitment Coordinator or you do not want one for six months to a year, based on everything that is being presented here today.

Ricky read and clarified that the job description requires any AA Degree and read what the person's responsibilities were for the Outreach Coordinator from the website. He stated he had written this job description and that his background is outreach.

President Fisher said that brings us back full circle and let's look at the job description and hire the person we want in that position, rather than going outside of what we have or a different title. Clearly there is enough in that job description to satisfy the concerns that have been raised. It is about who is hired.

Kay stated she had two concerns. First of all an AA is not enough education to do what you say. It sounds like at least a BA degree to her, beyond that, since there is a lot of concern about the term Coordinator, with the confusion between classified and faculty positions. If there were another word that the Classified Union would accept quickly instead of the term Coordinator.

Ricky has had these conversations before, but there have been classified Coordinators on this campus and other campuses.

Scott stated the VPAS office has a Coordinator position.

Ricky stated that idea, or notion, would require the changing of somewhere between 9 to 12 positions. There are Coordinator positions across campus in classified ranks.

President Fisher stated that there are more coordinator positions in classified than there are in faculty. There are only three faculty coordinators on campus. If you really want to have a good conversation, but this is not the place for it, what other title do you want faculty to distinguish them as Coordinators. It is very confusing having Faculty Coordinators because they work on a faculty schedule and they cannot supervise anyone, and they are more like a Department Chair or Faculty Chair than a Coordinator. To me, it would seem we would want to distinguish the faculty with another name. That is another meeting, an Academic Senate meeting would be a place to start. Clearly that would be a 10+1 to take something away.

Lorrie stated that a Coordinator is a classified position, but if you look at Coordinator positions on other campuses, the minimum qualification is a BA degree. Her concern today is if we should move this forward and hire someone in that position with an AA degree?

Ricky stated he could assure you that the applicant pool would primarily be filled with people with Bachelor's and Master's Degrees. He can also assure that the pool will be filled with Counselor positions because of the challenges of getting Counselor positions.

President Fisher mentioned a thing about a pool of applicants is that they must meet the minimum qualifications, but you do not set that as your minimum standard as you are reviewing applications. A member stated it could happen. The way the positions are written today, someone could get hired with an AA degree. President Fisher said "yes" it could happen. She said she cannot emphasize enough that you will say "yes" you are going to do it or "no" you are not going to do it, but if you do not act, we will be hurt without someone in Outreach. We are already hurting and when we get to Scott's presentation, you need to hear about the money problems, the FTES, and the efficiency problems that we face as an Institution and it is killing us.

Jeremiah stated he is not above filling this position, but we have an Outreach Coordinator now and we are already efficient. To say it will hurt us, we are already hurting. This person will report to the VPSS and he should make sure when we get a new person that the person is doing what is on the job description. If someone was doing all that, then we should be benefiting, but he does not see that happening now. The job description he feels is brilliant.

President Fisher said she was trying to be candid and respectful, but that is not a reason to deny us of the position as an Institution that we need.

No further discussion and the group voted as follows:

**AYES:** Fisher, Gilbert, Beaver, Burnham, Ferry-Milligan, Hamady, Hector, Horlick, Hunter, Huston, Shabazz, Smith, Stark, and Weiss.

**NOES:** None

**ABSTENTIONS:** None

**ABSENT:** Basted, Cota, Hua, and Subzero

**Motion Carried**

Ricky discussed with the group the **Student Services Technician I** position in the Vice President of Student Services Office. We have a staff of two in Assessment and they assess students on campus and off campus. One of the staff in Assessment is participating in the retirement incentive, thus creating a vacancy.

President Fisher entertained a **motion to approve the Student Services Technician I (retirement of Carol Brown) position**. Rick moved, Jeremiah second. No further discussion and the group voted as follows:

**AYES:** Fisher, Gilbert, Beaver, Burnham, Ferry-Milligan, Hamady, Hector, Horlick, Hunter, Huston, Shabazz, Smith, Stark, and Weiss.

**NOES:** None

**ABSTENTIONS:** None

**ABSENT:** Basted, Cota, Hua, and Subzero

**Motion Carried**

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## **DEVELOPMENTAL BUDGET STATUS AND FUNDING NEEDS – S. STARK**

Scott provided the group with a snapshot of the developmental budget stance. Our allocation for this next fiscal year has gone up by a little over a couple of million dollars from what it has been for this fiscal year. The majority of that is due to an increased FTES that we gained over the last year. We find ourselves in the first round, always many rounds, but right now as it stands we have a \$504,000 deficit with the deficit that was presented to the board initially, we knew we were going to have about \$184,000 deficit. But, right now it stands at a little over a half million dollars. A question that he gets is how come a couple more million dollars in allocation can be a deficit of one half million dollars? Where did that money go? Well, 1 ½ % increased salaries across the board, if CSEA accepts the 1.5 % increase, per STRS increases, medical benefits increases, Step-and-Column increases with full-time faculty positions, we hired eight full-time faculty, and the state so far has pulled the rug out from us that we thought was ongoing funding, but at this point is one time funding. That is huge and it is \$785,000 itself. The KOLA is only 0.467% this year, but the cost of goods and services have gone up more than 0.467%. Gas prices are what is being blamed for driving that down. But, one thing that is driving it way up, for us, is the new law of prevailing wages

now. All of our vendors need to be registered with the Department of Industrial Relations so any contracts over \$1,000 have gone up significantly. An additional 2% growth in itself equates to about a quarter of a million dollars. New growth comes with additional costs, typically adjunct faculty as one of those additional sections, and, if there is any monies left for support cost. The assumptions that are going along with this \$504,000 deficit does not include, at this time, (3) additional faculty positions that are created by the retirement incentive (only includes in budget now by taking the savings of retirement positions), assuming our efficiency is remaining the same. We have an aggregated efficiency right now of approximately (3) FTES being generated by each section, on average. We do a lot better in the summer and this last spring we have fallen below (3) three. Overall average is 2.99%. I selected (3) three, and if we increase by .1% on a three unit class, we go from 30 to 31 students that would bring in and save us an additional \$168,000. I cannot stress how much money is inefficiency. A ton of money is in our efficiency. We had to pull back 5% on the 4000's, 5000's, & 6000's from all the Instructional Programs across campus. We have \$100,000 in our operational budget as a reserve account for FA, which is a requirement reserve account in case a student does not qualify for and, if paid, if a loss, we have to pay it back. Last year he had it hitting our fund balance as an unfunded purchase order, since he did not want it hitting our operational budget since it would be a here and there thing. As it turns out this year, we used up the \$100,000, so we cannot go on doing that. We have to include it as part of our operational expense. It does include this additional growth custodian position, which has yet to be determined. So, if you vote "no", you could free up \$60,000 of the deficit, but again that would come at the cost of less service to the campus with the additional square footage of the gymnasium. There is a potential savings that he has yet to calculate yet but he is working on that is with vacancies. When are these positions going to come on board and there is going to be some savings there. He is working with HR and Jose in Fiscal Services to fine tune that and maybe there will be some savings there. We should know in about a week or so. It includes reassign time like we had last year. He has to calculate reassign time and right now it includes (7) seven full-time faculty positions that are reassign time. It is spread out over a number of positions, but the full time equivalent is seven full time faculty positions. That is like 70 sections. So that are the assumptions that I used in where we stand right now with this \$504,000 deficit.

Kay asked if that was the back fill of those assignments or seven with all their benefits and everything else.

Scott stated that is the back fill for those positions. The salaries are included in the 3000's object codes. That is pretty much where we stand. If we do hire the additional (3) faculty that would equate to approximately \$177,000 first year. It should also be noted that the \$504,000 that the District fund balance is covering is 1 ½ % salary increases across the board this year and next year, but the third year it will hit our operational budgets. That is a snapshot of where we are at and things could change. The state typically goes back and forth and changes. We are hoping they will give up more monies for the full-time faculty and reverse that decision, and then maybe the May revise will change to our benefit. But, where it stands right now, we are in a real tight spot. We will continue this conversation at the next College Council meeting and have any information on the May revise.

Celia asked that when you were going over the snapshot of how we came up with the deficit, you talked about the 1 ½ % salary increases. But, when you closed, it does not impact us for the 16-17 or the 17-18 budget year.

Scott stated that it was included for. If we did not have that one time funding from the District fund balance this year, it would have been a million dollars. That is going to cover us for the next two years and then, as we get additional growth, maybe things will catch up with us in a couple of years and we will be in a better position.

Celia asked if because you are getting the money from District, it does not mean you can back it out of our deficit, or has it already been backed out.

Scott advised it has already been backed out and part of that. Again, we would have a million dollar deficit otherwise.

President Fisher said she wanted you to have this snapshot of information to think about and you will have more time to discuss it at our next meeting when we come back on May 11<sup>th</sup> .

President Fisher advised the group we have on the table a motion and second to approve the hiring of a Custodian growth position. She called for the vote (\*see discussion and voting section for this position above).

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### **UPCOMING COMMITTEE EVALUATION SURVEYS – J. SMITH**

James advised the group that it is time to do the evaluation committee surveys. We can do one here today, but he also had enough for all the committee chairs to take them with them to distribute at your committee meeting. The email did not work. Maybe two people from this committee responded, which is more than most. The response rate was awful. So they are going to do paper and pencil this time in order to get the surveys completed for compiling data. He provided the members each with a survey to fill out for this committee and to return it to him at the end of the meeting today.

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### **OPEN EDUCATIONAL RESOURCES (OER) UPDATE – R. PIRES**

Romana addressed the group and stated that some of you have been on my email and some of you have been participating in this already. In March she went to an Open Educational Resource Informational Conference that was related to the latest legislation regarding Open Education Resources. A couple of years ago, SP10.52 created an Open Education Resource Counsel that was made up of CCC and CSU faculty. They were tasked with identifying 50 courses where Open Source Educational Instructional material could be created. That was followed up with SP10.53 in 2013 which created the California Digital Open Source Library to provide these resources that were being developed into a central on-line library. Today, that library is housed at [wwcool4ed.org](http://wwcool4ed.org). Then, recent legislation last year, AB 798, 2015, created an Open Educational Resource Adoption Incentive Program which is a three million dollar grant. There will be one hundred mini grants that will be awarded among the Community College system and the CSU system. The way that it works is that there will be a \$1,000 dollar award for every section, not course, where faculty convert to using Open Source materials that can demonstrate a 30% savings from the material being used now, or the previous semester, to when the material was adopted. So, we have to show a 30% savings and, also, part of that instructional material has to be free and Open Source. So what they mean basically by Open Source is copyright, that it can be reproduced. The Academic Senate, back in March, decided to move forward with this and tasked me to take a lead on this. The first thing that we did is send an email to the campus to see if there was an interest for this. There seemed to be an interest, so at minimum we have to identify 10 sections. At minimum, we can ask for \$10,000 and maximum is 50 sections for \$50,000. If there is any money left over from the three million dollar grant to share, we can ask for the same amount of money we were awarded for 2017-2018 year. So along with this there are some requirements; that we have a textbook resolution that is passed by the Academic Senate, which we already did at the last Senate meeting; that we have a narrative proposal for textbook affordability plan, which is what you have a rough draft of; and we create a Textbook Affordability Campus Coordinator and

that is a temporary position and has a four year commitment because the grant does require the Coordinator to file a report once every year for four years. That position is grant funded and we can ask up to 30% of the money to fund the Coordinator. You also have a proposal with the different responsibilities and this is going to the Senate next week. If we pass these responsibilities, at that point, we will send out an email with request for letters for this position. At this point, we have a commitment for 20 sections, which is \$20,000 and we are very happy about that. It was kind of difficult at first, but now people are hearing about it and are emailing me and asking questions. Three of those 20 sections are honor's sections. She has been in communication with one of the contact persons for that and she was told possibly we could get funded for that as well, if we justify that this will have a significant impact on our honor's program. At this point, we could receive anywhere from \$17,000 to \$20,000. Basically, we have to demonstrate as a campus we are ready to implement where we are and that it is something that we will sustain for a four year period and the plan is feasible. They are asking us to identify from the rough draft all sorts of activities that we are committed to acting on and a lot of it is outreach, a lot of it is professional development. So I am asking that this is informational, but we do have to show that faculty, students and administrators are involved in this and support this. I ask that you look over the draft of the handouts provided to the group today and send her any feedback that you think should be included or anything that does not look feasible, or anything out of line. Please send it to her since she is still working on cleaning up the rough draft and what to include of anything that is provided. Ultimately based on the remaining meeting schedule, this will be approved at the last Senate meeting on May 18<sup>th</sup>. Since this group's last meeting is the week before the May 18<sup>th</sup> meeting, do you want to receive this as an informational item or do you want to take a vote of support on this? That is up to this body; not sure how you do things.

President Fisher stated the way we do things is that we do vote on things, but she hears two questions, one spoken and one not spoken. One question is that will this body support this proposal? The unspoken is will this body support an additional new position to be funded from general fund to a certain extent?

Romana said she is sorry that she did not explain it properly. The position does not require any reassignment time, nor are we asking for any monies because that position will be a stipend position the way it is written up and that money comes from the grant. Out of the \$20,000, we are asking for the maximum 30% to go towards the stipend in which we will decide whether it will be distributed in a two year period or four year period. All the plan set requires is that this plan is voted on and approved by the Senate. It does not have to be approved by various administrators or collegial bodies. But because of the culture of our campus, we have a very strong collegial consultation history, so she was thinking it was probably appropriate that it would be based on our culture that College Council votes to support this. Also, keep in mind that you will be voting on it. Normally when Senate votes on something, it then goes to College Council, but because of the calendar it works out different.

President Fisher clarified that she is asking this body to support it. She wanted to make it clear that there is no commitment of general funds here and you are not asking for reassign time that is going to pull faculty out of the classroom. You are asking for support and is it not stronger if you have the support of the College Council?

Ramona thinks so and she is not asking for your support today because this is a draft of the plan.

President Fisher would ask that the members have an opportunity to look at it a little more carefully, prior to our next meeting on May 11<sup>th</sup>, even though you will be actually asked to vote prior to the time it goes to Senate. It has gone to Senate in one form already.

Jeremiah stated this will come back to Senate on May 4<sup>th</sup> for the first reading and then on May 18<sup>th</sup> which is our last meeting, that is when we will select the coordinator and will vote to approve the final version of the plan.

President Fisher verified that the coordinator will be a faculty member and that person will commit to this work above and beyond their regular assignment. It will be a stipend.

Ramona stated it does not have to be, but it is recommended to be a faculty member, and "yes" it is correct that they commit to this work above and beyond their regular assignment. That is how the legislation was submitted and wants it that way and it is a stipend.

Rania wanted to add the Coordinator does have a job to do, but that once this plan gets implemented, the majority of it is professional development. The majority of it will fall on her working with this Coordinator who will be the liaison for this legislation, since it is a lot of professional development and that is her role.

Ramona added that we also are asking for a stipend for someone to take on the facilitation of creating a website and collecting Open Source materials for resources for students and faculty.

President Fisher asked where does that stipend come from.

Ramona stated it comes from the grant. The more sections we have the higher the grant. She has been talking to the Deans, the Senate, and sending out emails and that all depends on if we can get more sections.

President Fisher stated she had the benefit of having information shared with her upfront so she would understand what this proposition is. She could lead the council to get us in either to agree or if they are not going to agree, it was not because they did not have all the information. She stated Ramana did a fine job of explaining. We know what it is you are asking and you are not asking for additional funding. The only reservation she has is about the Coordinator title. Each time I have looked at a resolution recently, it talks again about a Faculty Coordinator. She emphasizes the need to move away from that at some point in time or eliminate Coordinators on the other side. She does not see that confusion, she sees it as problematic.

Ramona commented that it was interesting that the conversation took place here because it is TACC, Textbook Affordability Campus Coordinator (how it is written in the legislation). The recommendation is that it be a full-time faculty.

President Fisher stated that is really the conflict that comes up because whenever anything is called for, whether it is 10+1 or the whole collegial process and it is necessary to have faculty involved, you have to have the faculty voice. But, how do you identify that faculty so as to distinguish them from the faculty in the unit, in the classroom, every day without these additional assignments? Whether it is reassign time or stipend. How do you distinguish that person? We do that in a way with Faculty Chairs. We pay them a stipend and we give them a title and they are distinguished from the faculty in the classroom without those additional responsibilities. It is a point she wants to make about all these faculty Coordinator positions that are coming up and we definitely have to have the faculty. If the state legislation says it has to be a Coordinator title, then they can call it whatever they want. But, internally we have a different label. As long as that person is caring out the responsibilities, then there is not a problem.

Ramona stated the first word that came to her mind was "Facilitator" when we had the discussion earlier on Coordinator titles. That is one way to distinguish it.

President Fisher stated it just needs to be a special title.

Ramona advised the group that Jeremiah will bring this back to our last meeting on May 11<sup>th</sup>.

President Fisher asked the council to review it and come with your thoughts for discussion, so we can vote to support this or not.

Ramona advised that any changes then can be made prior to the next Academic Senate meeting.

President Fisher thanked Ramona for her presentation.

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**RESOLUTION SP16.02-FUNDIG SUPPLEMENTAL INSTRUCTION FOR STUDENT SUCCESS AND RESOLUTION SP16.03 – SUPPORT FOR A COORDINATOR OF DISTANCE EDUCATION – J. GILBERT**

Jeremiah addressed the group and provided handouts of two Resolutions from the Academic Senate, SP16.02 Funding Supplemental Instruction for Student Success and SP16.03 Support for a Coordinator of Distance Education. He is bringing these to the group because often resolutions are directed at the District, so then they go to the Board, but he does not bring them here. These are more local. He wanted to bring these to your attention and are more informational, but there is very good information here; we have this HSI STEM Pass Go project that we are losing the grant for. We support the efforts that have been made and we are requesting that the administration find a permanent way to fund what has been done. I know that there are discussions going on to try to get some funding to keep the two recruiters that we have in SI right now. Also, it is the first under the Program Review Substantive Project. The second one, for the Coordinator of Distance Education, we have been very lucky with Jack Jackson and he is doing a lot. But, one, I was going to have Jack and, two, roughly about 20% of FTS generated through Distance Education. We have these Substantive Change Documents that have to be written now. As most of you are aware, there is a lot more of documentation that the State wants now. Whether the Accredited Agency or the State, there is just a lot more work, and Crafton currently has a Coordinator of Distance Education and their program is about a third the size of ours. So, we are asking for this position to be full release time because it is just going to grow. Keep in mind that District Education (DE) is not just on-line, it is hybrid, anything that has any sort of instructional time in the classroom. These resolutions are just more for informational for the group.

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**ACCREDITATION AND STUDENT LEARNING OUTCOMES – C. HUSTON**

Celia stated the Accreditation Team came and we will find out in June, 2016.

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**EDUCATIONAL MASTER PLAN – J. SMITH**

James stated they are still writing the EMP, no draft to date.



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**STRATEGIC PLANNING– J. SMITH**

James stated we are measuring our year end results to our objectives.

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**Program Review – P. Ferri-Milligan**

Paula advised the group that they will be finishing the efficacy in the next couple of weeks.

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**COMMITTEE REPORTS:**

No Reports

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**FACILITIES MASTER PLAN WORKSHOP: 1. EXPLORING FACILITIES OPORTUNITIES AND OPTIONS PART 2**

Tabled to next meeting on 5-11-16

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**Chancellor's Update – Bruce Baron**

President Fisher welcomed and thanked the Chancellor for coming. She advised him we had one bit of business we need to cover and we have you scheduled to begin at 2:30 p.m. If he would not mind, she had asked Scott to give us that snapshot of the budget, so we can go back to the position we tabled. \*Scott proceeded to present his snapshot of budget to the group and a vote was taken on the tabled position.

President Fisher stated, as she mention about five minutes ago, Chancellor Bruce Baron is here to give the group his update.

Bruce Baron addressed the group and since Scott was talking about budget, he added a couple of comments. Number one, we will fill the three positions due to the retirement incentive. The promise was that the retirement incentive was to generate additional positions based on how much money we saved. That savings was specifically to be used for up to five faculty positions. I believe we generated enough savings for (4) four full-time faculty positions. Three at Valley and one at Crafton. So that commitment stands and we will fill those positions. That is in addition to filling the faculty that retired and that is in addition to filing the 8 positions and 3 at Crafton, eleven positions that he authorized this year. Scott is right when he said that the State did not forward funds for the (8) positions funded this year. There were eight hundred somewhat thousands of dollars added to the 15-16 budget for full-time faculty conversion from adjunct. That money, when you track the line items into the 16-17 budget, disappeared. So, we were promised that if we converted the ongoing adjunct money added to the eight \$15,000, we would have funding for those positions. The State is aware of it, the Chancellor's office is aware of it, and all of the Districts are fighting to get that money reinstated, and that will definitely help us to fund it. But the commitment is there and it will continue. Scott was also right when he said that we are going to fund the collective bargaining unit 1 ½% increase next year, and 1 ½ % the year after, out of the reserves for two years. That is so we can stabilize enrollment and try to keep the budgets of the Colleges intact and we

convinced the Board to allow the fund balance to go down to 12% from the current 15%. So, if you reduce the fund balance, that means the operating budget will go up on an ongoing basis. The projection that I saw District wide was we should be able to stay at 12% for a while, so that is the plan. Scott also talked about enrollment and he talked about productivity. One of the issues this year is that it cost us quite a bit more to generate an FTES than it has in previous years. Valley is really close to the State goal of 525 hours of productivity and now I think we are down to under 400. Crafton was even lower; I think about 330 hours compared to 525 hours. It indicates that in trying to achieve the enrollment goal, we opened up a lot of classes, many of which were low enrolled. We did not close those classes, we just kept them opened to substantiate the enrollment, but it cost us well over an extra million dollars to support those classes. Now, what is interesting is the report I saw this morning with the projections for summer showing a flip. A couple of months ago, Valley was easily achieving their goal and Crafton was falling way behind. Now Valley is falling a little behind, unless it has a really huge Summer Session and Crafton has picked up their FTES. A lot of that comes from AB 540 students that were miscategorized and not counted, and tutoring hours that were not counted. So, I guess they are picking up a lot more positive heads, as is Valley, that were not counted as of the last time he looked at the report. All this to say, that next year we have a 2% growth and the State gave us a little bit more money this year. I do not know how much in detail; this one gets into the enrollment and FTES. But Valley achieved its initial enrollment and then had a stretch goal. That is the goal that I do not feel you will be able to achieve with just the summer. He asked Scott the number that was out there.

Scott advised the stretch goal was 10-5-5-4 then it went to 10-7-1-4 and now he thinks it is setting at 10-5-5-8, something like that, with everything being adjusted. The money is there if we can achieve it.

Bruce stated the goal is that we will do the very best that we can and next year we will do our best to be more efficient and not keeping so many low enrolled classes across the District. The big question for him, and he threw it to the Budget Committee, is the following, Crafton wants to continue to grow at a rate that outpaces the funding. Next year there is only 2% growth funded for both Colleges and Crafton says, and the Enrollment Management Committee agrees, that they would achieve the 2% and an additional 5%. My question is I do not know where that money is going to come from. So, it is not funded by the State and I do not know if that is a valid goal right now. I am bringing that back to collegial consultation and asking Jose to look at those numbers again, hopefully before we go away for the summer. It would be a little bit of a challenge giving this content to the Board for the budget. So that is that.

James questioned that last year you were saying that this was the year we could expand our cap, that the State would take care of the growth this year and increase our cap. Is this the only year we can do that?

Bruce stated that this was the only year because next year is 2% growth across the board. Unless something changes and the State allows additional growth, we will be stuck at 2%. So, he thinks there are a lot of things that we have not tapped into yet that can achieve additional enrollment growth. We are on the verge of introducing Non-Credit classes in the District and he really thinks there is a real potential for a Non-Credit Program. There was talk about bringing back our Work Experience Program that we put aside several years ago. He thinks we could generate some FTES there. More classes at the High Schools and more partnerships. With AB 288 and with the concurrent enrollment law we have an opportunity to sign an MOU with every School District in your service area to provide Career Pathway, and provide High School students with College Courses. We have an enormous potential for at least another several hundred FTES. I hope we get a chance to talk about this next year, but we only can grow 2% right now. So the issue is going to be whether there is going to be extra money state-wide, and if other Districts are not achieving their growth, will we get the opportunity to grow more? I always like to achieve our growth and have a couple hundred FTES unfunded cushion that we carry out of our own budget. So, if the state does find

extra money and we can get extra growth, we have the FTES we can put against that right away. The other thing that we were hoping for is that we were only funded 0.47% COLA, which is really ridiculous. When you think about Step-and-Column increases, the cost of increase to the supplies that we buy all the time, the collective bargaining increases, obviously 0.4% is no more near the 3 or more percent those things are costing us. This is why we went to the Board and asked them to reduce the fund balance to 12% so we could keep doing what we need to do and meet our commitments and our growth with full-time faculty. I think that we went to the State and asked the State to take some monies out of these block grants that they are giving us for deferred maintenance and instructional supplies which we also need, and move some of that money into discretionary so we can better meet the operating needs of the District. He does not know if that is going to happen yet or not, but there is a possibility. That would be more money per FTES, but we will have to see.

We are doing as a not-for-credit program a pre-apprenticeship course through the Economic Development Incorporate Training Center. It is a National Union approved curriculum that allows students to learn the Construction Industry basics and then they can be accepted into the apprentice program in the Union Shops. A lot of Districts teach those classes as non-credit and can also feed into our credit programs, like Electronics and other areas like HVAC, and earn credit as well. We are still investigating the non-credit or maybe one or two pilot programs as it will test as it goes through with the Curriculum Committee. A lot of potential for those things and change of philosophy on how we manage the Economic Development Incorporate Training Center. He really sees it as much more integrated with the work of the campuses and he really sees that we have a real opportunity when we need FTES if we take some of those not-for-credit programs and feed them into the non-credit and feed them into credit courses on the campuses. If the economy tanks, then we could move those back into not-for-credit and run those contracts again. But I think we need a much closer relationship with the Colleges and the faculty so we can understand what are these classes; and how would they fit into the campus structure, and what is the dynamics to shift not-for-credit into non-credit. Once the Senate is really comfortable with the non-credit and with the change of leadership, they will have a lot more open discussion and sharing of resources and taking responsibility for some of those programs and doing them at the College level. So, he is looking forward to having conversations about it because he thinks it's beneficial to the Colleges.

Accreditation, you know, we are waiting for June when they meet and we will have our letter and know where we stand. Worst of all cases, we stay on warning or get put on probation, and I certainly hope that is not the case. Or we get approved for our reaccreditation and maybe have a midterm report, or no midterm report. We will have to see. We did an enormous amount of work at the District and he feels really good about it. The work was done collegially, all sincerity, in a transparent way, and I hope we have permanent improvements seen throughout the District, in time in the Budget area and HR area. We have to wait to see how it all comes out and how they felt on what we did. He thanked everyone for all the good work that they all did. Now it is a waiting game.

We had the first meeting of the Institutional Effectiveness Partnership Group. They sent six people of peers from other colleges to sit with several groups that were involved in the Accreditation work primarily. Their task is to look at what we have done to improve and meet the recommendation of the ACCJC and to validate whether or not we are on the right track. Look at best practices to see where we can do better and give us their feedback, after which we can apply for a \$150,000 grant to implement the improvements that we agree upon in the final report. I have to check. I think there is a meeting in a week or two in which they are going to present what they found and talk about where we go from here. Then there is a third meeting in which it is supposed to be the final meeting where we actually draft a report together. He will keep everyone up-to-date about that to keep you involved.

You may or may not know that the Fall Community College Conference is going to be at RCC and we have been invited to be one of the host Districts. The President's Office, at least, has been notified that the conference is on November 17<sup>th</sup> and 19<sup>th</sup> at the Riverside Convention Center and is called Mapping the Route, Re-envisioning the Community Colleges. As a host District, they have asked us if there is anything we want to showcase. It is a great opportunity to show off how wonderful SBVC is and showcase what we would like to bring over to the Convention Center. They are happy to allow us to do that. Hopefully, the word will get out by the VP's and Dean's and you will showcase areas off at SBVC.

EMP and FMP processing are moving along. They are drafting reports for the EMP at this point and working on data collection for the FMP. It will be interesting because it is a Crafton issue, a lot of new buildings without a lot of new students, and the utilization rate for the campus is going to be very low. I do not know if that is going to be looked at by the State or even if we go out for another bond. We need to strategize as a District because whatever numbers were used several years ago to develop the Master Plan really projected Crafton in a much different place than it actually is. So, we have a lot of new buildings and there is not going to be a lot of people in some of them and that is a deep concern I have inherited.

President search update, the screening committees have met. I know at Valley the committee is working on building a pool for interviews. As far as Lisa tells me, we are on-track still to bring a recommendation to the Board in June, if there is a recommendation. I have not heard of any problems, glitches, or off-schedule problems at this point in time.

Bruce asked the group if they had any questions.

Rania said you mention Mathew Isaac's area at the PDC and I have to agree with you that there is a huge opportunity for outreach and student conversion in that area. I am happy to hear you say that once the new person gets that position, we will be working more closely with them. Just from her area, since her title has PD in it, the students get really lost in the shuffle when they take classes at the PDC and they just get exposed to course work. So, then they want to become students at Valley, but they just don't know how because we do not have any pipeline for that. A lot of times they call me and say they took classes at the PDC at District and can I now take classes through you, and are those counted as credit? I try to get them to A&R and help them as much as I can. There is a huge potential for those students to become our students and move through a degree program very easily because they are already excited.

Bruce states he was really glad to hear her say that and I have really known that for a while now, but I just could not make it happen. We had set up this EDTC Coordinating Committee years ago with Faculty Senate and other people on it; it really fizzle out. We just could not get it to do what we needed it to do. The PDC was set up originally as a stand-alone PDC, without a lot of thinking that it is a feeder to credited classes, that grants should be developed jointly, and Colleges should share in the work. It was not really thought as a partnership. But we have a great opportunity and he appreciates that. He will probably revisit the Coordinating Committee idea so we can make sure, as we begin to make plans and we organize that, we tap into the Colleges and get that thinking.

Rania said that the Outreach Coordinator in Student Services, once that person comes on board, would be a great person to partner with.

Bruce stated, one other thing, most of you probably saw an email I sent to all full-time faculty about a charge I made to the District Budget Committee. I have asked the District Budget Committee for a five year plan for increasing the number of full-time faculty. We have the eleven we did as a District and we have the four that will be covered with the Retirement Incentive, but we need more. We corroded our full-

time faculty numbers a great deal the past five years with a number of SERP's and have never really recovered from it. I have asked the Committee to give me, by December 1<sup>st</sup>, a five year plan that exceeds the number of full-time faculty that would be required under the Faculty Obligation Number (FON), which is the minimal full-time faculty number we must have. So, I am really looking forward to that work. I am not sure where they are going to find money or exactly how it is going to come out, but the charge was clear and Jose will take that to the Committee and work on that.

Rick wanted to make sure that we are not forgetting about Classified Staff. We keep saying more faculty but we are not getting any more support staff. We need to make sure that there is a ratio built in there for Classified to Faculty.

Bruce did not know who is on the Staffing Plan Committee and maybe we will talk about that. I think that the infrastructure that the support staff concerns really need to be something that we take a look at and maybe we could incorporate that in next year as well. But in the staffing plan we really have to have a long term plan in what is the appropriate numbers of classified staff and instructional support staff to support the educational mission of the Colleges. Some of those are hard to figure out, but he thinks it is something we need to look at and he really appreciates that comment and he will not forget about that.

Bruce thanked the group for having him come; he appreciated it.

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**OTHER:**

President Fisher reminded the group to complete and leave their committee survey for James prior to leaving the meeting today.

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Meeting adjourned at 2:59 p.m.

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**Next College Council Meeting:** 5-11-16  
Academic Year 15-16 (bi-monthly, 2<sup>nd</sup> & 4<sup>th</sup> Wednesdays from 1-3:00 PM)  
~~05-25-16 Meeting Cancelled due to Commencement~~

DKG

## Program Review Needs Assessment—2015-2016

### Faculty

1	HVAC/R
2	Aeronautics
3	Chemistry (1)
4	Mathematics (1)
5	Automotive-Diesel
6	Kinesiology—Women's Basketball
7	DSPS Counselor
8	Distance Education Coordinator
9	Art
10	Child Development (1)
11	Communication Studies
12	Psychology (1)
13	Biology
14	Pharmacy Technology
15	Behavioral Health Counselor
16	English (1)
17	History
18	Human Services
19	Physics/Astronomy
20	Generalist Counselor
21	Nurse Practitioner
22	Mathematics (2)
23	Chemistry (2)
24	English (2)
25	Child Development (2)
26	Psychology (2)
27	Political Science (probable retirement)
28	Psychology (3)
29	English (probable retirement) (3)
30	Kinesiology--General
31	Kinesiology—Baseball Coach
32	Nursing*

\*not ranked by division

**Program Review Needs Assessment—2015-2016**

**Classified**

1	Administrative Services	Custodian (1)
2	Campus Technology	Technical Support Specialist I (1)
3	Administrative Services	Custodian (2)
4	Administrative Services	Groundskeeper
5	Science	Nursing—half time for Simulator Lab Technician
6	Applied Technology	Division Office—Secretary II
7	Math, Bus & Comp Tech/Science	Supplemental Instruction Coordinator
8	Student Services	Library Media Clerk
9	Applied Technology	Automotive Collision Lab Assistant
10	Applied Technology	Culinary Arts Lab Technician
11	Arts & Humanities	Division Secretary II
12	Counseling & Matriculation	Admissions & Records Technician
13	Science	Physics/Astronomy Lab Technician—convert half time to full time position
14	Applied Technology	Electricity/Electronics Lab Assistant
15	Research Planning & Organizational Effectiveness	Professional Expert—Grant Writer
16	Social Science, Hum Dev & P.E.	Athletic Trainer
17	Counseling & Matriculation	Clerical Assistant—Counseling Department
18	Research Planning & Organizational Effectiveness	Research Assistant—Office of Research and Planning
19	Arts & Humanities	Art Lab Technician—55% to full time
20	Campus Technology	Technical Support Specialist I (2)
21	Arts & Humanities	RTVF—Media Specialist
22	Arts & Humanities	Music—half time staff Accompanist
23	Administrative Services	Custodian (3)
24	Campus Technology	Secretary II
25	Administrative Services	Custodian (4)
26	Administrative Services	Custodian (5)
27	Administrative Services	Custodian (6)

## Program Review Needs Assessment—2015-2016

### Budget

1	Math, Bus & Comp Tech	Student Success Center (supplemental instruction tutors)	\$405,780
2	Science	Maintenance funds for division equipment	\$20,000
3	Math, Bus & Comp Tech	Student Success Center (adjunct faculty—supplemental instruction)	.67 faculty load X four positions
4	Applied Technology	Water Supply Technology--ongoing, stable funding	\$5,000
5	Applied Technology	Automotive Collision--maintain materials & supplies	\$6,000
6	Applied Technology	HVAC/R--replenish expendable materials	\$7,000
7	Science	Biology--lab resources	\$5,000
8	Arts & Humanities	Music—professional expert accompanist	\$20,000
9	Applied Technology	Electricity/Electronics--replacement parts, components, etc.	\$8,000
10	Science	Chemistry--instructional supplies	\$15,000
11	Science	Geography, Geology, Oceanography--field trips	\$3,000
12	Science	Psych Tech Field Trips	\$1,400
13	Soc Sci, Hum Dev & P.E.	Anthropology--instructional supplies	\$600
14	Math, Bus & Comp Tech	CIT (Microsoft IT Academy)	\$1,500
15	Arts & Humanities	Theater Arts--musicals & festivals	\$15,000
16	Student Services	Student Life--supplies	\$10,000
17	Soc Sci, Hum Dev & P.E.	Child Development--instructional & non-instructional supplies	\$600
18	Science	Geology/Oceanography—supplemental instruction tutor	\$3,200
19	Math, Bus & Comp Tech	CIT (OPAC software)	\$1,500
20	Applied Technology	Machinist Technology--equipment repairs & supplies	\$5,000
21	Arts & Humanities	Radio/Television/Film—internship/supplemental instruction	\$16,000
22	Science	Student Success Center (Supplemental Instruction Leaders and Tutors)	\$135,255
23	Science	Nursing—accreditation fees	\$3,000
24	Science	Student Success Center—Supplemental Instruction Lead Faculty	\$29,500
25	Soc Sci, Hum Dev & P.E.	Political Science--model United Nations Program	\$15,950
26	Student Services	Student Life--graduation budget	\$46,000
27	Student Services	Library--adjunct faculty	\$3,900
28	Applied Technology	Inspection Technology--resource materials	\$2,000
29	Soc Sci, Hum Dev & P.E.	Athletics--transportation, association fees, etc.	\$150,000
30	Applied Technology	Welding--instructional supplies	\$10,000
31	Science	Geology--instructional & non-instructional supplies	\$1,000*

\*not ranked by division



**Program Review Needs Assessment--2015-2016**

**Equipment**

1	Science	Biology	Microscopes	\$390,000
2	Admin Services	Campus Technology	Liberal Arts 100 Sound System	\$20,000
3	Arts & Humanities	Music	Replacement--Three Clavinova Pianos	\$12,000
4	Administrative Serv.	M & O	Sewer Jetter	\$31,000
5	Applied Technology	Automotive Coll.	Container relocation & upgrade	\$2,600
6	Applied Technology	Automotive Dies.	CNG (Compressed Natural Gas)	\$57,500
7	Soc Sci, Hum Dev, PE	Anthropology	Osteometric Boards	\$1,800--already funded through Basic Skills
8	Arts & Humanities	Theatre Arts	Sharkstooth Scrim	\$1,300
9	Applied Technology	Water Supp Tech	2-Backflow Stations & Water Trough	\$13,000
10	Science	Chemistry	FTIR Spectroscopes	\$54,000
11	Applied Technology	HVAC/R	Misc. Parts & Trainers	\$89,500
12	Applied Technology	Culinary Arts	Combination Steamer/Oven	\$40,000
13	Applied Technology	Automotive Coll.	Pneumatic tools, water bourne air movers, refinishing equipment	\$24,800
14	Soc Sci, Hum Dev, PE	Anthropology	Skeletal Materials (a)	\$450
15	Science	Physics/Astronomy/Engineering	15 Tektronix Oscilloscopes	\$16,350
16	Administrative Serv.	M & O	Key Cutting Machine	\$7,500
17	Science	Biology	Respirometers	\$10,000
18	Administrative Serv.	M & O	Sewer Camera	\$11,000
19	Soc Sci, Hum Dev, PE	Anthropology	Skeletal Materials (b)	\$550
20	Arts & Humanities	Art	Cordierite Kiln Furniture	\$3,000
21	Science	Chemistry	Organic Pipettes	\$10,000
22	Soc Sci, Hum Dev, PE	Anthropology	10 Sets of IPA Flashcards	\$550--already funded through Basic Skills
23	Student Services	Library	6 Study Carrels	\$7,000
24	Soc Sci, Hum Dev, PE	Anthropology	12-K'Nex Education DNA Models	\$450
25	Admin Services	Campus Technology	Greek Theatre Sound System	\$15,000
26	Science	Biology	Controlled Temp Water Baths	\$2,257
27	Student Services	Library	Charging Station	\$1,000
28	Science	Nursing	Pyxis Medstation	\$20,000
29	Arts & Humanities	Theatre Arts	Tri-Wheel Castor	\$3,660
30	Administrative Serv.	M & O	Key Stamping Machine	\$2,500
31	Science	Biology	Hot Plate/Stirrer	\$800
32	Student Services	Library	Seating	\$130,000
33	Campus Technology		Campus Center Sound System	\$20,000
34	Science	Physic/Astronomy/Engineering	10 Wards Economy Force Tables	\$2,090
35	Arts & Humanities	Theatre Arts	Hamper with Lid & Swivel Casters	\$312
36	Science	Biology	EKG Machines	\$7,000
37	Soc Sci, Hum Dev, PE	Kinesiology	Cardio Machines	\$50,000





San Bernardino  
Valley College

San Bernardino Valley College  
Office of the President  
Received on

MAY 16 2016  
Ricky Shabazz, Ed.D.  
Vice President of Student Services  
San Bernardino Valley College  
701 S. Mt Vernon Avenue  
San Bernardino, CA 92410  
(909) 384-4473

## MEMORANDUM

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**TO:** College Council

**FROM:** Ricky Shabazz, Vice President of Student Services *RS*

**Cc:** Dr. Glen Kuck, Acting President *GK*

**Date:** May 16, 2016

**Re:** Request for Clerical Assistant I change from 10-month position to 11-month position

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We are respectfully requesting College Council's approval to move the Clerical Assistant I position in Student Health Services from a 10-month position to an 11-month position:

1. Clerical Assistant I (part-time at 19 hours per week) Student Health Services – Jessica Munoz.
  - a. Summer school is in session consistently throughout the summer and clerical assistance is needed to handle phone and clinic front and back office duties. Administrative work has also significantly increased and support is needed to assist the Secretary II in meeting those demands.

Thank you.



San Bernardino Valley College

San Bernardino Valley College  
Office of the President  
Received on  
MAY 16 2016

Marco Cota, Dean  
Counseling and Matriculation  
909-384-8630

# Memorandum

**To:** Ricky Shabazz, Ed.D, Vice President, Student Services *RS*

**From:** Marco Cota, Dean, Counseling and Matriculation *MC*

**CC:** Dr. Glen Kuck, Acting President *GK*

**Date:** 5/16/2016

**Re:** FKCE Funding

The following is a request to use FKCE, YESS and Student Equity funds for the following position:

1. Open a Student Services Technician II. This position will be responsible for overseeing the day-to-day operations of running a FKCE program, which consists of parent/student workshops, planning student success activities, follow-up services for FKCE, etc. (This position will replace the professional expert position; \$40,000 FKCE categorical budget)

**Justification:**

FKCE is a categorical program which provides mandatory workshops and trainings for foster parents and foster youth. The FKCE budget is comprised of two budgets: FKCE=\$169,764 and YESS \$22,500. The program is currently overseen by a counselor (funded by SSSP funds), a professional expert (FKCE funds) and a secretary 1(FKCE and Student Equity Funds). The goal is to jointly fund a Senior Student Services Technician using Student Equity, FKCE and YESS funds. These are all categorical funds. The Director of FYE will provide management oversight over the program.

Thank you for your consideration.





San Bernardino  
Valley College

to VAS  
5/11/16  
San Bernardino Valley College  
Office of the President  
Received on  
MAY 11 2016  
COPY

# MEMORANDUM

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**TO:** Dr. Lisa Norman, Vice Chancellor, Human Resources & Employee Relations  
**FROM:** Henry Hua, Acting, Vice President of Instruction  
**Cc:** Dr. Gloria Fisher, President  
**Date:** May 11, 2016 *Glen Kirk, Acting President*  
**Subject:** Out-of-Class for Kay Dee Yarbrough

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The Administrative Assistant I job is needed to provide technical support in the design, development, approval, and implementation of San Bernardino Valley College's curriculum. I would like Kay Dee Yarbrough to work out-of-class from **07/01/2016** to **10/01/2016**.

**Funding Source: 01-00-01-8100-0000-2181.00-6010 (Instruction Office General Fund)**

Sincerely,

Henry Hua

MAY 11 2016



San Bernardino  
Valley College

Susan Bangasser, Ph.D.  
Dean, Science Division  
San Bernardino Valley College  
701 S. Mt Vernon Avenue  
San Bernardino, CA 92410  
(909) 384-8650

## MEMORANDUM

**TO:** Dr. Gloria Fisher, President *Gloria Fisher 5-11-16*

**FROM:** Susan Bangasser, Ph.D., Dean Science Division *Susan Bangasser*

**Cc:** Dr. Haragewen Kinde, Vice President of Instruction *[Signature]*

**Date:** May 5, 2016

**Re:** Nursing replacement faculty request

I am requesting approval for a replacement faculty for the Nursing Department. This is another replacement, due to a resignation, than were previously approved Using the rubric for replacement faculty, here is my analysis.

1. Belinda Lowry, a nursing faculty member, is resigning effective the end of spring semester, 2016, and the Board will approve her resignation at the May BOT.
2. **Program Review:** Program Review Efficacy Report, the two-year CTE update, was submitted in spring 2014 and granted continuation. The Program Review Committee has given the program the highest level, "continuation."
3. **Discipline is CTE and provides an AS degree:** The four semester program accepts around 40 students each fall and spring semester, in addition 6-10 LVN to RN transition students are accepted into the transition program every semester. The Nursing Program is accredited by the California Board of Registered Nursing and the Accreditation Commission for Education in Nursing (ACEN), the accrediting body for the National League of Nursing. To enter the program, students must complete specific prerequisites, such as anatomy, physiology, microbiology MATH 095, PSYCH 100, COMMST 100, SOC 100, plus all the GE courses for an Associate's degree. So students in the nursing classes have taken courses in most disciplines across the campus.
4. **Special regulatory mandates:** State Regulations mandate a 10-1 ratio of students to faculty at a clinical facility. Clinical facilities limit the students to 8 -1 ratio of students to faculty per their ability to accommodate patient care units. Students have around 15 clinical hours a week, at clinical sites contracted with the district. Full time nursing faculty not only teach the theory portion, but teach the clinical portion of the course. It is imperative SBVC have a full time faculty member at each clinical site to maintain a

relationship with the site and to update the program on special trainings or needs required by the site.

Although labs have a limit of 10 per faculty, the theory classes (lectures) are stacked so all students in the particular course are in class together. The accrediting agencies require that a program have sufficient staff. The recommendations made to the program by the Board of Registered Nursing, following a site visit in April, 2014, include recommendation #3.

3. *CCR SECTION 1424(h) Faculty- The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing required by section 1426 (d) who will be the content expert in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.*

Recommendation: Consider hiring faculty as allocated in the budget to ensure that there are adequate full-time faculty to meet the program's objectives. (See attached documentation)

**5. The load for full time faculty:**

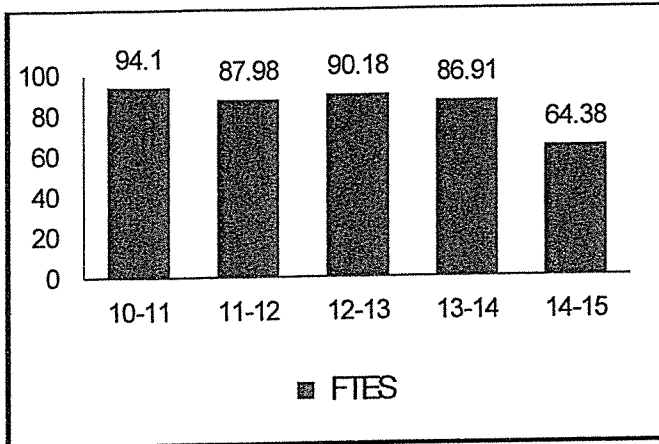
The Nursing Program has a Director, Carol Wells, who is an Associate Dean. However, the accreditation agencies require an Assistant Director, Tamara Maurizi, a faculty member. She is also the Faculty Chair. The accrediting agencies also require the Assistant Director to have reassign time. So Dr. Maurizi has a 40% reassigned load. There are currently 10 instructional full time faculty, or 9.6 including the reassigned time for the Assistant Director. With the resignation of Belinda Lowry, and assuming we fill the position approved to be filled following the retirement of Gail Mack, this leaves 9 full time faculty. There is also one non-instructional faculty who coordinates the skills and simulation labs. The faculty load for fall, 2015 was 16.8, for spring, 2016 was 18.12. EIS also shows that the program generated 110FTES in fall 2015 and 105.27 FTES in spring 2016.

It is usually difficult to fill nursing positions since nurses get paid better than faculty members, so positions are usually posted as "open until filled." It is important that we begin recruiting the vacant positions but filling them will take some time.

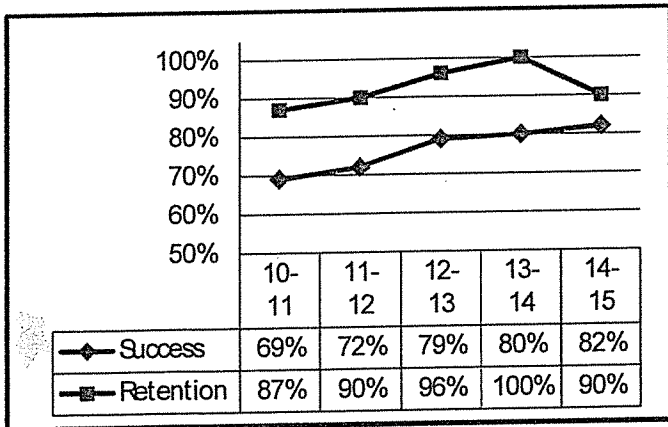
Thank you for your consideration.

# AERONAUTICS—2014-2015

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	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	477	417	431	304	242
FTEF	7.02	6.82	6.09	5.69	5.98
WSCH per FTEF	402	387	445	458	323



	10-11	11-12	12-13	13-14	14-15
Sections	20	19	17	12	14
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	2	2	0	3	
Certificate s Awarded	40	36	39	42	

Award Source:  
[http://datamart.coccc.edu/Outcomes/Program\\_Awards.aspx](http://datamart.coccc.edu/Outcomes/Program_Awards.aspx)  
 TOP Code: 0950XX

**Description:**

The Airframe and Powerplant Technician program prepares Students for employment in the aviation industry as a certified Airframe and Powerplant Mechanic. The curriculum encompasses 1900 hours of instruction, 750 hours in Airframe, 750 hours Powerplant, and 400 hours in the Airframe and Powerplant General Curriculum. The program is certified by the FAA under Federal Aviation Regulation Part 147. The industry analyst from Boeing predicts that 556,000 new mechanics and 498,000 pilots will be needed by 2032.

**Assessment:**

- FTEs increased 27% over five years.
- WSCH per FTEF has increased 47% in five years. WSCH is nearing peak due to the class size limit and the lab/lecture ratio, which is 60% lab instruction.
- Student success and retention are higher than the campus average. Program is #4 on campus in number of certificates issued.
- ZERO (0) full-time Faculty for 6 FTEF, F/T needed to grow program and do required administrative duties of faculty.
- Enrollment has dropped due to the lack of continuity of the faculty not being full-time.

**Department Goals:**

- Focus on close association with industry representatives in a continuing effort to meet the needs of a changing workforce.
- Update instructional technology and teaching aids to meet these industry needs.
- Adapt and implement new regulatory and environmental requirements.
- Hire full-time faculty so program can grow.
- Fill the vacant laboratory assistant position.

**Challenges & Opportunities:**

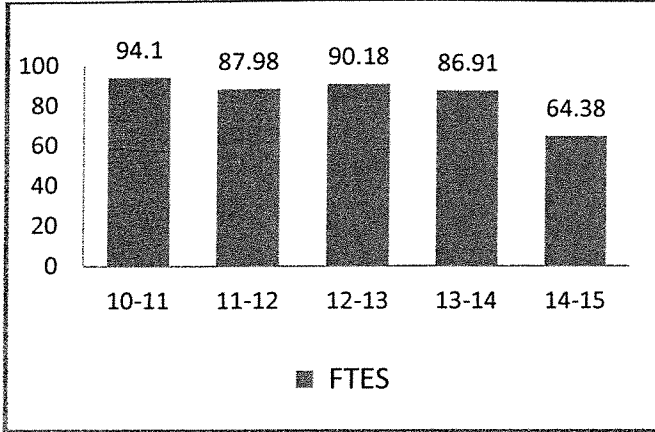
- Increased regulatory demands and high FTEF demonstrate the importance of additional F/T faculty to grow program and meet demands of the industry.
- Difficult to recruit part-time faculty due to HIGH employability in industry and low adjunct faculty pay.
- Lab Assistant is needed to ensure continued student safety and to prepare lab for improved student learning and efficiency.
- Due to severe space constraints two lab sections are taught in one lab at the same time.

**Action Plan:**

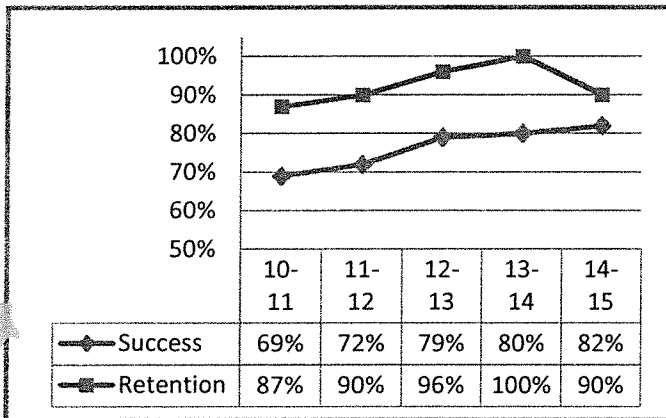
- Expose student to data that explains advantages of degree programs over minimum CTE course offerings.
- Demonstrate the need and importance of full-time faculty based on institutional and industry driven data. Hire lab assistant for safety and success.
- Pursue procurement of new technology environmentally friendly alternative fuel powerplants and hi technology composite structures.



## AERONAUTICS EMP 2014-2015



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	477	417	431	304	242
FTEF	7.02	6.82	6.09	5.69	5.98
WSCH per FTEF	402	387	445	458	323



**Description:**

The Airframe and Powerplant Technician program prepares Students for employment in the aviation industry as a certified Airframe and Powerplant Mechanic. The curriculum encompasses 1900 hours of instruction, 750 hours in Airframe, 750 hours Powerplant, and 400 hours in the Airframe and Powerplant General Curriculum. The program is certified by the FAA under Federal Aviation Regulation Part 147. The industry analyst from Boeing predicts that 556,000 new mechanics and 498,000 pilots will be needed by 2032.

**Assessment:**

- FTES decreased by 25% within a year due to the sudden departure of the only full time Faculty and chair responsible for administering, promoting, and managing the program.
- WSCH per FTEF has decreased 19% in five years but most noticeably in the last year for above stated reason. Lack of program continuity of the faculty not being full-time.
- Even with reduced FTES and WSCH, Student success and retention are higher than the campus average. Program is #4 on campus in number of certificates issued.
- ZERO (0) full-time Faculty for 6 FTEF, F/T needed to grow program and do required administrative duties of faculty.
- Enrollment has dropped due to the lack of continuity of the faculty not being full-time.

**Department Goals:**

- Hire full-time faculty so program can grow.
- Fill the vacant laboratory assistant position.
- Focus on close association with industry representatives in a continuing effort to meet the needs of a changing workforce.
- Update instructional technology and teaching aids to meet these industry needs.
- Adapt and implement new regulatory and environmental requirements.

**Challenges & Opportunities:**

- Increased regulatory demands and high FTEF demonstrate importance of additional F/T faculty to grow program and meet the demands of industry.
- Difficult to recruit part-time faculty due to HIGH employability in industry and low adjunct faculty pay.
- Lab Assistant is needed to ensure continued student safety and to prepare lab for improved student learning and efficiency.
- Due to severe space constraints two lab sections are taught in one lab at the same time.

## **Resolution SP16.01 Textbook Affordability and Open Education Resources**

*SBVC Academic Senate*

Whereas, The significant rise in costs of textbooks is a barrier to college attendance, student access, and student success;

Whereas, The SBVC Academic Senate is interested in reducing the cost of textbooks to increase student access to necessary course materials;

Whereas, The intent of the College Textbook Affordability Act of 2015 (AB 798, Bonilla, 2015) is to reduce costs for college students by encouraging faculty to accelerate the adoption of lower cost, high-quality, open educational resources (OER); and

Whereas, Part of the College Affordability Act of 2015 is an Open Education Resource Adoption Incentive Program which grants up to \$50,000 to CSU and CCC campuses to adopt open educational resources;

Resolved, The Academic Senate of San Bernardino Valley College supports efforts to increase student access to high-quality open educational resources and reduce the cost of textbooks and supplies for students in course sections for which open educational resources are to be adopted to accomplish cost savings for students; and

Resolved, The SBVC Academic Senate supports the submission of a grant request per the stipulations of the Open Education Resources Adoption Incentive Program, including the development of a Campus Textbook Affordability Plan, and a Textbook Affordability Campus Coordinator.

## **Resolution SP16.02 Funding Supplemental Instruction for Student Success**

*SBVC Academic Senate Executive Committee*

Whereas, Student success has always been an important facet of SBVC's mission and is now growing in importance at the state level, with the state chancellor's Student Success Task Force leading to the present Student Success Initiative;

Whereas, Students working with supplemental Instruction (SI) leaders provided through the HSI STEM PASS GO project have shown improved retention and success rates among all ethnicities, with STEM field graduation rates among Hispanic students nearly doubling since 2010-2011;

Whereas, Pre-assessment workshops offered through the HSI STEM PASS GO project have seen the number of students typically assessing into arithmetic decrease by half and the number of students assessing into intermediate algebra nearly double, where research shows that they are far more likely to succeed;

Whereas, Present General Funding levels only cover 4 to 6 tutors and the Tutorial Coordinator for the campus depending on scheduling for the academic year, while current funding for tutors and SIs, including the HSI STEM PASS GO grant, support:

- 46 tutors and 52 SI leaders across 22 academic disciplines;
- 8 adjunct faculty within the Student Success Center to allow coverage during peak times which will be necessary for future FTES apportionment collection;
- 3 professional expert support staff including a grant assistant focused on SI, as well as a grant assistant focused on increasing Armed Service Veterans who are entering into STEM education; and

Whereas, The 2015-2016 Program Review Needs Assessment for Budget places the Student Success Center first, calling for \$405,780 to fund 30 tutors and 30 SIs, given that the HSI STEM PASS GO grant expires in September;

Resolved, The SBVC Academic Senate supports the efforts that have been made through the HSI STEM PASS GO project and request that the administration find a permanent way to fund the work that is being done through this vital and important project.

### **Resolution SP16.03 Support for a Coordinator of Distance Education**

*SBVC Academic Senate Executive Committee*

Whereas, over 20% of FTES generated at the college over the last 18 months have been generated through courses designated as “Distance Education” courses; and Distance Education courses are offered in 35 departments across every division of the college; and over 90 faculty members teach Distance Education courses each semester;

Whereas, two Substantive Change reports were filed with the Accrediting Commission for Community and Junior Colleges (ACCJC) documenting 19 certificates and 40 degrees that can be completed by taking 50% or more of the units through Distance Education courses; and all four General Education pathways can be completed by taking 100% of the units through Distance Education courses;

Whereas, the scrutiny of Distance Education courses by the ACCJC and the federal Department of Education (DOE) is increasing, as demonstrated by the 2016 ACCJC standards and documentation; and increasing scrutiny regarding quality of online courses specifically regarding ADA compliance (as exemplified by the recent lawsuit against Miami of Ohio) necessitates strong, targeted Faculty Development and continual monitoring of DE courses;

Whereas, the Online Education Initiative (OEI) at the state Community College Chancellor’s Office is growing rapidly offering the college opportunities to use state resources to improve Distance Education; and these resources can be targeted to improve access to educational opportunities and to help meet SBVC’s institutional set standards for student retention and student success; and

Whereas, the SBVC Program Review Committee prioritized this position during the Fall 2015 needs assessment process; and the Online Program Committee has recommended a draft job description for a Coordinator of Distance Education; and Crafton Hill’s College, which has a DE program approximately 1/3 the size of SBVC, has created a position of Coordinator of Distance Education and filled that position with a faculty member with 50% reassigned time;

Resolved, the SBVC Academic Senate supports the creation of the position of Coordinator of Distance Education for the college; and

Resolved, the SBVC Academic Senate supports the filling of the position of Coordinator of Distance Education with a faculty member receiving 100% reassigned time.

## **Resolution SP16.04 Need for Campus Behavioral Intervention Team**

*SBVC Academic Senate Executive Committee*

Whereas, The National College Health Assessment of 2013 revealed that many of our students experience distress related to the challenges of the college environment and some of our students come to us with varying backgrounds, serious problems, and a myriad of unmet needs that in many cases go undetected before they arrive on our campus;

Whereas, Two states, Virginia and Illinois, violently impacted by the acts of students with mental challenges legally require threat assessment/behavioral intervention teams, and the Behavioral Intervention Team Association estimates about 1600 college campuses currently have such teams;

Whereas, 94% of the 500 Higher Education Institutions responding to the National Behavioral Intervention Team Associations' (NABITA) 2014 survey had BIT/TAT/SOC teams\* and 87% of the 53 California Community Colleges participating the Health Services Association of California Community Colleges annual survey for 2014-2015 reported having a Behavioral Intervention Team (BIT) on their campuses;

Whereas, The college should recognize that sole departments, such as Health Services, Disabled Student Programs and Services (DSPS), or general counseling, often function in a silo and are not adequately staffed to provide the necessary breadth of support to students with psychological and behavioral issues; and

Whereas, Campuses with a BIT that includes representation from areas such as health services, DSPS, counseling, veterans' services, and public safety are better prepared to respond to students with mental health needs and other behavioral issues successfully;

Resolved, The San Bernardino Valley College Academic Senate strongly support the formation of a Behavioral Intervention Team on this campus; and

Resolved, The campus adopt the 2014 white papers "Threat Assessment in the Campus Setting" and "Core-Q10 Checklist: Assessment of a Behavioral Intervention Team" published by NABITA and "Balancing Safety and Support on Campus: A Guide for Campus Teams" published by the Higher Education Mental Health Alliance as guiding documents for developing this team.

\*BIT (Behavioral Intervention Team); TAT (Threat Assessment Teams); SOC (Student of Concern)

## SBVC Textbook Affordability Plan

**Campus Name:** San Bernardino Valley College

**Headcount of Students Enrolled:** 12,743

**Headcount of Faculty Teaching:** 556

**Campus Strategic Priority That Aligns With AB 798:** Access, Student Success, Leadership & Professional Development

San Bernardino Valley College is part of the San Bernardino Community College District which serves the Inland Empire region. The college is a designated Hispanic Serving Institution and the campus has an ethnically diverse student body. SBVC enrolls approximately 2,200 freshman each year and has a large number of returning students. The average student age is 28 years old. The campus serves an area that includes some of the lowest achieving K-12 institutions in the state (Strategic Plan, 2014-2019, <http://www.valleycollege.edu/about-sbvc/offices/office-research-planning/>). Approximately 90% of SBVC students receive some type of financial aid of which 77% is based on financial need (Enrollment Management Plan, 2015, <http://www.valleycollege.edu/about-sbvc/campus-committees/em-and-se/>).

The SBVC Academic Senate supports open educational resource efforts taken by the state legislature including SB 1052 (Steinberg, 2012), SB 1053 (Steinberg, 2013), and AB 798 (Bonilla, 2015). The use of OER will contribute to student access and success since many SBVC students face financial difficulties associated with course completion including the ability to purchase instructional materials.

During the spring 2016 semester, per AB 798 (Bonilla, 2015), the Academic Senate passed SP16.01 Textbook Affordability and Open Education Resources Resolution, and this SBVC Textbook Affordability Plan, including the responsibilities of the Textbook Affordability Campus Coordinator, and appointed a Textbook Affordability Campus Coordinator to serve a four year term.

The Academic Senate worked collegially with stakeholders including faculty, administrators, and student representatives. This included faculty adopters of OER, instructional deans, college/district administrators, non-instructional faculty, and support staff representing the campus library, bookstore, student life, and professional development. The President's College Council approved this plan and the Associated Student Government voted to support AB 798 during its spring 2016 elections. The Academic Senate President in his June 2016 report to the board informed the SBCCD Chancellor and Board of Trustees of the actions taken by the Academic Senate regarding AB 798 (Bonilla, 2015).

This plan seeks to:

- Create an **institutional and collegial climate** to support sustainable efforts in the adoption and use of OER
- Develop **institutional processes** which enable **student access** to OER through campus student support services
- Encourage faculty to **adopt and use** OER for their courses through support services and professional development opportunities.

## Objectives

- Faculty will **adopt and use** free and open educational resources in at least 30 sections by spring 2017 and this number will increase by at least 20% every academic year for the next four years in order to increase accessibility to free and low cost instructional materials for students which contributes to student access and success.
- Students will have **access** to low cost and free hard copies of OER through the campus bookstore, library reserve desk, and when possible and pedagogically appropriate, faculty distribution of free hard copies in the classroom in partnership with the district print services.
- The Textbook Affordability Campus Coordinator will provide leadership and facilitate activities to support the implementation of services and professional development activities related to the promotion, adoption, and use, of free and open educational resources.
- The Academic Senate will encourage and foster an **institutional and collegial climate** that supports sustainable and **ongoing institutional efforts and processes** for the adoption of low cost and free OER.

## Measures of Success

- TACC will track the number of course-section adoptions, and financial savings per student and per course section.
- Office of Research, Planning and Institutional Effectiveness will provide success and retention data analysis for sections adopting OER.
- Office of Research, Planning, and Institutional Effectiveness will complete faculty surveys measuring faculty satisfaction with OER materials.
- Bookstore will track student purchases of hard copies of OER.
- Library will track student check-out of hard copies of OER.
- Webpage data analytics will be used to track page views and visitors to the Textbook Affordability webpage.
- Professional Development Coordinator will track number of professional development activities, and the number of attendees at each event.
- Professional Development Coordinator will provide satisfaction surveys to attendees and participants of OER related activities.
- Faculty Handbook will include information regarding adoption and use of free and open educational resources for faculty.
- Academic Senate, College Council, and Board of Trustees will support efforts and activities encouraging institutional support for OER.
- Faculty and student surveys will provide data on OER readiness, adoption and usage.

## Campus Readiness

- **Academic Senate** has a strong campus presence and supports academic matters related to the institutional strategic initiatives including student access and success. Academic Senate will support and assist in campus efforts to implement both support services and adoption efforts of OER, and facilitate communication and dialogue between constituency groups. It will receive regular updates for at least the next four years about the implementation and adoption of OER from the TACC and/or other constituency groups.
- **Associated Student Government** will assist students who lack access to online OER by providing them access to the internet and computers in the Student Life lounge.

- **Professional Development Coordinator** and the **Professional Development Committee** will organize OER professional development activities and provide access to OER resources, information, and training.
- **Office of the Vice President of Instruction** will provide OER outreach to faculty chairs through faculty chair meetings and include OER information in the Faculty Handbook.
- **Library** will provide access to hard copies of faculty adopted OER materials via the Reserve Desk, allowing students to check-out textbooks for short periods.
- **Librarians** will assist in the curation of OER materials for inclusion on the Textbook Affordability webpage including tutorials, marketing and outreach resources, research data and literature regarding OER, processes, and access to the *California Open Online Library for Education* and free/low cost OER.
- **Computer Lab and Library** provides student access to the internet and printers, allowing them to print hard copies of OER instructional materials.
- **Bookstore** will sell low cost hard copies of OER adopted by faculty.
- **Bookstore** maintains website with information about required instructional materials for each class section.
- **District Print Services** can provide free print copies of OER to faculty to use as desk copies. Print copies can be forwarded to the bookstore, and library and when appropriate for student use in the classroom.
- **District Technology and Educational Support Services** under the leadership of the **Associate Vice Chancellor** will assist in the creation of an online template for the Textbook Affordability webpage, and provide data analytics to identify trends in its usage. Faculty, students, and staff will be able to contact the 24/7 Help Desk for technological support in the use and adoption of OER.
- **District Technology and Educational Support Services** maintains **Blackboard** shells for all class sections. Faculty can provide links to .pdf documents and OER weblinks for student access and ability to print hard copies.
- **Online Programs Committee** serves as a conduit of information for faculty, administration, and students related to online learning. Online Programs Committee assists in the dissemination of online preparation and literacy resources that allow students to assess online skills. The Online Programs Committee can assist faculty with accessibility concerns and issues, copyright information, and information regarding any distance education curriculum modification requirements which involve the use of OER.



- **Office of the Vice President of Student Services** oversees student success programs including management of the Student Success Initiative. TACC will work with the **Vice President of Student Services** to identify programs such as Puente, Tumaini, Valley Bound Commitment, STAR/Trio, EOPS, etc. with the intent to utilize existing resources to provide outreach and assistance to students in their use of OER materials, including the dissemination of free OER hard copies, access to the internet, and the use of existing student services funds to print OER materials. OER outreach and assistance will contribute to student success among underprivileged students who are often at risk for dropping classes, academic probation, and dropping out of college partially due to not having the financial resources to purchase instructional materials or access to affordable textbooks.
- **Disabled Student Programs and Services** will work with faculty who need accessibility assistance regarding the adoption of OER and they will provide accessibility support to registered DSPS students who are enrolled in classes in which OER is being utilized.
- **Basic Skills Committee** oversees implementation of the campus Basic Skills Plan. The Basic Skills Committee regularly awards basic skills mini-grants. TACC will work with the Basic Skills Committee to identify resources to provide outreach and assistance for the adoption and use OER in developmental courses. The use of OER by faculty and students will enhance student learning in developmental classes because it will simultaneously facilitate and teach technology related skills which students need as they transition to transfer level courses.
- **Honors Program** maintains a webpage and Blackboard shell which are used to disseminate information to students about the honors program. **Honors Program Coordinator** and the **Honors Program counselor** can assist in the dissemination of OER information to both faculty teaching honors classes and students enrolled in honors classes.
- **Faculty** who have developed or curated OER can serve as OER ambassadors.
- **Faculty Handbook** includes a syllabus template and faculty resources. Faculty can modify syllabi to include .pdf and/or online links to OER materials allowing students to access electronically or to print hard copies. Faculty Handbook can be updated to include OER information.
- **Flex Days, and Adjunct Orientations** regularly include speakers, workshops, and professional development activities. Various constituency groups such as the Professional Development Committee, Student Support Services, Instruction Office, and the Academic Senate among others are consulted regarding agendas and activities. OER related activities can be incorporated during these campus wide events which occur every semester.
- **Fall and Spring In-Service** include faculty meetings that can be utilized to disseminate OER information and outreach efforts to full time faculty.
- **Office of Marketing and Public Relations** has established communication channels with students via college website, and SBVC social media allowing for the dissemination of OER information.

- **Office of Research, Planning, and Institutional Effectiveness** oversees faculty and staff requests for data collection and analysis and has the capability to assess OER efforts.

## **Campus Challenges**

Some faculty lack information regarding the definition, access to resources, accessibility issues, and copyright protections associated with OER adoption and use. Converting to OER is time consuming. Faculty may have identified OER materials for use but these resources might not include supplemental instructional materials. Some OER are only web based and include multimedia resources which cannot be converted to .pdf files for availability as hard copies for students. Faculty may be reluctant to use OER materials that did not undergo rigorous peer review processes. Some faculty desire or are currently developing their own materials. Faculty may have developed strong relationships with traditional textbook publishers and rely on their collection of instructional materials including online learning management systems or the flexibility to modify textbooks. Additionally various marketing efforts by traditional publishers may counter OER outreach efforts. The proliferation of online websites which sell and rent used textbooks may provide similar cost savings to students as OER materials and also allow faculty to maintain relationships with traditional publishers. Some faculty and students may not feel comfortable using online textbooks and may find them inappropriate in the classroom or as a viable study tool.

Challenges regarding the use of student accessibility exist. SBVC serves a high percentage of traditionally underprivileged students who often lack access to technology. Even though student support services exist on campus, the majority of SBVC students are classified as part time and do not often have the availability to utilize campus resources due to time constraints. SBVC has both a high number of Career Technical Education (CTE) programs and students seeking these certificates and degrees. Most OER resources are geared to transferable general education rather than vocational courses.

Regardless of these challenges, the Academic Senate has identified support among faculty, administrators, and students for the implementation of this plan and there is agreement that the identified goals, objectives, and activities are achievable and sustainable. This plan includes activities related to outreach, professional development, and the leveraging of existing campus support services, committees, and leadership constituencies. Outreach and professional development activities will focus on addressing faculty concerns, and provide information and resources, including having faculty who already use OER materials engage with faculty regarding how they overcame some of these challenges. TACC will coordinate the development of a campus Textbook Affordability webpage and its content will include assistance regarding these faculty challenges including information curated from the California Open Online Library for Education ([cool4ed.org](http://cool4ed.org)), and Merlot.org. Included in these outreach and curation activities will be information and data regarding the financial scope of impact and student success rates as faculty adopt and use OER.

This plan includes activities involving partnerships with student support services, Online Programs, and Basic Skills committees, Student Government, Bookstore, Library, Instruction Office, District Technology and Education Services, and regional higher learning institutions adopting OER. As each of these areas of the campus take small but significant steps to incorporate the dissemination and accessibility to OER materials, the result of these activities will be the gradual resolution of some of these OER identified challenges and the institutionalization and sustainability of OER.

The Academic Senate requires the TACC to regularly report on the status of the objectives and activities of this plan. This means that identified and unforeseen OER challenges will be presented and discussed in senate meetings. Academic Senate Bylaws involve the creation of ad-hoc committees or the assignment of tasks to existing Academic Senate committees if the executive committee or general body determines that further action is necessary.

## **Project Team**

### **Coordinator Name and Contact Information** TBD

### **Working Group Team Members Names and Contact Information**

Raymond Carlos, Director of Student Life, 909-384-8253, rcarlos@valleycollege.edu

Gloriann Chavez, Bookstore Director, (909) 384-8665, gchavez@valleycollege.edu

Ginny Evans-Perry, Assistant Professor, Library, (909) 384-8699, gperry@valleycollege.edu

Rania Hamdy, Professional Development Coordinator, (909) 384-8623, rhamdy@valleycollege.edu

Ron Hastings, Director of Library and Learning Support Services, (909) 384-8542, rhastings@valleycollege.edu

Dolores Lopez, Textbook Buyer, (909) 384-8686, dlopez@valleycollege.edu

Dr. Sandra Moore, Professor, Psychology Faculty Chair, (909) 384-8594, smoore@valleycollege.edu

Romana Pires, Associate Professor, Sociology Faculty Chair, Academic Senate Vice President, (2015-2016), (909) 384-8602, rpires@valleycollege.edu

Linda Subero, Student, Associated Student Government President, (2015-2016), (909) 384-4474

Dr. Katherine Weiss, Arts and Humanities Division Dean, Co-Chair Online Programs Committee, (909) 384-8535, kweiss@valleycollege.edu

## **Project Partners**

Basic Skills Committee

Bookstore

Academic Senate

Associated Student Government

Disabled Student Programs and Services

Honors Program

Library

Office of Marketing and Public Relations

Office of the Vice President of Instruction

Office of the Vice President of Student Services

Office of Research, Planning and Institutional Effectiveness

Online Programs Committee

Professional Development Committee

Regional CCCs and CSUs

SBCCD Technology and Educational Support Services

**Project Governance Structure and Decisions Makers**

The following collegial bodies will need to receive regular updates regarding the status of this plan over a four year period.

Academic Senate

College Council (Co-Chaired by the College President and Academic Senate President. This body serves to advise the College President)

Board of Trustees

Chancellor

District Assembly (Serves to advise the District Chancellor and receives regular reports from the college Academic Senate President)

Associated Student Government

## **Distribution and Dissemination of Grant Funds**

55% Professional Development, and Networking Activities

30% Textbook Affordability Campus Coordinator Stipend

15% Curation Activities and Development of Textbook Affordability Webpage, OER Campus Curator Stipend

### **Total Funding Request: \$31,000**

Activities incurring financial expenditures can be categorized into four areas associated with **outreach, professional development, curation, and a stipend for the TACC**. Responsibilities of the TACC focus on the facilitation of OER activities, including outreach, professional development, communication, and reporting requirements. Costs associated with professional development and networking activities incur the greatest financial costs since they often involve expenses associated with travel and stipends, food and beverages, and event outreach, instructional, and/or organizational materials. The main financial cost associated with the development of a campus Textbook Affordability webpage(s) is a stipend for a librarian to curate OER materials for SBVC faculty, students, and staff. The remainder of activities outlined in this plan tend to be in-kind costs embedded within the organization, and therefore do not require any major expenditures.

These four areas have the greatest impact on the implementation and sustainability of OER at SBVC given the existing campus culture, organization, resources, and support services. The goals of this plan include the adoption and use of OER by faculty, access to OER by students, and the support of institutional processes, and climate inclusive of low cost and free instructional materials in order to increase student savings. The distribution and dissemination of grant funds to support OER activities and efforts is driven by the fact that a significant percentage (77%) of SBVC students have financial needs substantial to qualify for financial aid (Enrollment Management Plan, 2015, <http://www.valleycollege.edu/about-sbvc/campus-committees/em-and-se/>). Outreach, professional development, and curation activities provide access to OER information, resources, and networking opportunities for both faculty and students. When SBVC students have access to low cost and free instructional materials, this helps to decrease the student equity gap and increase academic success.

No part of this request and dissemination of grant funds will be used on activities related to direct compensation for faculty to adopt or create new OER materials, which includes past conversions to OER, development of MOOC's or online courses that include non-matriculated students, and purchase of new equipment.

This plan includes a total of 31 sections in which faculty have committed to adopting OER materials with a savings of 30% or more and include free instructional materials. An approximate total of 894 students or 7% of the headcount of SBVC students will be impacted. The total cost of instructional materials have been reduced from \$147,362 to \$18,482 by having 13 full time faculty (2% of all faculty and 9% of FT faculty) adopt OER materials. This is a total savings of \$128,882 or 87%, which not only represents a significant financial scope of impact but in particular it is also substantially meaningful given that these sections represent a balance of different campus divisions in the humanities, physical, and social sciences. Additionally, transfer, basic skills, and honors sections are represented. These faculty as early adopters of OER, representing different divisions and academic areas, will be able to influence a wide array of faculty across campus. Furthermore, this 87% in savings was achieved because over 70% of participating faculty chose free OER from the *California Open Online Library for Education*. This will inevitably motivate other faculty to adopt OER, especially if these early adopters find the OER to be effective.

## Communication and Outreach Plan

Stakeholders	Key Value Proposition	Desired Outcome	Activity to be Executed	Timing	Responsible Party	Measure of Success
Instructional Faculty	Adoption/Use	OER Adoption	Regular and on-going campus emails to faculty regarding OER activities and efforts, information, data	Fall 2016, On-Going	TACC	Increased adoption of OER
Campus	Institutionalization /Processes	Centralized Location for OER	OER Webpage Updates	2016-2017, 2017-2018, On-Going	Librarian	Increased webpage views/visitors
Students	Institutional/ Climate	Student knowledge of OER support services	OER Announcements via College Social Media Channels, and Website	Fall 2016 On-Going, every semester	Marketing Office	Student "Likes" and "Re-Tweets"/posts
Campus	Institutional/ Climate	Information to Students, and Staff	College Website OER Email Announcements	Spring 2017 On-Going,	Marketing Office, TACC	Number of favorable responses, inquiries.
Students	Access, Institutional/ Climate	OER Information to Students	Student Emails Regarding OER Student Services Resources	2016-2017, 2017-2018, On-Going	Marketing Office	Number of favorable responses, inquiries
Faculty Chairs	Adoption/Use Institutionalization /Processes/Climate	OER Information to Faculty	Faculty Chair Meeting OER Presentation	Spring 2017	TACC	Increased adoption of OER
Academic Senators	Adoption/Use Institutionalization /Processes/Climate	OER Information to Faculty	Academic Senate OER Presentation	2016-2017, 2017-2018, On-going	TACC	Increased adoption of OER, faculty inquiries. Motion or resolution to support OER efforts
Associated Student Government	Access, Institutional Climate	OER Information to Students	ASG OER Presentation	Fall 2016	TACC	Motion or resolution to support on-going OER efforts

Students	Access, Institutional Climate	OER Information to Students	ASG OER Flier Distribution During Welcome Week	January Spring 2017, August Fall 2018, On-Going	ASG	Increased student use of OER campus resources
College Council	Adoption/Use Institutionalization /Processes/Climate	OER Information to College Representatives	College Council Meeting Information	Fall 2016 or Spring 2017	TACC	Increased adoption of OER, increase in possible funding sources for OER activities, student access
Instructional Deans	Adoption/Use/Climate	OER Information to Instructional Division Deans	Instructional Division Meeting Information	Fall 2016 Fall 2017	TACC	Increased adoption of OER, deans share information with faculty
Student Services Faculty, Managers, Staff	Access, Institutional Climate	OER Information to Student Services Faculty and Managers	Student Services Division Meeting Information	Fall 2016 Fall 2017	TACC	Increased student access to hard copies and online OER
FT Faculty	Adoption/Use	OER Information to Campus Full Time Faculty	Announcement During In-Service Faculty Meeting	Spring 2017	TACC	Increased FT faculty adoption
PT Faculty	Adoption and Use	OER Information to Campus Part Time Faculty	Announcement During Adjunct Orientation	Spring 2017	TACC	Increased PT faculty adoption
Students	Access, Institutional Climate	OER Information to Students	OER Flier Distribution to Students Through Student Success Offices Regarding Student Support OER Resources	Fall 2016, Spring 2017 and On-going	TACC & Managers/Coordinator (s)	Increased students use of on-campus resources lacking access
Honors Faculty, Students	Adoption/Use	OER Information to Honors Faculty and Students	OER Message and Links to the OER Webpage at Honors Webpage or Blackboard Shell	Fall 2016, Spring 2017 and on-going	TACC an Honors Program Coordinator	Adoption/use among honors faculty

Students	Access, Institutional Climate	OER Instructional Materials Information	Flier Distribution to Students Through Bookstore	Spring 2017, Fall 2017 and On-Going	TACC and Bookstore Staff	Increased students use of on-campus resources lacking access
Students	Access, Institutional Climate	OER Instructional Materials Information	Flier Distribution to Students through Campus Library	Spring 2017 and On-Going	TACC and Library Staff	Increased student use of on-campus resources lacking access
Faculty	Adoption/Use, Institutionalization /Processes/Climate	OER Faculty Information and Processes	Faculty Handbook	Fall 2017 and On-Going	TACC, Academic Senate, VPI	Increased Adoption/Use
Faculty	Adoption/Use, Institutionalization /Processes/Climate	OER Faculty Information, Access to Resources for Faculty	WebAdvisor Faculty Link to Cool4ed.org and OER Campus Webpage	Fall 2017, Spring 2018	TACC and District Technology	Increase adoption/use, OER webpage visits
Faculty	Adoption/Use, Institutional Climate	OER Faculty Information, Access to Resources for Faculty	Place fliers in faculty mailboxes on OER information	Spring 2017, Spring 2018	TACC	Increase adoption/use, number of inquiries

### Training and Professional Development Plan

Stakeholders	Topic for Training	Types of Training	# of people invited	Schedule	Trainers	Measures of Success
Faculty	Embedding OER into Blackboard	Workshops	Campus Faculty (20-30)	2-3 workshops Oct-Nov 2016	Professional Development	Number of attendees
Campus	What is OER?	Online Orientation to the New OER Campus Webpage: Slideshow, Online Video	Faculty, student services, students	Fall 2016, on-going	Librarian(s)	Webpage analytics increase in traffic, inquiries



Instructional Divisions	How do I Find OER for my Discipline?	Five Faculty Mini Workshops in Divisions Across Campus (Science, Social Science/PE, Humanities, Math/Business, & CTE)	Faculty in each division	Oct-Nov 2016, based on scheduled meetings of each division	TACC, Professional Development Coordinator	Number of faculty adopting OER in each division/discipline across campus
Faculty	Faculty Collaboration OER	Faculty Chair Workshop	Faculty Chairs in each Department	Oct/Nov 2016 based on Faculty Chair Meeting Schedule	TACC, Professional Development	Number of departments adopting OER across campus
Faculty	How do I Find OER?	Slide capture video demonstrating curated OER materials posted on Textbook Affordability Webpage	Campus Wide, Emailed to Campus Faculty, and Presented at Faculty Chair Meeting	Nov 2016 On-Going Online	Librarian(s)	Number of faculty inquiries, number of faculty adopting across discipline
Faculty	Understanding Copyright Laws	On-Campus Workshops and Online Video	SBVC Faculty	2-3 workshops Oct-Nov 2016, On-Going Online	Professional Development	Number of attendees
Faculty, Staff	OER Conference Attendance	Virtual or local OER conferences	Depending on cost	Fall 2016, On-Going	Professional Development	Satisfaction, value of information from conference attendees
Students	OER Basics for Students	Workshop	Students Invited via Fliers and Email	Spring 2017, Fall 2017	Librarian(s)	Number of attendees

Faculty	OER Student Success/Access	Workshops	SBVC Faculty, (20-30 spots)	Spring 2017 Flex Day (April)	Professional Development	Number of attendees, satisfaction survey measuring value of information, adoption of OER
OER Cohort	Implementing OER and Measuring Student Success	Professional Development Activity	10-15 Faculty Mentoring, Collaboration & Discussion	Spring 2017	Professional Development /OER Faculty Ambassadors	Satisfaction survey regarding value of activity, information
Faculty	Adopting OER: What Do I Need to Know	Workshops	20-30 Faculty	2- Workshops March-April 2017, 2-3 Workshops Oct.-Nov 2017	Professional Development	Number of attendees, survey measuring adoption of OER
Faculty	Faculty Mentoring and Collaboration	Professional Development	20-30 Faculty And OER Ambassadors	Fall 2017	Professional Development	Satisfaction survey value of activity, information
Students	OER & Basic Skills	Workshop	20-30 Students	Fall 2017	Librarian(s)	Number of attendees, satisfaction survey value of information
Students	OER and Accessibility	Meetings with DSPS Counselors	DSPS Students	Fall 2017	DSPS Center	Number of student attendees
Faculty, Support Staff	Regional Collaboration	Conference	20-30	Fall 2017	Professional Development	Number of attendees, satisfaction survey value of information

### Help and Support Services Plan

Stakeholders	Type of Help and Support Services	#of people available to deliver help	Schedule	Help and Support Service Providers	Measure of Success
Faculty, Students	OER Webpage and Data Analytics	One	August-Sept 2016, Data Analytics Monthly	District Web Developer	TACC and Curator receive regular data analytics

Faculty, Students	OER Webpage Curation	One	Weekly updates Oct-Dec 2016, Monthly 2017, 2017-2018	Librarian	Satisfaction survey from faculty regarding value benefit, data analytics
Faculty, Students	24/7 Help Desk, Tech Support, Q&A	SBCCD District Technology Team	Help Desk provides 24/7 support by phone	Help Desk Contractor	Number of Help Desk tickets related to OER Support
Students	Library Reserve Desk to Provide Students with Hard Copies of OER for check-out	SBVC Librarians 2-4	Daily, During Library Hours	SBVC Librarians	Number of students using service for OER
Students, Faculty	Campus Bookstore to Answer Questions Regarding Availability of OER hard and digital materials	Textbook Buyer and Support Staff	Daily, During Bookstore Hours	Bookstore	Number of faculty/student inquiries, hard copy purchases
Students	Fielding student inquiries and access to OER	Associated Student Government and Student Life Office	Beginning of each semester, August 2016, 2017, January 2017, 2018	Student Life Director, Associated Student President	Number of student inquiries
Faculty Adopting OER	Print hard copies of OER materials for faculty, library use	SBCCD Copy Center	During faculty textbook order season each semester or as needed	Copy Center Support Staff	Number of faculty requesting OER copies
Faculty	Implementing OER in Class	OER Plan Team	2016-2017, 2017-2018	TACC, Professional Development Coordinator, Instructional Deans	Number of faculty inquiries to adopt/use
Faculty, Students	Assisting students with disabilities access OER materials	DSPS Center	Daily, During DSPS Hours	DSPS Director and Support Staff	Number of students using DSPS Center for assistance with OER
Faculty	Faculty assessment of OER usage, satisfaction	Two-Three	Spring 2017, Spring 2018, as needed	Research Office	Faculty satisfaction with OER

Faculty	Student success	Two-Three	Spring 2017, Spring 2018, as needed	Research Office	Student success data in classes OER was adopted
Students	Access to OER hard copies	Lab Assistants	Daily, Computer Lab & Library Hours	Computer Lab, Library Computers	Students seeking assistance to view, print OER
Faculty, Students	Student online literacy resources, faculty concerns, issues	Committee Members/Co-Chairs	Fall 2016, On-Going	Online Programs Committee	Access to information, resolution of issues
Faculty	Use of OER by developmental students	Committee Members/Co-Chairs	Fall 2016, On-Going	Basic Skills Committee	Access to information, resolution of issues

**Discovery, Curation, and Distribution of Digital and Print Course Materials Plan**

<b>Stakeholders</b>	<b>Strategies for Finding OER</b>	<b>Strategies for Curating OER</b>	<b>Strategies of Distributing OER</b>	<b>Getting Print Copies</b>	<b>Measure of Success</b>
Students	OER Campus Webpage	Library Faculty	Bookstore, Faculty, Library, Blackboard	Bookstore, Computer Lab, Library	Increase in student success rates in sections using OER
Faculty	Professional Development, OER Campus Webpage	Library Faculty, TACC Coordinator	TACC, Bookstore, Print Shop, Blackboard	Bookstore, SBCCD Print Center	Continued use of OER
Faculty	Faculty Collaboration Meetings, Outreach, Marketing	Cool4ed.org,	TACC, Librarians	SBCCD Print Center	Number of attendees, inquiries
Students	Syllabi, Blackboard, Bookstore, Library, Campus Outreach Fliers	Faculty disseminate information, access to hard copies in class, campus fliers, campus OER webpage, bookstore	Faculty, Blackboard, Bookstore, Library, Print Copy Center, Printers in Computer Lab and Library, Student Services	Bookstore, Library, Computer Lab Printers, Faculty Distribution, Blackboard or other CMS, Student Services: DSPS, Student	Student success in sections adopting OER

		webpage, Library reserve desk, Student Life, ASG	for select student populations	Life Computer Lounge, STAR, EOPS, Valley Bound, etc.	
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**Technologies, Facilities, Policies, and Resources**

**Technology Requirements**

1. IT, Developers: create webpage template on the OU Campus portal, user permission access, data analytics for OER webpage.
2. District Technology and Educational Support Services: update Help Desk service provider with FAQs by faculty/students, access to Blackboard for all sections so faculty can provide student access to OER for online use or printing.
3. Librarian(s): training in the use of OU Campus Portal to develop and curate OER webpage for faculty and student use and printing.
4. Marketing: social media outreach.
5. Bookstore: post OER information on bookstore webpage to provide student access to low cost OER materials.

**Facility Requirements**

1. Bookstore: space for OER information low cost hard copies.
2. Library: space in the Reserve Desk section for OER information/OER hard copies for check out.
3. Student Life: use of computer lounge for student access to OER.
4. Computer Lab: use of computers for student access to OER.
5. DSPS: facility use to assist disabled students using OER.
6. Professional Development: access to campus classrooms/facilities for OER workshops.

**Policy Requirements**

1. Review existing Board and Administrative Policies regarding OER, curriculum development, and academic freedom.

**Resource Requirements**

The following district/college areas will provide services to implement some of the objectives of this plan. Costs are embedded within the existing college organization and annual college budget.

Professional Development – works with the Professional Development Committee to facilitate OER related professional development activities.

Librarian(s) and Support Staff- staff the Reserve and Reference Desks to provide student access to OER materials.

IT Web Developers - provide technological resources regarding OER.

Help Desk – provide technological support regarding OER.

District Print Services – provide access to free hard copies of OER for faculty use.

**Total Grant Request: \$31,000.00**

**Attachments:** Projected Cost Savings for Proposed Courses, TACC Responsibilities, Academic Senate Textbook Affordability Resolution

**Meeting:** **Facilities Analysis Discussion in Valley College Council** **Date** May 11, 2016  
AD/SS, Room 207, 2:17-3:00 PM

**Project:** **San Bernardino Community College District  
Educational & Facilities Master Plans Preparation**

**Project #** 5007-008-000

**Present:** *for the facilities master planning discussion*  
**Susan Bangasser**, Dean, Science, San Bernardino Valley College  
**Lorrie Burnham**, Faculty, Biology, San Bernardino Valley College  
**Marco Cota**, Dean, Counseling, San Bernardino Valley College  
**Debra Gallagher**, Administrative Assistant, Office of the President  
**Jeremiah Gilbert**, Academic Senate President, San Bernardino Valley College  
**Rania Hamdy**, Professional Development Coordinator, San Bernardino Valley College  
**Leticia Hector**, Faculty, Speech, San Bernardino Valley College  
**Rick Hrdlicka**, Director, Campus Technology Services, San Bernardino Valley College  
**Henry Hua**, Interim Vice President, Instruction  
**Celia Huston**, Non-instructional Faculty, Library, San Bernardino Valley College  
**Sheri Lillard**, Faculty, Chemistry  
**Albert Maniaol**, Dean, Applied Technology, Transportation, Culinary Arts, San Bernardino Valley College  
**Rick Shabazz**, Vice President, Student Services, San Bernardino Valley College  
**James Smith**, Dean, Research, Planning, and Institutional Effectiveness, San Bernardino Valley College  
**Kay Weiss**, Dean, Arts & Humanities, San Bernardino Valley College  
**Sandra Kate**, Principal Educational Facilities Planner, HMC Architects  
**Sheryl Sterry**, Senior Educational Facilities Planner, HMC Architects

**Purpose of the Meeting:** For San Bernardino Valley College Council to hear and provide input regarding facilities development options and priorities. Due to the need to address council business, time available for the facilities master planning discussion was shorter than anticipated. Continuation of the discussion will be included in the agenda of a future College Council meeting.

**1 Welcome & Meeting Goals**

- A. The agenda and goals for the master planning discussion were reviewed.
  - 1. It was announced that the master planning process will extend into summer and fall 2016. At the conclusion of this meeting, input from College Council will be sought regarding the steps to involve the college in the process to review and approve San Bernardino Valley College's educational and facilities master plans.

## 2 Places on Campus

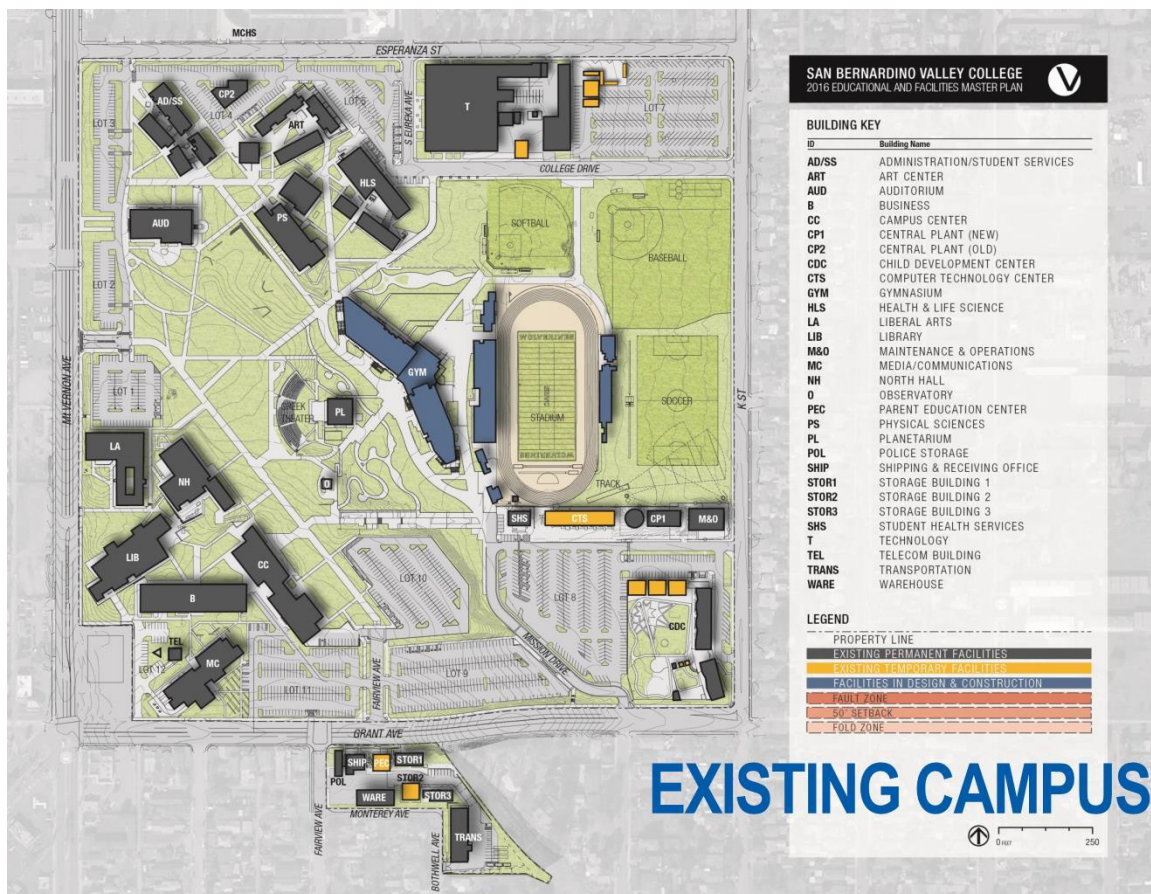
Photographs were shown of places on campus that could be improved through the development options that will be presented in today's meeting.

## 3 Needs & Challenges

Very briefly, the facilities needs and objectives were reviewed. The facilities planning process is being informed by the following: the analysis of existing campus conditions, quantified space needs that are based on the projected enrollment, and interviews with instructional and student services programs. In addition, the FMP recommendations will be linked to Valley College's Educational Master Plan as its strategic goals and objectives are developed further.

### A. The Analysis of Existing Campus Conditions

The analysis was presented and discussed with College Council on February 24, 2016. The graphic below shows the campus as it will be in 2017 when construction of the facilities shown in blue is complete.



B. Needs & Challenges from the 2009 Facilities Master Plan – presented to College Council on April 13, 2016. Although improvements have been made, these challenges are still relevant in 2016.

1. No Clear Front Door to the Campus
2. No Recognizable Edge to the Campus
3. Disparate Architectural Styles
4. No Hierarchy to Organize Buildings and Open Spaces



C. Review of Projected 2031 Space Needs - first presented at College Council on February 24, 2016.

1. Capacity Load Space Category Needs - Based on Title V space standards, the current and projected enrollment supports the building of additional lab, library, and instructional media space.

SPACE TYPE	2017 INVENTORY (ASF)	ADJUSTED INVENTORY* (ASF)	2031 SPACE NEEDS**	DIFFERENCE
Lecture	69,886	66,109	38,913	-27,196
Lab	133,182	133,182	208,742	75,560
Office	70,698	70,785	62,300	-8,485
Library	29,886	29,886	43,638	13,752
Instr. Media	6,577	6,577	12,168	5,591
Other	154,562	139,926	TBD	TBD
<b>TOTALS</b>	<b>464,791</b>	<b>446,465</b>		

\* Temporary buildings (Campus Tech. Svcs. (CTS), Portable Conf. Bldg., Portable Classroom, Parent Edu. Ctr., CDC Portables 8-9-10, CDC sheds 1-2, Storage 4 (old CD4), T-122, T-123, T-124) have been removed from 2017 inventory. Inactive offices in LA building considered re-activated.

\*\* Calculated from CCCCCO enrollment projection

2. "Other" Space Needs – The strategic plan, program interviews, and campus analysis indicate the potential need for additional space for assembly, exhibition, lounge, recreation, meeting, physical plant, and health services.

SPACE TYPE	2017 INVENTORY (ASF)	ADJUSTED INVENTORY* (ASF)	SPACE NEEDS
Athletic/Physical Ed.	45,236	44,339	
Assembly	18,373	18,373	Event & performance space
Exhibition	2,766	2,766	College/SB history & student work
Food Facilities	10,444	10,444	
Lounge	3,875	3,435	Student and faculty lounge
Recreation	627	627	Student recreation
Meeting	12,202	10,698	Meeting & collaboration
M&O / Physical Plant	21,393	19,703	Maintenance shops & storage
Health Service	693	693	Additional space
Inactive	1,215	0	
All Other	37,738	28,848	

3. Parking Need – the analysis indicates a current need for more parking that increases to 2031.

**EXISTING PARKING COUNT**

- On-campus: 1,506 stalls
- Swap meet (MOU): 414 stalls
- **TOTAL: 1,920 stalls**

YEAR	HEAD COUNT	STALL COUNT	RATIO	TARGET RATIO	TOTAL NEED	ADDITIONAL NEEDED WITH SWAP MEET	ADDITIONAL NEEDED WITHOUT SWAP MEET
2016	13,082	1,920	1 STALL / 6.54 HC	1 STALL / 6.00 HC	2,180	260	674
2021	14,040	1,920		1 STALL / 6.00 HC	2,340	420	834
2026	15,060	1,920		1 STALL / 6.00 HC	2,510	590	1,004
2031	16,145	1,920		1 STALL / 6.00 HC	2,691	771	1,185

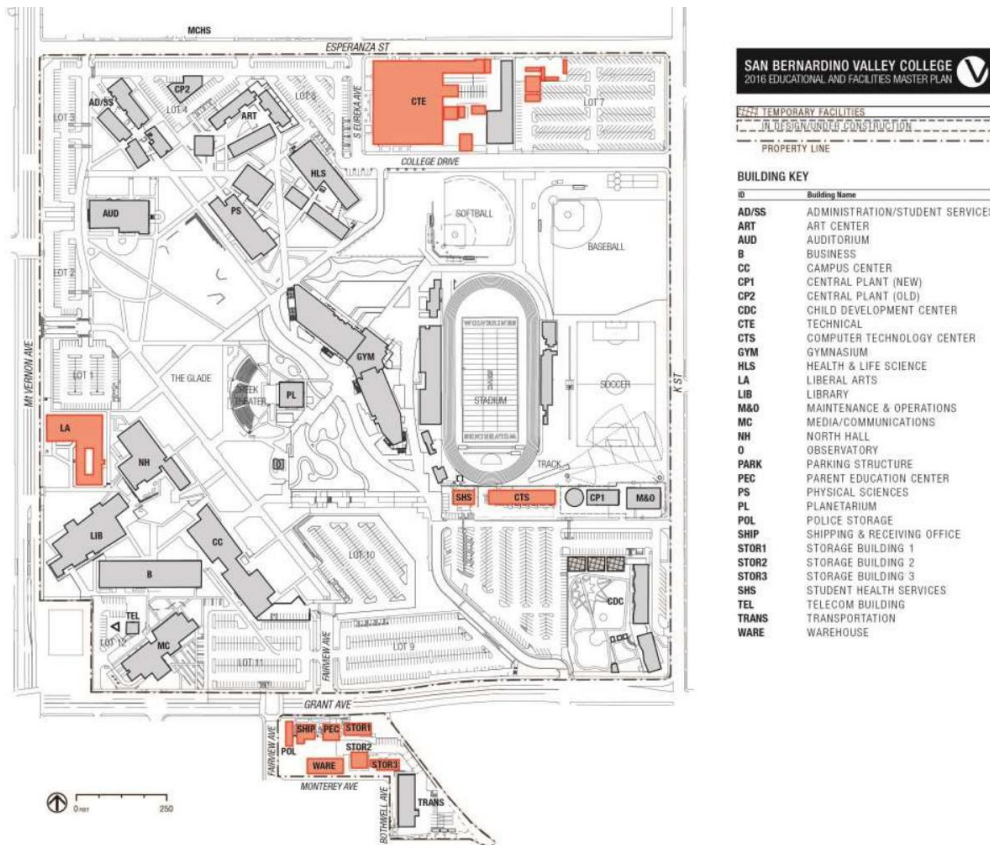
- D. Needs, issues, and challenges that were heard as recurring themes in the program interviews or were found through the analysis of existing facilities - first presented at College Council on February 24, 2016.
1. More classrooms and offices
  2. Flexible classrooms
  3. Appropriate instructional tools and equipment in classrooms
  4. Consistent design standards for classrooms
  5. Program-specific storage space
  6. Faculty offices near shared collaboration space
  7. A one-stop student services location
  8. Consistent/equitable delivery of learning resources & tutoring
  9. Dedicated open computer labs
  10. Current with technology and technology access
  11. Student study & gathering space
  12. More parking
  13. Safety & security on campus
- E. Planning objectives that represent best planning practices for developing the facilities master plan.
1. Align campus space with the educational priorities
  2. Maximize the physical space on campus
  3. Ensure a student-centered and friendly campus
  4. Develop student gathering spaces + activity zones
  5. Improve College visibility to the community
  6. Provide flexible + consistent + well-equipped instructional spaces
  7. Plan for future teaching and learning opportunities
  8. Showcase students' projects and successes
  9. Create faculty office space that encourages collaboration
  10. Continue sustainable campus development
  11. Address parking needs and alternative transportation
  12. Allocate resources to care for facilities
- F. Educational Master Plan Linkages to the Facilities Master Plan - The EMP process is not yet complete, but recommended directions are emerging. Draft linkages, which were discussed at the April 13, 2016 College Council meeting, will be developed following the completion of the EMP.
1. 2016 Educational Master Plan Directions
    - Balance resources—Transfer, CTE, & Basic Skills
    - Broaden the scope of CTE
    - Streamline the delivery of basic skills instruction

- Career paths reflect potential jobs with livable wages
  - Leadership in adult & non-credit basic skills & ESL instruction
2. Questions for College Council – What are the facilities planning implications for:
- Restructuring adult and non-credit education?
  - Offering more basic skills and ESL instruction?
  - Offering career pathways to address industry needs and to prepare students to earn livable wages?
    - Short-term direction: Which are the programs to be housed in the new Technical Building Replacement?

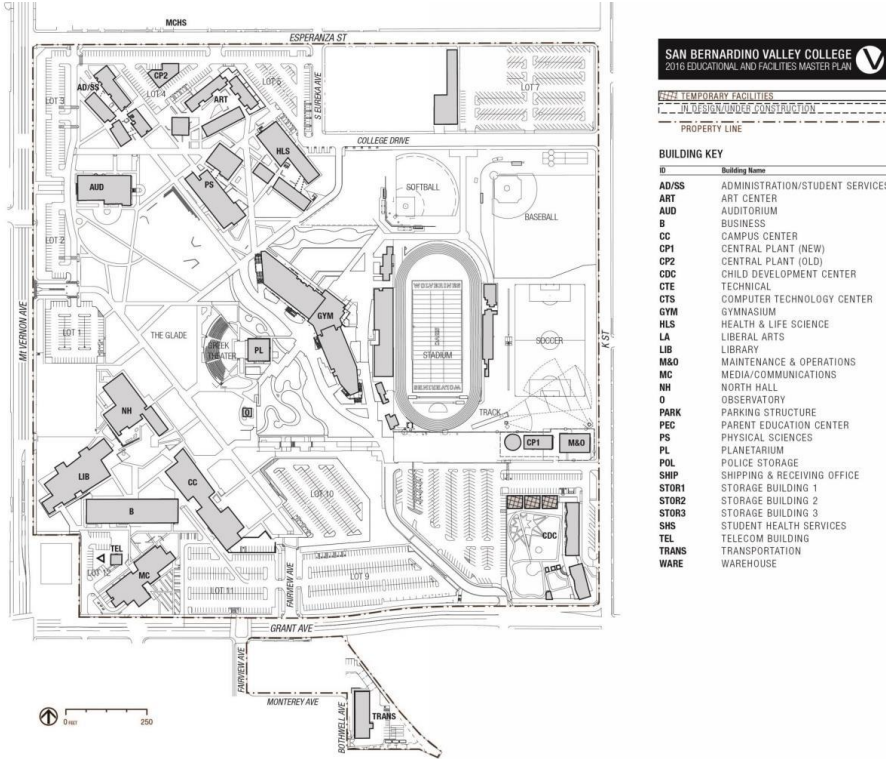
**4 Campus Concept**

A. Recommended Removal of Facilities – presented to College Council on April 13, 2016. Due to age, condition, and redevelopment opportunities, the following facilities are recommended for removal. In addition, temporary facilities will be replaced with permanent space.

1. Technical Building (not including the East Wing, which was recently renovated).
2. Liberal Arts Building
3. Campus Technology Services
4. Student Health Services
5. Buildings south of Grant Avenue (except for the Transportation Building) that house the Parent Education Center and college and district storage buildings.



B. The campus shown without the buildings that are recommended for removal.



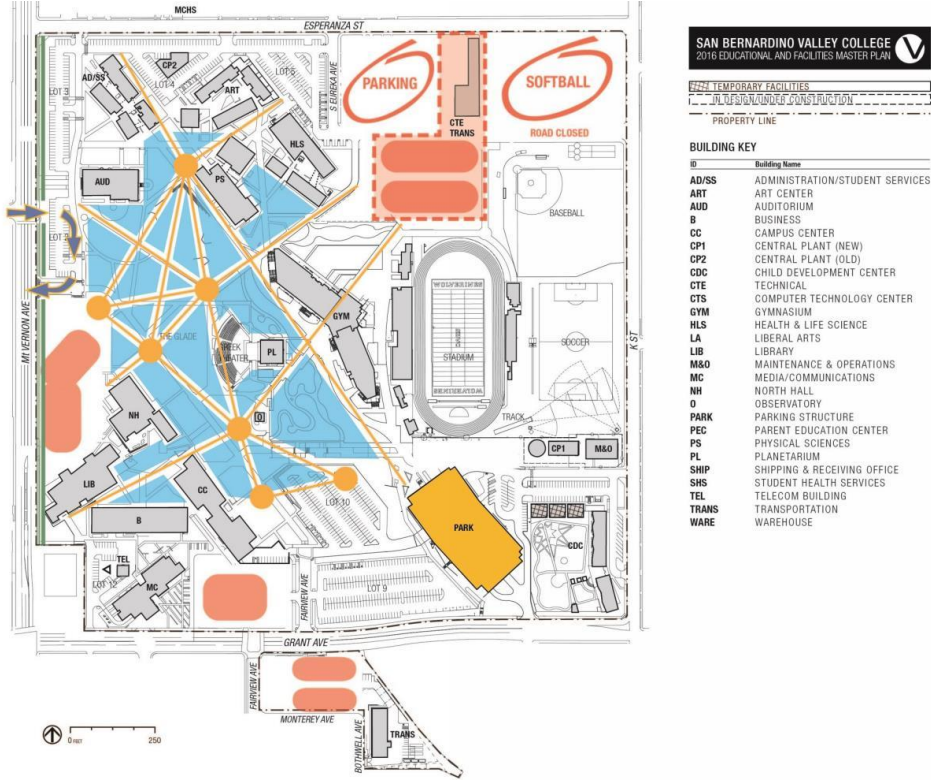
C. Areas of Opportunity – Removal of buildings opens areas for development opportunities.

- To address the need for a “Front Door” that improves the College’s visibility on Mt. Vernon Avenue,
- To provide a zone in which to develop instructional space for career pathways, and
- To address the current dire need for parking. The construction of a parking structure that has been designed is recommended. The parking structure is shown in yellow below.



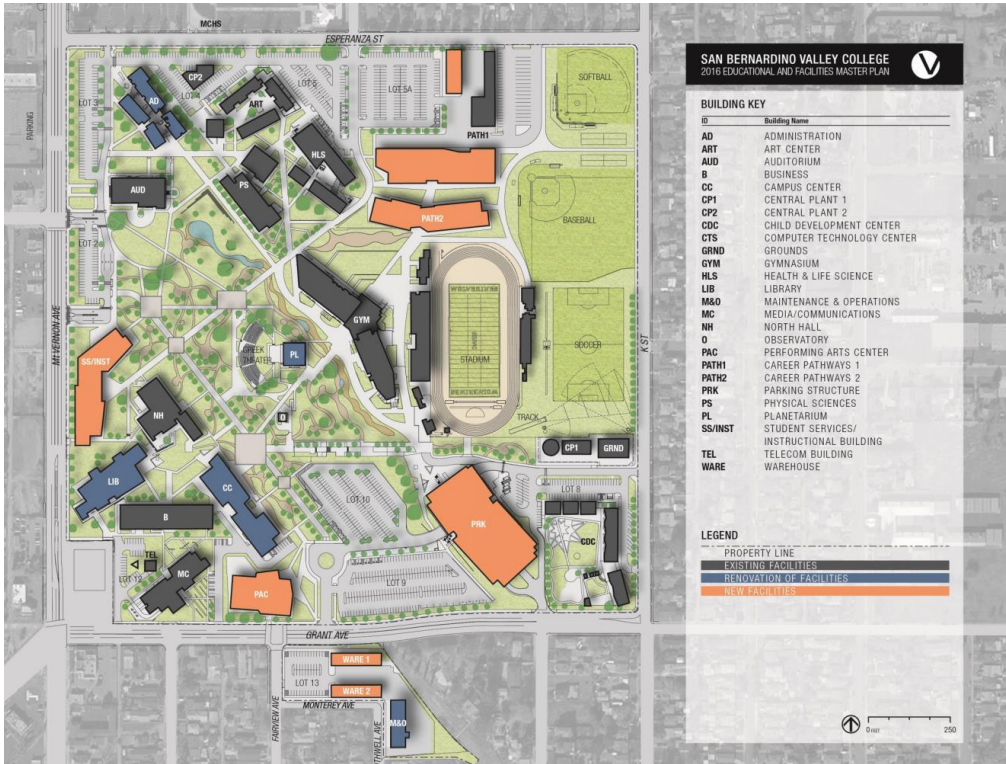
D. Preferred Campus Direction

In the April 13, 2016 meeting, College Council expressed their wished to explore the campus development opportunities that are summarized in the graphic shown below.



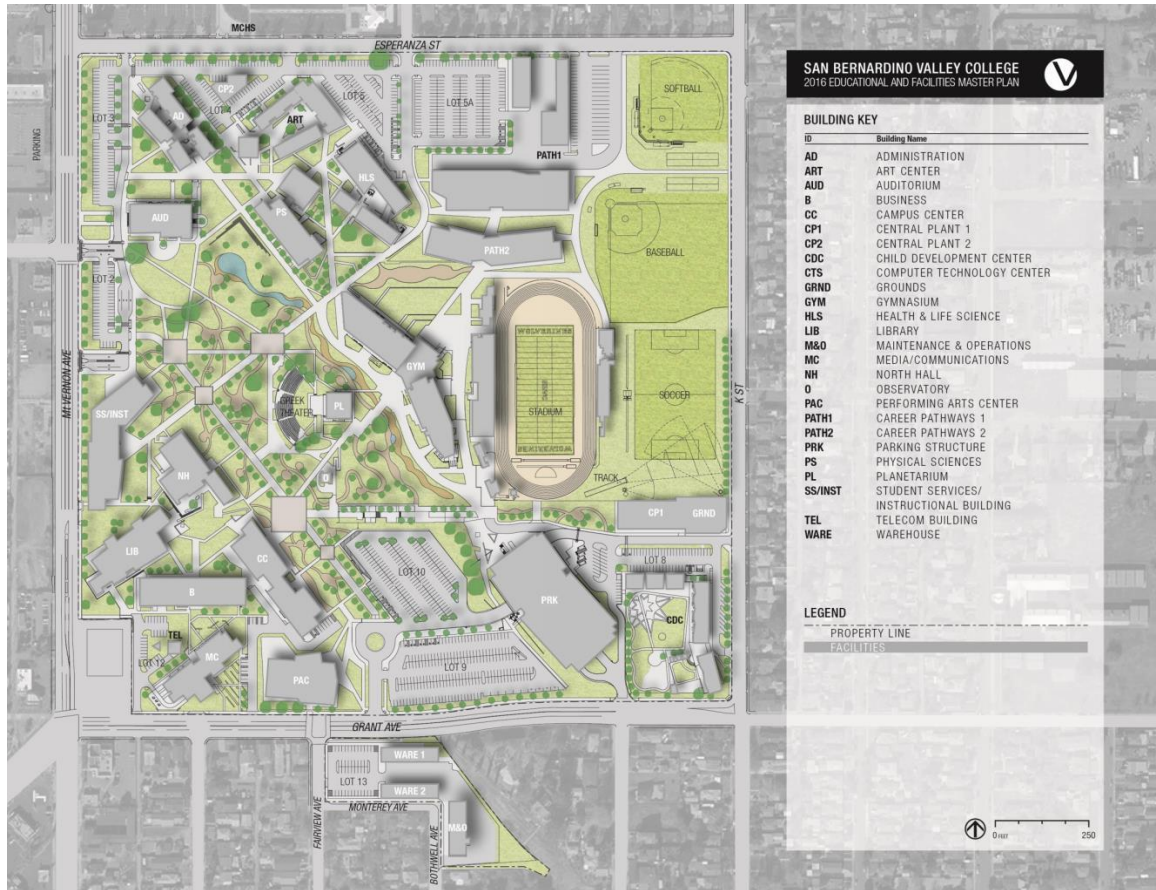
E. Draft Master Plan Concept

Based on the campus development opportunities shown above, the draft master plan shown below was developed. This plan represents a campus-wide, holistic approach to addressing the many needs and challenges that have been identified through the educational and facilities planning processes.



## 1. Outdoor Space Concept

Outdoor spaces would be developed to enhance the campus' identity and its sense of being a unique place. The recommendations build on the design of gardens that are being installed as part of the Gymnasium and Field project. This concept will be extended to The Glade and throughout the campus.



### a. Landscape Concept

The concept uses low maintenance, drought-tolerant landscaping that meets the state's requirement to reduce irrigation water use by at least 25%. Opportunities would be sought to integrate instructional content and outdoor classrooms, as exemplified by the Biology Teaching Gardens that are being built and are shown below.

Native riverine environments are modeled in a creek bed that winds pass the Gymnasium and will be extended into The Glade to find its destination in a pond among the oak trees. These features would serve a double-duty by helping to manage storm water on the campus. These elements inspires the natural flowing feel that underlies the design concept.

Plazas and gathering spaces of a variety of sizes and scales would be developed at nodes that recall the location and functions of original campus buildings. Areas paved with decomposed granite or other materials would support many uses, such as outdoor dining and events, or define outdoor living rooms that would welcoming students and employees.

Larger paths would link destinations across the campus. Smaller, winding paths would bring walkers through the garden environments at a slower pace. Large trees will be preserved and many more trees would be planted to create shade.

## Gymnasium Garden Concept – by EPT Design

### LEGEND

- ① *Alder rhombifolia*  
White Alder
- ② *Cercidium x 'Desert Museum'*  
Thornless Palo Verde
- ③ *Ginkgo biloba 'Autumn Gold'*  
Ginkgo Tree
- ④ *Pinus canariensis*  
Canary Island Pine
- ⑤ *Platanus racemosa*  
California Sycamore
- ⑥ *Quercus agrifolia*  
Coast Live Oak
- ⑦ *Sequoia sempervirens*  
Coast Redwood



### Design Development Plan

(03/17/14)

SBVC Gymnasium  
San Bernardino, CA

Prepared for:  
San Bernardino Valley College  
March 2014



## Biology Teaching Garden

### LEGEND

- ① *Alder rhombifolia*  
White Alder
- ② *Calocedrus decurrens*  
Incense Cedar
- ③ *Cercidium x 'Desert Museum'*  
Thornless Palo Verde
- ④ *Cercis occidentalis*  
Western Redbud
- ⑤ *Chilopsis linearis*  
Desert Willow
- ⑥ *Ginkgo biloba 'Autumn Gold'*  
Ginkgo Tree
- ⑦ *Juniperus californica*  
California Juniper
- ⑧ *Pinus canariensis*  
Canary Island Pine
- ⑨ *Pinus edulis*  
Pinyon Pine
- ⑩ *Pinus halepensis*  
Aleppo Pine
- ⑪ *Platanus racemosa*  
California Sycamore
- ⑫ *Quercus agrifolia*  
Coast Live Oak
- ⑬ *Sequoia sempervirens*  
Coast Redwood

### ⑭ Mesozoic Garden

- Atropis australis*  
Australian Tree Fern
- Cycas revoluta*  
Sago Palm
- Polystichum munitum*  
Sword Fern

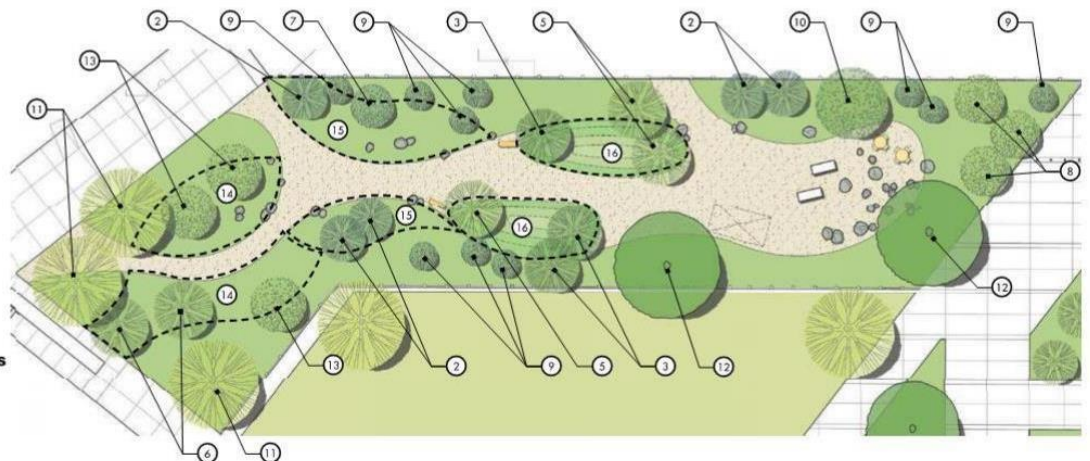
### ⑮ Dry Woodland Zone

- Artemisia tridentata*  
Great Basin Sagebrush
- Encelia farinosa*  
Britchbush
- Eriogonum fasciculatum*  
California Buckwheat
- Larrea tridentata*  
Creosote Bush
- Salvia mellifera*  
Black Sage

### ⑯ Desert Habitat

- Agave spp
- Aloe arborescens*  
Torch Aloe
- Azulepis subulata*  
Desert Milkweed
- Crassula arborescens*  
Silver Dollar Plant
- Crassula avata*  
Jade Plant
- Dudleya brittanii* (green form)  
Chalk Dudleya

- Dudleya cymosa*  
Livesaveer
- Echinocactus grusonii*  
Golden Barrel Cactus
- Echinopsis huascha* (red)  
Red Torch Cactus
- Ferocactus cylindraceus*  
California Barrel Cactus
- Fouquieria splendens*  
Ocotillo
- Hesperaloe parviflora*  
Red Yucca
- Yucca spp.



### Biology Teaching Gardens

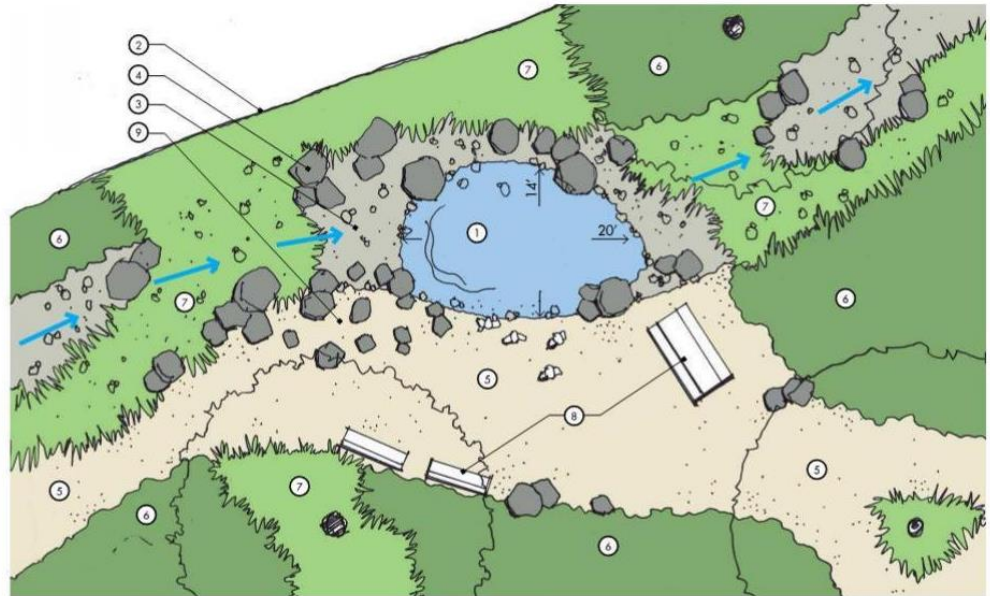
SBVC Gymnasium  
San Bernardino, CA

Prepared for:  
San Bernardino Valley College  
March 2014

### Creek bed and pond

#### LEGEND

- ① Natural Pond with Concrete Liner and Crushed Stone Bottom
- ② Concrete Boardwalk Edge at Gymnasium
- ③ Dry Stream Bed with Cobble and Crushed Stone
- ④ Boulder, 2' to 4'
- ⑤ Decomposed Granite Path
- ⑥ Spreading Groundcover
- ⑦ Low Grasses with Accent Plantings
- ⑧ Bench and Picnic Table Seating
- ⑨ Informal Boulder Seating

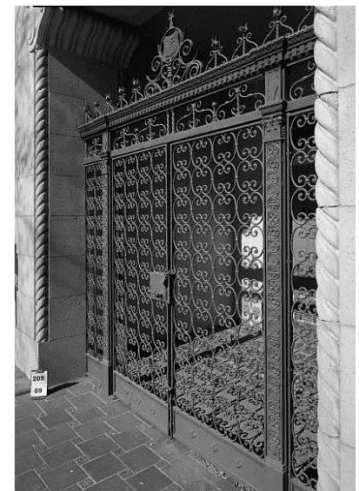
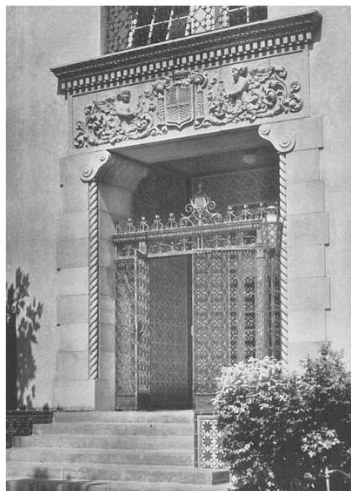


#### b. Incorporating Art

There is the opportunity to bring in public art and student art and feature them in outdoor spaces.

#### c. Saluting the Past

Valley College's history would be highlighted and honored as one of the instructional themes. There is an opportunity to incorporate architectural elements of the Mission Revival style that have been saved from the original campus buildings.



**Saved architectural elements**



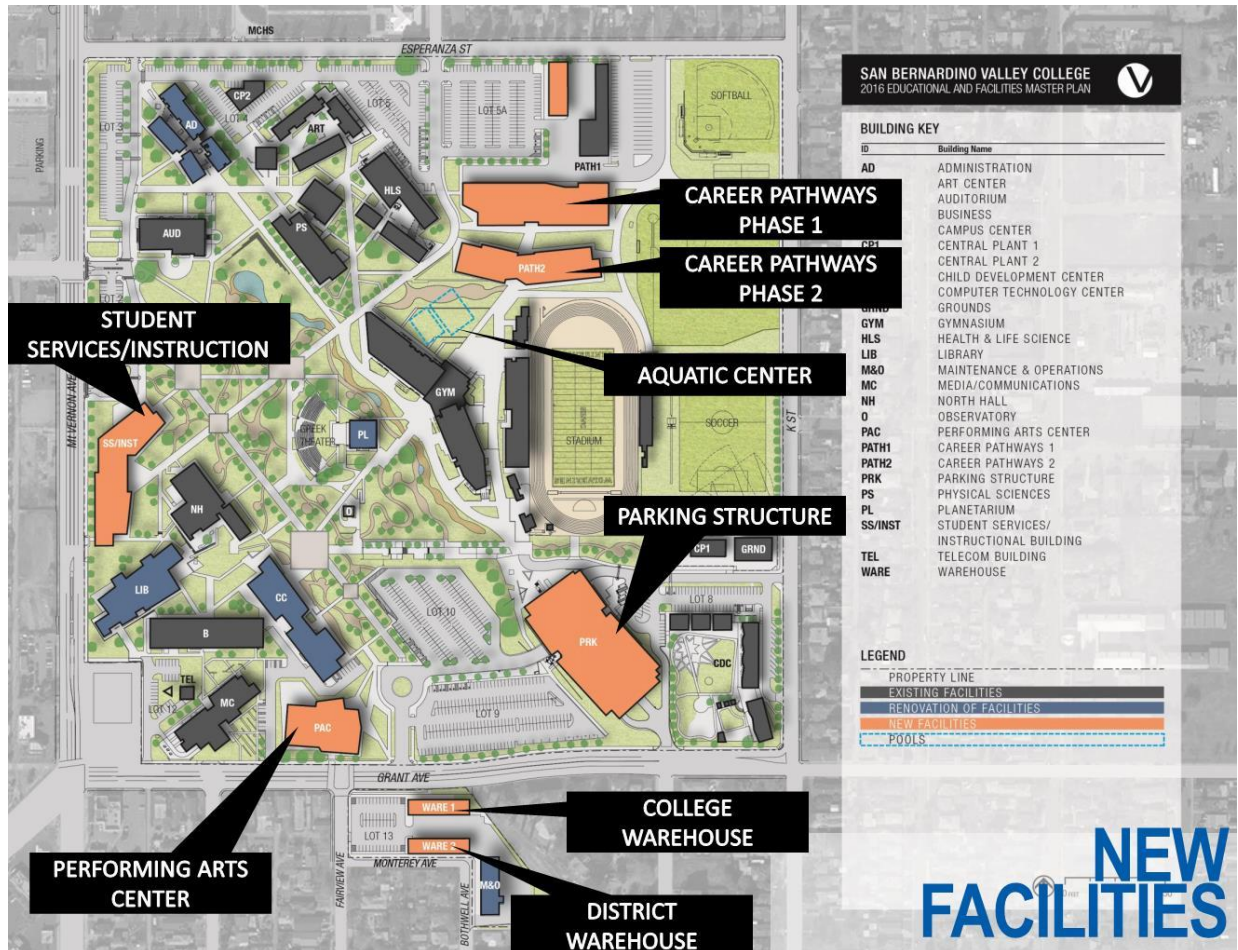
➤ Discussion:

- The Biology Learning Gardens are designed for instructional use and as an attractive gathering place.
- There is a need for a shaded outdoor space for 200 people seated at tables. A shade structure should be considered.
- Does the gym garden design use water elements? How does that fit into the state's water conservation requirements?
  - The riverine environments in this area are often a combination of dry rock creek beds and wet areas. The garden concept presents the opportunity to focus on storm water management.
- The potential to attract homeless people should be considered. They may wish to bath in water features.
- Will the gardens be used for instruction as well? Seating areas of all sizes are needed. Large rocks could be used for informal seating that is in keeping with the natural environment.
  - Yes there are many opportunities for learning as exemplified by the Biology Learning Gardens.
- The image of the curving orange planter walls are an attractive way to evoke water without using water.
- The small garden shade structures in the images are worth emulating.

## 5 List of Recommended Projects

Projects in the following categories are proposed. See the attached Draft Facilities Master Plan Project List, dated May 11, 2016, which was distributed to the College Council members.

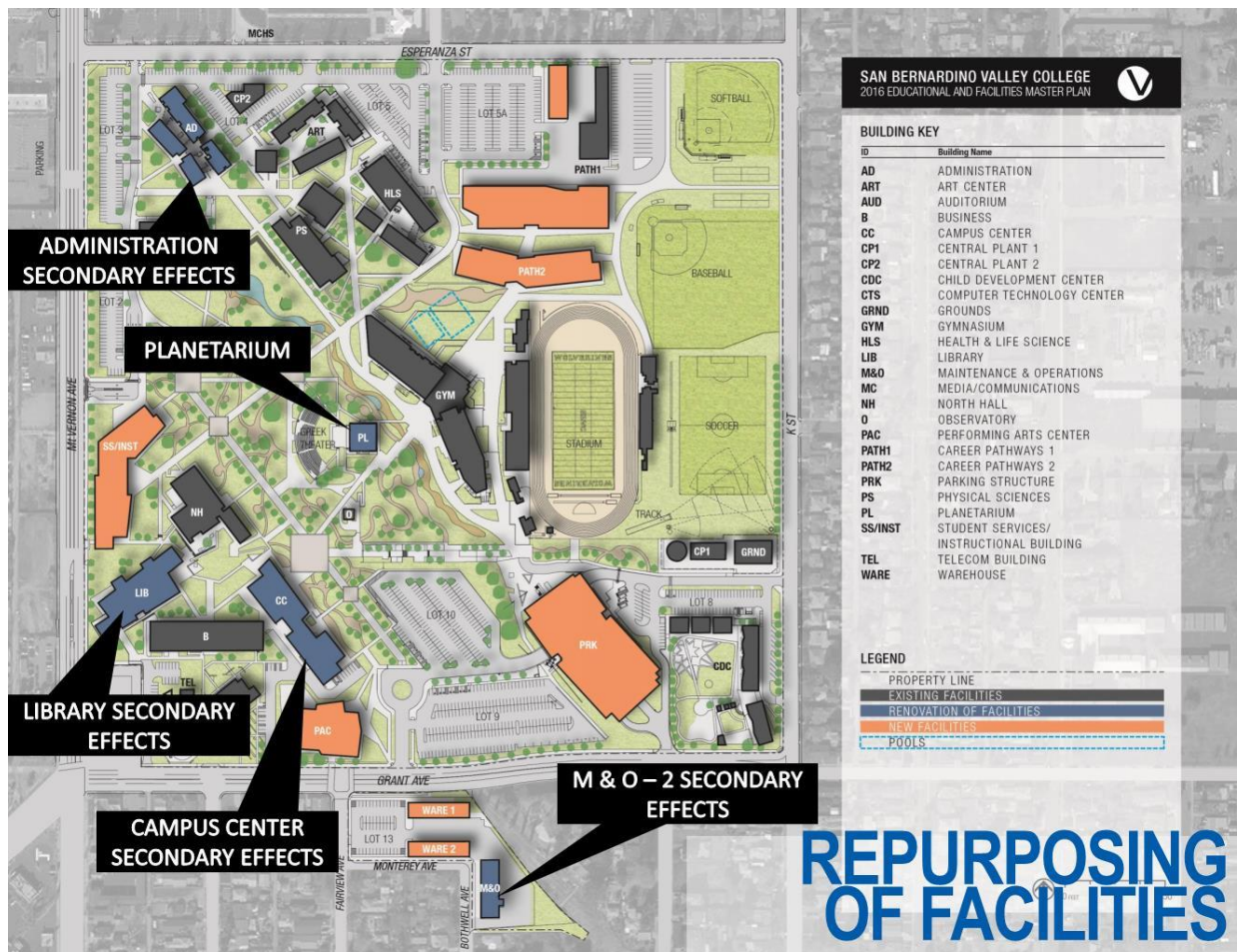
### A. New Facilities



1. South Parking Structure – This project has been designed and reviewed by the Division of the State Architect (DSA). It would accommodate more than 1,200 parking stalls and would help to address the need for parking up until 2031.
2. Career Pathways Building, Phase 1 – Replaces the Technical Building, with the exception of the eastern wing that was recently renovated. Phase 1 and 2 are located for adjacency and good connectivity with the HLS, PS, and other existing instructional buildings. These facilities would be well located to address the current and projected need for additional instructional lab and tutoring space and support an expanded definition of career pathways.
3. Student Services & Instructional Building – Replaces the Liberal Arts Building. Provides a one-stop student services center to welcome students at the campus' front door. Provides space to expand open computer labs, tutoring, S.I., and library space near the existing Library. Provides a new Professional Development Center and space for faculty to gather and collaborate. Replaces the existing classroom space and office space in the Liberal Arts Building. Provides additional lab space to help meet the projected need for more lab space. The proposed building is placed closer to Mt. Vernon Avenue where it would be highly visible to the community and it creates a student-centered, family-friendly courtyard that opens onto The Glade.
4. Career Pathways Building, Phase 2 – Addresses the projected need for additional instructional lab space for expanding existing programs and accommodating new programs.

5. College Warehouse – Replaces aged and inadequate buildings with purpose-built storage space.
6. District Warehouse – Replaces the aged and inadequate District warehouse and shipping office..
7. Option: Performing Arts Center – The need for this facility would be determined through the educational planning process. This location provides for performance space for dance and theatre arts, although the size of the site area will likely not accommodate dance studios.
8. Option: Aquatic Center – The need for this facility will be determined through the educational planning process. If constructed, the Biology Teaching Gardens would likely be reduced or would need to be reconfigured.
9. Location for future North Parking Structure with option for rooftop tennis courts – It is likely that changes in how we commute and how instruction is delivered will affect the future demand for parking. The need for a second parking structure will be determined in a future FMP and thus the current FMP should plan for a location should one be needed. Until then, the location on Esperanza Street is shown as a surface parking lot. This plan accommodates the option to use a portion of the upper-most deck for tennis courts, should this be supported by the EMP.

**B. Repurposing and Renovation of Facilities**



1. Transportation Building – After the Diesel program is moved to the Career Pathways Building, Phase 1, this building would be repurposed to house needed maintenance and operations space.
2. Administration Building – After student services offices move to the Student Services & Instructional Building, the vacated space could be repurposed to house Campus Technology Services. This location would better support collaboration with faculty and provide room for

growth. The vacated space would also house the College Foundation office, Publicity and Marketing office, additional meeting space, and, possibly, the Student Health Center.

3. Campus Center – After student services, foundation, and marketing offices move out of the Campus Center, the vacated space would be repurposed to provide more space for student life, such as student lounge and recreation space.
  4. Greek Theater and Planetarium – The Planetarium is in need of a comprehensive renovation to maintain its functionality and accessibility and repurpose space that has been used most recently as swing space for other projects.
  5. Library – As time passes, there will be an increasing need to update the Library to keep current with the delivery of learning resources and instructional support services. Changes could be made to create a strong connection to expanded library and tutoring space in the Student Services & Instructional Building. Space could be provided to archive and exhibit its Valley College and local San Bernardino history collection.
- C. Campus-wide Projects – to be discussed at a future meeting
1. Learning Environment Upgrade
  2. Enriched Outdoor Environment Upgrades
  3. Circulation & Accessibility Upgrades
  4. Security & Safety Upgrades
  5. Ancillary Logistical & Infrastructure Projects
- D. Exploration of Future Options – to be discussed at a future meeting
1. Aeronautics Program at the San Bernardino International Airport
  2. 8<sup>th</sup> Street Building in Downtown San Bernardino
  3. Others?
- Discussion:
- In the April 13, 2016 meeting, the Planning Team was asked to explore the area around the Auditorium for space to build dance and theatre arts labs. Due to the proximity of the fault zone, there is very little space around the Auditorium in which to build.
  - Will there be adequate parking near the Student Service & Instructional Building? Can more parking be built in The Glade?
  - Does the Student Service & Instructional Building replace the offices and instructional spaces in the Liberal Arts Building?
    - Yes, the existing classroom and office space would be replaced and additional, library, and instructional media space would be build.
  - Due to the limited time available, the discussion of facilities projects and the exploration of future options will be continued at a future date to be determined.

## 6 Project Priorities

Due to the limited time available, the discussion of project priorities was postponed to a future date to be determined.

## 7 Next Steps

- A. Today's College Council discussion is the final scheduled meeting. Additional master planning meetings and activities will be scheduled.
- B. The Planning Team is preparing drafts of the EMP and FMP documents that are meant to be reviewed, discussed, and revised as needed when faculty and staff return for the fall term. The decision was made to prepare the drafts now, not to avoid input by Valley College's constituencies, but to prepare for vigorous discussions that will be based on the documented analyses and recommendations.
  1. Educational Planning
    - May 19, 2016 draft EMP (all chapters) to be issued
  2. Facilities Planning
    - July 2016 draft FMP to be issued
- C. College Council was asked about steps and activities needed to involve college stakeholders in the process to review, revise, and, ultimately, to produce plans that have the buy-in and approval of the College community.
  - Discussion:
    - Rick Shabazz – An all-campus meeting should be held. The forum presentation on In-service day last fall was not done well, for reasons that won't be detailed now. But time is needed for a big, inclusive meeting for the college community.
    - James Smith and Rania Hamdy – I liked the April 13, 2016 presentation to College Council, which was dedicated to the facilities master plan discussion and did not cover regular council business. Separate meetings are needed for the master plan discussions—a series of meetings—well facilitated meetings—with stakeholders and also other groups.
    - Rick Shabazz – This discussion is important and deserves a facilitated retreat of one to two day's duration. Invitations should be sent out well ahead of time so that people can plan to participate. Department chairs, deans, and also committee chairs should be invited.
    - Leticia Hector – A series of focused discussions should be held with each user group, such as faculty, etc.
    - Kay Weiss – But we are only having overall discussions now in College Council. The broader, focused discussions should be hosted by College Council, who would invite the participants. They could be held on a flex day or on most Fridays. This discussion affects us all.
    - James Smith – Dialogue with community members and board members should be included.
    - Rick Shabazz – HMC will talk to James Smith and Rania Hamdy to plan for fall activities.
    - James Smith – Valley College holds regular College/Community meetings that could be a venue for gathering input from the community.

*The above notes document our understanding of items discussed in the above-referenced meeting. Unless notice to the contrary is received, the notations will be considered acceptable and HMC will proceed with work based on these understandings. Any discrepancies should be brought to our attention within seven (7) working days of receipt*

Submitted by,

A handwritten signature in black ink, appearing to read "Sheryl Sterry". The signature is stylized and cursive.

Sheryl Sterry  
Senior Educational Facilities Planner, HMC Architects  
Sheryl.Sterry@hmcarchitects.com

**Attachments:** Draft Facilities Master Plan Project List, dated May 11, 2016

**Cc:** Glen Kuck, Gloria Fisher, and Scott Stark for San Bernardino Valley College distribution  
Keith Wurtz for SBCCD distribution and posting  
Shaun Blaylock, Kevin Fok, Lorna Harris, Bobby Khushal, Allene Timar (ALMA Strategies)  
Matt Kurtz (Snipes-Dye)  
Eera Baktiwale, Kimberly Bascos, Michael Bernal, Brad Glassick, Sandy Kate, Brett Leavitt, Ken Salyer (HMC)

**File:** N:\Projects\5007 SBCCD\008-000 Master Planning (1)\05-MM\01. MI\2016-05-11\_SBVC-Options2\SBVC-Options2MM\_05-11-2016.docx

**Date** May 11, 2016-rev1

**Meeting** San Bernardino Valley College – Master Planning College Council Workshop

**Subject** Draft Facilities Master Plan Project List

- REMOVAL:
  - Technical Building (does not include the East Wing)(includes portable “T” classrooms)
  - Liberal Arts Building
  - Campus Technology Services (CTS) Portable Buildings & CTS Classrooms
  - Student Health Center
  - Police Storage Building
  - Shipping/Receiving Building
  - Parent Education Center
  - Storage Building 1
  - Storage Building 2
  - Storage Building 3
  
- RENOVATION / REPURPOSING:
  - Transportation Building – repurpose Diesel program space for:
    - Maintenance & Operations
  
  - Administration/Student Services – repurpose student services space for:
    - Campus Technology Services
    - Marketing and Public Relations
    - College Foundation
    - Parent Education Center
  
  - Campus Center - selective secondary effects renovations to repurpose student services, marketing/p.r., and foundation space into additional space for student life and activities
  
  - Greek Theater & Planetarium - repurpose inactive swing space to support planetarium functions and Greek Theater performances
    - Seismic upgrades
    - Accessibility upgrades
    - Building finishes and systems upgrade
    - Furniture, fixtures, and equipment (FF&E) upgrade
  
  - Library - selective secondary effects renovation and modifications to keep current with delivery of learning support and resources
    - *Option: Expand open computer labs*
    - *Option: Archives for college and local history and special collections*
    - *Option: Reactivate the Café*

- NEW CONSTRUCTION:
  - South Parking Structure
    - Solar PV
    - Electric car charging stations
  - Technical Building Replacement (new name: Career Pathways Building (Phase 1)?)  
Support existing CTE programs, new programs, and programs included in the expanded scope of career technical education
    - Labs (replace space in the Technical Building and accommodate current needs and near-term growth)
    - Offices (replace space in the Technical Building)
    - *Option: Tutoring, student support, and collaboration space*
  - Liberal Arts Replacement (new name: Student Services/Instructional Building?)
    - Student services one-stop
      - Replace student services space in AD/SS, Campus Center, Liberal Arts, Student Health Services
      - Flexible space for grant-funded programs
      - Family-friendly Welcome Center
    - Academic support space, tutoring space, supplemental instruction space, open computer labs, and other library space to accommodate growth beyond available space in the Library Building
    - Professional Development Center and Faculty lounge/meeting space
    - Classrooms (replace space in Liberal Arts)
    - Labs (replace space in Liberal Arts and accommodate growth)
    - Assembly space (replace LA-100)
    - AV/TV
  - Career Pathways Building (Phase 2)  
Support new programs and programs included in the expanded scope of career technical education
    - Labs (accommodate long-term growth)
    - *Option: Tutoring, student support, and collaboration space*
  - College Warehouse
    - Replace Storage Buildings 1, 2, and 3 and the basement of the Shipping/Receiving Building
  - District Warehouse
    - Replace the Warehouse, Police Storage, and the upper floor of the Shipping/Receiving Building
  - *Option: Performing Arts Center*
    - *Theatre arts and dance performance space*
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  - *North Parking Structure – location for future structure*
    - *Option: Tennis Courts*



- CAMPUS-WIDE PROJECTS:
  - Learning Environment Upgrades
    - Update furniture, fixtures and equipment (FF&E) for instructional spaces
  - Enriched Outdoor Environment Upgrades

Improve edges to improve presence to the community. Improve the comfort and functionality of The Glade and other outdoor spaces for gathering, events, circulation, and sustainability.

    - Develop of new quads and courtyards
    - Provide campus-wide outdoor living lab improvements
      - Showcase college heritage
      - Provide furnishings and fixtures for student gathering & student life
      - Provide educational program-related features
      - Provide community and instructional gardens
      - Provide outdoor performance and event spaces
  - Circulation & Accessibility Upgrades
    - Improve campus vehicular entries
    - Provide passenger and transit loading zones
    - Provide additional bicycle parking and improve bicycle circulation
    - Provide electric car charging stations and other sustainable transportation upgrades
  - Security & Safety Upgrades
    - Provide CCTV Camera System
    - Provide Mass Notification System
    - Provide Access Control System
  - Ancillary Logistical & Infrastructure Projects
    - Provide temporary swing space for the LA Building Replacement
    - Coordinate the logistics of building occupant moves
    - Reprogram and integrate Mechanical/Electrical/Plumbing control systems
    - Build solar power projects
    - Expand the Central Plant
- EXPLORATION OF FUTURE OPTIONS:
  - Aeronautics Program at the San Bernardino International Airport
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# SAN BERNARDINO VALLEY COLLEGE 2016 EDUCATIONAL AND FACILITIES MASTER PLANS

COLLEGE COUNCIL WORKSHOP  
> EXPLORATION OF OPTIONS #2

MAY 11, 2016



EXPLORE  
OPTIONS

# AGENDA

- 01 > Welcome / Meeting Goals
- 02 > Places on Campus
- 03 > Foundation for Concept Approach
- 04 > Campus Concept
- 05 > Priorities
- 06 > Next Steps

EXPLORE  
OPTIONS

# 01 > WELCOME / MEETING GOALS



EXPLORE  
OPTIONS

# 02 > PLACES ON CAMPUS





EXPLORE  
OPTIONS

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EXPLORE  
OPTIONS

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EXPLORE  
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EXPLORE  
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EXPLORE  
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EXPLORE  
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EXPLORE  
OPTIONS

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EXPLORE  
OPTIONS

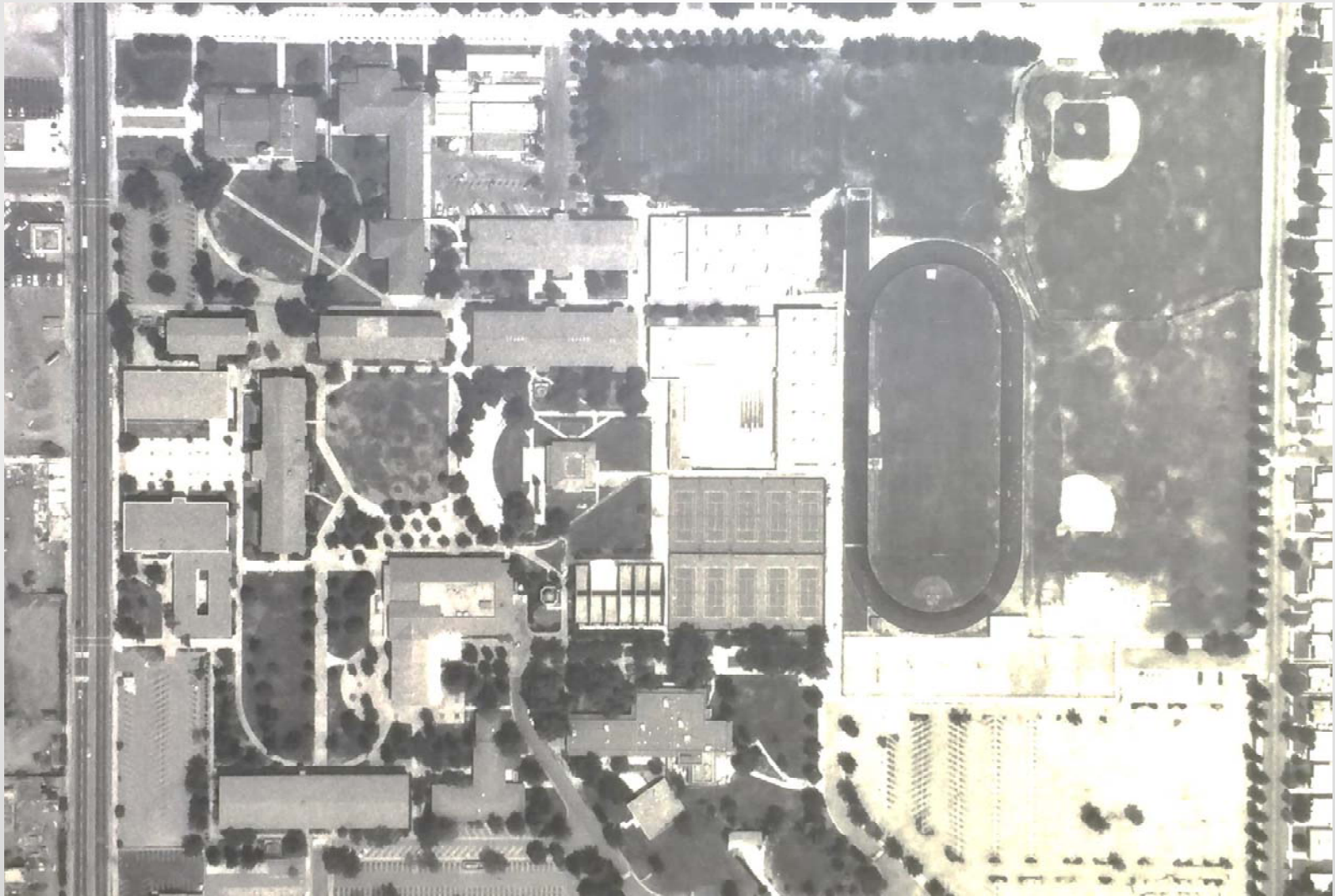
# 03 > FOUNDATION FOR CONCEPT





EXPLORE  
OPTIONS

# 03 > SALUTING HISTORY





**BUILDING KEY**

ID	Building Name
AD/SS	ADMINISTRATION/STUDENT SERVICES
ART	ART CENTER
AUD	AUDITORIUM
B	BUSINESS
CC	CAMPUS CENTER
CP1	CENTRAL PLANT (NEW)
CP2	CENTRAL PLANT (OLD)
CDC	CHILD DEVELOPMENT CENTER
CTS	COMPUTER TECHNOLOGY CENTER
GYM	GYMNASIUM
HLS	HEALTH & LIFE SCIENCE
LA	LIBERAL ARTS
LIB	LIBRARY
M&O	MAINTENANCE & OPERATIONS
MC	MEDIA/COMMUNICATIONS
NH	NORTH HALL
O	OBSERVATORY
PEC	PARENT EDUCATION CENTER
PS	PHYSICAL SCIENCES
PL	PLANETARIUM
POL	POLICE STORAGE
SHIP	SHIPPING & RECEIVING OFFICE
STOR1	STORAGE BUILDING 1
STOR2	STORAGE BUILDING 2
STOR3	STORAGE BUILDING 3
SHS	STUDENT HEALTH SERVICES
T	TECHNOLOGY
TEL	TELECOM BUILDING
TRANS	TRANSPORTATION
WARE	WAREHOUSE

**LEGEND**

---	PROPERTY LINE
█	EXISTING PERMANENT FACILITIES
█	EXISTING TEMPORARY FACILITIES
█	FACILITIES IN DESIGN & CONSTRUCTION
█	FAULT ZONE
█	50' SETBACK
---	FOLD ZONE

# EXISTING CAMPUS



# 03 > NEEDS + CHALLENGES

## > SAN BERNARDINO VALLEY COLLEGE EXISTING SPACE

SPACE TYPE	2017 INVENTORY (ASF)	ADJUSTED INVENTORY* (ASF)	2031 SPACE NEEDS**	DIFFERENCE
Lecture	69,886	66,109	38,913	-27,196
Lab	133,182	133,182	208,742	75,560
Office	70,698	70,785	62,300	-8,485
Library	29,886	29,886	43,638	13,752
Instr. Media	6,577	6,577	12,168	5,591
Other	154,562	139,926	TBD	TBD
<b>TOTALS</b>	<b>464,791</b>	<b>446,465</b>		

\* Temporary buildings (Campus Tech. Svcs. (CTS), Portable Conf. Bldg., Portable Classroom, Parent Edu. Ctr., CDC Portables 8-9-10, CDC sheds 1-2, Storage 4 (old CD4), T-122, T-123, T-124) have been removed from 2017 inventory. Inactive offices in LA building considered re-activated.

\*\* Calculated from CCCC enrollment projection

# 03 > NEEDS + CHALLENGES

## > SAN BERNARDINO VALLEY COLLEGE 2031 MASTER PLAN SPACE PROGRAM

SPACE TYPE	2017 INVENTORY (ASF)	ADJUSTED INVENTORY* (ASF)	SPACE NEEDS
Athletic/Physical Ed.	45,236	44,339	
Assembly	18,373	18,373	Event & performance space
Exhibition	2,766	2,766	College/SB history & student work
Food Facilities	10,444	10,444	
Lounge	3,875	3,435	Student and faculty lounge
Recreation	627	627	Student recreation
Meeting	12,202	10,698	Meeting & collaboration
M&O / Physical Plant	21,393	19,703	Maintenance shops & storage
Health Service	693	693	Additional space
Inactive	1,215	0	
All Other	37,738	28,848	

# 03 > NEEDS + CHALLENGES

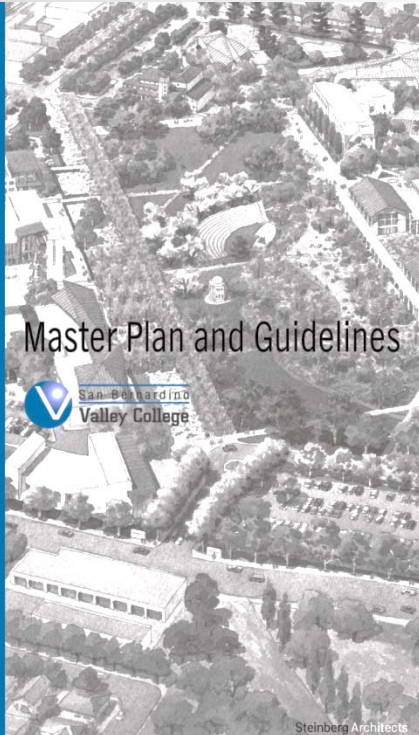
## EXISTING PARKING COUNT

- On-campus: 1,506 stalls
- Swap meet (MOU): 414 stalls
- **TOTAL: 1,920 stalls**

YEAR	HEAD COUNT	STALL COUNT	RATIO	TARGET RATIO	TOTAL NEED	ADDITIONAL NEEDED WITH SWAP MEET	ADDITIONAL NEEDED WITHOUT SWAP MEET
2016	13,082	1,920	1 STALL / 6.54 HC	1 STALL / 6.00 HC	2,180	260	674
2021	14,040	1,920		1 STALL / 6.00 HC	2,340	420	834
2026	15,060	1,920		1 STALL / 6.00 HC	2,510	590	1,004
2031	16,145	1,920		1 STALL / 6.00 HC	2,691	771	1,185

## > VEHICULAR CIRCULATION & PARKING

# 03 > NEEDS + CHALLENGES



## 2009 FACILITIES MASTER PLAN

- No clear Front Door
- No Recognizable Edge to the campus
- Disparate Architectural Styles
- No Hierarchy to organize buildings and open spaces

## 03 > NEEDS + CHALLENGES From Program Interviews

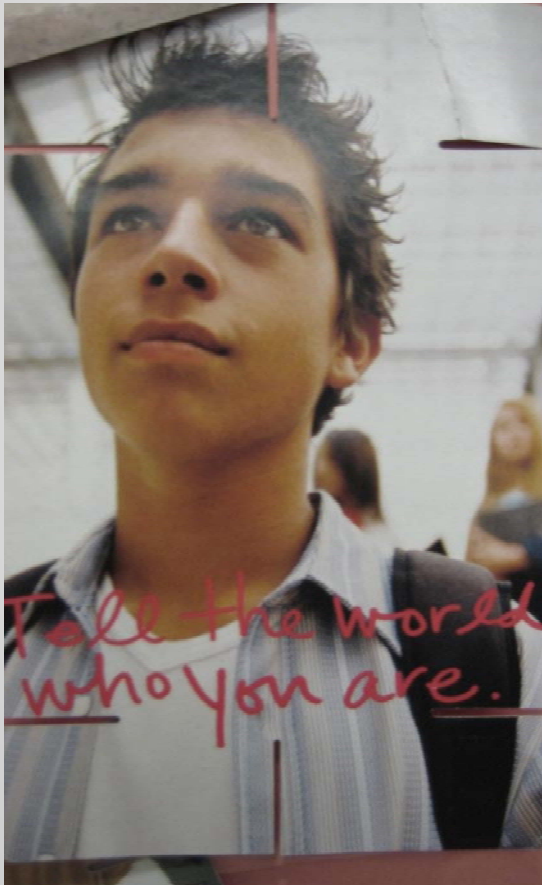
- More classrooms and offices
- Flexible classrooms
- Appropriate instructional tools and equipment in classrooms
- Consistent design standards for classrooms
- Program-specific storage space
- Faculty offices near shared collaboration space
- A one-stop student services location
- Consistent/equitable delivery of learning resources & tutoring
- Dedicated open computer labs
- Current with technology and technology access
- Student study & gathering space
- More parking
- Safety & security on campus

# 03 > NEEDS + CHALLENGES 2016 FMP OBJECTIVES

- Align campus space with the **educational priorities**
- **Maximize** the physical **space** on campus
- Ensure a **student-centered** and friendly campus
- Develop **student gathering** spaces + **activity** zones
- Improve College **visibility** to the community
- Provide **flexible+consistent+well-equipped** instructional spaces
- **Plan for future** teaching and learning opportunities
- **Showcase students'** projects and successes
- Create faculty office space that encourages **collaboration**
- Continue **sustainable** campus development
- Address the **parking** needs and **alternative transportation**
- Allocate resources to **care for facilities**



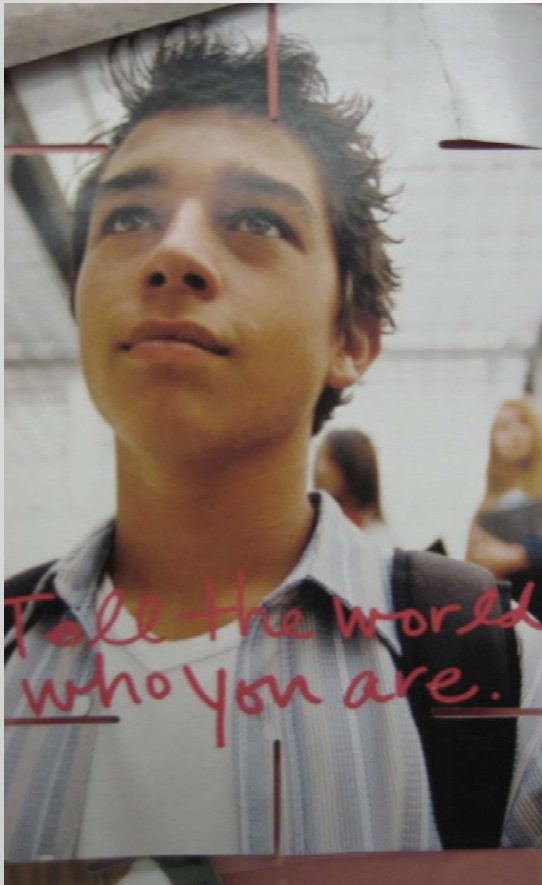
## 03 > NEEDS + CHALLENGES EMP LINKAGES



### 2016 EMP DIRECTIONS:

- Balance resources—Transfer, CTE, & Basic Skills
- Broaden the scope of career technical education
- Streamline delivery of basic skills instruction
- Career paths reflect potential jobs with livable wages
- Leadership in adult & non-credit basic skills & ESL instruction

## 03 > NEEDS + CHALLENGES EMP LINKAGES



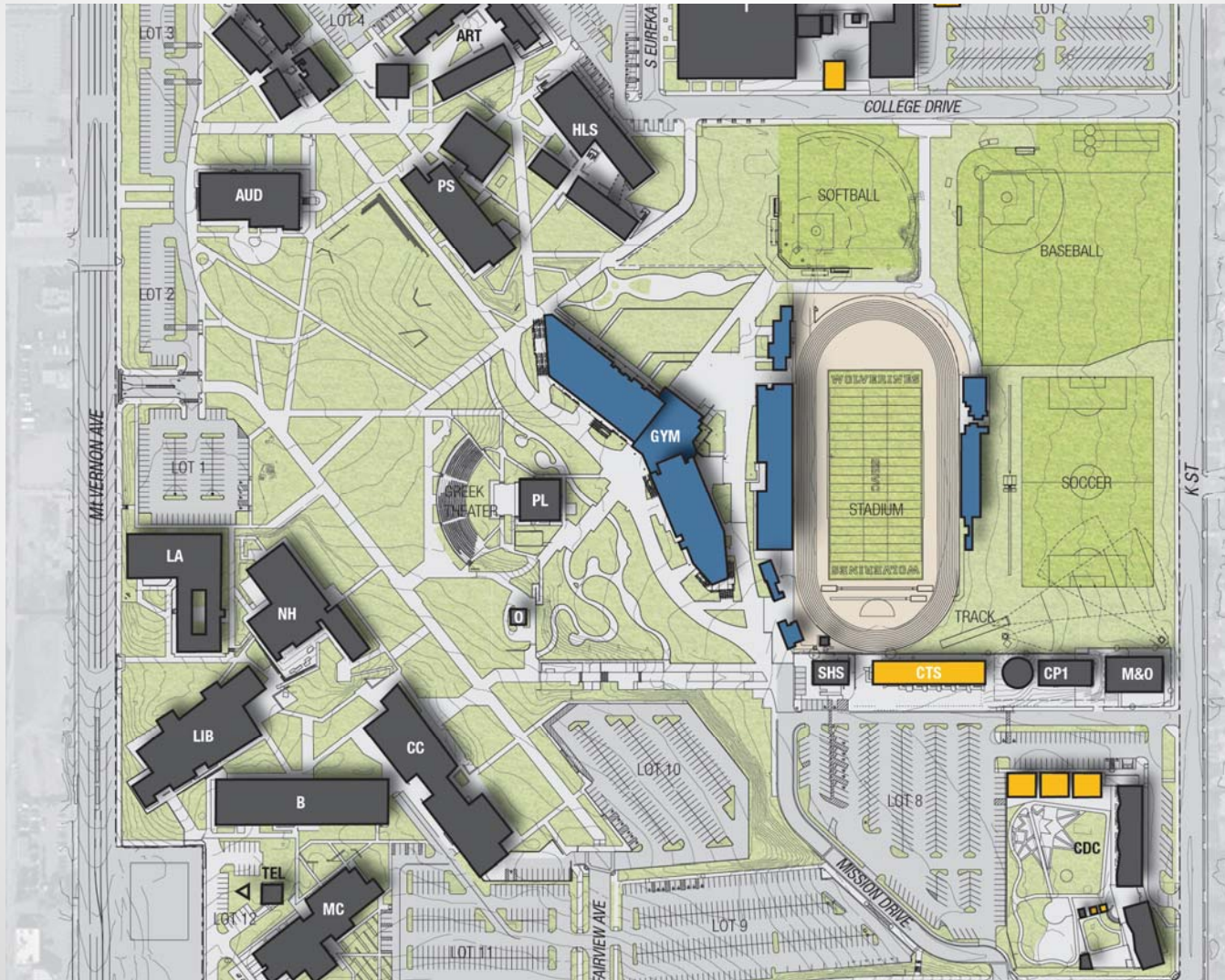
### QUESTIONS:

What are the facilities planning implications for:

- Restructuring adult and non-credit education
- Offering more basic skills and ESL instruction
- Offering career pathways to address industry needs and to prepare students to earn livable wages.
  - Short-term direction: Programs to be housed in the new Technical Building?

EXPLORE  
OPTIONS

# 04 > CAMPUS CONCEPT

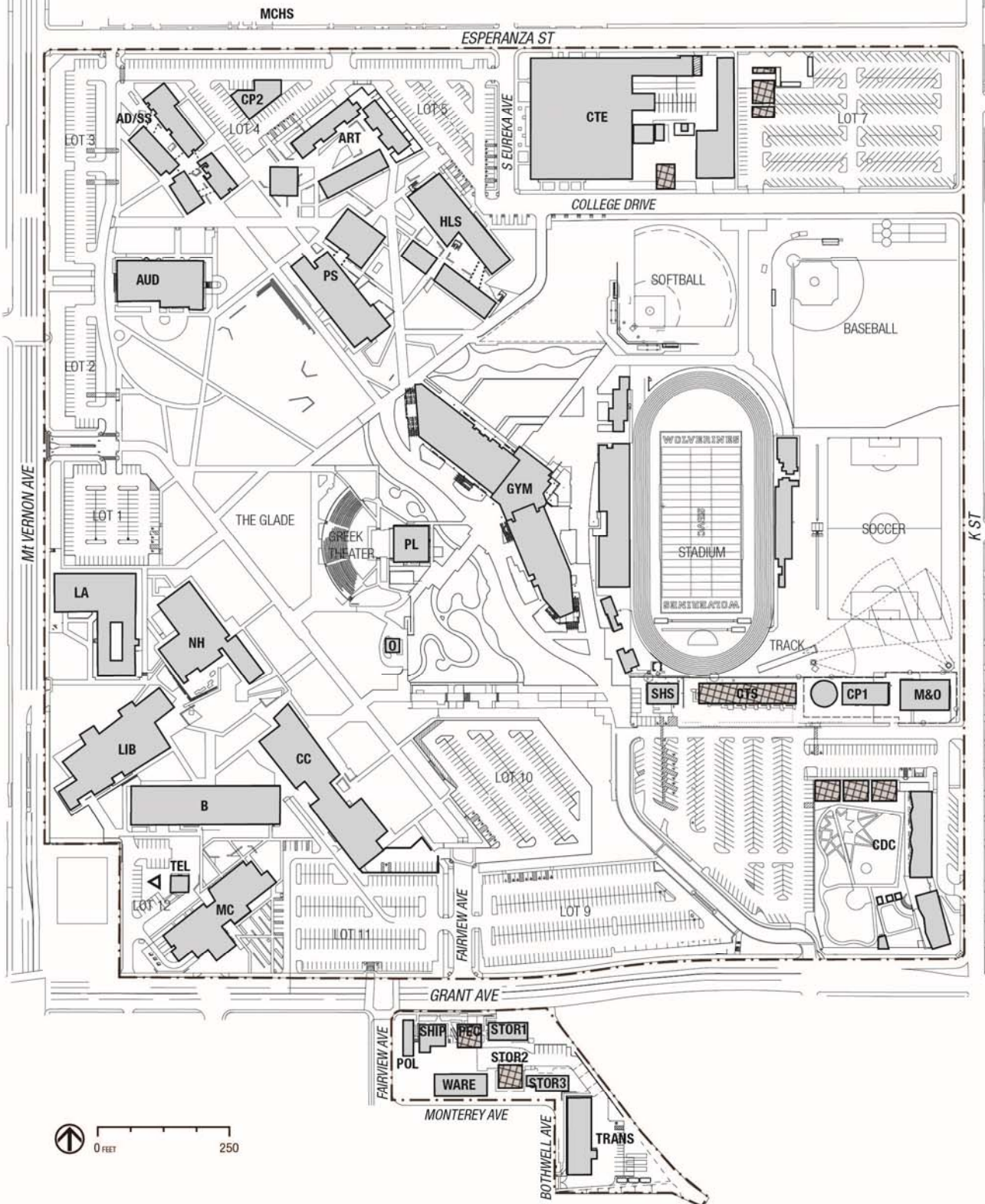


**SAN BERNARDINO VALLEY COLLEGE**  
2016 EDUCATIONAL AND FACILITIES MASTER PLAN



**BUILDING KEY**

ID	Building Name
AD/SS	ADMINISTRATION/STUDENT SERVICES
ART	ART CENTER
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CDC	CHILD DEVELOPMENT CENTER
CTE	TECHNICAL
CTS	COMPUTER TECHNOLOGY CENTER
GYM	GYMNASIUM
HLS	HEALTH & LIFE SCIENCE
LA	LIBERAL ARTS
LIB	LIBRARY
M&O	MAINTENANCE & OPERATIONS
MC	MEDIA/COMMUNICATIONS
NH	NORTH HALL
O	OBSERVATORY
PARK	PARKING STRUCTURE
PEC	PARENT EDUCATION CENTER
PS	PHYSICAL SCIENCES
PL	PLANETARIUM
POL	POLICE STORAGE
SHIP	SHIPPING & RECEIVING OFFICE
STOR1	STORAGE BUILDING 1
STOR2	STORAGE BUILDING 2
STOR3	STORAGE BUILDING 3
SHS	STUDENT HEALTH SERVICES
TEL	TELECOM BUILDING
TRANS	TRANSPORTATION
WARE	WAREHOUSE

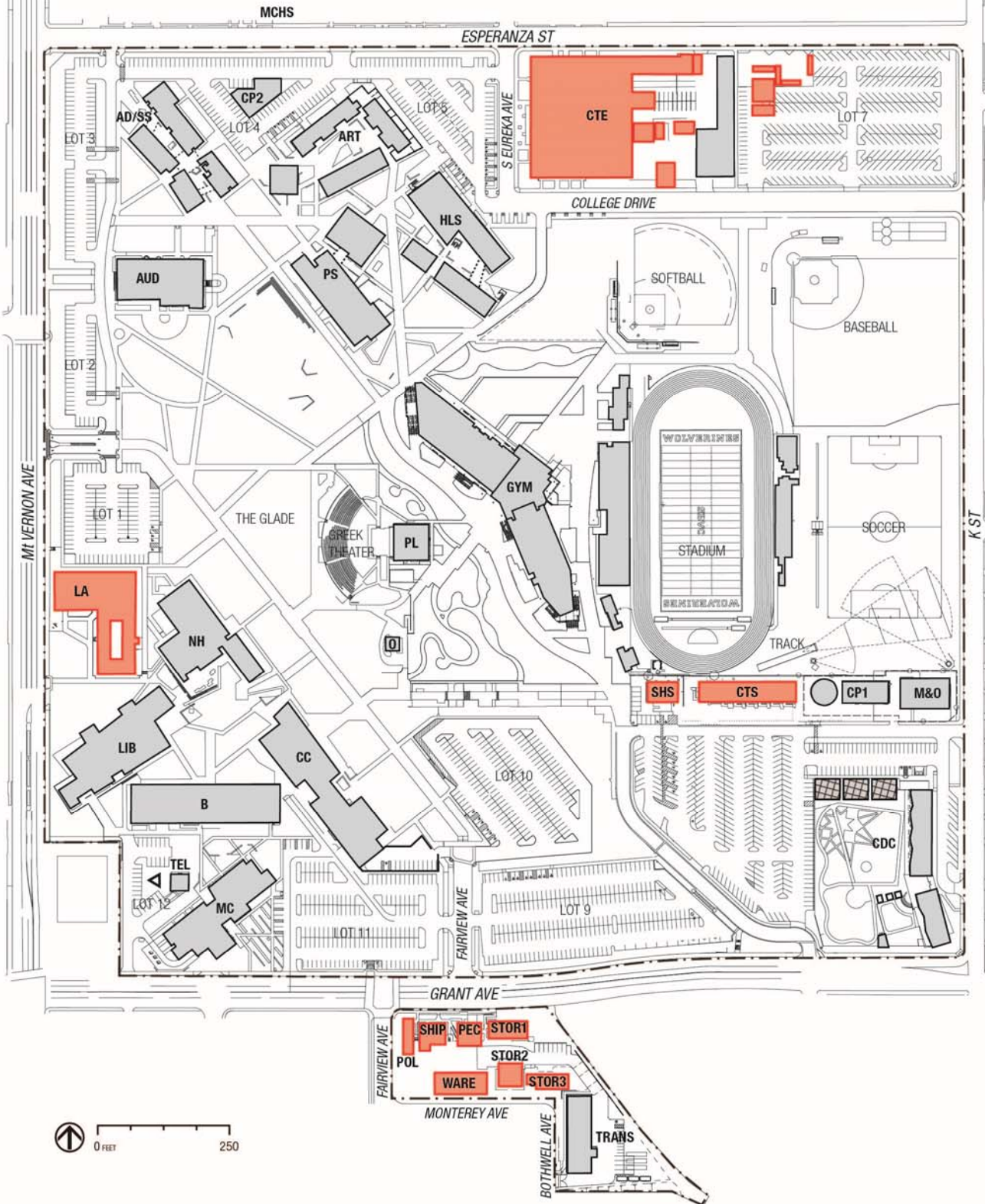


**SAN BERNARDINO VALLEY COLLEGE**  
2016 EDUCATIONAL AND FACILITIES MASTER PLAN



**BUILDING KEY**

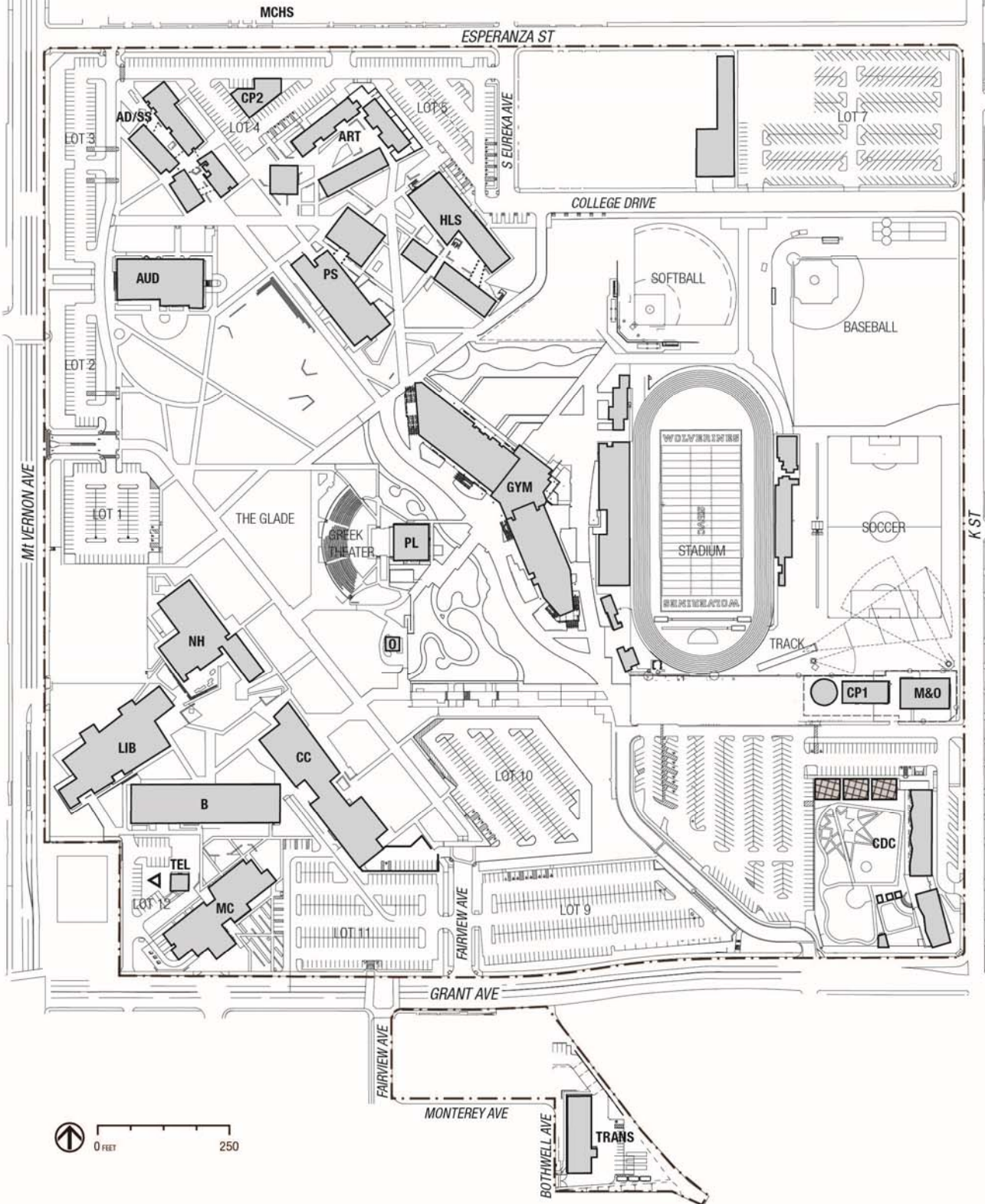
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	TEMPORARY FACILITIES
	IN DESIGN/UNDER CONSTRUCTION
	PROPERTY LINE

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**REDEFINE CAREER  
PATHWAYS  
MORE PARKING**

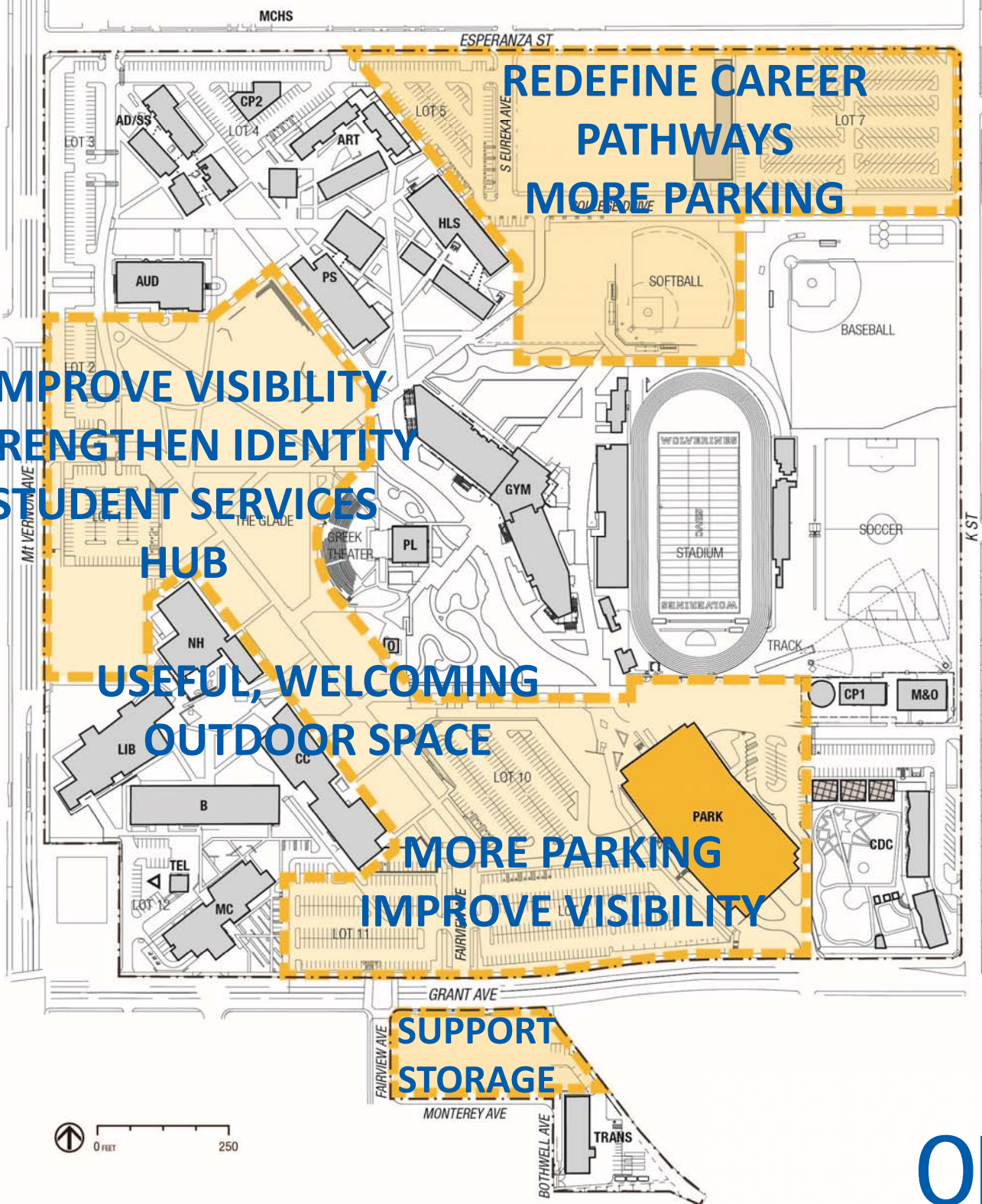
**IMPROVE VISIBILITY  
STRENGTHEN IDENTITY  
STUDENT SERVICES  
HUB**

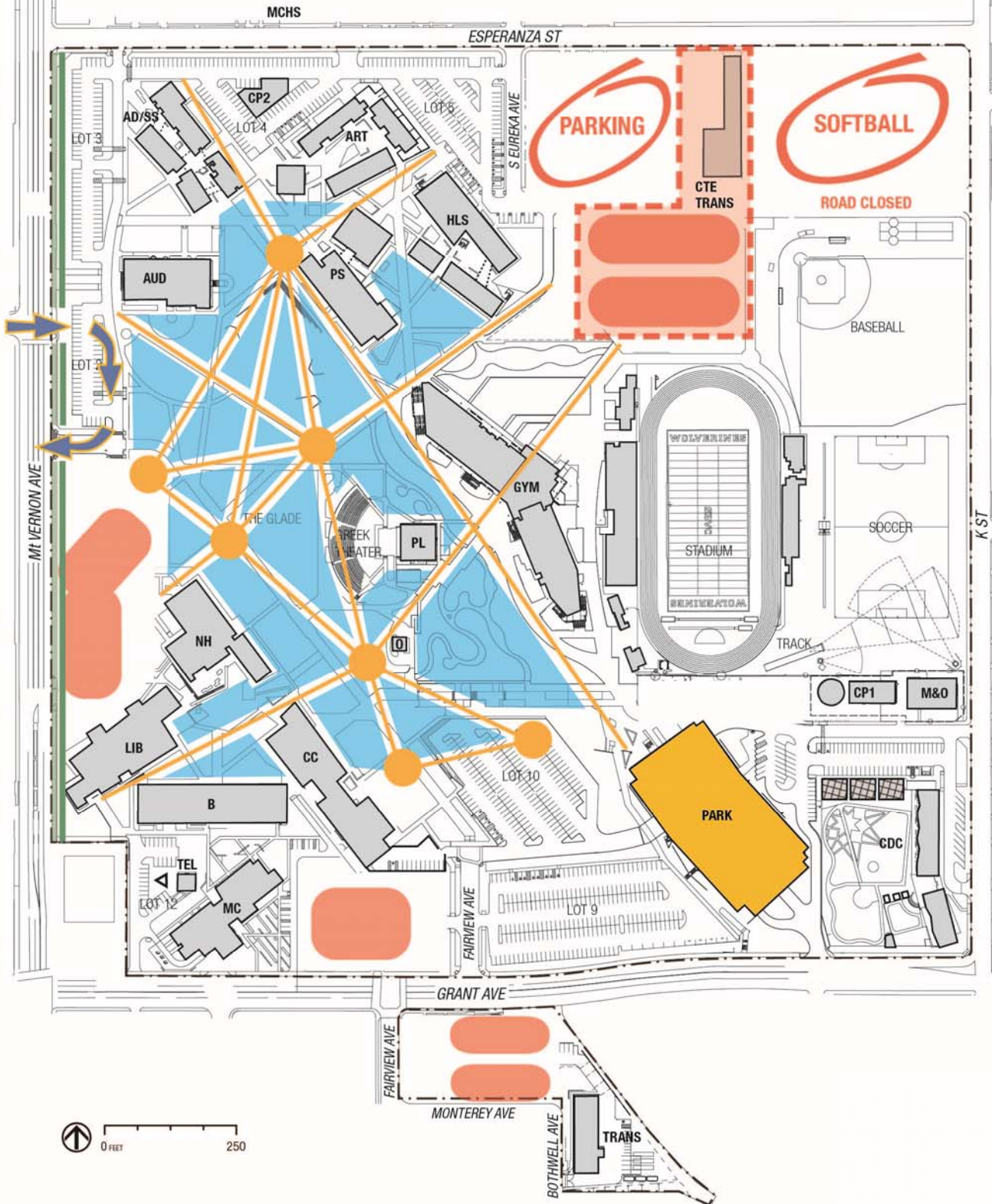
**USEFUL, WELCOMING  
OUTDOOR SPACE**

**MORE PARKING  
IMPROVE VISIBILITY**

**SUPPORT  
STORAGE**

# CAMPUS OPPORTUNITIES





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**APRIL 13<sup>TH</sup>**  
**WORKSHOP**



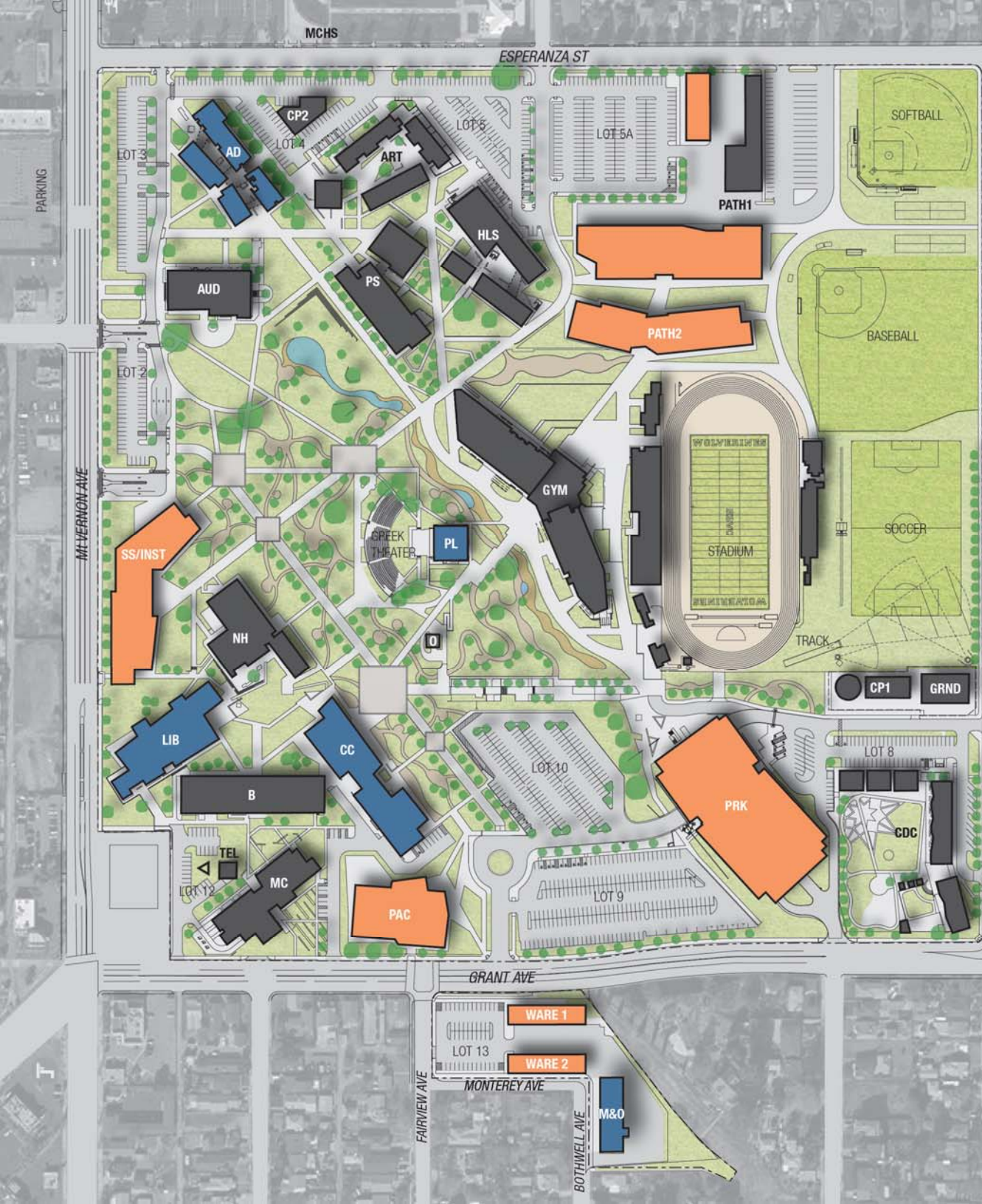


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**LEGEND**

	PROPERTY LINE
	EXISTING FACILITIES
	RENOVATION OF FACILITIES
	NEW FACILITIES



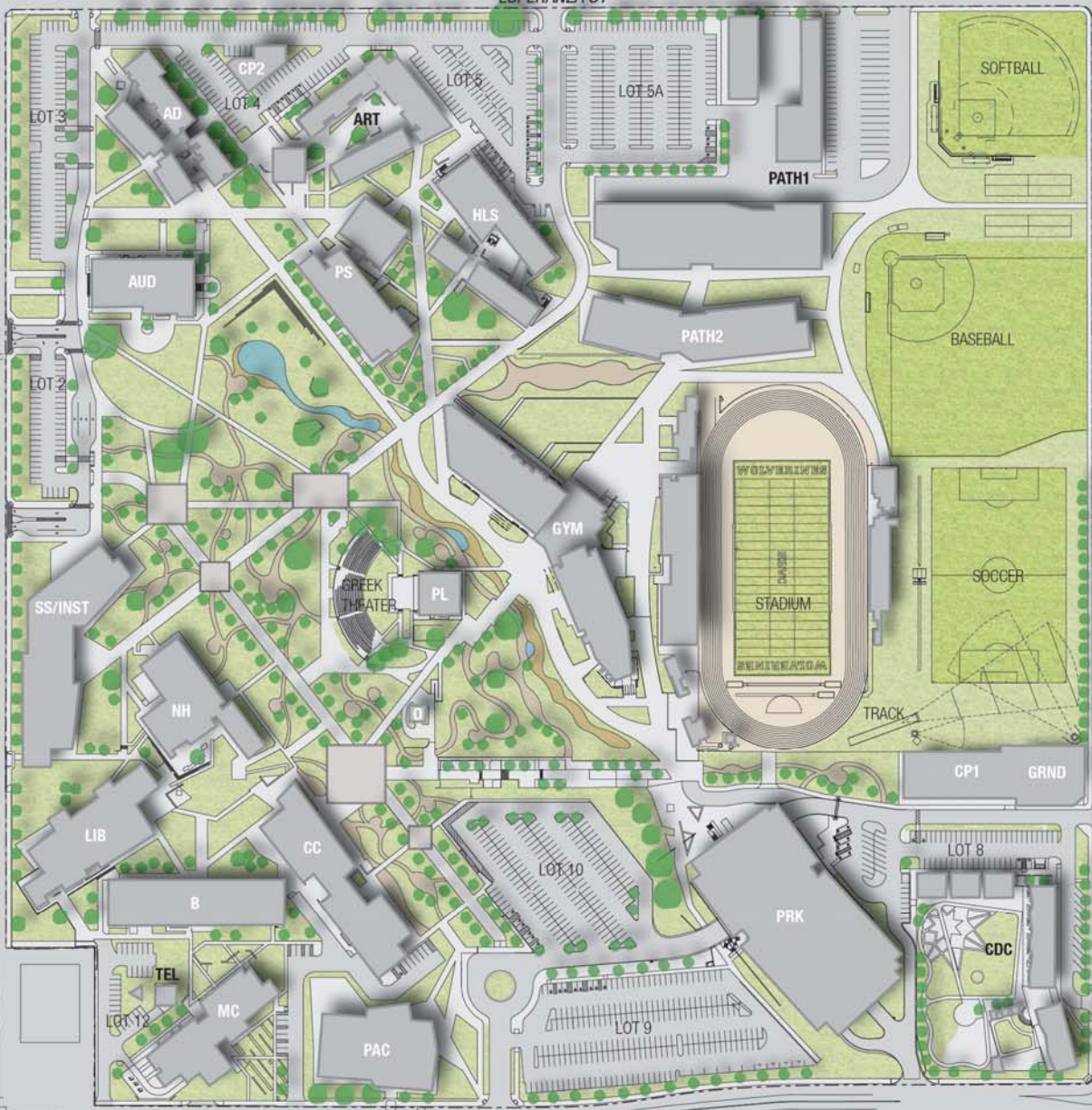


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**LEGEND**

	PROPERTY LINE
	FACILITIES



## LEGEND

- ① *Alder rhombifolia*  
White Alder
- ② *Cercidium x 'Desert Museum'*  
Thornless Palo Verde
- ③ *Ginkgo biloba 'Autumn Gold'*  
Ginkgo Tree
- ④ *Pinus canariensis*  
Canary Island Pine
- ⑤ *Platanus racemosa*  
California Sycamore
- ⑥ *Quercus agrifolia*  
Coast Live Oak
- ⑦ *Sequoia sempervirens*  
Coast Redwood



## Design Development Plan (03/17/14)

SBVC Gymnasium  
San Bernardino, CA

Prepared for:  
San Bernardino Valley College

March 2014



## LEGEND

- ① Biology Teaching Garden  
Extended South 15', Plantings  
Reconfigured
- ② Concrete Path Removed
- ③ Tree Locations Adjusted-  
Closer to Seating Nodes,  
Typ. of 7.
- ④ Pond Layout Adjusted-  
See Enlargement Sketch



## Design Development Plan

SBVC Gymnasium  
San Bernardino, CA

Prepared for:  
San Bernardino Valley College

March 2014



## LEGEND

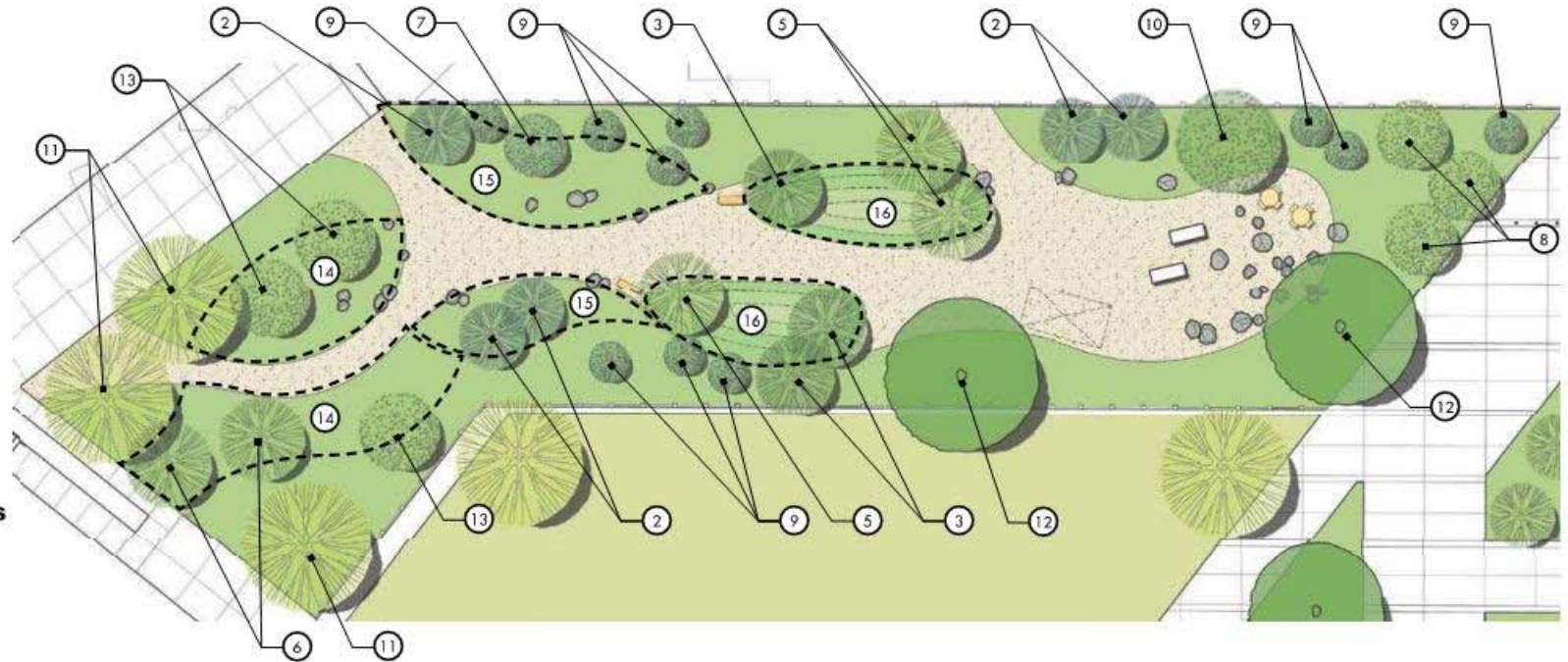
- ① *Alder rhombifolia*  
White Alder
- ② *Calocedrus decurrens*  
Incense Cedar
- ③ *Cercidium* x 'Desert Museum'  
Thornless Palo Verde
- ④ *Cercis occidentalis*  
Western Redbud
- ⑤ *Chilopsis linearis*  
Desert Willow
- ⑥ *Ginkgo biloba* 'Autumn Gold'  
Ginkgo Tree
- ⑦ *Juniperus californica*  
California Juniper
- ⑧ *Pinus canariensis*  
Canary Island Pine
- ⑨ *Pinus edulis*  
Pinyon Pine
- ⑩ *Pinus halepensis*  
Aleppo Pine
- ⑪ *Platanus racemosa*  
California Sycamore
- ⑫ *Quercus agrifolia*  
Coast Live Oak
- ⑬ *Sequoia sempervirens*  
Coast Redwood

- ⑭ **Mesozoic Garden**  
*Alsophila australis*  
Australian Tree Fern  
*Cycas revoluta*  
Sago Palm  
*Polystichum munitum*  
Sword Fern

- ⑮ **Dry Woodland Zone**  
*Artemisia tridentata*  
Great Basin Sagebrush  
*Encelia farinosa*  
Brittlebush  
*Eriogonum fasciculatum*  
California Buckwheat  
*Larrea tridentata*  
Creosote Bush  
*Salvia melifera*  
Black Sage

- ⑯ **Desert Habitat**  
*Agave* spp  
*Aloe arborescens*  
Torch Aloe  
*Asclepias subulata*  
Desert Milkweed  
*Crassula arborescens*  
Silver Dollar Plant  
*Crassula ovata*  
Jade Plant  
*Dudleya brittonii* (green form)  
Chalk Dudleya

- Dudleya cymosa*  
Lifeforever  
*Echinocactus grusonii*  
Golden Barrel Cactus  
*Echinopsis huascha* (red)  
Red Torch Cactus  
*Ferocactus cylindraceus*  
California Barrel Cactus  
*Fouquieria splendens*  
Octoloba  
*Hesperaloe parviflora*  
Red Yucca  
*Yucca* spp.



## Biology Teaching Gardens

SBVC Gymnasium  
San Bernardino, CA

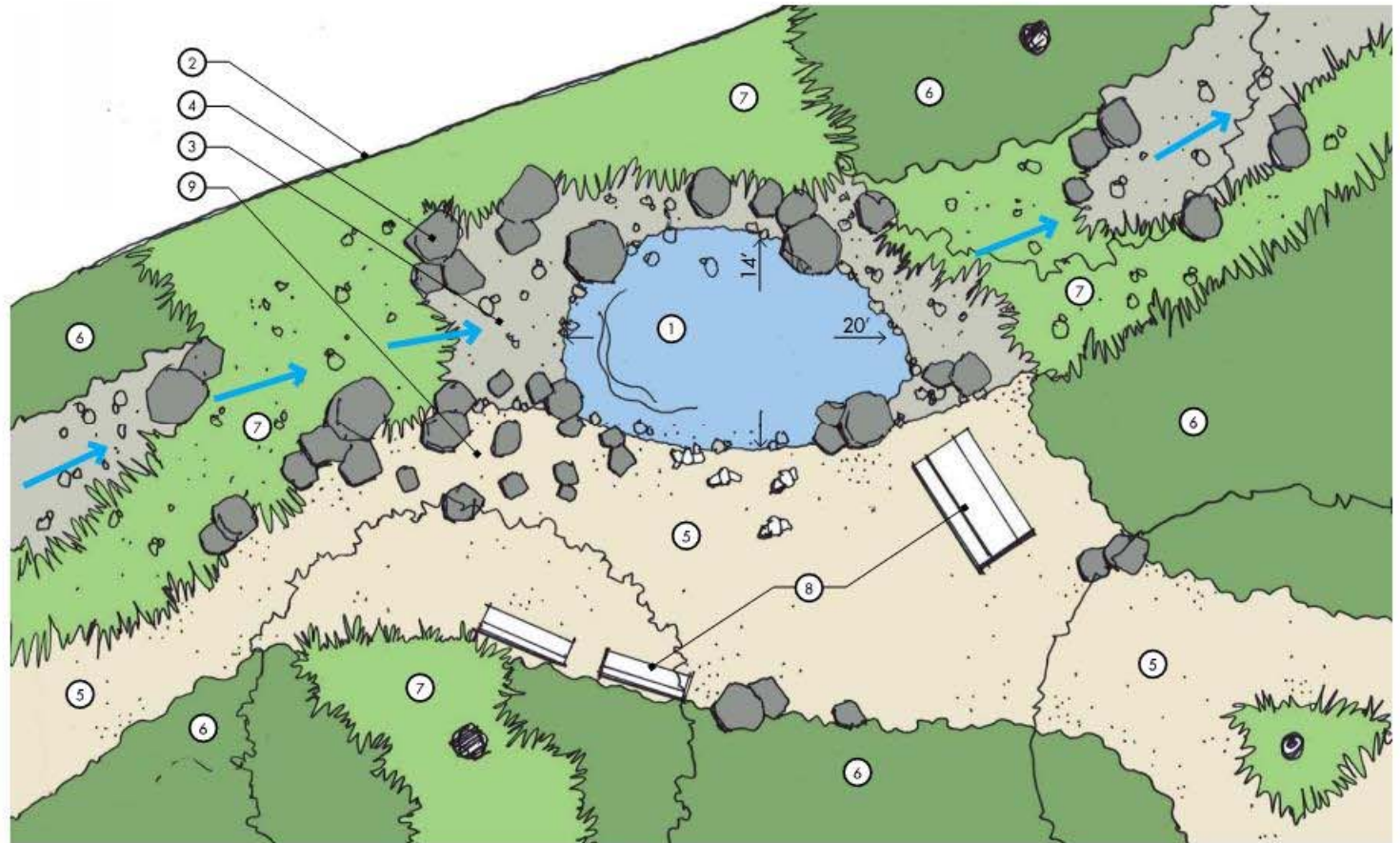
Prepared for:  
San Bernardino Valley College

March 2014



## LEGEND

- ① Natural Pond with Concrete Liner and Crushed Stone Bottom
- ② Concrete Boardwalk Edge at Gymnasium
- ③ Dry Stream Bed with Cobble and Crushed Stone
- ④ Boulder, 2' to 4'
- ⑤ Decomposed Granite Path
- ⑥ Spreading Groundcover
- ⑦ Low Grasses with Accent Plantings
- ⑧ Bench and Picnic Table Seating
- ⑨ Informal Boulder Seating



### Pond Enlargement (03/17/14)

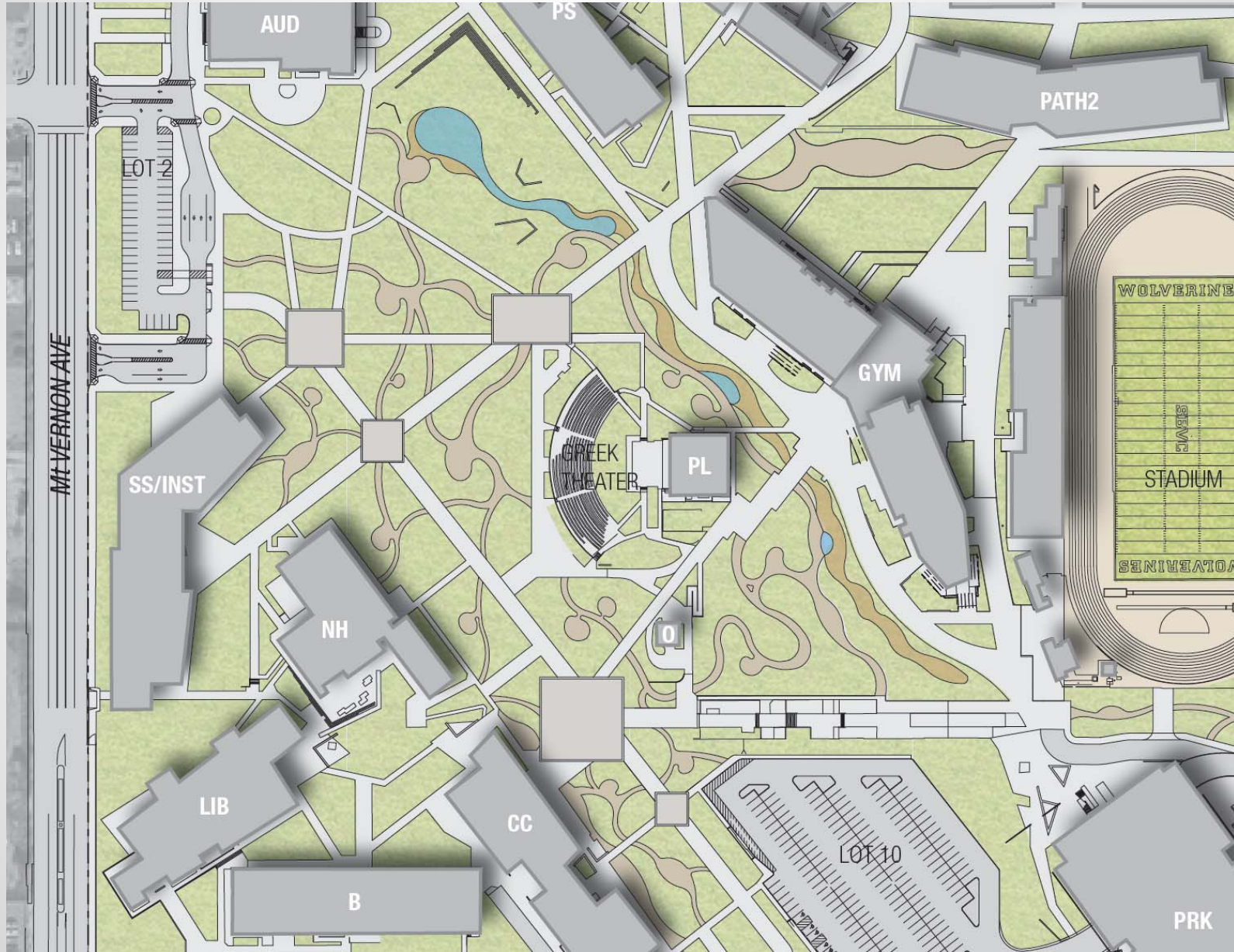
SBVC Gymnasium  
San Bernardino, CA

Prepared for:  
San Bernardino Valley College

March 2014



# EXPLORE OPTIONS



EXPLORE  
OPTIONS

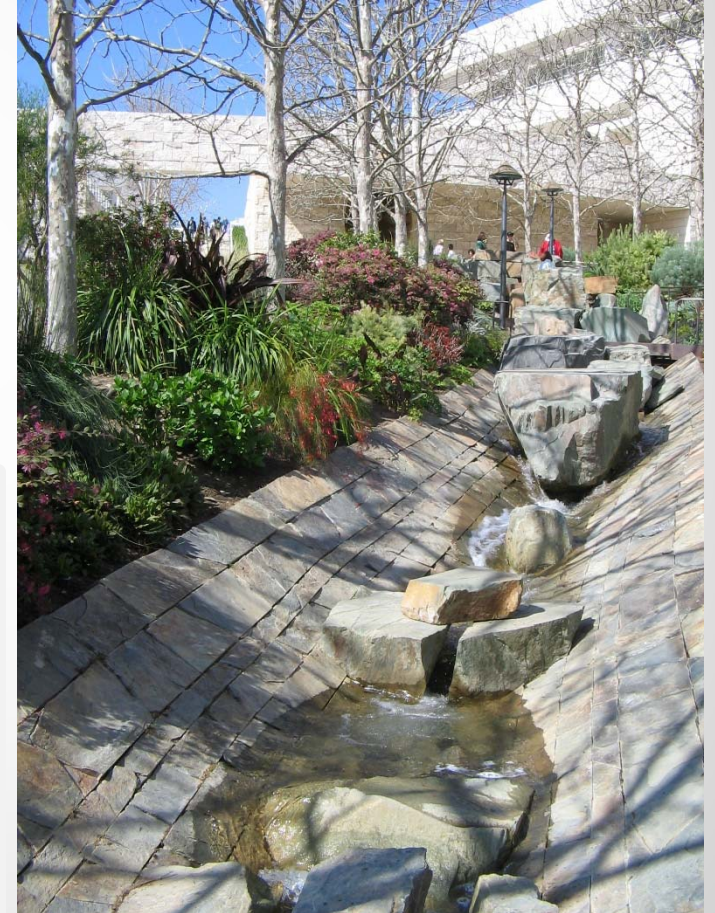
# Concept Images





EXPLORE  
OPTIONS

# Concept Images



EXPLORE  
OPTIONS

# Concept Images























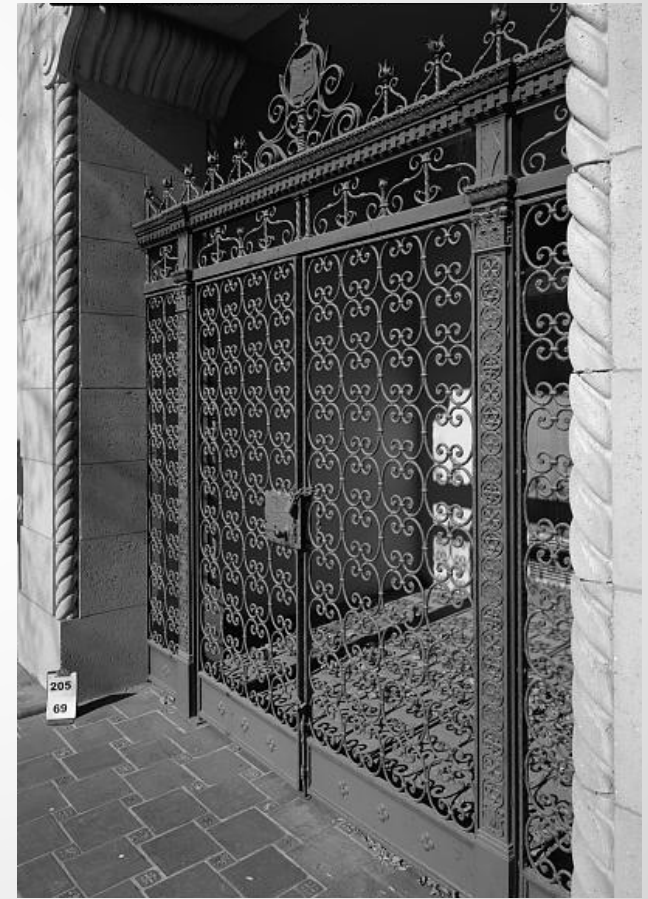
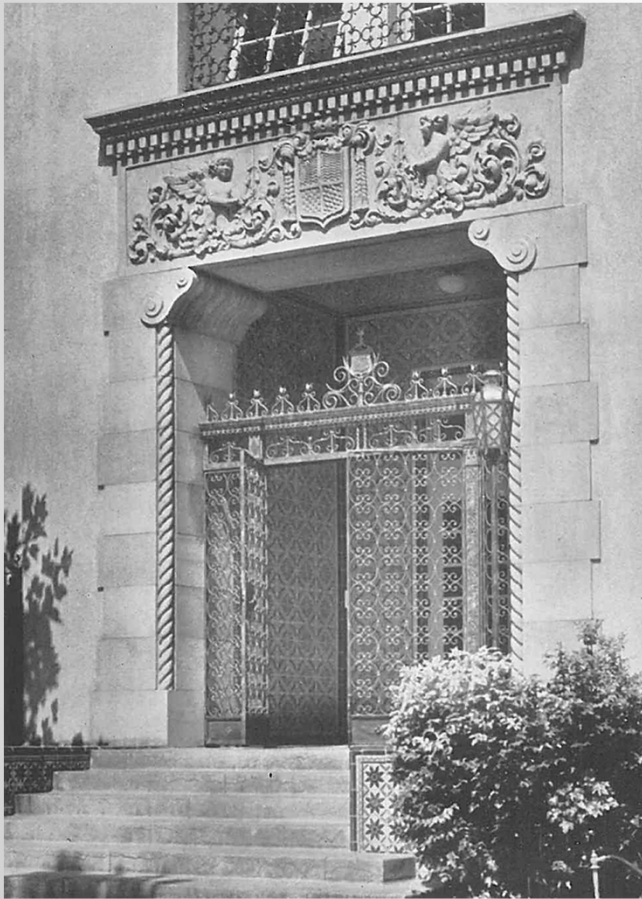
森園七  
The Seven Forests  
A series of seven interconnected wooden decks, each with a unique shape and function, designed to provide a variety of outdoor experiences. The decks are surrounded by lush greenery and trees, creating a serene and natural environment. The red metal railings add a vibrant touch to the design.





EXPLORE  
OPTIONS

# Saluting the past while embracing the future



Saved architectural  
elements

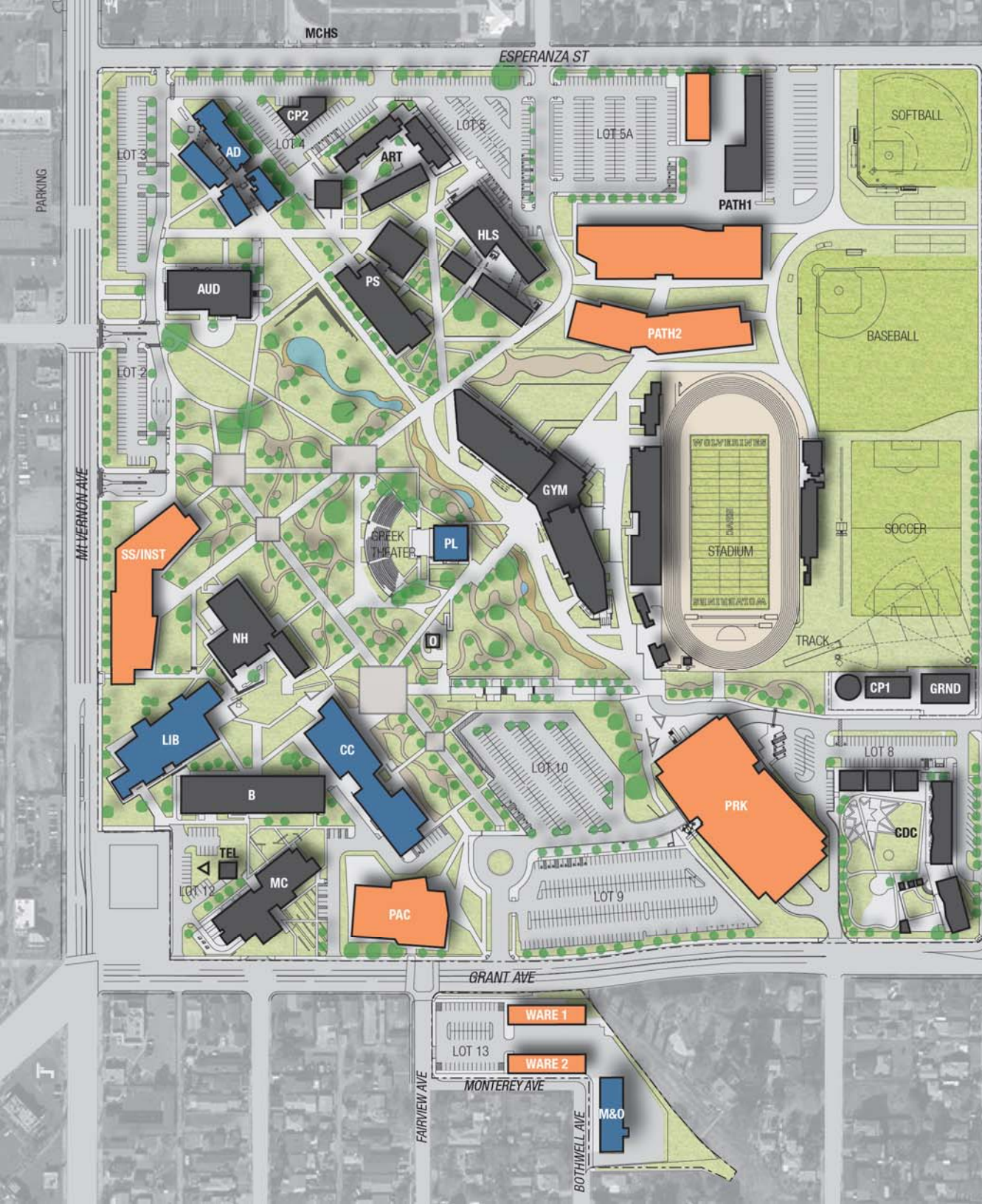


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**LEGEND**

	PROPERTY LINE
	EXISTING FACILITIES
	RENOVATION OF FACILITIES
	NEW FACILITIES



# RECOMMENDED PROJECTS

- NEW FACILITIES
- REPURPOSING OF FACILITIES
- CAMPUS-WIDE PROJECTS
- EXPLORATION OF FUTURE OPTIONS





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**LEGEND**

---	PROPERTY LINE
█	EXISTING FACILITIES
█	RENOVATION OF FACILITIES
█	NEW FACILITIES
---	POOLS

**STUDENT SERVICES/INSTRUCTION**

**CAREER PATHWAYS PHASE 1**  
**CAREER PATHWAYS PHASE 2**

**AQUATIC CENTER**

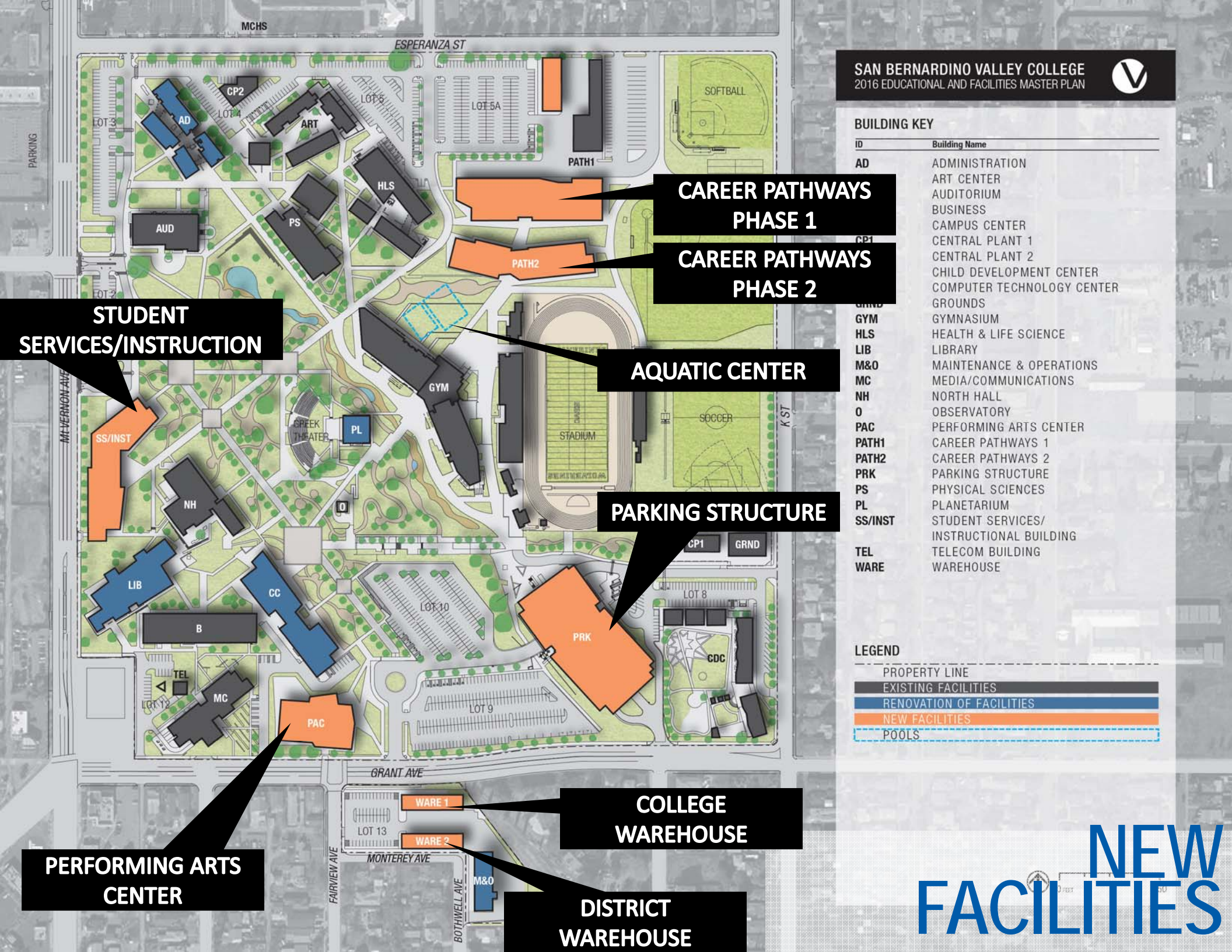
**PARKING STRUCTURE**

**PERFORMING ARTS CENTER**

**COLLEGE WAREHOUSE**

**DISTRICT WAREHOUSE**

**NEW FACILITIES**



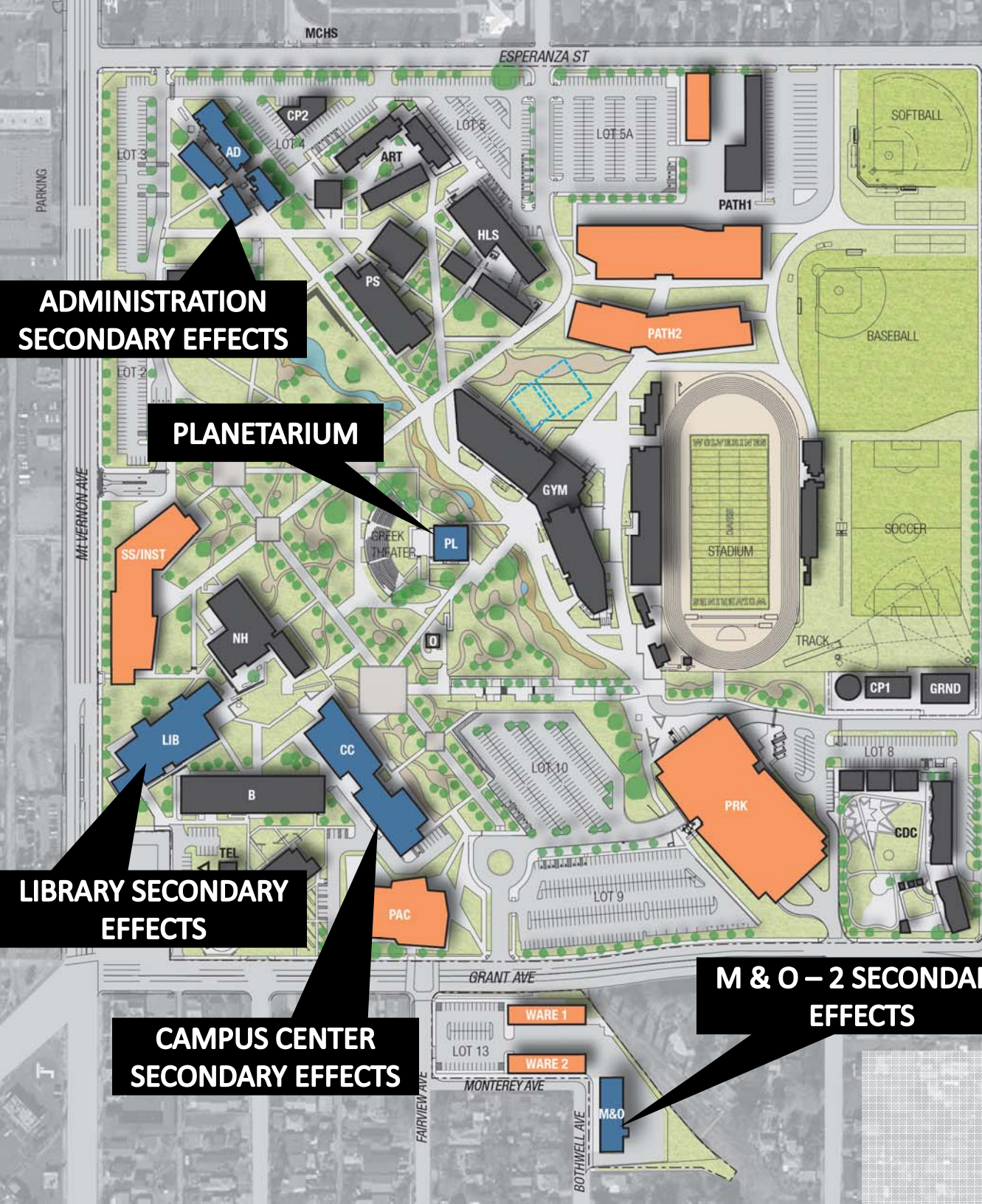


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█	NEW FACILITIES
---	POOLS



**ADMINISTRATION  
SECONDARY EFFECTS**

**PLANETARIUM**

**LIBRARY SECONDARY  
EFFECTS**

**CAMPUS CENTER  
SECONDARY EFFECTS**

**M & O - 2 SECONDARY  
EFFECTS**

# REPURPOSING OF FACILITIES

# RECOMMENDED PROJECTS

- **CAMPUS-WIDE PROJECTS**
  - LEARNING ENVIRONMENT UPGRADES
  - ENRICHED OUTDOOR ENVIRONMENT UPGRADES
  - CIRCULATION & ACCESSIBILITY UPGRADES
  - SECURITY & SAFETY UPGRADES
  - CENTRAL PLANT EXPANSION
  - ANCILLARY LOGISTICAL & INFRASTRUCTURE PROJECTS

## 05 > PRIORITIES

- CAREER PATHWAYS 1
- SOUTH PARKING STRUCTURE
- SECONDARY EFFECTS
  - M & O - 2
- STUDENT SERVICES / INSTRUCTIONAL BUILDING
- SECONDARY EFFECTS
  - ADMINISTRATION, CAMPUS CENTER, LIBRARY
- CAREER PATHWAYS 2
- OPTION: PERFORMING ARTS CENTER
- OPTION: AQUATIC CENTER
- FUTURE: NORTH PARKING STRUCTURE
  - OPTION: TENNIS COURTS

# SAN BERNARDINO VALLEY COLLEGE EDUCATIONAL & FACILITIES MASTER PLAN

## 06 > NEXT STEPS

- **EDUCATIONAL PLANNING**
  - EMP draft – May 19-23<sup>rd</sup>
  - Review comments due – September 9<sup>th</sup>?
- **FACILITIES PLANNING**
  - FMP draft – July 1<sup>st</sup>
  - Review comments due – September 9<sup>th</sup>?

# SAN BERNARDINO VALLEY COLLEGE EDUCATIONAL & FACILITIES MASTER PLAN

## 06 > NEXT STEPS

- FALL 2016 MASTER PLANNING ACTIVITIES
  - ??
  - College Council – approval of EMP and FMP
- **WEBPAGE:**  
[http://www.sbccd.org/research/Institutional Effectiveness/Planning Consultants/Documents Provided by Planning Consultants](http://www.sbccd.org/research/Institutional_Effectiveness/Planning_Consultants/Documents_Provided_by_Planning_Consultants)

# SAN BERNARDINO VALLEY COLLEGE 2016 EDUCATIONAL AND FACILITIES MASTER PLANS

COLLEGE COUNCIL WORKSHOP  
> EXPLORATION OF OPTIONS #2

MAY 11, 2016



EXPLORE  
OPTIONS

END OF PRESENTATION

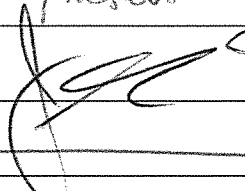
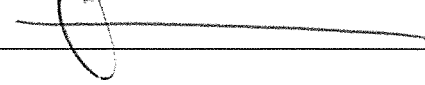

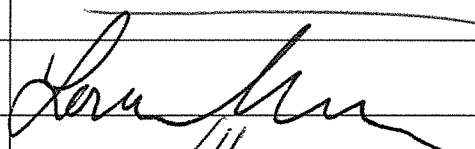


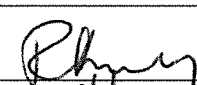


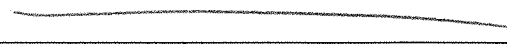

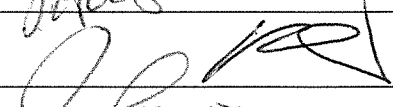
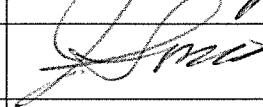


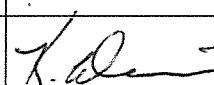



# COLLEGE COUNCIL MEETING – SIGN IN

**DATE: May 11, 2016**



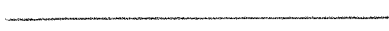

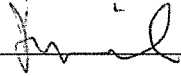


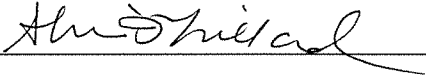






**TIME: 1:00 PM – 3:00 PM**

**LOCATION: President's Conference Room ADSS-207**

NAME	DEPARTMENT	SIGNATURE
Gloria Fisher	President (Chair)	present
Jeremiah Gilbert	Academic Senate President (Co-Chair & Academic Senate)	
Dave Bastedo	Faculty, Science (Technology)	
Aaron Beavor	Classified Senate President (Classified Senate)	
Lorrie Burnham	Faculty, Biology (Co-Chair Facilities & Safety)	
Marco Cota	Dean, Counseling (Matriculation) (Enrollment Management & Student Equity)	
Paula Ferri-Milligan	Faculty, Reading (Program Review)	
Rania Hamdy	Professional Development Coordinator (Professional Development)	
Leticia Hector	Faculty, Speech (Curriculum)	
Rick Hrdlicka	Campus Technology (Technology)	
Henry Hua	Acting, VP, Instruction (Instruction/Accreditation/Curriculum)	present
Diane Hunter	CTA Representation (CTA)	
Celia Huston	Non-instructional Faculty, Library (Accreditation/SLO's)	
Rick Shabazz	VP Student Services (Student Services)	
James Smith	Dean, Research, Planning & IE (Research & Planning)	
Scott Stark	VP Admin. Services (Administrative Services)	
Linda Subero	ASG President (Associated Student Government)	
Kay Weiss	Dean, Arts & Humanities (Program Review)	
Vacant	Designee for CSEA President (CSEA)	

(18 members)

**MEETING GUEST(S) – SIGN IN (Below)**

NAME	DEPARTMENT	SIGNATURE
Elaine Akers	Student Health Services	
Susan Bangasser	Science Division	
Paul Bratulin	Marketing & PR	
Raymond Carlos	Director, <del>EY</del> Student Life	
Albert Maniaol	Applied Technology, Trans., Culinary Arts	
Robert Jenkins	M&O	
John Stankas	Chemistry	
Shari Lillard	Chem	
<b>CONSULTATION COMMITTEE</b>		
Shawn Blaylock	ALMA Strategies	
Ann Evans	ALMA Strategies	
Kevin Fok	ALMA Strategies	
Allene Timar	ALMA Strategies	
Sandy Kate	HMC	present
Brett Leavitt	HMC	
Ken Salyer	HMC	
Sheryl Sterry	HMC	present