

SBVC Program Viability Ad-Hoc Committee Recommendations

This document reflects the recommendations of the ad-hoc committee of College Council in light of our current effort to balance the budget and the history and process used to arrive at these recommendations.

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HISTORICAL PERSPECTIVE

For the last several years we have reduced costs as our state apportionment has diminished by cutting personnel, through early retirement incentives (SERPs), and cut administrative services and student services. We have also, most recently, scheduled instructional offerings by semester with across-the-board cuts to each division.

Discussion at both College Council and Academic Senate expressed concerns that as we cut by division with a staff disproportionately affected by SERPs the campus was engaged in a non-deliberative approach to providing services to students. In addition, the lack of full-time employees in many areas has caused the campus to shrink instructional offerings in an uneven fashion. Lastly, sequential programs and inter-dependent programs are unable to cut classes in a manner that preserves enough students finishing the end of the sequence for degree and certificate attainment.

In April 2012, College Council unanimously made the recommendation to the office of the President that this ad-hoc committee should be formed to review the Program Discontinuance process and make recommendations regarding closing the budget shortfall. The SBVC President consulted with the presidents of each collegial body, Associated Student Government, Classified Senate, and Academic Senate, to form this ad-hoc committee. The ad-hoc committee is comprised of one student, two classified staff, three deans and six faculty. The ad-hoc committee met briefly in May 2012.

The charge of the ad-hoc committee was to

1. review the program discontinuance policy adopted by the college, and
2. create a comprehensive recommendation of programmatic and scheduling considerations, across the campus, that would save the college a substantial amount of money yet continue to serve the needs of the community as best we can.

The ad-hoc committee's recommendations will be delivered to College Council and the Academic Senate as recommendations pertain to educational programs and student preparation and success issues. There are regular campus and negotiated processes and procedures in place to evaluate the recommendations and determine what, if any, course of action is appropriate.

Lastly, the passage of Proposition 30 on the November ballot has eased the burden of this committee considerably. We are now faced with a \$2 million structural deficit, as opposed to the \$6 million deficit without the passage of the proposition.

WORK OF THE COMMITTEE

The ad-hoc committee gathered a great deal of information to conduct its work including

- Curriculum information
- Program Review data
- Labor market projections
- Budget information
- Assessment for placement data
- SBVC Educational Master Plan data
- Title 5 regulations

The ad-hoc committee also researched various strategies that campuses use for self-evaluation in difficult budget times. The ad-hoc committee chose to attempt to involve all campus constituent groups to develop an assessment of what is most important to keep in light of our mission. The feedback was grouped into three categories, as shown below.

ADMINISTRATIVE CONSIDERATIONS

- Preserve the basic necessities for an educational environment
 - Maintenance of buildings
 - Grounds
 - Custodial

STUDENT SERVICES CONSIDERATIONS

- Preserve programs that serve the entire student population
- Preserve programs that cost little or no general fund money

INSTRUCTIONAL SERVICES CONSIDERATIONS

- Preserve programs and courses that lead to transfer and degrees
 - To California public colleges and universities
 - Then to private or out-of-state colleges
- Preserve programs and courses that lead to a certificate and employment utilizing labor market indicators
 - In our community
 - In Southern California
 - And then, in California
- Preserve a pathway for students from basic skills to the transfer level. Identify a ratio of low, middle, and transfer courses to ensure a viable pathway for entry and continuing students
- Maintain programs and courses that preserve a diversity of students reflective of our community
- Preserve a diversity of course offerings, as much as possible, to provide students options in general education.

These considerations are reflective of the mission and values of San Bernardino Valley College as expressed in our Mission and Vision statements. They were used by the ad-hoc committee as guiding principles as recommendations were developed.

AD-HOC COMMITTEE RECOMMENDATIONS

In regard to the first charge, the ad-hoc committee reviewed the college's program discontinuance process. We do not recommend any changes to the process at this time as it seems fair and measured.

The recommendation of the ad-hoc committee regarding budget is layered. First, it is our firm belief that a \$2 million short-fall for the SBCCD budget should be absorbed completely by the district. Streamlining bureaucratic processes, eliminating duplication of efforts, and other cost-saving reductions should occur at the district first before service to students at the colleges is touched. For example, evaluate outsourcing printing services, and reducing the budgets to fiscal services and the chancellor's office appear to be easy marks. One example might be to move to a per diem rate of compensation for out-of-pocket expenses as opposed to several layers of verification of receipts for travel and provide for an electronic submission of documents. That said, our charge was to find fiscal solutions within the context of our campus budget.

If the short-fall must come from the SBVC budget, then the ad-hoc committee believes that those services that are furthest from students must be considered first. A tiered approach to budget considerations seems best. Many recommendations may require negotiation with one or more collective bargaining agents. *The ad-hoc committee does not expect that all of these recommendations will prove viable to the campus, but may offer an array of choices or starting points as the campus moves forward. These recommendations are not ranked, but numbered for ease of reference during dialog.*

The first tier recommendations are more specific and protect instructional services. The second tier recommendations are instructional in nature. While the ad-hoc committee does not believe that general cuts to instructional and support services that directly impact students are required, it may be useful to improve the efficiency of our services and save money through some of these recommendations.

Lastly, many of these recommendations will not be effective without strong leadership that can bring the campus employees together as one to serve the community. It would be easy to factionalize the campus and pit groups against each other; but the existence of the college is not for its employees, but its service to the community. That is the glue that should hold us together utilizing effective leadership principles as we move forward.

TIER 1 RECOMMENDATIONS – NONINSTRUCTIONAL SERVICES

1. Investigate the potential to outsource some services in a contract that is fiscally advantageous to SBVC, such as the campus bookstore and food services. Otherwise, consider marketing and restructuring those areas into significant money generators for the institution.
2. Consider outsourcing some large tasks that only occur occasionally in the maintenance or grounds department such as painting the interior and exterior of the buildings.
3. Xeriscape the campus landscaping to incorporate drought tolerant plants and drip-system watering.
4. Restructure the custodial department through downsizing and sub-contracting. For example, some full-time people during the day and sub-contract evening cleaning services.
5. Evaluate the parking fee revenue and consider raising the parking fees to the maximum allowable rate.
6. Consider classified staffing levels and restructure for efficiency and optimal service to students. Explore cross-training for peak demand times in specific areas.
7. Ask some faculty on a 200-day or more contract if they would volunteer to move to a 177-day contract. Consider new hires for a 177-day contract where appropriate.
8. Improve productivity through better customer service training.
9. Charge the cost of paper versions of the catalog and schedule.
10. Require all counselors to report to general counseling at peak times.
11. Move to a 16-week semester.
12. Cut Saturday programs and services.
13. Consider negotiation of a noncredit service contract that is viable to provide service to our community.
14. Improve the revenue generation capacity of the foundation.
15. Require faculty to provide their own regalia.
16. Change the repetition of courses for withdrawal or substandard grades requirement to two times in a five-year period.
17. Allow the college president to approve routine items that normally appear on the Board of Trustee's consent agenda.
18. Implement effective cardboard and paper recycling in addition to aluminum and plastic recycling. This should bring cost savings for disposal of waste.

TIER 2 RECOMMENDATIONS – INSTRUCTIONAL SERVICES

1. Enforce the current Instruction Office guideline that courses out-of-compliance in terms of curricular review, program review, and student learning outcome assessments should not be offered effective immediately.
2. Consider more oversight regarding the choice of courses offered to serve the needs of students. The culture of schedule creation could be improved by communication about broad institutional goals, labor market data, fill-rate, retention and success data at faculty chair meetings with the Vice President. Then dialog at the divisional level should occur as faculty chairs submit their recommendations to the deans. Specific examples include: CIT010, a course not required for any degree or certificate, has low fill rates and multiple sections; AERO122D was recently deleted due to a low fill rate and poor employment projection; yet other courses required for degrees or certificates are not offered as frequently. Perhaps those units could better serve students elsewhere either within the program or division.
3. Consider moving some courses to noncredit and/or fee-based options. For example: keyboarding, word processing, street rod construction, avocational classes such as photography, film-making, and other courses that are more for student hobbies.
4. Consider transforming our lowest level mathematics, Math942, and reading, Read920, to noncredit. Open-entry / open-exit formats may be more conducive and cost effective to student learning.
5. Encourage experimental curricula at the basic skills level that moves students through the basic skills curriculum faster with fewer units.
6. Evaluate classes at the transfer level that do not articulate course-to-course to transfer institutions. Limit the number of these offerings.
7. Ask department faculty to evaluate the number of units assigned to classes in comparison to the C-ID (Course Identification) system units collaboratively established by California State University and California Community College faculty. While all faculty desire more time with students to improve student success, the student must also bear some responsibility. For example, SBVC Spanish classes are 5-units and General Physics is 6-units. The C-ID minimum units for each is 4-units.
8. Evaluate certificates and degrees that are currently offered for deletion due to labor market information, relevance, and/or have not been issued in the past three years. This is not a recommendation to discontinue an entire program, but to consider specific aspects of existing programs.

It is the ad-hoc committee's hope that the recommendations presented in this document serve as a starting point to inclusive campus discussions in the spring semester to balance the budget.