

**SBVC COLLEGE COUNCIL  
JANUARY 27, 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 - **A**  
Marco Cota  
Paula Ferri-Milligan  
Rania Hamdy  
Leticia Hector  
Rick Hrdlicka  
Diane Hunter - **A**  
Celia Huston

Haragewen Kinde  
Sarah Miller - **A**  
Ricky Shabazz  
James Smith  
Scott Stark  
Linda Subero  
Kay Weiss  
(19 members)

**Guest(s):** Dawn Adler, John Banola,  
Kristin Hauge, Dr. Wallace Johnson,  
Ken Lawler, Ramana Pires, David Rubio,  
John Shipp, John Stankas, and Andre  
Wooten.

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**CALL TO ORDER:**

**1:03 PM** President Fisher, called the meeting to order.

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**APPROVAL OF THE NOVEMBER 25, 2015 MINUTES**

President Fisher entertained a **motion to approve the November 25<sup>TH</sup> minutes**. Rick moved, Paula second. No discussion and the group voted as follows:

**AYES:** Cota, Ferri-Milligan, Fisher, Hamdy, Hrdlicka,  
Shabazz, Smith, Stark, Subero, and Weiss

**NOES:** None

**ABSTENTIONS:** Huston

**ABSENT:** Bastedo, Beavor, Burnham, Gilbert, Hector, Hunter, Kinde, and Miller

**Motion Carried**

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**APPROVAL OF THE DECEMBER 9, 2015 MINUTES**

President Fisher entertained a **motion to approve the DECEMBER 9<sup>TH</sup> minutes**. Scott moved, Kay second. No discussion and the group voted as follows:

**AYES:** Cota, Ferri-Milligan, Fisher, Hamdy, Hrdlicka, Huston,  
Shabazz, Smith, Stark, and Weiss

**NOES:** None

**ABSTENTIONS:** Subero

**ABSENT:** Bastedo, Beavor, Burnham, Gilbert, Hector, Hunter, Kinde, and Miller

**Motion Carried**

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## UPCOMING/FILLING POSITIONS – G. FISHER

President Fisher discussed with the group the replacement Administrative Secretary position in the President's office.

President Fisher entertained a **motion to approve the replacement of the Administrative Secretary position**. James moved, Jeremiah second. No discussion and the group voted as follows:

**AYES:** Cota, Ferri-Milligan, Fisher, Gilbert, Hamdy, Hrdlicka,  
**NOES:** Huston, Shabazz, Smith, Subero, and Weiss  
**ABSTENTIONS:** Stark  
**ABSENT:** Bastedo, Beavor, Burnham, Hector, Hunter, Kinde, and Miller

### **Motion Carried**

President Fisher welcomed the guests attending this meeting. It was agreed upon with the body that when we are following the rubric regarding vacant positions, a spokesperson from the group could speak to the members of this body regarding positions, but no more than 15 minutes, as we do when someone is asking for Emerging Funding needs.

Haragewen discussed with the group two replacement Kinesiology positions in the Vice President of Instruction office. She handed out to the members' revised memos changing verbiage of who the memo goes to, but the information is the same for each position. She also provided a handout of the rubric flowchart in case members wanted to refer to it during the discussion.

First, replacement position for a full-time Kinesiology and Health, Generalist Instructor, to replace Mr. Ken Blumenthal who retired May 2015. The process for this body is that when we have a retired position, we bring it to this body to make sure it fits the flowchart. This position does not meet the flowchart guideline of the rubric and statement of such is on the memo. Discussion as follows:

Kay confirmed that when a position does not meet the criteria of the flowchart rubric, then recommendation is it goes to Program Review. Both of these positions have gone through the new Program Review process that was just completed and they are included in the list. She is confused as to why these positions are here?

President Fisher clarified that your question is whether or not this document states that the position does not meet the criteria as set forth in the rubric, it simply goes to Program Review? That is correct, but what you have in front of you is information prepared by the Division Dean and he presents it to the VP, in which the VP brings it forward to this group. That is the Dean's determination and his judgement that it does not meet the rubric. This body is to make its own assessment. In all likelihood, in most cases, the body is going to agree with the recommendation that comes from the Division Dean and VP. But if there is disagreement, then we have the conversation that it is this committee members' role to determine if it meets or does not meet the rubric.

Kay clarified that the members' role is to determine if it meets, or does not, meet the rubric. President Fisher confirmed that is correct.

Rick clarified with President Fisher that the funds are still available for these positions and tied to these positions.

President Fisher stated, if for example, if the recommendation to the President is not to fill the position, then funds become available in the general fund to fund another position. Then, they go to the Program Review List, just completed, for the next priority position. Or you could say, no, we recommend the position to be approved. Then, funds are available for these positions and funding is not an issue.

President Fisher introduced Dawn Adler who is the chair of the Physical Education Department. She is going to speak to the group, no more than 15 minutes, as the representative from the group on both of these positions.

Dawn Adler stated that this position was written up in Program Review and she agreed with Kay in ranked order. The reason it came to this body is that she is following through with the consensus within our department and division that we value the position and would like to replace it.

Celia questioned that this is a generalist position; how many can teach a generalist position and how many strictly athletics?

Dawn stated all of our positions within our department have a coaching aspect and a teaching aspect to able to be a generalist. There are currently eight faculty positions without these two positions here. John and she are the only ones that do not have a coaching component to the job.

Rania clarified that the only case is that it does not meet the rubric and that is the only issue.

Kay stated she had a concern that this process becomes a way of circumventing Program Review. She needs to express that and she thinks the Program Review process needs to be followed and not diminished. When we set up a process that sends it to Program Review, we should follow the Program Review process.

Dawn completely agreed with Kay and stated they do not have a very strong case for this first position. There is not a strong caption behind it. There are so many needs of the general campus. She wrote up and tried to address this upon the recommendation of our division that they did not want to lose their position and this seemed to be the climate to do that. To do due diligence for the positions, I did that.

President Fisher entertained a **motion to approve the Kinesiology and Health position**. Kay Weiss **moved that we support the memo that was presented by the Division Office, and that this particular position does not meet the rubric and should go to Program Review**; James second. No further discussion and the group voted as follows:

**AYES:** Cota, Ferri-Milligan, Fisher, Hamdy, Hector, Hrdlicka, Huston, Kinde, Shabazz, Smith, Stark, Subero, and Weiss

**NOES:** None

**ABSTENTIONS:** Gilbert

**ABSENT:** Bastedo, Beavor, Burnham, Hunter, and Miller

**Motion Carried**

Second, replacement position for a full-time Kinesiology Instructor/Women's Basketball Head Coach to replace Ms. Sue Crebbin who resigned August, 2015. Discussion as follows:

Dawn Adler stated the rubric for the box for special regulatory mandates, respectfully the memo that was written, says "no" for Title IX. However, there are interpretations of Title IX that, within the department and within the division, they think there are Title IX issues. She handed out a couple of handouts that showed some of the aspects that we are trying to focus the argument that we do meet the rubric for that criteria. She proceeded to provide the members with the concerns and information and history on the position. She stated it is a successful program and without a full-time person there is absolutely no way

the level of this team will be able to continue. It loses the opportunity for the marginalized population that would be part of this and be able to transfer on, and that is why they are here for this position.

The members reviewed the handout on Title IX provided by the group. Further discussion proceeded amongst the group regarding the number of men and women coaches, full-time and part-time coaches, Title IX, the compliance issue, participation rate, the access, and demand.

Dawn commented that this position is also in Program Review and in our division it ranked number one and across campus it rank number six. We thought it was all good until we thought the campus had only ten positions. Then, hiring eight from last years, we thought that this one would not get funded, so that is why this is here to advocate for the position because it is important.

President Fisher entertained a motion **to support the memo for the Kinesiology Instructor/Women's Basketball Head Coach Position**. Ricky moved, Rick second. Discussion as follows:

Celia mentioned she would like to know more about Title IX and does this really qualify for a special regulatory mandate.

Linda wanted clarification, if we are voting "yes" to accept the memo?

President Fisher clarified that if you agree with the memo then you are recommending we fill the position and you vote "yes".

**Rania motioned to amend the motion that, even though this position does not meet the rubric, we are requesting that this position be hired for fall, 2016.** Ricky moved, Rick second. Discussion as follows:

Kay wanted to reiterate her point again that it feels like we are going around Program Review and Leticia agreed.

Ricky stated the issue for him is not Title IX. The issue is that, at some point, Community Colleges that use part-time coaches, adjuncts are going to find themselves with Obama Care and hourly wage. Because the adjuncts are held to an hourly account per contract, but if you do the math on the amount of travel and practice, every part-time coach in the state is working full-time hours on a part-time pay. There is no feasible way for an adjunct coach to stay within the stated number of hours as a head coach. If he was going to argue regulation that would really be the argument because it is not feasible for an adjunct based on the number of hours that adjuncts are held to be a full time coach. There are several cases going through where folks are coming back to Community Colleges as adjuncts and suing them for back wages because of that.

No further discussion and the group voted as follows:

**AYES:** Cota, Fisher, Hamdy, Hrdlicka, Kinde, Shabazz, Smith, Stark, and Subero

**NOES:** Weiss

**ABSTENTIONS:** Hector, Ferri-Milligan, Gilbert, and Huston

**ABSENT:** Bastedo, Beavor, Burnham, Hunter, and Miller

**Motion Carried**

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

Celia gave a verbal update that there is a second draft making its way around the email with a survey attached. Last semester we actually got 85 survey responses. We have a wonderful form that Rania put together and we have five bodies. So, we are going with the survey again, hopefully, to capture more information and get more responses. We are going to have another document for first reading for Academic Senate on the 3<sup>rd</sup> and College Council on the 10<sup>th</sup>, with final documents, hopefully, for signature coming the following meetings.

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## **EDUCATIONAL MASTER PLAN – J. SMITH**

James passed out handouts to the group regarding the Educational Master Plan/Facilities Master Plan. We had an Educational Master Plan meeting with the consultants and we discussed this layout for their contents for an Educational Master Plan. District has contracted them to assist us with updating the Educational Master plan with our plan and CHC as well, then integrate them with District. One of the things is that our Strategic Master Plan goals are integrated with the District Strategic Plan. Educational Master Plan will have a set of those as well. Those goals, if not the same, should be very compatible with the goals we have already established for the campus. The consultant is going to be here at our next meeting to discuss goals with us and how those goals will integrate with District goals. Two things, one is the EMP and the other is the FMP. The FMP will be driven by educational needs and goals, based on our EMP. At one point we had a sub-committee to read and review the EMP. We have the one page sheets every year and every five years we create a plan that integrates all of the individual plans into a level plan. As we work with the consultant, we can have one group as College Council or have a sub-committee of College Council to review the input and process. We do need to have a core group on campus that oversees what they do. We can make a decision, and those are two possibilities.

Scott questioned, if we go the sub-committee route, then that does not diminish the number of people we are going to have with the full College Council body? Or does it?

James stated, no, the sub-committee will review the output, the deliverables, and the drafts as they produce each one of the chapters. We need to work with them.

President Fisher asked where this suggestion is coming from; that we have a sub-group?

James answered that it came from him. We had a sub-group that was working on the plan, but we put it on hold because the consultants were hired.

President Fisher had a concern that on the outset she was asked to identify the members that would be part of this process of developing these two plans. She was the one that stated it would be College Council, but with good reason. This body was the most representative body on campus and every group is represented here. So, if we come up with a sub-group, she can understand how that works better with everyone's schedule, but concerned about groups being left out because she has received feedback that they did not know that or what they were doing. In looking at it as the role of all the members here to carry the information back to the groups they represent, if that is not happening, then she would feel very uncomfortable pairing it down to a smaller group, thinking that the information is going to be shared. That is her thought, and, after she said College Council seemed the best group, CHC followed suite. I augmented the Applied Technical side for CTE representative, and I added Albert Maniaol for Technical and Susan

Bangasser for the Applied, so we would have those voices and receive their input for the purposes of the EMP and FMP.

Paula stated she has brought it back to her group for discussion amongst the group, but questioned what the consultants have done to date.

James stated that CHC has an EMP Committee.

Ricky requested if they could have a single point of contact and on their end?

President Fisher said the single point of contact is Scott Stark, and, at their end, it was discussed that they will be having a point of contact per my meeting at Chancellor's Cabinet.

Group discussion was that information is what James has already presented and done, but just in a different template.

James stated there should be some new data at the next meeting because they have done an economical scan.

Rick wanted to express some concerns that he received at Opening Day meeting. A lot of people were saying, why we are doing this, we already did this. A lot of them do not understand the reason this was started because of the bond measure upcoming. He does not think the campus understands that about the bond related issues.

Rania stated that they did not present the presentation that was discussed. It was very disappointing.

James stated we did discuss the bond measure and it must have gotten lost in communication.

President Fisher stated it was a loss in opportunity to communicate with all faculty and staff present.

Scott updated the group on where he thinks we are at. We do need to build some more facilities. Most likely there is going to be some state monies that we can leverage and the rest of our bond fund we have authorization for. The FMP is basically going to tell us the priorities on campus & district wide, where we are going to spend these monies and what facilities. Based on a meeting a week ago, where we are at is that they have walked the campus and have data on campus space; how it is being used, when it is being used, down time, etc. They have collected all that data. He has sat down with them and reviewed the data with them. They have that information now. It is going to be on hold to wait for the EMP piece. We have done the Community external environmental scan and have all that information on Community needs. We are doing the internal stuff now and the first week of February they are going to be interviewing the department heads for detail information on each individual's program, obstacles, how your facilities are meeting, or not, meeting their ability to deliver that program. That is one of the last critical pieces of information that they are going to be gathering. When the last critical piece of information is gathered, they will put it together in a format that, we as this body, can look at it, understand it, and see how the existing facilities do, or do not, line up with our ability to offer the programs that we are delivering now or the we need to be delivering, based on all the information. They need to put us in a position where we can put an educated recommendation forward to the District Strategic Planning Committee on what we want in terms of where we are going towards the EMP & FMP.

James stated with the economical scan we will see more than before. He does not know how the scan will address some of the hard questions, if we want to include new CTE programs or the process. We have a process for our discontinuous programs. They have a very strong recommendation about developing new

programs based on economic conditions in the community and he does not know how they propose to shift from old programs to new programs. He believes this new economical scan is going to come with recommendations about new industry opportunities.

President Fisher asked about the email regarding our campus that we are in some special select group.

James stated we are one of the one-hundred fifty six campuses at a National level that have been selected as the number one. He has not seen the email either but he will report on it the next time. There are three stages. The first stage is where you are identified as an improving campus. The second stage is where you provide your data and say what you are doing in terms of improvement. They validate the fact that the improvement is what it appears to be in IPeds where we submit our data (where the original data starts). Then they do a set of interviews and this narrows it down to a group of ten campuses that receive an award for most improved. We made the first cut.

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### **STRATEGIC PLANNING— J. SMITH**

James stated, according to the Consultants, what we have as our Strategic Plan is what most campuses call an Educational Master Plan (EMP). There are not a lot of campuses that have both, an EMP and Strategic Plan. He remembers we developed the EMP as a reaction to an Accreditation recommendation, and we also built a stronger Strategic Plan. According to the Consultants, our Strategic Plan will serve as a skeleton for adding more “one pages” and chapter introduction in what they call for in the EMP. Once they give us information, we will need to discuss it. It may be that we do collapse our EMP and Strategic Plan into a single document with two sections. That is something we can determine later.

President Fisher asked Celia if she knew if ACCJC would have an objection if we combined our plans into one plan compared to two stand-alone documents.

Celia stated she did not know offhand but she could research that. She was thinking that we call it the Strategic Master Educational Plan. We have way too many plans and she thinks the idea of getting something and blending them together could actually help us quite a bit.

President Fisher stated that even the FMP could be another section. They all sort of tie together. You cannot develop one without the other.

James stated when he was at this training only autonomous organizations have legitimate Strategic Master Plans. Units of subsets or sites that are part of a larger District, or bigger Corporate, or large organization do not have Strategic Plans because they do not have enough autonomy. They have sub-plans that talk about how they produce a product or service. You have to be independent to have a legitimate Strategic Plan according to this training he attended.

Kay stated, based on her experience with Accreditation process, if everybody uses the language, then we have an EMP. They are not going to care if we have a separate Strategic Plan, as long as that plan is strategic.

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

Paula stated they are moving along and they met last Friday for the efficacy phase and planning that. A question came up and they thought they would bring it to this body. When we ask for the Programs to

report their mission statements on the efficacy documents, is it required that every department have a mission statement?

President Fisher stated if it is a requirement, it is a requirement of Program Review.

Paula and Kay said we could say a mission statement, or a statement of purpose, that supports the College mission. A long time ago, a VPSS requested that all Student Services areas have mission statements, but I do not think it extended to the instructional programs.

John said it came from someone saying everyone had to have a mission statement. A mission statement is really a statement of purpose. We evaluate a program that had a mission, or a purpose, and they understood how they related to the rest of the institution. It was not like we think of for a College Mission Statement.

Kay clarified that this body does not have an expectation that every program has a mission statement?

President Fisher stated that there is not any mandated requirement. It is more of an interest for Program Review in the evaluation of the entire document rather than this body.

President Fisher asked if Paula happened to recall what the top three faculty positions were.

Paula stated the faculty positions are HVAC, Aeronautics, and Chemistry. Then Mathematics, Automotive and women basketball.

President Fisher was asking since she met with Fiscal at District yesterday and, as you know, the District is offering an early retirement incentive. If they get the number they need, they have made the calculations to determine how many additional positions we can hire as a result of the money savings from the positions that go vacant. There is a possibility of more positions becoming available for the 16-17 year and these positions are clearly for the Program Review list, who makes recommendations, and the President has the final approval.

Jeremiah reminded the group about the FON and, if under the FON, the penalty. John commented on the rule being leveled. President Fisher stated FON is important and is measured at the beginning of the fall semester for the entire year. Jeremiah said that SBVC is fifteen faculty short to meet the FON and two short at CHC. President Fisher stated maybe we need to look at if we cannot afford to maintain the 15% reserve in order to continue to do a good job, if we would need additional monies for support positions and supplies.

Ramana questioned what was the process in place, or timeline, for the Dean to submit the replacement positions memos to College Council?

President Fisher said what do we want to do as an Institution of guidelines for divisions when a vacancy occurs? When do they initiate action with creating the memo, with following the rubric, coming to College Council? Maybe it is a conversation they want to have at the Senate level. The Senate is where the rubric came from. But that would come here as a recommendation and this is what we like to see happen. We could all discuss it and say whether that is something we want the divisions to do, give the Deans an opportunity to speak in how this would impact them.

Kay stated that it was her understanding that we only sent the memo if we were supporting the position and we did not send the memo if it did not meet the rubric. We do need some clarification.



Jeremiah said to follow the rubric and if it is “no”, then it goes to Program Review.

Discussion amongst the group of when the memo is written and to be sent forward. It was decided that the memo needed to be written regardless, and they do not have to advocate for the position if it does not meet the rubric, but they need to inform the rest of the institution what is happening. Whether the position meets the rubric, or does not meet the rubric, the memo needs to be written. The memo goes from the Dean to VP, then the VP refers it to College Council to make a recommendation. President Fisher stated that they would put this in writing and will disseminate that and make sure that it is consistent and understood by everyone that needs to know.

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### **COMMITTEE REPORTS:**

Scott reported on this year’s budget. President Fisher mentioned earlier that our fund balance is going to be below 15%. The board is aware that it is going to be below the 15% on a temporary basis, but anything below 15%, it locks. We contribute to the fund balance and the remaining funds in our fund balance is around \$2 million. We have the budget adjustment for the \$1 million in Program Review Needs. What he wanted to express to the group, and for the group to share with others, was that last year there was a lot of monies left in supply accounts (4’s & 5’s), a lot of money sitting there. He guarantees at the end of this year any monies that are left in your accounts will fall out, and it is going to go into the fund balance. We will not have access to the fund balance next year. He recommends, right now, that you all review your accounts, and that you spend your money this year. Any supply type or equipment, etc., that you have money left in your accounts, you should use it to stock up on supplies, etc. for next year. That is one piece. The other piece is our \$1 million dollars in which you have received emails this week to act on this now. Give him your information and let’s spend that money. That money is not going to carry over to this next year. Whatever monies left will be locked up. He would be very aggressive this year to make sure you use the dollars you have in your accounts. Scott stated the cutoff date will be sometime in April. Also, the Developmental Budget will be earlier this year and the District office is starting earlier, and are almost done, and they will calculate what the assessment will be for this College. It is difficult for him to craft our budget without knowing what the assessment is going to be to our college. We need to know the assessment because that comes off of our revenues ahead of time. This is going to help us do a better job earlier this year on our budget.

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### **CHANCELLOR’S UPDATE – BRUCE BARON**

The Chancellor was not present.

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### **OTHER:**

Ricky advised the group that we were elected to participate in the Educational Planning Initiative (EPI) which is the State’s pilot for common assessment, common educational plan, and some kind of comment follow-up service for students who are not doing well. I am going to ask Marco to work with Jeremiah because we absolutely want and need faculty participation because this would add another software, potentially on how we communicate with students. EPI would interface with Datatel. There is a software called Star Fish. The counseling staff participated in a demo on opening day. We have identified some faculty, but I would like to ask Marco to work with Jeremiah to make sure that there is faculty involvement in it because there is training that is necessary. Now CHC is going through the initial implementation and ours is scheduled, I believe for fall.

Marco clarified that we are scheduled to do it together at this point. It was originally scheduled for CHC to go first, but the way it is looking, we will probably do it together. They are lagging behind and we are both scheduled for fall.

President Fisher confirmed that Jeremiah will carry the above information back to his group and Jeremiah confirmed he would.

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Meeting adjourned at **2:58 PM**

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**Next College Council Meeting:** 2-10-16 (1-3:30 PM)  
Academic Year 15-16 (bi-monthly, 2<sup>nd</sup> & 4<sup>th</sup> Wednesdays from 1-3:00 PM)  
02-24-16  
03-09-16/03-23-16  
04-13-16/04-27-16  
05-11-16/~~05-25-16~~

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**SBVC COLLEGE COUNCIL  
FEBRUARY 10, 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  
Lorrie Burnham  
Marco Cota - **A**  
Paula Ferri-Milligan  
Rania Hamdy  
Leticia Hector  
Rick Hrdlicka  
Diane Hunter  
Celia Huston - **A**

Haragewen Kinde - **A**  
Sarah Miller - **A**  
Ricky Shabazz – **A**  
James Smith  
Scott Stark  
Linda Subero  
Kay Weiss  
(19 members)

**Guest(s):**Ron Hastings

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**CALL TO ORDER:**

1:04 PM President Fisher, called the meeting to order.

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

Tabled till the next meeting.

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

No Reports

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**REQUEST FOR ONE-TIME URGENT EMERGING NEEDS – R. HASTINGS**

President Fisher introduced Ron Hastings, Director of Learning Resources and Library, to present his request.

Ron addressed the group and advised them that Dr. Fisher inquired about the location of paintings in the library. He advised the group the paintings are located high above on the wall outside his office. He noticed that each of the paintings, where they are currently mounted, are directly under a sprinkler head in the Library. They have been hanging in the library for over ten years and the sprinkler system has not deployed yet. If it ever does, then it is going to shower both of the paintings with a great deal of water. I recommended at that time to either relocate the paintings to a different location or, the very least, get some type of acrylic enclosures to protect them. He does not know the exact amount the paintings are worth, but he understands that they are very valuable paintings. He worked with M&O and obtained a quote from the vendor for two cases for the paintings. His understanding is that they would need to remove

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the paintings, incase them, and then they would need to be re-hung (either in the same place or somewhere else). A copy of the quote was provided to the College Council members for review.

President Fisher thanked Ron and asked the group if they had any questions.

The group discussed the glare on the pictures; do they need to be moved?; would they be protected or insured while this vendor is working on them and putting them in the cases?; a member's understanding that the District's insurance is that we are self-insured, so there is no replacement.

President Fisher provided the group with the history she knew about the paintings and of the interest a person had who wanted to buy the paintings (one of them or both of them) which was quite an uproar because we are talking a million or so for this painting. We need to do what we need to do to protect them and, yet, still share them and have them displayed.

Scott stated right now they are just insured as part of the District's assets, \$5,000 deductible. Without being appraised, it would be hard to insure them. We can ensure with the vendor that the pictures are cared for while they are handling them.

Ron stated that there is no direct light onto them. The only light is up from the breezeway. It would be hard to say if there would be any glare. He suggested that the paintings have been exposed and hanging there for a while and they probably should be cleaned.

President Fisher clarified that the cleaning is not part of the quote. Request was submitted for the enclosures for \$1,200.00 and we could augment that to include a cleaning up to a certain amount.

Scott said you could say not to exceed \$2,000.00 for the entire deal.

A member inquired, "How much would the cleaning cost?" President Fisher stated we do not know how much it would cost to clean them and we would not want to lock ourselves in. We would need someone who knows how to clean the paintings properly.

Kay suggested we could probably get some information from a faculty member in the Art Department regarding someone who knows how to clean the paintings properly.

President Fisher entertained a **motion to approve the Request for One-Time Urgent Emerging Needs for a maximum amount of \$2,000.00 for two acrylic enclosures for two large paintings that presently hang in the library, and the cleaning of the paintings.** Kay moved, James second. No further discussion and the group voted as follows:

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

**NOES:** None

**ABSTENTIONS:** Hector

**ABSENT:** Bastedo, Cota, Huston, Kinde, Miller, and Shabazz

**Motion Carried**

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

President Fisher confirmed with Jeremiah that he would be speaking on behalf of Celia Huston today regarding the ACCJC "Draft" Report she provided to the group for review.

Jeremiah confirmed that is correct and had the group refer to the ACCJC "Draft" Report that had been provided to the group. He wanted to share that Celia made a couple of notes on the bottom of the cover page to stress this is a "draft". This is the most recent version and it has incorporated the feedback thus far. However, there is still some feedback from CSEA and ASG that Celia is trying to gather. She hopes to have that feedback by the end of week and hopes to put together the more final draft over the weekend. This is her plan. This version did go to the Senate last week and coming to you now for review. There will be changes and fine tuning of the document. The plan is to get the final draft to Senate on the 17<sup>th</sup> for their approval and bring it back to this committee on the 24<sup>th</sup> for our approval, then it goes to board and goes around for signatures. The plan is to have the report out by March 11<sup>th</sup>. This draft is pretty much on content, feedback is in there now, and final version will be coming out next week. It will change, but changes should be minor. When he sends out the files for the Senate meeting, they should have the most recent version of this document. Reminder, the document focuses on those areas that need improvement. You can get at least an idea of basically where we are right now and what is here.

President Fisher thanked Jeremiah and asked if Celia and her council would consider, after it comes to this body on the 24<sup>th</sup>, that if there are any changes or additions, then they need to highlight them (or something), so each time we look at the document we do not have to start from scratch.

Jeremiah advised he will find out if Celia has a plan for any revisions since it could change after it goes to Senate, College Council, etc., or he will definitely make a suggestion.

President Fisher advised the group we have major business to attend to on the 24<sup>th</sup> meeting and will put the document at the head of the agenda. If you have a moment to look at the document before the meeting, we can then move through your comments and questions.

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## **EDUCATIONAL MASTER PLAN – J. SMITH**

James advised the group that Scott will be providing an update on where we are at on the EMP.

Scott addressed the group to advise where he thinks we are and where we are going. The week of February 1<sup>st</sup>, all of the Instructional Programs were interviewed to obtain information input on what the program is about, what they are doing, goals are, challenges, obstacles, and trend. Also, the Student Services Programs and Administrative Services Programs were interviewed. Simultaneous, and prior to that, on the facilities side, HMC was going to each and every space and reviewing a lot of documentation to get a solid understanding of what our facilities are like and conditions are. They were comparing that to what we are doing and how we are using our spaces efficiently or inefficiently. Now with all that information, we had the external scan and they have the internal information, and a bit more to get yet. The plan is on the March 9<sup>th</sup> College Council meeting, HMC & Almond Strategies are going to present that information in such a way that here is what the data shows the needs are and what we are delivering. They will show a direct connection or where a disconnect might be. They will offer us some things to consider. He does not think this can be done in one College Council meeting, so he suspects there will be several. Maybe March 9<sup>th</sup> and a follow-up to give enough information, so we can determine a direction and make a recommendation for where to go. Prior to March 9<sup>th</sup>, our next meeting February 24<sup>th</sup>, is going to be a facilities piece of that. HMC is going to share the facilities information they collected in individual interviews and what the needs are and walking the campus and our own documentation through our facilities. The purpose of that meeting is to give you the information and solicit more input from this body. They will have a handful of questions for us and they will want to have a discussion with this body. So, that will feed into the March 9<sup>th</sup> meeting and possibly the following meeting as well. They are a little behind right now and were supposed to present information today but were not ready. The goal is still to complete this substantially by the end of May or prior to the end of May, so faculty can review, prior to heading out for the summer recess. Whatever

comments come in from faculty and staff at that time will fold that into the process and they will issue the final version for fall. The plan is to be complete with the EMP & FMP in the fall. HMC is working with Dr. Glen Kuck for reschedules and the schedule will probably be more condensed, which means we will be dedicating more College Council meeting times to that. So, that is where we are at right now.

Kay was a little distressed that they only had the EMP from a year ago, based on data that is two years old. We had the EMP's submitted last year that had data only one year old. Our situation has changed over the last two years and she was distressed they are using old data. She is wondering what we are doing to make sure they have the most current data as possible?

James advised the group that they will have this year's data. We did not give them the data with each one of the department's comments because we have not gone over it yet. Deadline for them was October/November. What people write is not always accurate.

Kay stated that was alright, but at least the data should be accurate in which James stated they will have.

President Fisher confirmed with James that there is a new EMP sheet that your department is reviewing comments which are included on this one page sheet. The point with the consultants at this time, not so much the narrative, but the raw data itself, per Kay's point. Can you get the team that data without the narrative? James stated they could do that.

Kay stated if there are inconsistencies to the narrative, then the departments need to get that back right away since they use those for the Program Review process which were used for needs assessment in October and now they are doing efficacy review.

Scott concluded that if anyone had any comments about those interviews, to stop by his office since he would like to hear your comments that could not be addressed at this time, or give him a call.

Diane suggested that since they have been delayed in their timeline and we want to get maximum input from the campus, can you pencil off the last week of instruction, since you mention trying to get something done in May? Because not just Instruction, but Student Services also are overwhelmed at that point.

President Fisher commented that one of the reasons they are delayed in their timeline is because both of the consultant groups wanted to begin the interviews the first week of the semester. They were told no we could not do that and we are more sensitive to that and will keep that in mind.

Rania asked what is happening with the monies side because there is a purpose to writing this plan.

Scott stated we have to have a FMP driven by an EMP to qualify for state bond money. Right now we are operating on our local bond funding. If the state bond passes, we can take a little of our local bond funding and leverage it with the state bond funding and you get a lot more. This will allow us to apply for the state money, if that bond passes. Not sure of when the election is, but if we complete the plans by this next fall, that will put us in line to do that with a lot of other schools. Last year he put in a couple to the state that had preliminary budgets and scope information for a complete rebuild of the CTE building and a modernization of the LA building in the queue.

President Fisher thanked Rania for that question and asked James if he had anything further to discuss.

James stated he wanted them to review the handout on **the SBVC Mission Statement** that comes from the final committee of all the versions we had which were reduced down to these. Jeremiah will address the group regarding these versions.

Jeremiah said, as you recall, this was originated at the Accreditation & SLO Committee. Celia had brought this to his attention and I brought it to the Committee's attention that there was a change in the ACCJC qualification list which was being much more particular in terms of what needed to be included in the mission statement. We formed a task force within that committee that he chaired. Basically, they came up with three drafts of the mission statement. He also did a little research with Celia to get an idea if there were other mission statements that were out there that satisfied the new conditions of ACCJC, since this was a new requirement. That is where that originated and then came here. We gave some feedback and decided to send it out to the campus to get some feedback. This is the combination of all that and we have three versions here that should satisfy the ACCJC requirements.

President Fisher confirmed with Jeremiah that the expectation of the group today is to review, discuss, and vote on a version, if members can agree upon one.

The group reviewed the handout regarding the Final Versions #1, #2, and #3 of SBVC Mission Statement for College Council vote. Jeremiah ask for feedback.

Kay questioned that the first two indicate that we offer high-quality education and services "at a low cost". How do we define that? Once we adopt it, we have to live by it. Does that mean we have to always choose the lowest cost textbook or how do we define "at a low cost"?

James stated he thinks people were thinking low cost related to other colleges, like Cal State.

President Fisher mentioned that it has been reported recently that we are more expensive than the others.

Rania asked if we had to even put "at a low cost" in the statement? Can we take that out, or is it a requirement?

Jeremiah stated that Version #1 & #2 have this statement and if these are the ones we prefer, it would be easy to delete it from the statement.

Kay read the requirements from the internet.

President Fisher had concerns with the order of Version #1. The order is more straightforward in Version #2. She preferred Version #2, but could understand the support for Version #3. Rick commented that he did not care for Version #3.

The group continued to discuss concerns like the word innovation, the quality of life in the Inland Empire, other areas we serve, Orange County versus the IE image, Student's choose to attend IE college, the low income area we serve, and what message would we be saying if we delete the IE (we should embrace IE).

President Fisher stated it looks like our focus is on Version #2.

Jeremiah asked the group to focus on Version #2 and is the general consensus to delete "at low cost" from Version #2? The group agreed.

The group again discussed the IE and what message would we be saying if we delete "IE"; we should embrace it. Another thought was that we serve other areas; maybe add, after Inland Empire, "and beyond".

President Fisher entertained a **motion to approve the SBVC Mission Statement for College Council – Version #2 as a template**. Kay moved, Aaron second. No further discussion and the group voted as follows:

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

**NOES:** None

**ABSTENTIONS:** None

**ABSENT:** Bastedo, Cota, Huston, Kinde, Miller, and Shabazz

**Motion Carried**

President Fisher entertained a **motion to delete “at a low cost” in the first sentence in Version #2 template of the SBVC Mission Statement for College Council**. Jeremiah moved, Rick second. No further discussion and the group voted as follows:

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

**NOES:** None

**ABSTENTIONS:** None

**ABSENT:** Bastedo, Cota, Huston, Kinde, Miller, and Shabazz

**Motion Carried**

President Fisher entertained a **motion to add “and beyond” at the end of the paragraph to the Version #2 template of the SBVC Mission Statement for College Council**. Paula moved, James second. No further discussion and the group voted as follows:

**AYES:** Fisher, Gilbert, Beavor, Burnham, Ferri-Milligan, Hector, Hunter, Smith, Stark, Subero, and Weiss

**NOES:** Hamdy and Hrdlicka

**ABSTENTIONS:** None

**ABSENT:** Bastedo, Cota, Huston, Kinde, Miller, and Shabazz

**Motion Carried**

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## **STRATEGIC PLANNING– J. SMITH**

No report

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

Paula stated we are actually on the move with efficacy. We are revising the forms and getting all the data we can together. We have twenty-four programs that are going through the four year efficacy phase and there is one CTE, and those should be out this week. They are due March 30<sup>th</sup>.

Kay stated that there are multiple CTE’s but remember CTE has to go through review every two years, so there is one going through the two year review.



President Fisher inquired if there had been any further discussion regarding changing when the needs assessment takes place. Kay stated we need some clarification on that. The group discussed this further and it was determined to stay with the timeline as it is at this time. Scott will look at timelines with the Budget Committee.

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## **COMMITTEE REPORTS:**

### **ASG President – L. Subero**

President Fisher wanted to state and advise the group that in the past ASG had contributed monies to Commencement. Those monies were used to pay for various breakfasts and brunches; food primarily for students and volunteers. But this year, it is her understanding that ASG is not going to contribute \$10,000.00. She brought this up because she wants it on the record that this administration has never asked ASG to pay for anything. If ASG makes the choice to contribute towards the efforts of Commencement and for what they want to do for their fellow students, then that is up to them.

Linda confirmed that is correct and the Institution never asks them for money. We feel that we should give back contributions to the students, since the students contribute that money. Unfortunately, this year, of all years, we are going through some financial problems. Right now we are meeting with the District to find out what is going on with our funds. Last month Carlos, Director of SL, and Fiscal had a meeting and we have asked them to do an audit. That is the reason we cannot contribute this year to Commencement.

President Fisher said to let her weigh in on it and she appreciated Linda sharing this with this body. She will inquire at the District level and ask what we are going to do for all of our students.

### **Classified Senate President – A. Beavor**

Aaron advised the group they are preparing for the Leadership Conferences being held in Ventura this year.

President Fisher inquired about where he was on Classified Connection Week?

Aaron stated they have a meeting tomorrow in which they will be sitting down with Secret Brown. Secret Brown is doing classified professional development and has advised them that she is taking over Classified Connection Week.

President Fisher stated she is sure that there is some middle ground we can find. If it is SBVC Classified Connection Week, then that is different than CHC Connection Week and what they have at District. If District wants to contribute to our great effort, that is wonderful. If Secret wants to help us that is wonderful.

President Fisher asked if one or both of them would follow-up with her after their meeting tomorrow. Then, let's talk about it. Also, last year we contributed monies from the President's Office, and if we are going to be contributing this year, we need to know how much.

## **Professional Development Committee - R. Hamdy**

There are a lot of events going on in Professional Development with the Distance Educational Committee. I and a lot of other people are planning a "One Day Conference" to bring State Representatives and other colleges in this area onto our campus to talk about the On-Line Initiative, Common Initiative, and the All Educational Initiative. Especially with the All Educational Initiative, there is a lot of questions on our campus, such as are we going to go to the consortium model. We have invited Pat James who is the leader of this On-line Initiative. She has agreed to come to our campus, so Rania is coordinating that and has opened it up to our campus. She already has thirty people from our campus & CHC registered. She will be opening it up to the register for the regional colleges. It is going to be a big all day event on March 4<sup>th</sup>.

We started a Basic Skills four part series workshop, which she had been working with the Basic Skills Committee on, trying to bring the Basic Skills Initiation to light and have campus dialogue.

On April 1<sup>st</sup> we are going to start the Oh You campus training, which is the replacement for Site Core and teach everyone how to operate the new website management system. We will be rolling that out as well.

She is working with Mark Donnhauser and doing an SI training conference. On March 24<sup>th</sup> we are doing faculty training and, Saturday, Mark is going to have a conference for students. Lots of other workshops happening in between.

One book, One College; Paula and she have been to Chaffey a few times to look at their process. We are hoping from Professional Development and Basic Skills Committee to launch a One Book, One College.

The Great Teachers seminar is April 15<sup>th</sup> and she is working with the University of Redlands.

We are part of a foothill consortium for a Study Abroad program that goes through Citrus College, so we can send our students who are interested in Study Abroad through Citrus College. We have been part of this consortium for about twenty-five years or so, since the 80's. Jose, in modern languages, has been the liaison for this, but now she has taken it over. She is the new liaison and she has developed a team of people to help her with this and promoting the faculty who can teach abroad. We are just going to get the word out that Study Abroad is available.

## **Technology Committee – R. Hrdlicka**

Still working on the updating of the Technology Plan. As far as technology on campus, when it came time to buy new equipment for the gyms, I started doing research on Wi-Fi that is compatible with our systems. The Wi-Fi that we have is at the end of life, so I was not able to buy current points to match our Wi-Fi current system. Using some funds from the new building and funds leftover from rotation, I have purchased a new Wi-Fi system for the campus. Over the summer, we will be installing all new Wi-Fi access points. It has been five years and Wi-Fi is something that is changing very fast. These are new wave to access points and will be able to have more users and more band width. We also have some issue with some of our Wi-Fi. Because of the system we are on, if it broadcast outdoors, we could be in trouble with the FCC. It is really important that we upgrade our system. Another thing with that is that District has been limiting us with what resources we can provide for two people on mobile devices. With the new system, you will be able to authenticate who you are and possibly connect to a printer and some other resources through your mobile devices that we cannot do now. It has all been purchased and equipment ordered, memos to board, and he had sufficient funds.

President Fisher inquired if he was involved with the conversations about name badges.

Rick advised that he did a test with others recently and they have been working for a while to get a main badge system. The District wanted to start issuing name badges. Glen's area ordered the system and discussion of what the name badges would look like. Then, they had Union negotiations and it has been on the back burner for a while. They decided there will be RFD badges so, in the future, when we start putting RDF access into buildings, you will be able to open doors with them. Near term, you will be able to use them on the copiers by scanning your ID cards. It is your job to wear your ID card.

President Fisher stated it will probably come down to a change in policy. If it is not mandatory yet, it will be something that people will be required to wear and display. These name badges are cards with your photo on it for security purposes and benefit to them.

### **Curriculum Committee – L. Hector**

The Curriculum position is up and Senate has already sent out an announcement to all faculty. Letters of Intent are due March 1<sup>st</sup>. That will take place the beginning of fall. The Curriculum Committee has many people working on programs and courses, on-going all year. In the process of identifying dates to send out to the faculty who are interested in working on curriculum and have some workshops to offer, we are trying to look for a Friday or later evening time block and a morning time block. That should be coming out soon.

### **Facilities & Safety Committee – L. Burnham**

Lorrie stated the committee is starting its prioritization of requests for facilities and safety projects. The last meeting we started discussing the need for transgender or unisex restrooms on campus. We will be looking more into that in our next meeting.

Scott followed up on the unisex restrooms in which there was a big push. The Chancellor asked us to identify restrooms for transgender use. No criteria or requirements for that but, what we did and CHC as well, was identify all restrooms on campus that were available that were not a multiple stall restroom, where a person could be private and go in and lock the door behind them. We identified these on the map across campus. Now that is starting to become an issue, so we will be discussing it at the next meeting.

President Fisher advised the group that we made the changes to accommodate as many people and we also made the change to making private single stall restrooms available for disabled students.

Scott stated that it was well over a year ago. The disabled students and ones that need care in going in we provided them with a common key to all the lockable restrooms on campus.

President Fisher wanted this body to know the efforts that are made to accommodate student, staff, and faculty. It is important.

### **Budget Committee – S. Stark**

Scott advised regarding the budget transfer process on budgets, we will be training the managers at the next managers' meeting and the secretaries' next week. We will roll that out the end of February or beginning of March. You will be able to do your own budget adjustments and budget transfer in Questica.

Kay asked if those trainings will be in computer labs. If not, can they be?

Scott stated the secretaries' training will be in a computer lab, but not the managers' training. It is not a difficult process and will be a live on-line training. He said we can reschedule the managers' meeting to a computer lab and it was agreed upon by President Fisher.

### **CTA President – D. Hunter**

Diane stated that CTA is working on quite a few things, including on-going discussions regarding the Sunshine items. We are working on planning a forum both at CHC and here for discussions on a flexible calendar. We want people to be informed about it which is why we are planning a forum. It will be a couple of forums here and at CHC. We are working on Part-time Faculty Appreciation Day because, as you know, so many of our instructors are part-time faculty and they often get left out. She mentioned that one of our colleagues, Sheri Lillard, has put together a workshop for part-time faculty called "How to Get A Part-time Job", that she and Amy Avilar conducted at the last two part-time faculty orientations here and at CHC. Very successful workshops. It was accepted at the National Educational Association (NEA) and she is going to present that in the spring time.

### **Academic Senate President – J. Gilbert**

Jeremiah stated that we have a number of things going on and, as Leticia mentioned, nominations are now open for the Curriculum Chair and also for the Honors Coordinator. Both of those were sent out the beginning of the month and the deadline for both is March 1<sup>st</sup>. Those that applied come to Senate on March 2<sup>nd</sup> and we vote right then and there. Also, at the moment Advancement in Rank is opened. During a discussion in Senate, Paula and Joe Lamore talked about how it would be nice if we could have a workshop to help people understand what we are looking for in Advancement in Rank and nomination letters. They worked with Rania and, just before the next Senate meeting, on the 17<sup>th</sup> from 2-3 p.m. in this room, there will be a workshop. This workshop is what the committee is looking for. While we sent out the rubrics and there are some examples in the memo, it is still not as clear as to what the committee is looking for. This is the first time we are doing this, and he hopes there will be a good turnout and it will help the committee. We also have Outstanding Professor coming up and our Spotlighting Success. He checked with Paul and got a timeline. Because of where spring break falls, I am going to be sending that announcement out tomorrow. He would like to have it close the Friday before spring break for nominations. When we get back from spring break, we can have a two week window for voting. Just a reminder, for Advancement in Rank, you can self-nominate, but for Outstanding Professor you need to be nominated by a peer.

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### **OTHER:**

Kay wanted to remind the group that this is Black History Month. There will be a big event tomorrow night and Dr. Hill will be attending. It is in the auditorium. She would like to encourage everyone to come. There are a lot of events going on during Black History Month.

James wanted to remind everyone that we have been selected out of the 150 colleges in the nation, out of over a thousand. One of the reasons why we were selected is because over the last five years we had a 36% increase in awards of certificates and degrees. We received what was labeled as an application, but it turns out to be a real proposal. There is a ton of data and archive narrative that has to go into it to move to the next round in order to compete with the 150 who were selected to be part of the final ten. Everyone in his office is working towards putting this proposal together. We will have a draft ready to circulate through this committee to weigh in.

President Fisher advised the group that she wished Dr. Kinde could have been here to share more detailed information about a major project that is underway by the Office of Instruction. The matter came up in Financial Aid (FA) when the Director of FA was attempting to determine which programs should be included on the list of approval, for which FA could be issued to the students for the Department of Education. There are some programs that are ineligible for FA but there were students in the programs before that determination had been made. We have had to notify students that they need to transfer majors and be in a major where it is approved all the way through the process. The VP of Student Services, who is responsible for FA, has been communicating with regard to what the FA position is. Their hands are tied; if it is not on the list, they cannot issue the FA. They have been pretty good about getting out that information to the specific students.

A member questioned how many programs are involved? President Fisher stated, in the last list she reviewed, there were around 26 programs and some are simple fixes. Others are not going to get fixed because the substantial change process is a yearlong. She is not sure on totals, and we would need to ask the VP of Instruction to report on that. The VP of Instruction is giving this her focus. She is sure that this information is forthcoming.

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Meeting adjourned at 3:02 p.m.

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**Next College Council Meeting:** 2-24-16 (1:00 PM – 3:30 PM)  
Academic Year 15-16 (bi-monthly, 2<sup>nd</sup> & 4<sup>th</sup> Wednesdays from 1-3:00 PM)  
03-09-16/03-23-16  
04-13-16/04-27-16  
05-11-16/~~05-25-16~~

DKG

**Submitted by**  
**San Bernardino Valley College**  
**701 S Mt. Vernon Ave.**  
**San Bernardino, Ca 92410**



**Submitted to**  
**Accrediting Commission for Community and Junior Colleges,**  
**Western Association of Schools and Colleges**  
**10 Commercial Blvd # 204,**  
**Novato, CA 94949**

## Certification of the Follow-Up Report

**To: Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges**

**From: Gloria Fisher, President  
San Bernardino Valley College  
701 S Mt. Vernon Ave.  
San Bernardino, CA 92410**

**We certify that there was broad participation by the campus community and that the San Bernardino Community College District Board of Trustees has reviewed it. We believe this report accurately reflects the nature and substance of this institution.**

### Signatures

<b>John Longville, President, SBCCD Board of Trustees</b>	<b>Date</b>
<b>Bruce Baron, Chancellor San Bernardino Community College District</b>	<b>Date</b>
<b>Gloria Fisher, President, San Bernardino Valley College</b>	<b>Date</b>
<b>Dr. Haragewen Kinde, Accreditation Liaison Officer, SBVC</b>	<b>Date</b>
<b>Dr. Celia Huston, Faculty Co-Chair, Accreditation and SLO Committee</b>	<b>Date</b>
<b>Dr. Jeremiah Gilbert, President, San Bernardino Valley College Academic Senate</b>	<b>Date</b>
<b>Grayling Eaton, President, CSEA</b>	<b>Date</b>
<b>Linda Subero, President, San Bernardino Valley College Associated Student Government</b>	<b>Date</b>

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DRAFT



## Report Preparation

This section describes the process of report preparation and identifies those who were involved in its preparation.

To respond to the Accrediting Commission for Community and Junior College's (ACCJC) District Recommendations, an Ad Hoc task force was assembled that included representatives from the Board of Trustees, Chancellor, College Presidents, Academic and Classified Senates, California School Employees Association (CSEA), California Teachers Association (CTA), Student Government, Human Resources, Research and Planning, Black Faculty and Staff, Latino Faculty and Staff, Accreditation Liaison Officers, and Business and Fiscal Services. The full task force conducted three initial meetings in April 2015 and several sub-task force meetings in May 2015 and throughout the summer. The full task force began meeting again in September 2015 and monthly thereafter to monitor and provide feedback on the progress that was being made towards addressing the District recommendations.

The purpose of the initial three meetings in April were to analyze each of the District-level findings to:

1. Distill what triggered the visiting team's findings;
2. Evaluate what needed to be done to address the findings;
3. identify resources, points of accountability, and timelines necessary to address the findings; and
4. List what evidence would satisfy the visiting team to show we have addressed each recommendation.

The task force reviewed and collectively agreed to the following goals for the task force:

1. Develop a tactical plan that will enable the District to completely satisfy the ACCJC District Recommendations, with evidence to support addressing the recommendations and satisfying the standards;
2. Develop a tactical plan that all constituent groups believe can satisfy the ACCJC District Recommendations;
3. Work as a team to communicate the work that has and will be done to re-instill confidence in our colleges' and District's ability to serve our community;
4. Develop a monitoring process that all constituency groups believe is accurate, timely, meaningful, and transparent.

The SBCCD and its colleges fully recognized the rationale for the four District Recommendations. These recommendations highlighted issues our District has been cognizant of but has had challenges addressing. The recommendations provided by the visiting team were constructive, provided guidance, and served as impetus for the SBCCD to finally put thoughts into action.

Constituent groups collectively supported all steps in this process; the end result includes solutions they collectively believe fully address the ACCJC District recommendation. The solutions that have been implemented codify processes along with timelines and points of responsibility, and ensure ongoing transparency.

The work of the ACCJC Ad Hoc Committee provided a foundation for the Accreditation and SLO [ASLO] Committee as they worked on the District Recommendations section of the follow-up report. In Spring 2015 the ASLO committee developed a timeline for drafting, editing, and finalizing the follow-up report. ASLO committee members who were a part of the ACCJC Ad Hoc committee were tasked with drafting sections addressing the response to the three District recommendations. Follow-Up Report First Draft, October 2015 focused on steps taken to date by the campus and District to resolve deficiencies.

The ASLO Committee, with the assistance of the Office of Research, Planning, and Institutional Effectiveness, conducted a First Draft survey to solicit feedback from the campus. For each recommendation, employees were asked to respond on a 5-point Likert scale as to whether the recommendation had been adequately addressed. A comment box was included on the survey for additional feedback. The survey and first draft were distributed to all campus and District employees on October 15, 2015. Two reminders were sent before the survey closed on November 6, 2015. There were 85 respondents to the survey. CSEA, concerned that classified staff would be uncomfortable with or unable to access the online survey gathered, feedback from classified staff and submitted a report to the ASLO Committee. The CSEA feedback represents approximately 35 classified staff members and 27 classified staff responded to the online survey. As both the online survey and CSEA feedback are anonymous, there could be duplication. The Associated Student Government (ASG) representative to the ASLO committee gathered feedback from the ASG Board.

The October 2015 Survey benchmarked the progress the campus and District had made towards meeting the recommendations. Many of the improvements being made at the District level may not yet have been apparent to the campus by October 2015, so the survey provided a snapshot of the campus perceptions of the progress being made, and insight into what areas of the recommendations needed more development and better communication. The survey results and feedback were shared with the ASLO Committee, Academic Senate, the ACCJC Ad-Hoc Task Force, and directly communicated to a member of the Board of Trustees, the Vice Chancellor of Business and Finance, and the Vice Chancellor of Human Resources. A limitation of these findings is that the response rate [85] provides a limited level of statistical validity and results may not be representative of all employees.

Feedback from the October 2015 Draft was combined with the updated information from the District presented to the ACCJC Taskforce in December 2015 to create the SBVC Follow-Up Report Second Draft, January 2016. Survey results and feedback were used to capture the campus perspective in the narrative analysis, thus creating a follow-up report that reflects the viewpoint and character of the SBVC campus. The second draft was released at the Accreditation Forum on January 14, 2016. Representatives from the District were present at the forum to report on the progress that had been made of each of the District recommendations and to answer questions. The Accreditation Forum was a part of the Spring Flex Day and, despite ongoing advertisement by the Office of Professional Development, the forum was poorly attended.

The SBVC Follow-Up Report Second Draft, January 2016 was distributed campus-wide via e-mail on January 19, 2016. A campus-wide online survey on the 2<sup>nd</sup> draft that included all classified, faculty, and management employees was conducted the week January 25, 2016. Results from this survey, as well as results from ASG, feedback from classified staff gathered by CSEA, and the 2015-2016 San Bernardino Community College District Employee Climate Survey (SBCCD Climate Survey) conducted in December 2015, were incorporated into the final document.

The January 2016 campus-wide survey had a much lower response rate than the October 2015 survey, with only 17 participants replying to the online survey, 4 from the ASG Board and 23 classified staff. A limitation of these findings is that the response rate provides a limited level of statistical validity and results may not be representative of all employees. Yet even these limited results and comments provide a snapshot of the campus perceptions of the progress being made, insights into what areas of the recommendations needed more development and better communication, and indicate what improvement has been made since October 2015.

Surveys were not the only method of gathering feedback, but were considered the most successful due to the high participation rate in the October 2015 survey and the candid responses in both surveys. The October 2015 survey garnered more response and participation than any of the open forums held for the Accreditation Self-Study or the Follow-Up report. The anonymity of the survey allowed employees to fully express their concerns, and the online format removed any conflicts of time and location. CSEA provided valuable feedback from classified staff for both drafts distributed to the campus, as did ASG. Feedback on the District recommendations and the drafts were also solicited from the Academic Senate, and College Council and the Accreditation and SLO Committee. Adjunct faculty received accreditation updates and had opportunity to ask questions at adjunct orientation.

## Follow Up Report Timeline

Month/Date	Activity
February 2015	College receives External Evaluation Report; the Commission issues Warning
February 2015	President shares the External Evaluation Report with campus
February - May, 2015	District ACCJC Ad-Hoc Committee meets throughout spring 2015
May 2015	District ACCJC Ad-Hoc Committee Meetings: District Recommendations
June - July, 2015	A sub-group of the District ACCJC Ad-Hoc Committee meets
September 15, 2015	Preliminary draft to the ASLO Committee
October 8, 2015	CHC/SBVC joint presentation to the Board of Trustees
October 15, 2015	First Draft to SBVC Campus; Follow-up Survey Begins
November ,2015	Follow Up Survey Closes – Results disseminated
January 8, 2016	Follow-up Report, 2 <sup>nd</sup> Draft to SBVC/District work group
January 11, 2016	Alignment Meeting with SBVC and District
January 13, 2016	Adjunct Orientation Workshops
January 14, 2016	Workshop and Presentation, Accreditation (Flex);
January, 20, 2016	Follow-up Report, 2nd Draft to Campus
February 3, 2016	First Reading, Academic Senate
February 4, 2016	Follow-up Report, 2 <sup>nd</sup> Draft presented to Board of Trustees
February 10, 2016	First Reading, College Council
February 17, 2016	Academic Senate Approval
February 24, 2016	College Council Approval
TBD	Student Senate Approval
TBD	Classified Approval
February 25, 2016	First Reading, Board of Trustees
March 10, 2016	Board of Trustees, Final Approval and Signature
March 15, 2016	Follow-up Report submitted to ACCJC

## ACCJC Recommendation to Resolve College Deficiencies

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*At the conclusion of Standard 2.A of the ACCJC Visiting Team Report, the team noted The College's SLO assessment process was functioning well and appears to have become well established. The program-level SLO assessment cycle was lagging, however, with only a minority of programs having completed assessment at the time of the site visit. (I.B.1)*

**College Recommendation 1:** *In order to meet the standards, the team recommends that all programs' student learning outcomes be assessed on a regular basis as part of a sustainable cycle of continuous quality improvement.*

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### **Actions Taken to Resolve Deficiencies**

At the time of the ACCJC visit, only 22% of SBVC's programs were continuously collecting assessment data on PLOs and evaluating the data on a 3-year cycle. SBVC had a timetable developed to achieve 100% PLO ongoing assessment and systematic evaluation by the end of the academic year by mapping the required courses within the discipline to the Program Level Outcomes of the degree or certificate program. Course assessment data collected every semester are aligned with and provide assessment data for PLOs. These data are available for use in the Program Summary Evaluation that takes place at least once every three years. By the time of receipt of the ACCJC Action Letter in February 2015, PLO ongoing assessment had reached 83%. Currently 100% of SBVC's programs are continuously collecting assessment data on PLOs and systematically evaluating the data on a 3-year cycle.

Courses are the common denominator for learning outcomes assessment. Every student who attends SBVC, whether for self-improvement, lifelong learning, job skills, certificates, degrees, or transfer, will take a course; thus, courses become the foundation for assessment. SBVC has collected of SLO assessment data for each course offered every semester since Fall 2013. This practice of ongoing assessment has created a data-rich environment used as part of the systematic 3-year evaluation process.

Ongoing assessment of PLOs is achieved by mapping the course assessment data to the program level. Courses in all disciplines that are a part of a degree or certificate program are mapped to the PLOs for that degree or certificate for ongoing assessment. The assessment data, along with other discipline-specific criteria, are used as part of the systematic 3-year evaluation process.

The process of mapping was often used as a baseline evaluation of PLOs and resulted in rewriting of SLOs/PLOs, developing new assessment methodologies and criteria, and identifying capstone projects or courses that could also be used to assess PLOs. Concurrently, the ASLO Co-Chair and District Computer Programming office were working together to create an online system for outcomes assessment by modifying the open source program SLOCloud. The SLOCloud was easily adapted to reflect the paper forms and processes established by the college. The SLOCloud collects assessment data and generates course and program level reports that include aggregated data for courses and programs, assessment methodology and criteria, and qualitative reflections of faculty.

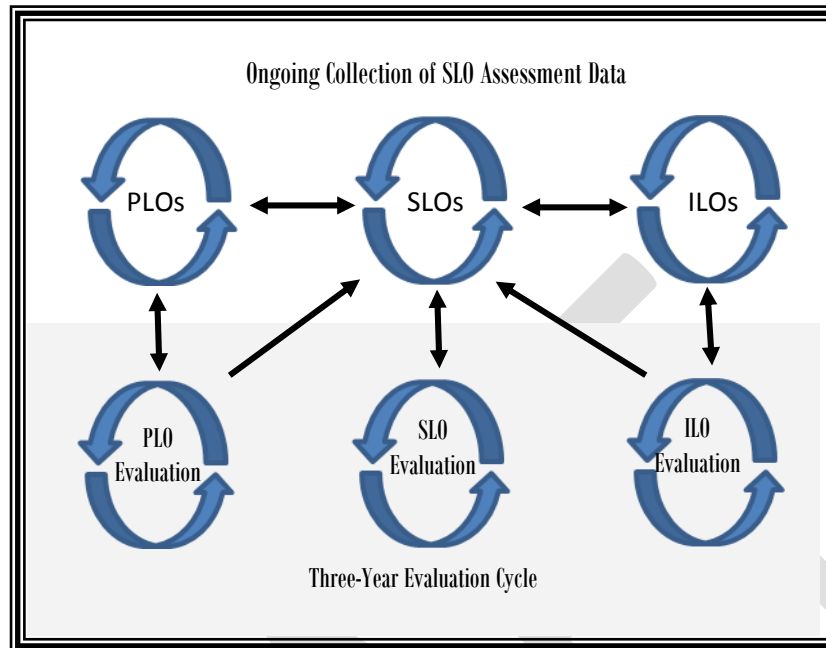


Figure 1. Relationships among SLO, PLO, and ILO assessments.

### ***Analysis of Actions to Resolve Deficiencies***

The October 2015 survey responses for College Recommendation 1 indicated the campus was satisfied the recommendation had been met. Ninety percent (90%) of respondents agreed or strongly agreed that the recommendation had been adequately addressed, 6% of respondents disagreed, and 14% indicated “Don’t Know or N/A.” There were a total of 9 comments. Several expressed satisfaction with the SLO Cloud and the mapping process and some voiced concern that there was too much focus on ongoing assessment and not enough evaluation and dialogue. The January 2016 survey showed that 16 of the respondents (94%) agreed or strongly agreed that the campus has met the recommendations and 1 respondent (6%) disagreed.

Ongoing assessment and three-year evaluation cycles for PLOs have been established for 100% of programs. Over 87% of programs have engaged in dialogue and formally completed their first 3-year evaluation and are on schedule for their next evaluation. The remaining 13% of programs, consisting primarily of new or newly revised degrees and certificates, are on schedule for their first 3-year evaluation.

Ongoing assessment and systematic evaluation have stimulated formal and informal dialog about teaching and learning at SBVC. For example, Diesel is a program that used a PLO assessment to

implement changes. Diesel indicated that reading comprehension presented a challenge to many students; the department worked with Disabled Students Programs and Services department to provide reading support and textbook audio for students with reading challenges.

Many programs chose to evaluate or reevaluate PLOs after the Course-to-PLO mapping for the SLOCloud process had been completed. After mapping was complete, dialog among faculty led to programmatic changes; for example: programs were able to see whether PLOs and SLOs were out of alignment, resulting in writing more effective outcomes; programs identified potential capstone courses and assignments; programs saw the need to develop a common assessment instrument; programs initiated curriculum changes; and programs identified equipment and professional development needs.

DRAFT

## ACCJC Recommendations to Resolve District Deficiencies

### District Recommendation 1:

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*The ACCJC Visiting Team reported in the conclusion of Standard IV.B*

*The team found evidence throughout the Self-Evaluation, which was confirmed during the team's visit, that the Standards for Board and Administrative Organization are met with the exception of the Board being in compliance with its own policies. Also, the team found that, while there was evidence that new board members attend orientation, they do not have a specific orientation to their role as a San Bernardino Community College board member.*

*In order to meet the standards, the team recommends that [1] the Board of Trustees examine its role in the development of policies and [2] ensure that it acts in a manner consistent with its approved policies and bylaws. The team further recommends that the Board of Trustees take steps to [3] ensure that all policies are developed or revised within the framework of the established input and participation process. (III.A.3, III.A.3.a, III.D.3, IV.A.2, IV.B.1.e, IV.B.1.j)*

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#### Actions Taken to Resolve Deficiencies

The ACCJC Ad Hoc Task Force collectively identified the following deficiencies, which were recognized as District shortcomings that needed to be addressed and which were believed to have led to the findings.

Subsequently, the task force openly and candidly discussed strategies for addressing these deficiencies.

The corrective actions collectively recommended were:

1. To define timeline and systematic process for BP/AP review. The timing should be specific and achievable and include:
  - a. The monitoring and tracking of progress via checklists;
  - b. Clear definitions and be communicated;
  - c. Subject expert review and tracking;
  - d. Tracking of the rationale for any changes;
  - e. Watching for conflict with other BP/APs;
  - f. Needing to make sure current policies are available online;
  - g. Inclusion in the Board self-evaluation; and
  - h. A clear definition of "Periodic Review."
2. Board Training
  - a. The development of a local Board Handbook inclusive of training.
  - b. Develop a living and evolving list of what every board member should know and be trained on.
  - c. Consideration for transition time between Board of Trustee Presidents.
3. Develop local Board President Training which should be included in overall Board Handbook/Training; should include clear language that Board President is ultimately responsible to orient new board members and student trustees.

During the month of May and throughout the summer, the sub-task force committees for the development of a Board Policy Manual and for the revision of the Board Policy and Administrative



Procedures (BP/AP 2410) met. In both instances, representatives from the ACCJC District Task Force met with the District Assembly to request that the current BP/AP review process be placed on “pause” until a new process was developed and proposed for the fall, and that rather than approving the Board Handbook that was scheduled to be approved, they allow time for the ACCJC District Task Force to review and incorporate additional changes over the summer. Both requests were approved. It was suggested, and agreed to, that the BP/AP review process be reviewed by joint sub-committees of the District Assembly and the ACCJC District Task Force.

The SBVC Academic Senate had a thorough discussion of the ACCJC Action Letter at the 2/18/15 and the 3/4/15 meetings. The Senate considered that the District Recommendations and the Commission Recommendation resulted from insufficient leadership and management at the District level, and ultimately the responsibility of the Chancellor. The Senate took action to resolve the deficiencies by initiating a vote of no confidence in the Chancellor. The SBVC Academic Senate worked with the Crafton Hills College Academic Senate to craft a resolution and gather evidence. The resolution and evidence were presented to the Board of Trustees at the 4/9/15 board meeting, with a request that the resolution be placed on the agenda for discussion at the 5/14/15 board meeting. The Board of Trustees offered the following statement in reply. "The Board has received and carefully reviewed the Academic Senates' no confidence resolutions (SBVC Resolution SP15.02 and CHC Resolution SP15.04) and supporting documents. As with all information received by the Board, it will be given careful consideration. The Board requests that the faculty work together with the Chancellor and the District Office staff to implement the recommendations of the ACCJC and prepare the follow up report for submission on its March 15, 2016 due date." The Academic Senate continues to participate in the District ACCJC Ad-Hoc Task Force and work with the ASLO Committee, Ad-Hoc Staffing Plan Committee, Enrollment Management Committee, and others to resolve campus and District deficiencies.

#### **[1] Board Examination of Role**

The sub-task force committee working on the Board Handbook met to review the local handbook that was being proposed, and incorporated the changes recommended by the ACCJC District Task Force. This included ensuring that the local handbook complemented, augmented, and expanded upon the Community College League of California (CCLC) Trustee Training, reviewing and adding to the list of topics in which all trustee members should be trained, ensuring regular updating of the handbook, specifying Chancellor and Board President responsibilities, specifying when the training of board members is to occur, and incorporating a sign-off sheet to verify the training of board members in each topic area. District Assembly recommended changes to the Board Handbook and approved the Board Handbook as amended at the Board meeting on 9/1/2015.

The Board of Trustees received training from ACCJC on June 1, 2015 that specifically addressed the role of the Board. Topics addressed included board roles and responsibilities from an accreditation viewpoint, the realm of the board, scenarios describing the accreditation experiences of three community college boards, and some pathway actions for improvement. In August 2015, a trustee at the Butte-Glenn Community College District in Oroville facilitated the Board Retreat. The retreat agenda included:

- Board Imperatives
- Review of Board Self-Evaluation
- Review of 2014-2015 Board Goals
- Establishing 2015-2016 Board Goals
- Review of ACCJC Recommendations.

A new trustee was appointed to the board in December 2015. The Trustee has received two training sessions, one with the Chancellor and the second with the Chancellor and Board President. The sessions focused on: background information on SBCCD, outstanding issues currently impacting the District and Board of Trustees; and Board Handbook, Board Policy, committee structures, and how board governance differed from District operations. District materials were provided to the Trustee for study. The Trustee was connected with online Trustee resources for CCCL and ACCJC.

One Trustee recently completed the Excellence in Trusteeship Program sponsored by the Community College League of California. At the February 25, 2016 meeting Trustees shared what they had learned about the role of Trustees at the 2016 National Legislative Summit in Washington, DC sponsored by the Association of Community College Trustees.

## **[2] Board Acting in a Manner Consistent with Policies**

The Board of Trustees has become more educated about policy and procedures. The Board of Trustees is studying a list of perceived inconsistencies between Board Policies and Board actions that were identified in the October 2015 Follow-up Survey. The effectiveness of these efforts to improve consistency will be seen over time and extends beyond the timeline for this report.

## **[3] Framework for Policy Review**

The joint sub-committees of the District Assembly and the ACCJC District Task Force convened on two occasions and revised Board Policy and Administrative Procedures (BP/AP 2410) to incorporate the recommendations of the ACCJC District Task Force. These changes included establishing a defined timeline for BP/AP review (6-year review cycle), establishing points of accountability for the review process, developing a tracking system for the review cycle along with a rationale for BP/AP changes available for all to see online, ensuring input by subject area experts, and preventing conflicts with other District BPs/APs. Training sessions were conducted for both the subject area experts and those charged with accountability for the review process. The BP/AP review cycle was reviewed at District Assembly on 9/1/2015 and approved at the 10/6/2015 meeting.

District Assembly is reviewing the 86 BP/APs scheduled for review this year in accordance with the current AP 2410 review process. As of January 2016:

- 42 policies and 21 procedures have been reviewed by the Board Committee.
- 41 policies and 16 procedures have been reviewed by the District Assembly.
- 14 policies have been approved and adopted by the Board of Trustees.

### Analysis of Actions to Resolve Deficiencies

The October 2015 survey showed that 39% of the respondents agreed or strongly agreed the District had adequately addressed the recommendation; 38% of respondents disagreed or strongly disagreed the District adequately addressed the recommendation; and 23% of respondents responded “Don’t Know or N/A” The 19 comments expressed concerns about inconsistencies between board actions and board Policy, effectiveness of the Board Handbook, and support for the AP/BP review process (2.4). November 2015 feedback from classified staff expressed concerns about the Board’s compliance with Board policies.

A trustee met ASLO co-chairs to discuss the findings of the October 2015 survey and attended the December 4, 2015 ACCJC Ad-Hoc Task Force meeting, where further discussion of District Recommendation 1 took place. Following those meetings, the Chancellor and the Board requested a list of the inconsistencies noted by the campus for further review and discussion. Items included were:

- Board Agenda 8/13/15 p. 42 references BP 7250 in a request for management tuition reimbursement. BP 7250 is an incorrect reference. Tuition reimbursement is mentioned in AP 7250, and AP 7250 refers the reader to correct BP 7160/AP 7160 Professional Development.
- The above-referenced tuition reimbursement request was challenged by the Academic Senate Resolution FA15-5. The resolution stated that the tuition reimbursements were intended for professional development whereas the request for reimbursement would pay tuition for a manager to earn a degree retroactively that was required for the current position held by the manager.
- BP 2315: Board regularly fails to report on the results of closed session items during the meeting and in minutes [Dates forthcoming].
- It is unclear whether the Board evaluated the Chancellor according to BP/AP in 2014-2015. Chancellor's evaluation is on every Board agenda, but the completion of the Chancellor's evaluation has not been reported out.
- BP 2340 - Board Agenda announcement did not comply with the Brown Act’s stipulation to post the agenda 72 hour in advance of the meeting for 10/08/2015 (Agenda emailed 10/06/2015) and 11/12/2015 (Agenda emailed 11/10/2015).
- Board approved the hiring of a campus president who did not hold an appropriate degree from an institution accredited by a recognized U.S. accrediting agency at the time of the degree was awarded.
- BP/AP 2510 - Board frequently acts on items that have not had sufficient collegial consultation and/or items that fall under the 10 +1 purview of the Academic Senate. Examples cited

are: Reorganization of Personnel during summer (impacted campus budgets, hiring processes, duplication of positions, insufficient program review/needs assessment); Hiring outside consultants for Facilities & Educational Master Plan (impacted budget & intuitional planning at the campus level); Budget approval when tentative budget was altered by the DBC over the summer without all constituencies being represented. [Note: DBC is addressing the summer issues in several ways; moving up the budget timeline, and having prioritized lists for adjustments in place prior to commencement.]

- BP 2715/BP 4030 The Board President's urging District employees to censor their conversations with ACCJC is a violation of ethics and academic freedom. BP 4030 states "Academic freedom allows academic employees to seek and present the truth as they know it on problems and issues, subject to the accepted standards of professional responsibility without fear of interference from administrators, the District Board of Trustees, governmental authorities, or pressure groups." Accreditation is an academic and professional matter as defined by Title 5, Section 53206, California Code of Regulations; thus it is entirely appropriate for academic employees to address the ACCJC.

Although a few of the comments in SBCCD Climate Survey refer to the Board of Trustees, the SBCCD Climate Survey does not directly address District Recommendation 1.

In working on District Recommendation 1, the Board of Trustees has become more involved at a campus and District level. The Trustee member of the ACCJC Ad-Hoc Task Force has encouraged increased dialog among the Board, District and Campuses. Board members are now assigned to sub-committees and meet with the Vice-Chancellors to gain a better understanding of Budget and HR issues. The Board is actively involved in developing and adhering to the new Board Handbook.

On October 19, 2015, the Chancellor's Evaluation Committee convened to commence the process for the 2015-16 evaluation of the Chancellor. The Committee scheduled anticipated meeting dates as well as determined the date for the distribution of the campus-wide survey. The Committee planned to complete the report by the end of November 2015, and to submit said report to the Board of Trustees. A separate ad hoc evaluation committee, established by the Board of Trustees, was working simultaneously to address the Chancellor's evaluation. The Chancellor's evaluation took place on January 14, 2016. The Board of Trustees has met with the Chancellor to discuss goals for the upcoming year.

The majority of 23 classified staff who provided feedback through CSEA responded "no" to the questions "In your opinion does the Board of Trustees now ensure that it acts in a manner consistent with approved policies and bylaws?" and "In your opinion are policies developed or revised within the framework of the established shared governance processes?". Classified staff continue to be concerned about the actions of the Board and classified participation in shared governance.

The January 2016 survey shows that 12 of the respondents (70%) agreed or strongly agreed that the campus has met the recommendations and 5 respondent (30%) disagreed or strongly disagreed. Comments expressed concerns about the constraints of the Follow-Up Report timeline. It was felt that the Board Handbook and BP/AP Review Cycle show promise, but more time is required to analyze the impact and effectiveness of the solutions.

## District Recommendation 2

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*At the conclusion of Standard III.A of the ACCJC Visiting Team Report, the team made the following observations.*

*Interviews with members of all constituent groups reveal high levels of frustration with the length of time needed to complete the hiring process. If the hiring process does not yield an accepted employment, the process begins again with the failed position moving to the end of a rotation of prioritized positions, thus delaying the hiring for previously ranked positions. The employee satisfaction surveys as well as interviews with faculty and staff at the College indicate that staffing instability in the Human Resources Department may be taking a toll on the efficiency of the institution. Employee surveys completed as a component of District planning reveal that end users of human resources services are frustrated by a lack of permanent personnel to respond to information requests and process needs related to hiring and the evaluation of employees. In addition to the high level of frustration with Human Resources at the District level, faculty and administration cited heavy workload and insufficient personnel to efficiently complete human resource functions at the College in a timely manner, despite the fact that two more positions were recently approved for Human Resources at the District Office. A lack of permanent leadership in the Human Resource Department at the District level has contributed to inconsistencies in hiring practice at the College and, as a result, undermined employee confidence in the Human Resource Department's ability to meet planning goals.*

*And made the following recommendation:*

- [1] Reliable data from the Human Resources Department to support position control and other human resources functions;*
- [2] Timeliness of employee evaluations;*
- [3] Responsiveness and improved timelines for employee hiring;*
- [4] Consistent policy interpretation and guidance; and*
- [5] Completion of the faculty evaluation instrument to include work on Student Learning Outcomes*

*(III.A, III.A.1.b, III.A.1.c, III.A.5, IV.B.3.b).*

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### **Actions Taken to Resolve Deficiencies**

The ACCJC Ad Hoc Task Force collectively identified the following deficiencies, recognized as District shortcomings that needed to be addressed and which were believed to have led to the findings.

. The corrective actions collectively recommended were:

1. Continue to utilize and expand upon the functionality of the new budgeting system, Questica. Specifically, utilizing one system to handle Position Control Management allows for the reconciliation of positions between the District and the colleges through the Administrative Services offices and District Fiscal Services. The Questica system shows position status in real

- time and accommodates for future planning (e.g., grants with multi-year funding or retirements);
2. Establish points of accountability where position changes are to be submitted and who is to enter the changes into the system;
  3. Define the data requirements needed by the colleges to anticipate position needs. This step is to be accomplished in two phases. The first phase is to create dashboards that link local data and data available through the State Chancellor's Data-Mart. The second phase will be to build data dashboards directly into an Enterprise Resource Planning (ERP) system for which the District is currently preparing to issue a Request for Proposal (RFP);
  4. Provide training to users on where this information is located, how to access it, and how to interpret and use the data within for planning purposes;
  5. Consistent with the need for additional data, HR needs to reconcile positions with regard to whom employees report, validate and codify the evaluation process ensuring alignment with Board Policy, and ultimately move to an integrated environment consistent with the District's intent to move to an ERP;
  6. To improve the timeliness of evaluations, HR needs to reinforce the evaluation timelines with managers, validate reporting structures, and when notifying managers of which employees are to be evaluated, the Dean or next responsible managers are to be copied in the notification;
  7. While Questica now addresses the concerns over which positions are funded versus unfunded, there is still a need to accommodate for forecasted positions not accounted for in Questica;
  8. HR needs to codify the hiring process and provide consistent training to its staff, including mapping out each step in the hiring process, establishing time expectations, and identifying and eliminating bottlenecks. HR items should also be added to Board of Trustee Study Sessions to expedite hiring;
  9. HR needs to codify its departmental rules and procedures, provide consistent and ongoing training to its staff, and work to reduce staff turnover;
  10. HR needs to consult with managers on best marketing approaches based on the type of position for which they are recruiting. Consistent with this recommendation, HR's budget needs to be augmented to accommodate for marketing needs;
  11. To get better candidate pools, HR needs to ensure consistency in job description structure and instead of committees trying to come up with "related fields" prior to reviewing applications, HR should screen for degree minimum requirements, after which the committee considers appropriateness of degrees in conjunction with applicants' professional experience;
  12. HR needs to evaluate the needs for classified testing, as most managers have found the tests to not be valid based on the true expectations of the position for which they need to hire; and
  13. HR needs to convene the Tools committee to address the Student Learning Outcome (SLO) requirement in faculty evaluations.

The ACCJC Visiting Team Report stated "The employee satisfaction surveys as well as interviews with faculty and staff at the College indicate that staffing instability in the Human Resource Department may be taking a toll on the efficiency of the two Colleges." The District took action to stabilize HR by hiring permanent Vice Chancellor of Human Resources in May 2015. The Vice Chancellor found that the

Human Resources department was operating on an older HR model, with dated job descriptions and responsibilities. Recognizing that the current HR model in place, compounded by the number of vacancies within the department and the lack of permanent leadership led to the deficiencies cited by the ACCJC, the Vice Chancellor took immediate steps to reposition the HR department to better support the needs of the campus.

Working with the Chancellor's Cabinet, the 2014/2015 Human Resources program review, and as much as possible within the existing resources and number of positions allotted to HR, the Vice Chancellor of Human Resources prepared the *Human Resources Reorganization and Restructure Plan*.

The essential element of the plan are to:

1. Increase the efficiency of recruitment efforts;
2. Create more diversity in the organization based on population (EEO Plan);
3. Track and monitor the evaluation system so that it is streamlined and consistent;
4. Provide professional development to support the District staff;
5. Develop effective retention and recruitment practices (e.g., on-boarding, orientation, and training);
6. Develop more efficient and streamlined hiring processes;
7. Ensure compliance and consistency are met within day-to-day operations;
8. Develop positive and collaborative cultural systems within the District;
9. Address worker's compensation matters and related legal requirements;
10. Provide support, compliance, and guidance for environmental and safety issues; and
11. Address liability matters including tort claims and related investigations of facilities.

The Human Resources Reorganization and Restructure Plan includes the addition of two positions; the restructuring of various job descriptions to align essential functions with actual job performance; and the reduction of three (3) confidential positions. The Director of Safety and Risk, who formerly reported to Business and Fiscal Services, now reports to Human Resources.

*Table 1: Human Resources Staff, 2015-16 (Post-Reorganization)*

Position, 2015-16	Status
Vice Chancellor	Existing
Administrative Assistant II	Existing
Director, Human Resources	New
Director, Safety and Risk Management (reorganized from Fiscal Services to HR)	Existing
Employee Relations Officer	New
Coordinator - Diversity and Talent Acquisition	New
Coordinator - Professional Learning & Org. Effectiveness (revised job description)	Revised
Benefits Specialist	Existing
HR Generalist	Existing
HR Generalist	Existing
HR Generalist	Existing

HR Generalist	Existing
Recruiter - Professional Expert	Temporary
Clerical Assistant II	Existing

The Coordinator of Diversity and Talent Recruitment position replaced two Recruitment Specialist positions. This position conducts recruitment locally, statewide, and nationally and develops, maintains, and follows the legally mandated SBCCD EEO Plan to ensure recruitment efforts address diversity and equal opportunity employment.

The Employee Relations Officer position replaced the Human Resources Analyst position and in addition to an Analyst's responsibilities, is responsible for addressing the ever-growing needs related to Title IX compliance and ADA requirements.

Coordinator, Professional Learning and Organizational Effectiveness, is a position that is similar to a position that had been previously approved in the 2014/2015 District Program Review process and was originally entitled Training Specialist. This position is charged with coordinating, implementing, and supporting the implementation of professional and leadership development. This position will assure District compliance with all training necessary for state and federal laws and regulations including but not limited to Discrimination, Sex Harassment, Equal Employment Opportunity, and Title IX.

Upon Board approval of the Human Resources Reorganization and Restructure Plan, five positions - Coordinator, Professional Learning & Organizational Effectiveness, Employment Relations Officer, Coordinator, Diversity and Talent Acquisition, and Human Resources Generalist (2) - were hired over the summer and approved at the August 13, 2015 and September 10, 2015 Board meetings. These positions were expedited by Chancellor's cabinet so that Human Resources would be positioned to meet the many needs of the District and campuses in the current academic year. The Human Resources Reorganization and Restructure Plan indicated that the restructure would cost approximately \$134,000 in additional salaries. This changed when the existing Recruitment Specialist position was vacated and eliminated. The Human Resources Department had been initially recommended at 13 positions prior to May 2015. After the restructure/reorganization plan was finalized, it comprised 11 positions, with each having added duties and responsibilities to meet the growing and complex needs within the department. The net cost of the personnel reorganization was \$80,000. The department is now comprised of eleven employees. In addition, one-time funds were used to pay for the costs of such Human Resources infrastructure items as Title IX assessment, investigator and coordinator training, tracking tools, and employee training modules.

**[1] Reliable data from the Human Resources Department to support position control and other human resources functions;**

Position Control is a human resources and fiscal tool that allows the District to track the funding and history of a position without regard to employee names or vacancies. "The San Bernardino County



Office of Education system that the District uses lacks the ability to assign unique position numbers to budgeted and new positions, delaying instantaneous salary distribution detail reports to the College.”

Questica Software, an operating, capital, and position planning software solution, with a Salary and Position Planning module, has been fully implemented to ensure accurate funding and position control for management. It maintains budgeting aspects, ensuring all management is aware of the funding source for each position.

An internal hiring process manual was created that addresses how all positions and actions related to positions move through the system. The process includes a flow chart and necessary forms. Included in this process is a new Job Analysis Questionnaire (JAQ) designed to provide managers with a series of questions that incorporate consistent guidelines in the formation of a new job description consistent with and meets legal requirements of an equal opportunity employer. Human Resources has designed the JAQ as an internal tool used prior to the final approval of a position so that supports are provided to the departments to prevent delays caused by errors and inconsistencies in forming a job description.

## **[2] Timeliness of Employee Evaluations**

The ACCJC Visiting Team report noted that “During the visit, the District Team verified that tracking records maintained by Human Resources for all employee evaluations are inconsistent in the dates that the evaluations are scheduled and actually completed based on College records.”

When fully implemented, PeopleAdmin software, purchased at the beginning of fall semester 2015 after a thorough evaluation period, will address and assist in maintaining employee evaluation notifications to managers. PeopleAdmin will monitor each position and, based on the position’s evaluation cycle (annual, every two years, every three years, etc.), generate a notification to the employee and the appropriate manager. Once all current data is entered into the system, it will maintain the information and provide timely notifications (4.8).

Pending the full implementation of PeopleAdmin, Human resources has compiled a list of current and past-due employee evaluations. Those with no change in assignment were evaluated first, followed by employees with a change of assignment and/or supervisor.

Current and past-due management evaluations were initiated and completed in fall 2015. Past-due evaluations of classified and academic employees will take place in accordance with the respective bargaining unit agreements. Eight overdue academic evaluations were completed in December 2015. The classified evaluation process will begin April 2016 as per Article 2.1 of the CSEA contract.

Table 2: District-wide Past-due Evaluations, January 2016

Status	Academic	Classified	Management	Grand Total
Interim Immediate Supervisor	1	2		3
Management Mid-Year Hire		2		2
Missed Deadline	13	64	4	81
<b>Grand Total</b>	<b>14</b>	<b>68</b>	<b>4</b>	<b>86</b>

Table 3: District-wide Employee Evaluation Status Summary, January 2016

	<i>Employees</i>	<i>Percent</i>
On-schedule Evaluations	<b>536</b>	<b>86%</b>
Past-Due Evaluations	<b>86</b>	<b>14%</b>
Total Evaluations	<b>622</b>	<b>100%</b>

### [3] Employee Hiring

Several strategies have been developed to improve the timeliness of the employment process. Two Human Resources Generalist positions were filled over the summer. Timelines for hiring are now planned by identifying the date of Board Meeting for final approval and scheduling hiring committee meetings and interviews with the intent of completing the hiring process by the target date. Two weeks of the hiring process is saved by concurrently posting vacancies internally and externally; if the position is filled internally, the external posting is withdrawn. Hiring committee members are identified when a position is announced, instead of after a position has closed. All hiring committee meetings and interviews are scheduled well in advance to avoid delays due to scheduling conflicts.

Decreasing the number of failed searches will speed up the hiring process. The primary work of the new Coordinator, Diversity and Talent Acquisition position is to conduct recruitment locally, statewide, and nationally, and efficiently and effectively coordinate recruitment efforts to obtain the most qualified applicants for positions.

HR is being proactive in its recruitment efforts. District participated in only two (2) recruitment fairs in the spring of 2014-15, whereas HR attended seven (7) recruitment fairs in fall 2015. Job search engines, which have been utilized by the District for the purpose of recruitment, have been analyzed to determine whether posted jobs are rendering "hits" by prospective applicants. Search engines that demonstrated minimal hits have been identified for non-renewal of contracts while others, such as the State Registry, which has not been utilized by the District, have been identified as a viable option for recruitment.

The Vacancy Tracking Spreadsheet is a tool being used by HR to track position control numbers, approvals, hiring committee dates, anticipated Board dates, status and other essential information for each vacancy. A flowchart for personnel requests has been developed and outlines the steps that need

to be taken to hire new and replacement employees.

As Table 4 illustrates, the District hired 25 full-time employees in new or replacement positions between June 2015 and September 2015, compared to 12 positions during the same time period in 2014-15, representing an increase of 108%. Table 5 shows the number of recruitments that took place in 2015-16, and Table 6 shows the number of 2015 hires by employee category.

Table 4: Fall Quarter Full-time Hires, 2014-15 vs. 2015-16

Quarter	DIST	CHC	SBVC	FT Total Hires
June-September, 2014-15	1	4	7	12
June-September, 2015-16	10	6	9	25

Table 5: 2015-2016 Recruitments, January 2016

Recruitment Status	CHC	DIST	SBVC	TOTAL
Anticipated	6	3	5	14
In Process	21	10	14	45
On Hold	1	3	10	14
<b>Total</b>	<b>28</b>	<b>16</b>	<b>29</b>	<b>73</b>

Table 6: 2015 District Hires by Employee Category, January 2016

Hires	CHC	DIST	SBVC	TOTAL
Academic	6	0	31	37
Classified	9	7	23	39
Confidential	0	6	0	6
Interim-Mgmt	1	2	0	3
Management	0	3	5	8
<b>Total</b>	<b>16</b>	<b>18</b>	<b>59</b>	<b>93</b>

#### [4] Consistent Policy Interpretation

The Human Resources Department has established a spreadsheet to guide hiring processes and address interpretation of policy and procedure. This tool will be used on an ongoing basis and has been incorporated into weekly training meetings within the Human Resources department. During the weekly training meetings, the entire staff addresses concerns/issues that may have occurred in the previous week to ensure open dialogue and consistency of application of policy and procedure. In addition, the department convenes bi-weekly “lunch and learn” meetings to provide training updates and sharing of knowledge across distinct areas within the department such as benefits, recruitment, and professional

development based on recognized needs in the field. As such, HR has begun the process of training not only new staff, but also existing staff to address the unique and complex scenarios that occur on a daily basis. As a part of this process, collective bargaining agreements as well as meet-and-confer agreements with management and confidential associations are reviewed. Monthly HR meetings focus on policies and procedures as well as goals and objectives that align with the District-wide strategic plan.

#### **[5] Faculty Evaluation Instrument/SLOs**

The Tools committee which includes faculty representation from SBVC and CHC, and has the authority to change evaluation instruments, met on October 23, 2015. The Tools committee recommended placement of the following statement “I have self-reflected in regards to the development and assessment of SLOs (this statement may apply to SLO/Compensated Part-Time Faculty)” in the faculty evaluation. HR consulted with CTA representatives to determine the placement of the statement on faculty evaluation forms. The self-reflection statement includes a check-box above the signature line for the individual being evaluated. By checking the box, faculty are acknowledging that they have self-reflected on SLOs as per the SLO process defined by Academic Senate. The new evaluation form was distributed to all managers and is available on the District Wiki, labeled Formal Evaluation Procedure Pursuant to Article.

#### **Analysis of Actions to Resolve Deficiencies**

District Recommendation 2 contains many recommendations whose resolution can be demonstrated by statistics, implementation of new software, and updated evaluation instruments. The recommendation also speaks to consistent HR policy interpretation and guidance. The Vice Chancellor of Human Resources has taken steps, through staff training and regular meetings, to improve consistent policy interpretation and guidance. The effectiveness of these steps to improve consistency will be seen over time and extends beyond the timeline for this report

The October 2015 survey showed 38% of the respondents agreed or strongly agreed that the District had adequately addressed the recommendation. 39% of respondents disagreed or strongly disagreed adequately addressed the recommendation. 23% of respondents responded “Don’t Know or N/A”. The 16 comments expressed concerns and praise. A greater proportion of the comments indicated that little improvement had been made in HR. Concern was expressed about the appropriateness of the reorganization of HR, especially the creation of the Professional Learning and Organizational Development position when each campus already has a Professional Development Coordinator. The ACCJC visiting team gave SBVC’s Professional Development Department a commendation for the professional development program on campus. Other comments spoke favorably of the changes in HR and found noticeable improvements in the department. November 2015 feedback from classified staff expressed concerns that the recommendations regarding timely evaluations, consistent policy interpretation and efficiency of the hiring process had not yet been resolved.

The 2015/2016 San Bernardino Community College District Employee Climate Survey (SBCCD Climate Survey) was conducted in December 2015. When asked about the overall satisfaction with HR, 51% of respondents agreed or strongly agreed they were satisfied and 49% indicated disagreement or strong disagreement (p. 34 q9x). The SBCCD Climate Survey asked several questions that directly related to District Recommendation 3.

- 48.9 percent of respondents indicated that they agreed or strongly agreed that HR provides consistent and accurate information (p34 q9v).
- 42.7 percent agreed or strongly agreed that HR provides consistent policy interpretation (p.33 q9o).
- 48.9 percent agreed or strongly agreed that employees were evaluated at stated intervals.

The majority of 23 classified staff who provided feedback through CSEA responded “no” to the questions “In your opinion does the SBCCD Human Resources Department now offer consistent policy interpretation?”, “Does the SBCCD treat employees equitably when applying policies?” and “Is hiring timely? Are needed positions filled promptly?” and comments express ongoing dissatisfaction with HR.

The January 2016 survey showed that 12 of the respondents (70%) agreed or strongly agreed that the campus has met the recommendations and 5 respondents (30%) disagreed or strongly disagreed (1.9).

Comments from both the SBCCD Climate Survey and the January 2016 survey were similar to those expressed in the October 2015 survey, although there was some indications that new hiring processes require additional paperwork and could become a burden to managers and staff involved in the process. Two of the comments in the January 2016 survey mentioned that the SLO self-reflection statement in the faculty evaluation would benefit from further definition and broader opportunity for self-reflection and evaluation. ASG comments were directed at the need for the District to hire more staff and faculty.

The self-reflection instrument that was developed for faculty evaluations is consistent with the practices and recommendations presented in the 2012 article *Faculty Evaluations – The SLOAC Debate Continues*, the 2013 paper *Sound Principles for Faculty Evaluation*, and the Fall 2014 Resolution 02.01 *Student Learning Outcomes and Faculty Evaluations* adopted by Academic Senate for California Community College Colleges.

The Chancellor is taking steps to improve communication with constituent groups regarding important work across the District. Out of concern that one-one-one meetings are too narrowly focused and District Assembly is too large, the Chancellor has created the Chancellor’s Advisory Group. The Chancellor’s Advisory Group will include key campus constituency leaders and create the opportunity informally to discuss new ideas, concerns, problems, strategies and to gather advice. The membership includes the following positions: Chancellor, CHC President, SBVC President, VC HR, VC Fiscal, Associate VC TESS, CHC Faculty Senate President, SBVC Faculty Senate President, CHC Classified Senate, SBVC Classified Senate, and Management Association President.

### District Recommendation 3

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*In the conclusion of Standard IIID in the ACCJC Visiting Team Report the team noted “In May 2013, the District Budget Committee developed a process to adjust the Resource Allocation Model based on data and institutional planning documents to determine the appropriate allocation to the Colleges. The team found that this fact is not widely known on campus and that there are certain aspects of the model that lack transparency such as the criteria for funding the District wide assessments and why some revenue is excluded from the model. Also, the team could not find any evidence of integrated planning at the District level or how campus-level planning links to District-level planning which is the reason why both the College and District teams developed District Recommendation 2.”*

*In order to meet the standards, the team recommends that the District [1] follow their Resource Allocation Model focusing on [2] transparency and inclusiveness, supported by a comprehensive District-wide [3] Enrollment Management Plan and a [4] Human Resource/Staffing Plan integrated with other District-wide programs and financial plans, broadly [5] communicated to the colleges (III.A.6, III.D, III.D.1.a, III.D.1b, III.D.1.d, III.D.4, IV.B.3.c).*

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#### **Actions Taken to Resolve Deficiencies**

The ACCJC Ad Hoc task force openly and candidly discussed strategies for addressing these deficiencies. The corrective actions that were collectively recommended were.

1. Though Board AP2610 (Presentation of Initial Collective Bargaining Proposals) as amended requires the Chancellor to provide advanced notice and forecasts to the Board of Trustees, there is also a need to provide the colleges with scenarios in advance, capitalizing on use of the campus budget committees;
2. Need documented process, guidelines, and training on how to implement resource allocation model, using “Guiding Principles” (e.g., SBVC must stay above 10,000 FTE, CHC needs to become financially self-sufficient) and there is a need for the Chancellor and Vice-Chancellor of Fiscal Services to promote an approved resource allocation model consistently and transparently;
3. Need to develop and use District Enrollment Management Plan;
4. Campus presentations and Quarterly or Annual Newsletter from District Budget Committee;
5. Provide realistic scenarios in advance and adjust budget calendar to facilitate forecasting for the colleges.

#### **[1][3]Resource Allocation Model [RAM] and Enrollment Management Plan [EMP]**

In response to the Collaborative Brain Trust (CBT) report on enrollment management received October 2014, the Chancellor formed an enrollment management task force comprising 11 members representing both campuses and the District. The task force was charged with developing a

recommendation on FTES goal distribution between the two colleges. On April 16, 2015, the enrollment management task force recommended the “floating” Resource Allocation Model (RAM) be modified to a more systematic model that could address the issues identified in the CBT report.

District Budget Committee revised RAM Guidelines for FY 2014-15 and 2015-16 in August 2015. The new model provides clear goals and expectations from both colleges, allows SBVC to continue growing, and shifts the risk and reward of unfunded FTES to Crafton.



**Revised Resource Allocation Model (RAM) Guidelines**  
**Fiscal Year 2015-16**  
*(As Revised by DBC on 8/20/2015)*

Revenues shall be divided between the two colleges of the District, San Bernardino Valley College and Crafton Hills College, in accordance with the following principles. These guidelines accord best with the desired objectives of transparency, fairness, and ease of understanding; and have the flexibility to adjust to changing circumstances, without the need for extensive debate and readjustment every fiscal year.

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1. The 5B361 State Base Allocation revenue for each college shall be passed directly on to the college concerned.

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2. The district’s State non-credit FTES allocation revenue shall be passed directly on to the college that produced the non-credit FTES.

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3. The district’s state credit FTES allocation revenue shall be divided between the two colleges as follows:

**San Bernardino Valley College**

- I. ~~10,454~~ 10,504 total projected funded FTES
- II. San Bernardino Valley College will carry any excess over ~~10,454~~ 10,504 as unfunded FTES \*

**Crafton Hills College**

- I. ~~4,701~~ 4,841 total projected funded FTES
  - II. All District Unfunded FTES will be carried by Crafton Hills College (projected is ~~78~~ 23 unfunded FTES)
  - III. District to fund unfunded FTES from fund balance
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4. Overcap funding for credit FTES shall be divided between the two colleges as follows. (Overcap is the additional FTES the district could recapture if other districts do not grow enough during the year. It is usually known around February of each year at recalculation [Recalc].)

**San Bernardino Valley College**

No additional Overcap funding since San Bernardino Valley College will be fully funded for the credit FTES

**Crafton Hills College**

Additional Overcap funding will be absorbed by Crafton Hills College since all unfunded FTES are carried by Crafton

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5. Other eligible revenues received by the district shall be divided between the two colleges in accordance with the relative FTES numbers achieved by the colleges as in item 3. above.

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6. Site-specific revenues will remain with the college concerned.

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7. District growth levels/targets may be recommended by District Budget Committee and approved/modified by the Chancellor’s Cabinet.

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8. Districtwide assessments shall be divided between the two colleges based on FY 2015-16 projected actual (not funded) FTES.

**San Bernardino Valley College**

~~10,454~~ 10,504 actual FTES

**Crafton Hills College**

4,864 actual FTES

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The District believes that this new RAM provides transparency, fairness, and ease of understanding; and has the flexibility to adjust to changing circumstances, without the need for extensive debate and readjustment every fiscal year. As an example of the flexibility of this new RAM, at its August 20, 2015 meeting, the District Budget Committee (DBC) approved a recommendation to Chancellor's Cabinet to revise the RAM Guidelines for FY 2015-16 in view of the state's newly proposed growth formula.

On May 12, 2015, the enrollment management task force recommended to the Chancellor to establish a Districtwide Enrollment Management Committee with membership recommendations from the District Budget Committee and District Assembly in order to develop a District wide Enrollment Management Plan. The committee comprises 15 members representing both campuses, the District, and all employee constituencies. The group's charge is to develop and enrollment management plan that supports and guides the work of the colleges, and to ensure alignment with the District's strategic goals and objectives. A draft of the plan was distributed to campus constituencies in late February. The draft was posted to elicit comments elicited from district and college employees.

### **[2][5]Transparency and Communication**

To promote and maintain consistent communication with the leadership of the Colleges, the District meets regularly with the college presidents and Vice Presidents of Administrative Services to discuss financial issues that could potentially affect the colleges. The attendance to these meetings include the Director of Fiscal Services and Vice Chancellor of Business & Fiscal Services from the District Office. However, these meetings do not replace the collegial process that takes place during District Budget Committee meetings

To keep the Board of Trustees informed and to provide realistic scenarios in advance, Board AP2610 (Presentation of Initial Collective Bargaining Proposals) as amended, requires the Chancellor to provide advance notice and forecasts to the Board of Trustees; there is also a need to provide the colleges with scenarios in advance, capitalizing on use of the campus budget committees.

At its May 21, 2015 meeting, DBC was asked to complete the annual Committee Self-Evaluation and later tallied those results (a total of 9 responses were received). The results of the Self-Evaluation was presented to DBC during the June 19, 2015 meeting. The Self-Evaluation showed all respondents believed that quality of information flow from the committee to the constituency groups was good to very good; all respondents agreed that the quality of information flow from the constituency groups to the committee was good to very good; and all respondents agreed that the quality of communication by the committee with the District community as a whole was good to very good.

The Vice Chancellor of Business and Fiscal Services has remained the chair of the District Budget Committee and continues to have the responsibility for clear communication, transparency, inclusiveness, and evidence-based information.



The District Budget Committee's [DBC] Annual Report was emailed District-wide on September 25, 2015. The annual report provided the meetings at-a-glance during the year along with the recommendation from DBC during FY 2014-15. Frequently Asked Questions (FAQs) regarding the FY 2015-16 budget and RAM were emailed District-wide in September and October 2015. The District Budget FY 2015-16 is available online and in the library. The DBC Annual Report and RAM FAQs are available online.

The proposed 2015-2016 Budget allocation based on the RAM guidelines has been presented by the Chancellor or Vice-Chancellor of Fiscal Services to various constituents groups and the Board of Trustees.

Questions were raised about how the District apportionment was determined. Between the preliminary budget presentation (May 2015) and the adoption of the final budget (September 2015), \$1,308,628 was added to the District apportionment. When the Chancellor addressed the San Bernardino Valley College Academic Senate on 9/30/2015, he stated that he had asked the Vice-Chancellor of Business and Fiscal Services to provide an explanation for the significant increase. This increase was discussed during the October 15, 2015 District Budget Committee and addressed in the Department of Fiscal Services Frequently Asked Questions letter that was emailed District wide.

#### **[4] Staffing Plan**

An Ad-Hoc Staffing Plan committee was formed in October 2015 and met third time in January. The goal of the January meeting was to: evaluate the content of the proposed staffing plans, and look at the available data and how the data addresses the recommendations in the plan. A section on how future changes such as the economy, enrollment, and legislation could impact the staffing plan, and a summary of the entire plan took place at the February 2016 meeting. Ad-Hoc Staffing Plan committee members took the draft of the staffing plan to their constituencies for review and feedback. March 2016 is the target date for final approval of the Staffing Plan.

#### **Analysis of Actions to Resolve Deficiencies**

District Recommendation 3 contains tangible items such as the Enrollment Management Plan and the Staffing Plan whose resolution can be demonstrated by the completion of the plans. The recommendation also speaks to consistency, transparency and communication. It can be shown that the Chancellor and Vice Chancellor of Fiscal Services have taken steps to improve transparency and communication. The consistent practice and effectiveness of these steps and their impact on campus culture extends beyond the timeline for this report.

The October 2015 survey showed approximately 33% of the respondents agreed or strongly agreed that the District had adequately addressed the recommendation; another 43% of respondents disagreed or strongly disagreed the District had adequately addressed the recommendation. Finally, almost 22% of respondents responded "Don't Know or N/A." The 16 comments varied widely, with many respondents

noting greater transparency and communication from the Office of Fiscal Services and other respondents who believed the communication and transparency efforts were superficial. There were also comments that clearly referenced earlier versions of the RAM. November 2015 feedback from classified staff expressed also concerns that efforts to improve communication and transparency were insufficient, and that classified staff had limited opportunities to provide input into budgetary decisions.

After reviewing the survey results, The Vice Chancellor of Business and Fiscal Services choose to be proactive and improve communication with the campuses. He has been attending Academic Senate meetings. To fully explain budget issues, a Budget Forum took place on 1/14/2016. The Forum went beyond the ACCJC recommendations and explored broader budgetary concerns. The Budget Forum was a part of the Spring Flex Day and, despite ongoing advertisement by the Office of Professional Development, was poorly attended.

The SBCCD Climate Survey included several questions that addressed the recommendations in District Recommendation 3. These results, which include responses from Crafton Hills College employees, were collected in December 2015.

- 65.9 % of respondents believed that financial planning is integrated with the District Strategic Plan (p. 49 q11a).
- 49.3% indicated that financial planning is integrated with and supports all District planning (p. 49 q9bw).
- 40.7% agree that appropriate financial information is disseminated throughout the institution in a timely manner (p.49 q9by).
- 41.3 % agreed that the District regularly evaluated its financial processes and used the results of the evaluation to improve them (p. 40 q9cc).
- 47.1 % believed that the District followed the RAM (p. 41 q9bz)

Few classified staff responded to CSEA questions regarding District Recommendation 3. Classified staff comments focus on the RAM, transparency, and the lack of administrative managers in the draft of the Staffing Plan. The January 2016 survey showed that 12 of the respondents (70%) agreed or strongly agreed that the campus has met the recommendations, and 5 respondents (30%) disagreed or strongly disagreed. Comments in the SBCCD Climate Survey and the January 2016 Survey indicate that concerns about trust and transparency are still prevalent. Comments also noted that efforts are being made to better communicate budget information to the campus.

The Chancellor is taking steps to improve communication with constituent groups regarding important work across the District. Based on a concern that one-one-one meetings are too narrowly focused and District Assembly is too large, the Chancellor created the Chancellor's Advisory Group. The Chancellor's Advisory Group will include key campus constituency leaders and create the opportunity informally to discuss new ideas, concerns, problems, strategies and to gather advice. The membership includes the following positions: Chancellor, CHC President, SBVC President, VC HR, VC Fiscal, Associate VC TESS, CHC

Faculty Senate President, SBVC Faculty Senate President, CHC Classified Senate, SBVC Classified Senate, and Management Association President.

## ACCJC Recommendation to Resolve Third Party Comment Deficiencies

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### Commission Recommendation 1

*In order to meet standards, the college must [1] ensure that the President holds an appropriate degree from an institution accredited by a recognized U.S. accrediting agency at the time of the degree was awarded. Furthermore, the college should [2] ensure that the college catalog contain precise, accurate, and current information with the names and degrees of all administrators and faculty.*

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### Actions Taken to Resolve Deficiencies

#### **[1] Ensure College President holds an appropriate degree**

In April 2015, Chancellor announced that the President had enrolled at Pacific Oaks College, an institution accredited by WASC, with the goal of earning a bachelor's equivalency based on life experience and a Master's Degree of Arts in Human Development. The Chancellor felt that this action would resolve the deficiency.

In November 2015, the President announced her retirement, effective June 30, 2016.

#### **[2] Ensure that the college catalog contain precise, accurate, and current information with the names and degrees of all administrators and faculty**

The 2015-2016 Catalog lists all degrees held by faculty and administrators.

### Analysis of Actions to Resolve Deficiencies

[1] The initial plan to resolve this deficiency was opposed by the Academic Senate. Resolution SP15.03 ACCJC Commission Recommendation 1 and Minimum Eligibility Requirements for Chief Executive Officers was passed on 3/25/15 opposing the action recommend by the Chancellor to resolve the Commission Recommendation by having the President enroll in an academic program that would meet minimum qualifications for the position. The Academic Senate believes that enrollment in a master's program will not meet the Commission's expectation that SBVC "ensure that the President holds an

appropriate degree from an institution accredited by a recognized U.S. accrediting agency” at the time the Follow-up is due.

The October 2015 survey showed that about 28% of the respondents agreed or strongly agreed that the District had adequately addressed the recommendation; also, 61% of respondents disagreed or strongly disagreed adequately addressed the recommendation; and approximately 12% of respondents responded “Don’t Know or N/A. The 29 comments from the survey and classified staff feedback expressed concerns about: the campus’s accreditation, reputation, and morale of the campus; the hiring process; and the quality of college being attended by the president.

Since the announcement of the president’s retirement, Human Resources, in consultation with college constituencies, is working towards hiring a president to start July 1, 2016. The Vice Chancellor of Human Resources, in cooperation with the Office of Research, Planning, and Institutional Effectiveness, sent out a survey to solicit information on what the campus would like to see in the next president. The president position announcement on 2/1/2016 and the announcement will run for 60 days. To obtain a diverse pool of applicants, the position is posted in many publications and website, including: SBCCD Employment Website, and CCC Registry.

- A hiring committee composed of (1) CSEA, (1) Classified staff (President’s Office), (1) Classified Senate, (1) CTA, (1) SBVC Academic Senate, (1) Management, and (1) Chancellor’s designee, (1) Student, (1) Community member (optional) will be convened
- Open Forums will be held

The faculty expressed a desire for a larger hiring committee and a proposed committee structure comprising 15 members is being vetted in District Assembly before going to the Board on March 10, 2016.

The January 2016 Survey showed that 10 (63%) of the respondents agreed or strongly agreed that the recommendation had been addressed while 6 (37%) disagreed or strongly Disagreed. Comments from the January 2016 Survey expressed concern that the president holding an appropriate degree from an institution accredited by a recognized U.S. accrediting agency would not be in place at the time for Follow-Up report was submitted.

At the February 25, 2016 Board meeting it was announced that a recruiting firm would be hired to work with the presidential recruitment and updated information about the hiring process would come to the Board at the March 10, 2015 meeting. On March 1, 2016 an email was sent to campus constituency groups identifying the contact person for the search and his desire to meet with campus constituencies.

During the February 25, 2016 meeting some Board members also expressed a desire to become more involved in the hiring process for the President.

The hiring of a recruitment firm and the potential impact on the timeline for hiring a new President, and the Board's wish to be involved in the hiring process was included in the Academic Senate President's Report for discussion at the March 2, 2016 Academic Senate meeting.

[2] It was noted in the comments from both surveys that the 2015-2016 College Catalog reflected the necessary updates, and this portion of the recommendation has been met.

DRAFT

## Evidence List

- 1.1 [ACCJC Ad-Hoc Task Force Minutes/Meeting Summaries](#)
- 1.2 SBVC Follow-Up Report First Draft, October 2015
- 1.3 SBVC Follow-Up Report First Survey, October 2015
- 1.4 Classified Staff Follow-Up Report First Draft prepared by CSEA, October 2015
- 1.5 ASLO Minutes reflecting ASG Feedback
- 1.6 Accreditation Forum 1/14/2016
  - a. PPT; Timeline, College Recommendation 1, Commission Recommendation 1
  - b. District Recommendation 1 Handouts
  - c. District Recommendation 2 Handouts
  - d. District Recommendation 3 Handouts
- 1.7 SBVC Follow-Up Report Second Draft, January 2016
- 1.8 Flex Day 1/14/2016 Schedule and Advertising
- 1.9 SBVC Follow-Up Report Second Draft Survey, January 2016
- 1.10 ASG Follow-Up Report Second Draft Survey, February 2016
- 1.11 Classified Staff Follow-Up Report Second Draft Feedback prepared by CSEA, February 2016
- 1.12 2015-2016 San Bernardino Community College District Employee Climate Survey
- 1.13 List of meetings/minutes where Recommendations/Drafts were discussed
  
- 2.1 [ACCJC Visiting Team Report](#)
- 2.2 PLO Mapping Spreadsheet
- 2.3 Sample SLO Cloud Course and Program Reports
  - 2.3a Reading 920 SLO Course Report
  - 2.3b Disaggregated Course SLO Data and PLO Report for Chemistry Program Review.pdf
- 2.4 SBVC Follow-Up Report First Survey, October 2015 Comments
- 2.5 Program Evaluation Three-Year Cycles
- 2.6 Diesel Program Evaluations
- 2.7 Representative Sample of Program Evaluations
  - 2.7a RTVF Degree and Certificate
  - 2.7b Food Service Certificate Program Evaluation
  - 2.7c CIT-Degree Program Evaluation
  
- 3.1 [Academic Senate Meetings](#) 2/18/15; 3/4/15
- 3.2 Academic Senate Resolution [SP15.02](#)
- 3.3 [Board of Trustees Meeting](#) 5/14/15
- 3.4 [Board Handbook](#)
- 3.5 [Board of Trustees Meeting](#) 6/1/2015
- 3.6 [Board of Trustees Retreat Presentation](#), 8/20/15
- 3.7 [Board of Trustees Meeting](#), January 25, 2016
- 3.8 [District Assembly Meeting](#) 11/3/14, 9/1/15, 10/6/15
- 3.9 Email List of Concerns with the Board December 18, 2015
- 3.10 Academic Senate Resolution [FA15-5](#)
- 3.12 [Board Minutes, 12/10/15, Closed Session, 3.b.](#)
- 3.13 Chancellor's Evaluation, [Board Agenda, 1/14/2016](#),

## 3.14 SBVC Follow-Up Report Second Draft Survey, January 2016 Comments

- 4.1 [Human Resources Reorganization](#), page 275
- 4.2 [Coordinator of Diversity & Talent Job Description](#), page 254
- 4.3 [Employee Relations Officer Job Description](#), page 248
- 4.4 [Coordinator of Professional and Organization Development Job Description](#), page 259
- 4.5 Position Tracking
- 4.6 Internal Hiring Manual/Flow Chart
- 4.7 JAG
- 4.8 PeopleAdmin
- 4.9 Past-Due Employee Evaluation Tracking
- 4.10 CSEA Contract
- 4.11 Sample E-mails from HR
- 4.12 List of Job Fairs
- 4.13 Vacancy Tracking
- 4.14 Human Resources Standard Operating Procedures Manual
- 4.15 E-Mail from Sheri Lillard
- 4.16 [Faculty Evaluation Summary Form](#)
- 4.17 Evidence of Managers Receiving Information
- 4.18 ASCCC Publications
  - 4.18a
  - 4.18b
  - 4.18c
- 4.19 Chancellor's Email
  
- 5.1 [College Brain Trust Resource Allocation and Utilization Review, January 2014](#) (cited in CHC 2015 Self Evaluation)
- 5.2 [FAQs, 2015-16 Final Budget and Resource Allocation Model](#)
- 5.3 [SBCCD Resource Allocation Model, 2015-16](#)
- 5.4 [Response of Chancellor's Cabinet to the Recommendations of the College Brain Trust, February 2014](#)
- 5.5 [FAQs, 2015-16 Final Budget and Resource Allocation Model](#)
- 5.6 [SBCCD Employee Climate Survey 2015-2016, p. 4](#)
- 5.7 [Multi Year Resource Allocation Forecast for the Unrestricted General Fund, 2015-16 through 2016-17](#)
- 5.8 Human Resources Staffing Plan Ad Hoc Committee
- 5.9 Human Resources Staffing Plan
  
- 6.1 Chancellor's E-mail
- 6.2 E-Mail Announcement of President Fisher's retirement
- 6.3 [College Catalog](#) Part V: Administration and Faculty, p. 138.
- 6.4 Academic Senate Resolution [SP14.03](#)
- 6.5 [Academic Senate Meeting 3/25/2015](#)
- 6.6 SBVC College President Recruitment Timeline
- 6.7 E-mail Characteristic of a President Survey
- 6.8 Job Announcement

DRAFT





San Bernardino  
Valley College



COPY

San Bernardino Valley College  
Office of the President  
Received on

MAR - 7 2016

Scott Stark  
Vice President Administrative Services  
San Bernardino Valley College  
701 S. Mt Vernon Avenue  
San Bernardino, CA 92410  
(909) 384-8958

# MEMORANDUM

**TO:** Dr. Gloria Fisher, President SBVC *Alone Fisher 3-7-16*  
**FROM:** Scott Stark, Vice President, Administrative Services *SS*  
**CC:** Dr. Lisa Norman, Vice Chancellor of Human Resources  
**DATE:** March 7, 2016  
**SUBJECT:** Custodian, Maintenance and Operations Department PCN C123429

A Custodial position at San Bernardino Valley College is vacant due to a recent termination.

The position is critical to maintain a clean, safe, and functional campus. This position is funded with Custodial general fund.

I request approval to fill this position.



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

**COLLEGE COUNCIL WORKSHOP**  
**> FACILITIES ANALYSIS**

FEBRUARY 24, 2016



# **AGENDA**

- 01 > Welcome / Meeting Goals**
- 02 > Planning Update**
- 03 > Favorite Place on Campus**
- 04 > Existing Campus Conditions**
- 05 > Analysis of Campus Space**
- 06 > Needs, Issues, Challenges**
- 07 > Facilities Planning Objectives**
- 08 > Next Steps**

# 01 > WELCOME / MEETING GOALS



# 02 > EMP/FMP PLANNING UPDATE



# 03 > FAVORITE PLACE ON CAMPUS



# 04 > EXISTING CAMPUS CONDITIONS



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



LYTLE CREEK PARK

MILL ST

MT VERNON AVE

MCHS

ESPERANZA ST

K ST

J ST

I ST

BORDWELL AVE

SWAP  
MEET

JOHNSTON ST

SBVC CAMPUS

HAZEL AVE

215

INLAND CENTER DR

CITRUS ST

GRANT AVE

LA CADENA DR

COLTON AVE



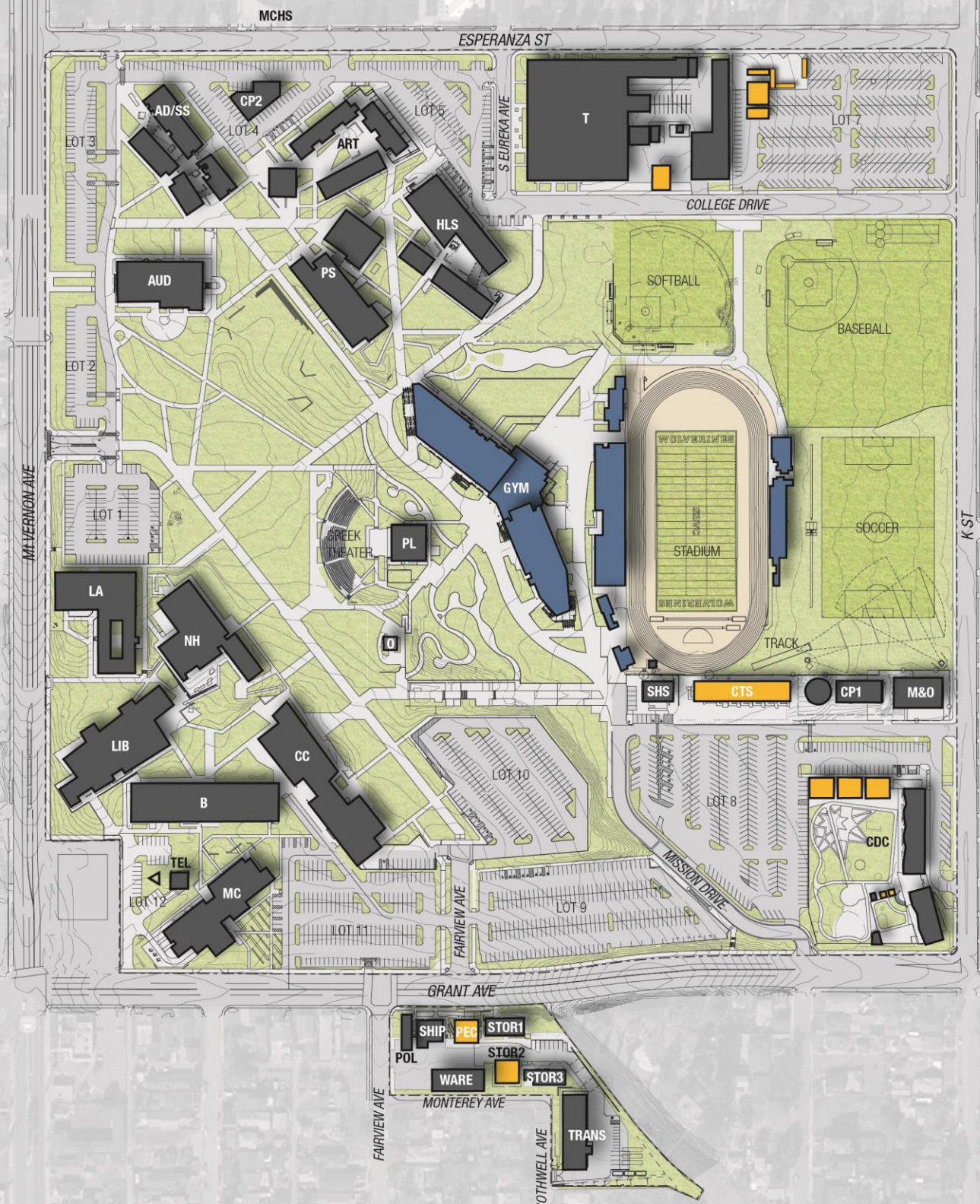


**BUILDING KEY**

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WARE	WAREHOUSE

**LEGEND**

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



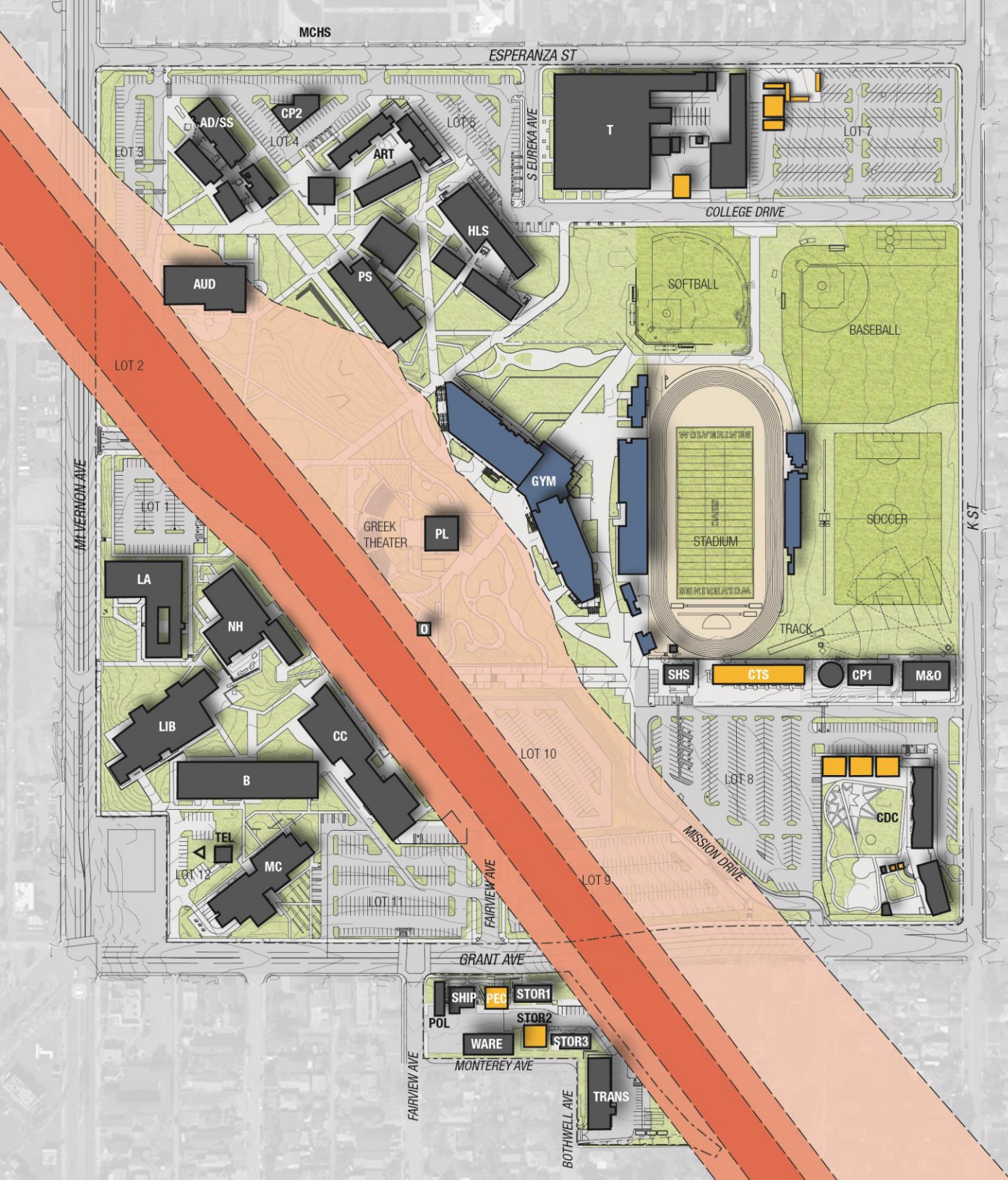


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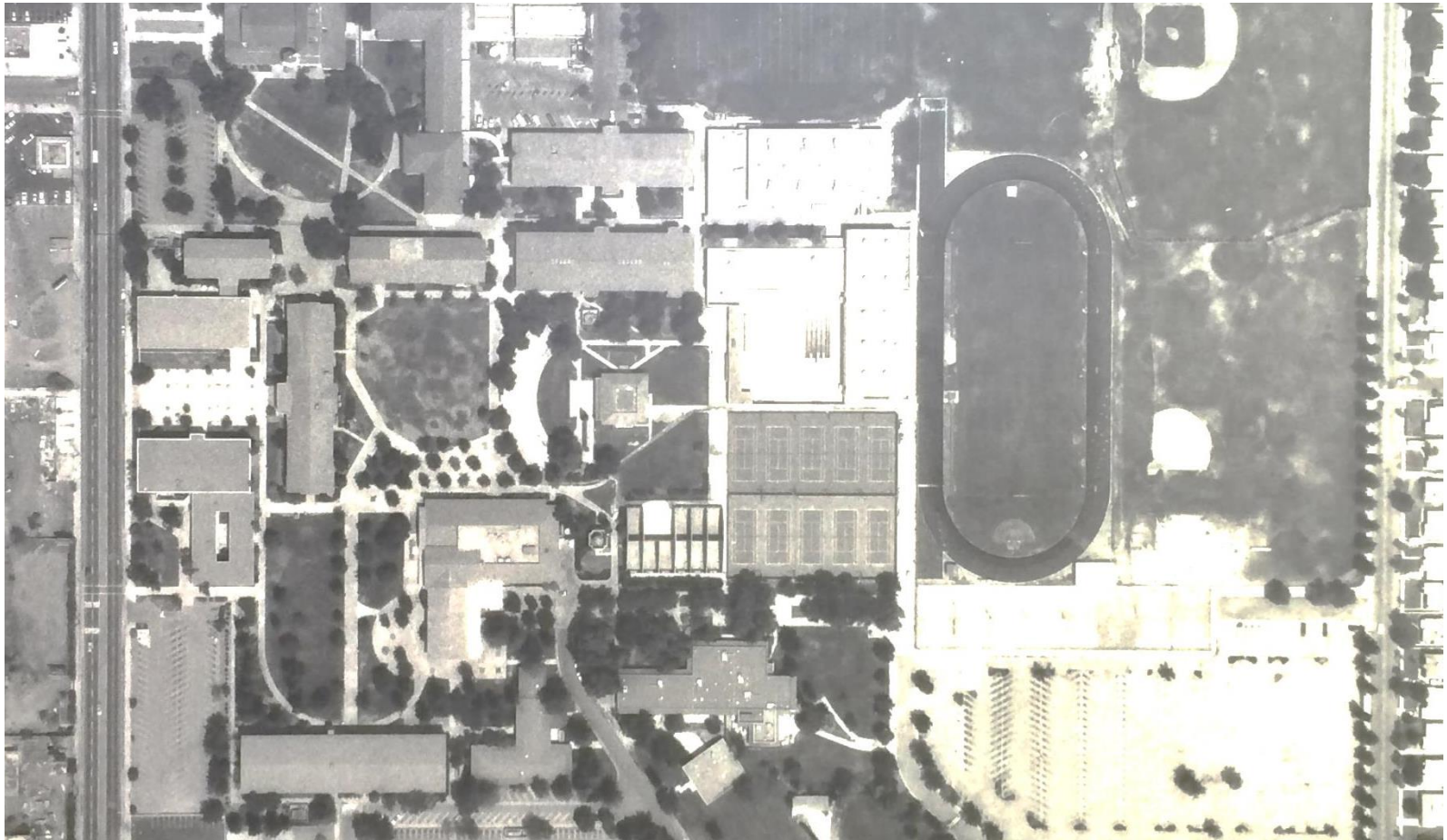
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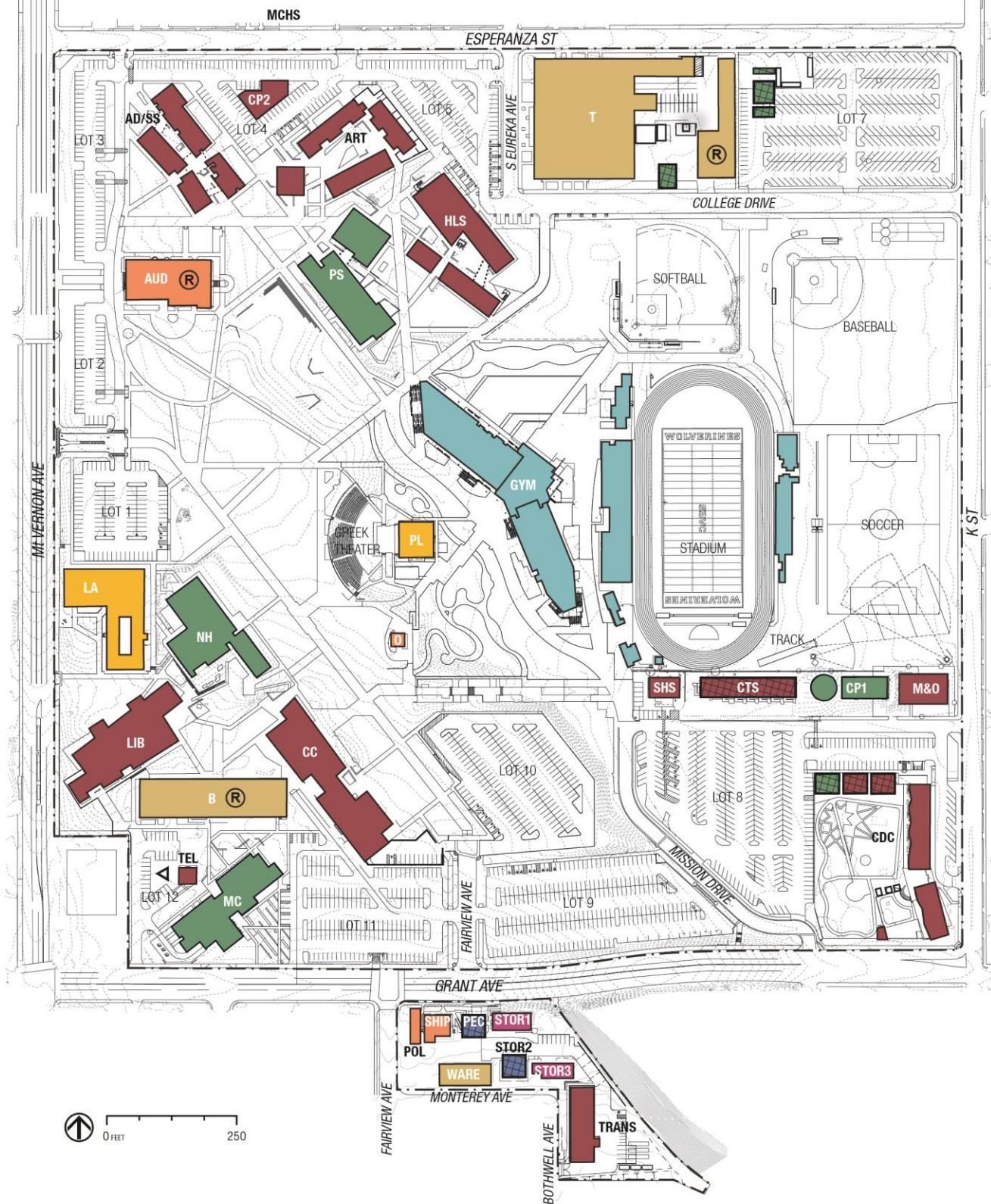
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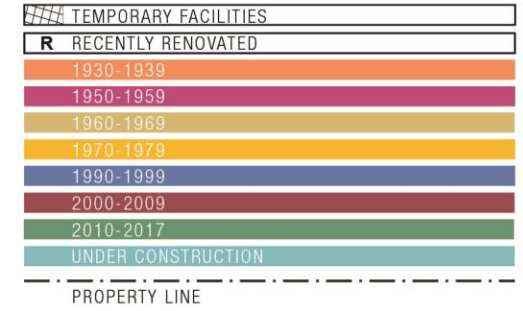
# 04 > EXISTING CAMPUS CONDITIONS



## > CAMPUS DEVELOPMENT HISTORY



## CAMPUS DEVELOPMENT HISTORY



## BUILDING KEY

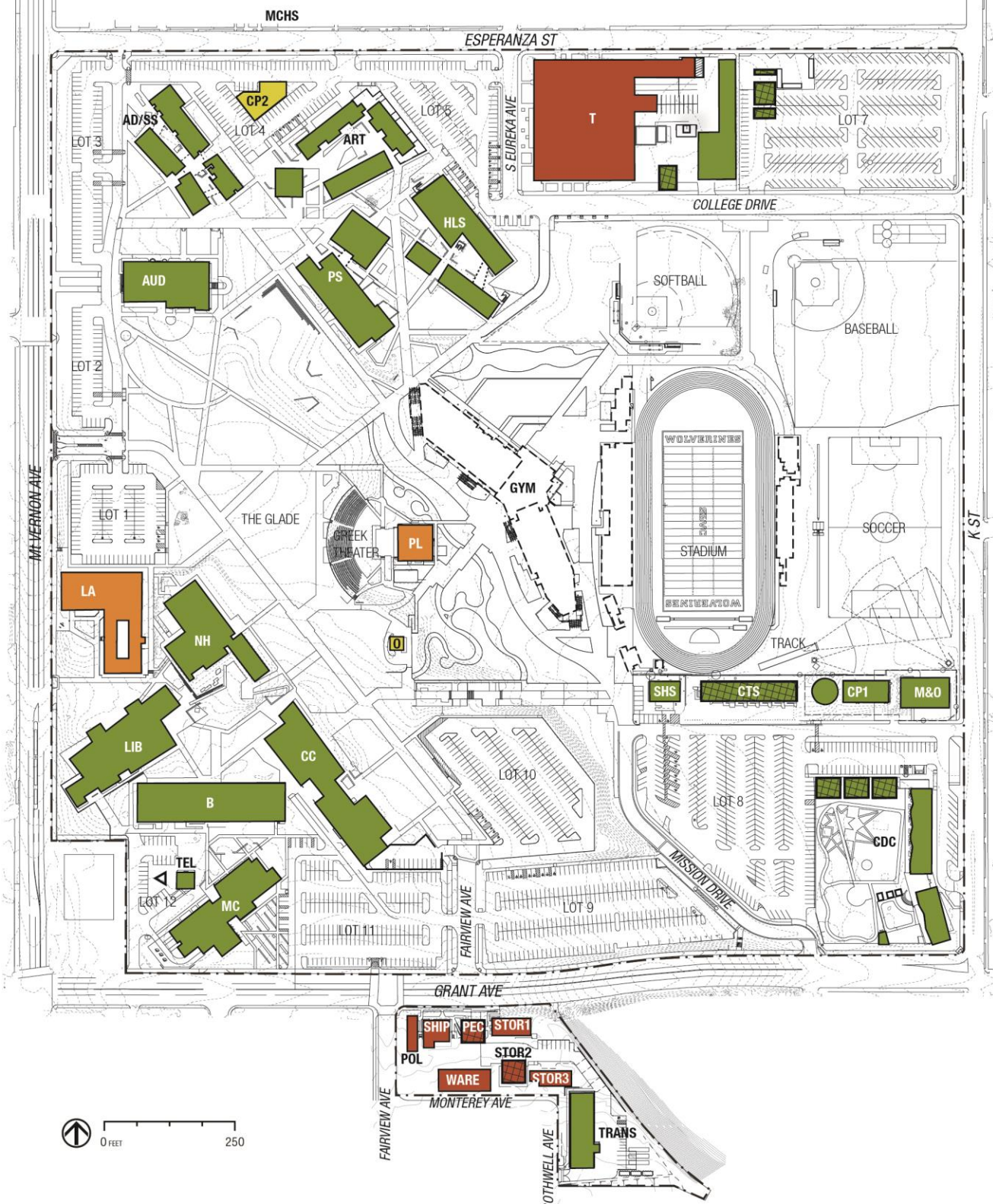
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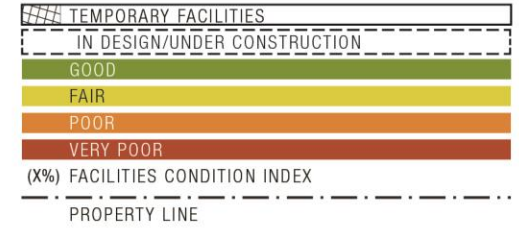
# 04 > EXISTING CAMPUS CONDITIONS



## > FACILITIES CONDITION



## FACILITIES CONDITIONS INDEX



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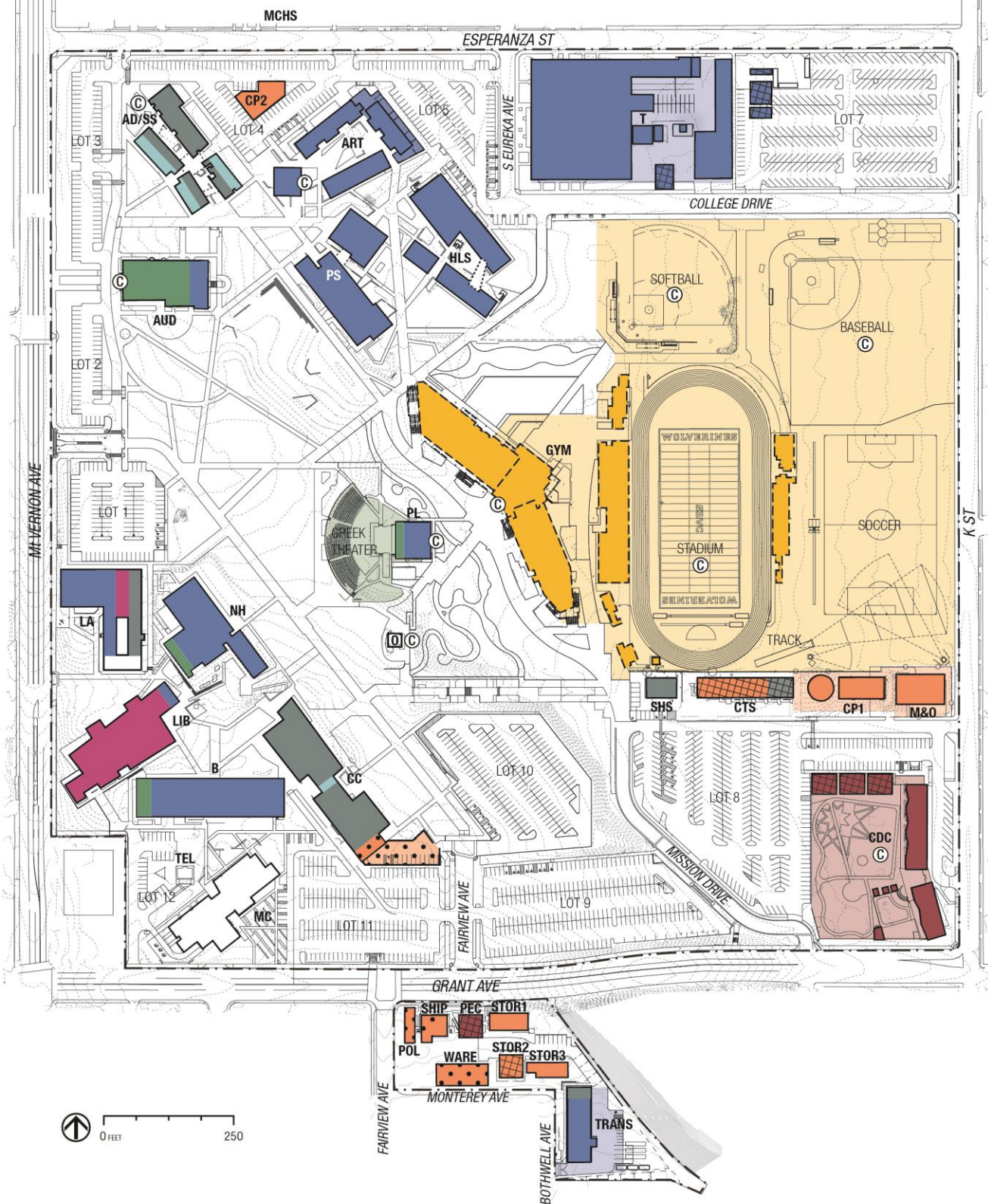
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# 04 > EXISTING CAMPUS CONDITIONS



## > CAMPUS ZONING OF FUNCTIONS



## CAMPUS ZONING

	TEMPORARY FACILITIES
	DISTRICT FACILITIES
	IN DESIGN/UNDER CONSTRUCTION
	STUDENT SERVICES + ACTIVITIES
	ADMINISTRATION
	LIBRARY
	INSTRUCTIONAL
	CHILD DEVELOPMENT CENTER
	SERVICE
	PHYSICAL EDUCATION
	EVENT SPACE
	KVCR
	COMMUNITY USE
	EMPTY
	PROPERTY LINE

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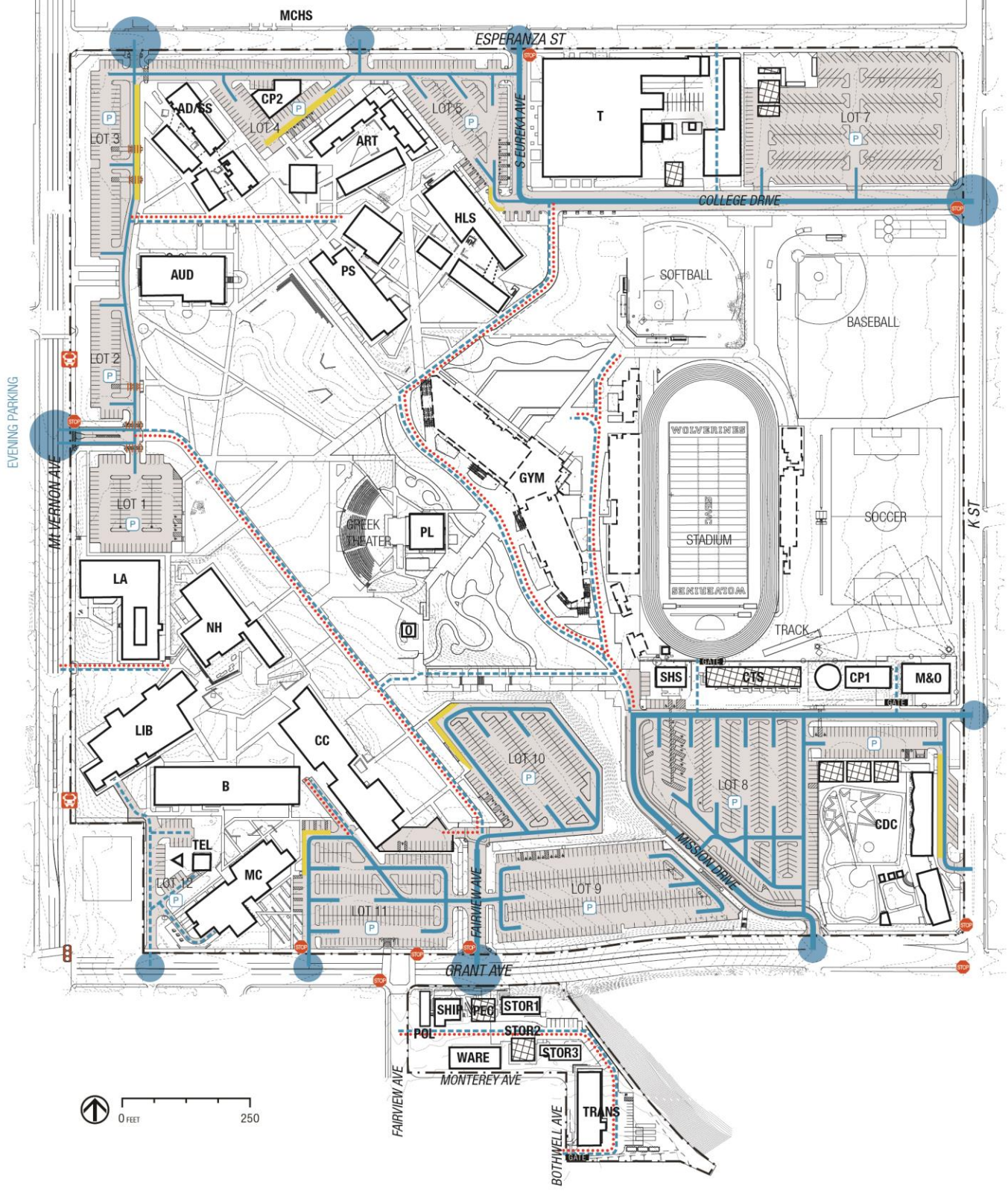




# 04 > EXISTING CAMPUS CONDITIONS



## > VEHICULAR CIRCULATION & PARKING



### EXISTING VEHICULAR CIRCULATION

FACILITIES	
	IN DESIGN/UNDER CONSTRUCTION
	TEMPORARY FACILITIES
	CAMPUS ENTRY - MAJOR/MINOR
	PASSENGER LOADING/DROP OFF ZONE
	PARKING AREA
	PRIMARY VEHICULAR ROUTE
	SECONDARY VEHICULAR ROUTE
	SERVICE VEHICULAR ROUTE
	EMERGENCY VEHICULAR ROUTE
	BICYCLE PARKING
	CROSSWALKS
	BUS STOPS
	TRAFFIC SIGNALS
	STOP SIGNS
	GATED ENTRY
	PROPERTY LINE

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# 04 > EXISTING CAMPUS CONDITIONS

## EXISTING PARKING COUNT

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

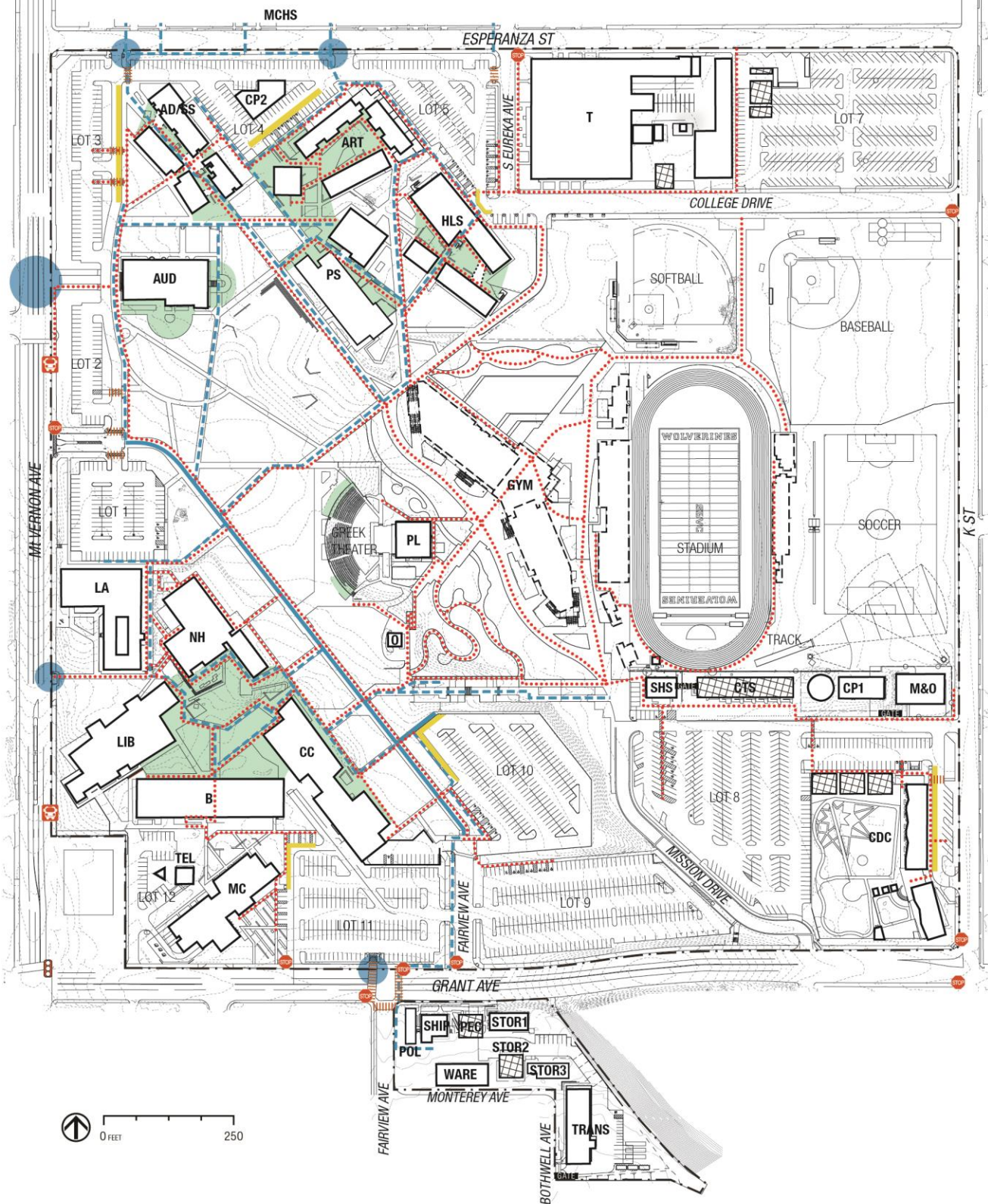
YEAR	HEAD COUNT	STALL COUNT	RATIO	TARGET RATIO	TOTAL NEED	ADDITIONAL NEEDED
2016	13,082	1,914	1 STALL / 6.54 HC	1 STALL / 6.00 HC	2,180	181
2021	14,040	1,914		1 STALL / 6.00 HC	2,340	341
2026	15,060	1,914		1 STALL / 6.00 HC	2,510	511
2031	16,145	1,914		1 STALL / 6.00 HC	2,691	692

## > VEHICULAR CIRCULATION & PARKING

# 04 > EXISTING CAMPUS CONDITIONS



## > PEDESTRIAN CIRCULATION



## EXISTING PEDESTRIAN CIRCULATION

FACILITIES	
	IN DESIGN/UNDER CONSTRUCTION
	TEMPORARY FACILITIES
	CAMPUS ENTRY - MAJOR/MINOR
	PASSENGER LOADING/DROP OFF ZONE
	STUDENT GATHERING AREA
	PRIMARY PEDESTRIAN ROUTE
	SECONDARY PEDESTRIAN ROUTE
	ACCESSIBLE PATH OF TRAVEL
	BICYCLE PARKING
	CROSSWALKS
	BUS STOPS
	TRAFFIC SIGNALS
	STOP SIGNS
	PROPERTY LINE

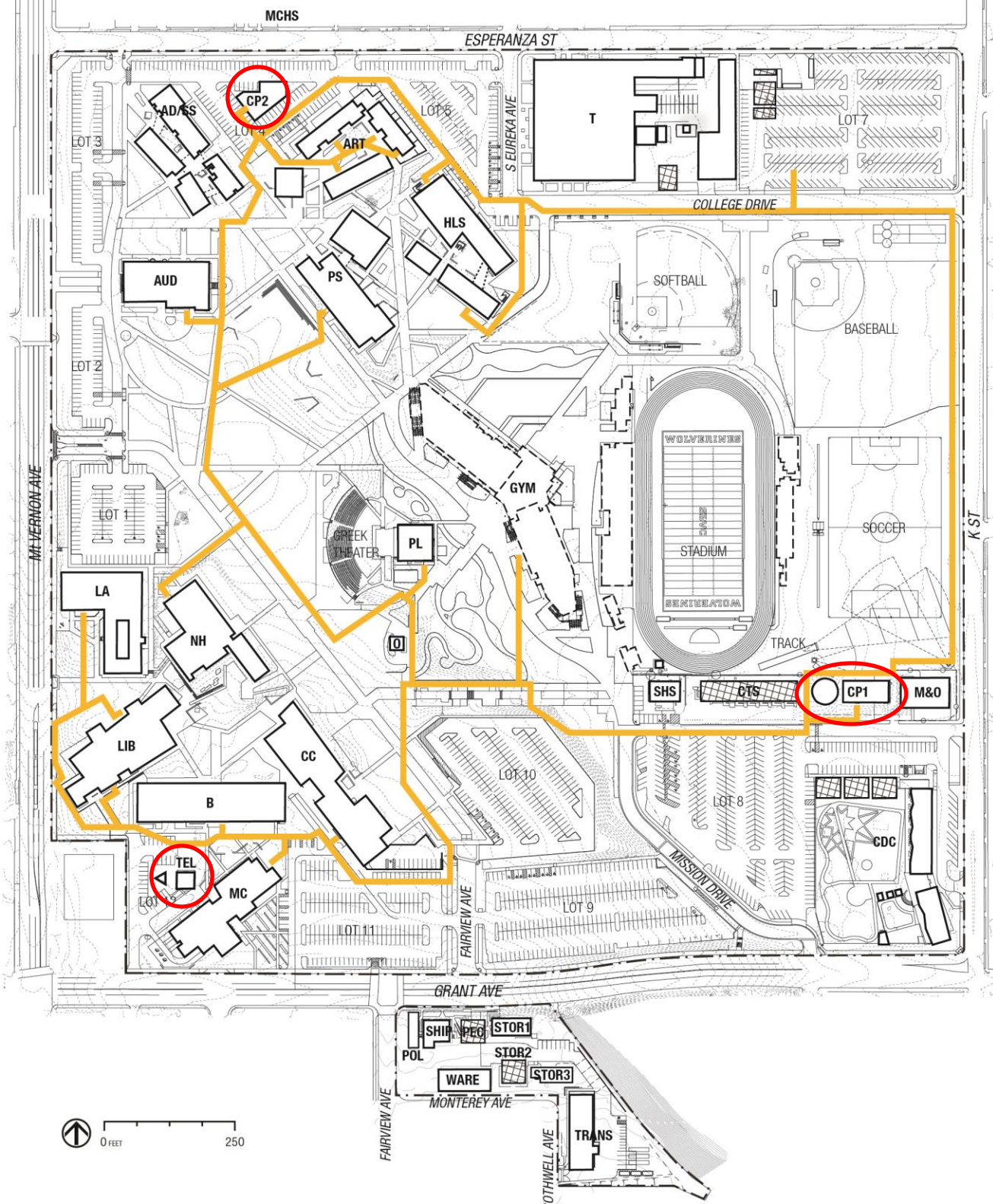
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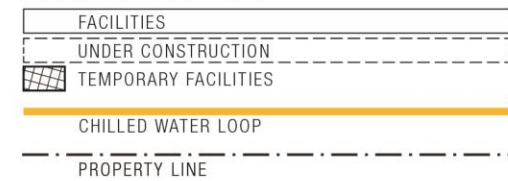
# 04 > EXISTING CAMPUS CONDITIONS



## > UTILITIES INFRASTRUCTURE



## CAMPUS UTILITIES



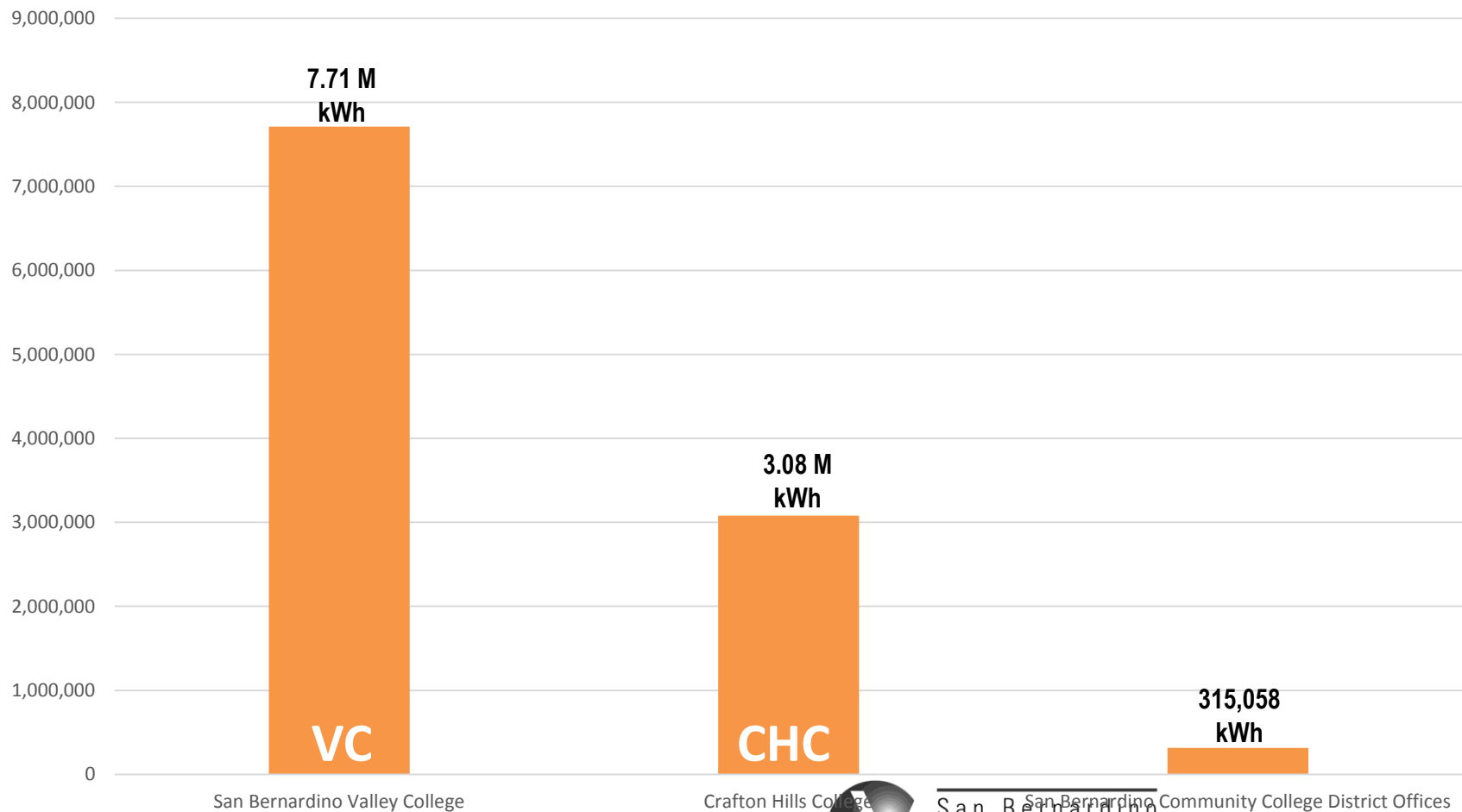
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# 04 > EXISTING CAMPUS CONDITIONS

- Energy Analysis: Total Electricity Use

SBCCD Electricity Use 2015 (kWh)

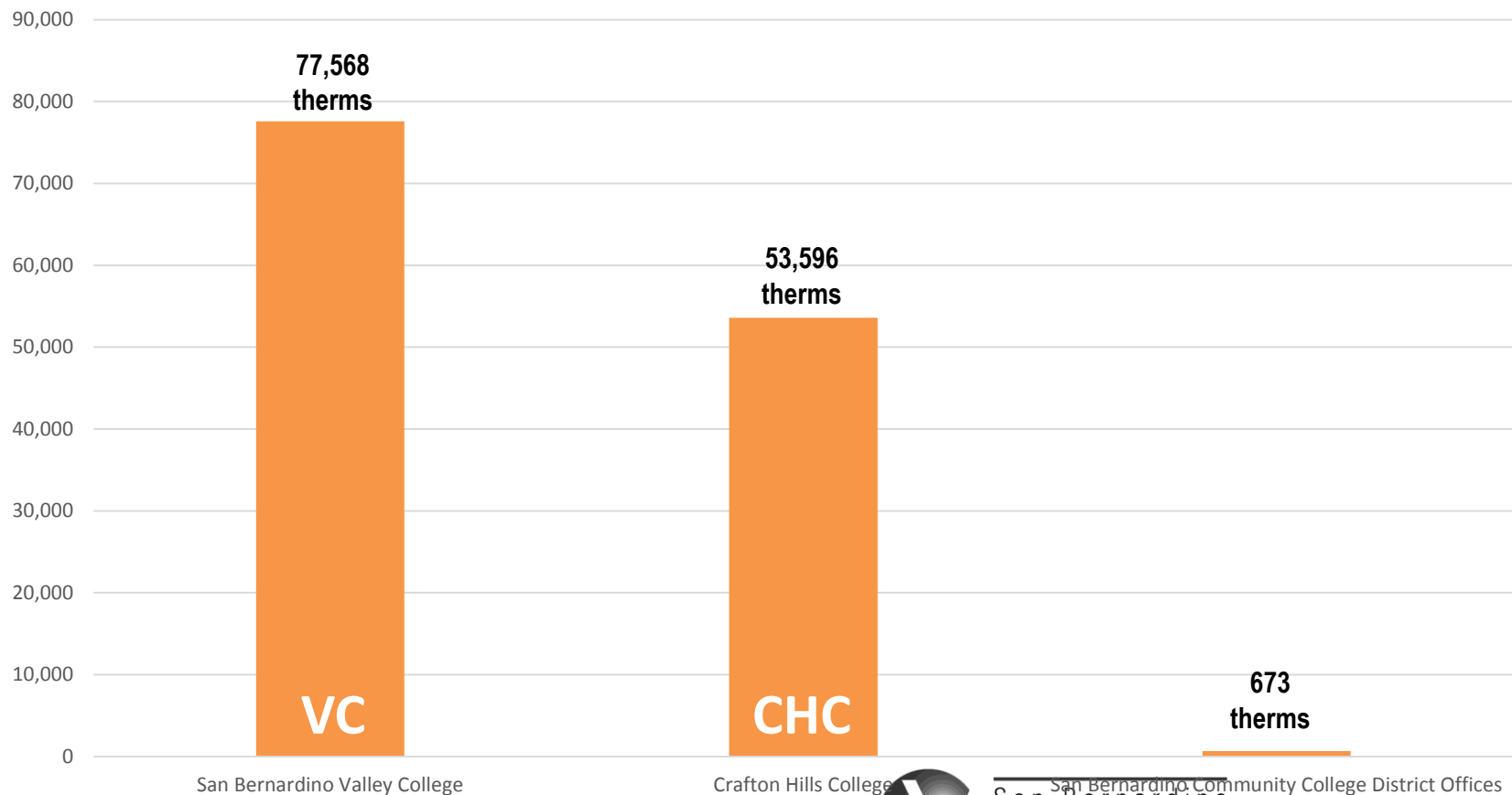




# 04 > EXISTING CAMPUS CONDITIONS

- Energy Analysis: Total Gas Use

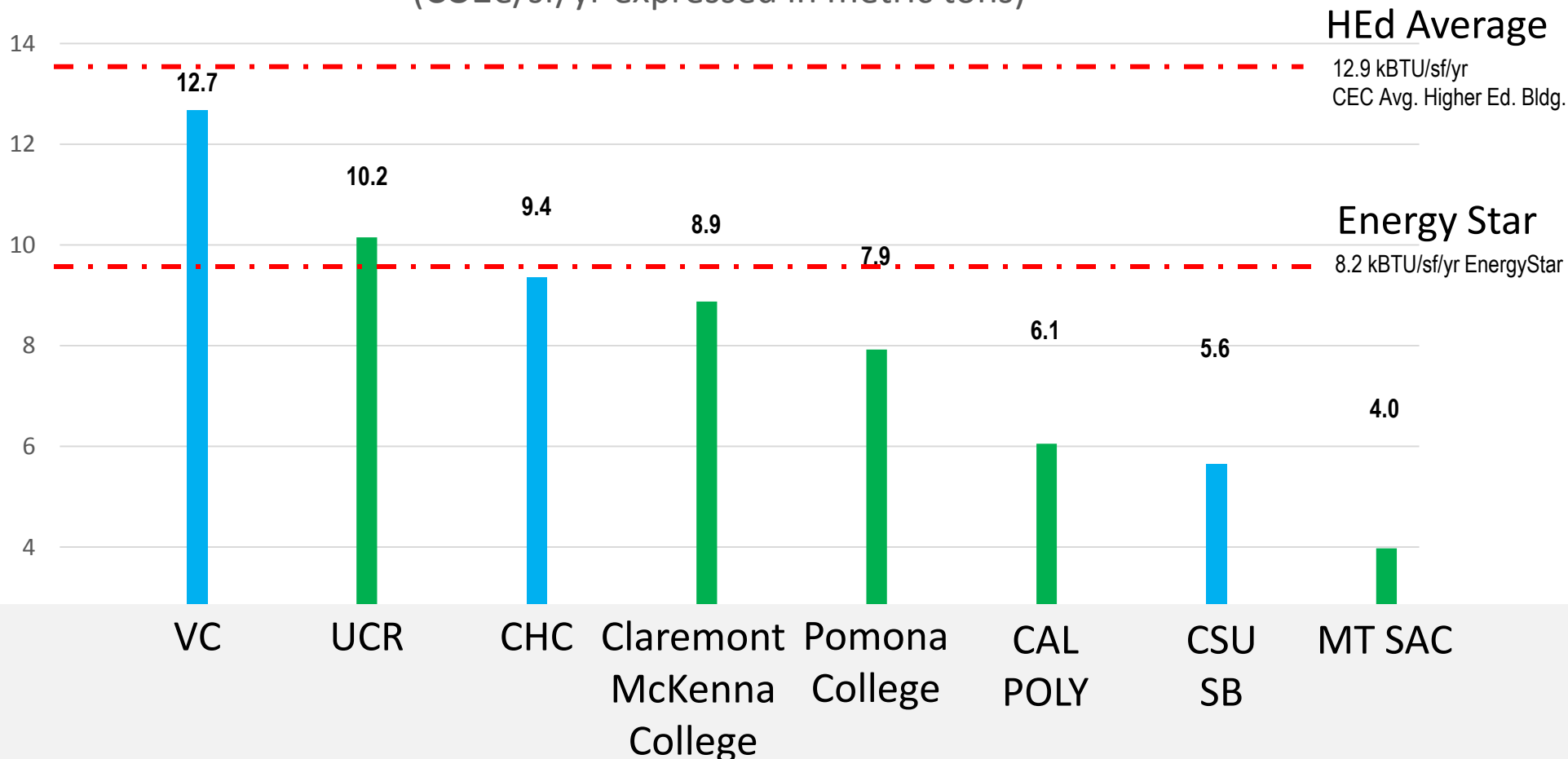
SBCCD Gas Use 2015  
(therms)



# 04 > EXISTING CAMPUS CONDITIONS

- Energy Analysis: Carbon Footprint Analysis

Comparative Campus Carbon Footprint Analysis  
(CO<sub>2</sub>e/sf/yr expressed in metric tons)



# 05 > ANALYSIS OF CAMPUS SPACE



# 05 > ANALYSIS OF DISTRICT SPACE WSCH PROJECTIONS

Site	Fall 2016	Fall 2021	Fall 2026	Fall 2031
Crafton Hills College	67,107	72,969	78,274	83,909
San Bernardino Valley College	145,728	158,457	169,978	182,214
<b>Total SBCCD</b>	<b>212,835</b>	<b>231,426</b>	<b>248,252</b>	<b>266,123</b>

# 05 > ANALYSIS OF DISTRICT SPACE

## DISTRICT SPACE INVENTORY

### CURRENT (2015) SPACE INVENTORY REPORT

*Assignable Square Feet (ASF)*

SPACE TYPE	CURRENT INVENTORY (ASF)
Lecture	102,798
Lab	179,874
Office	119,497
Library	58,711
Instructional Media	9,322
Other	287,473
<b>TOTAL</b>	<b>757,675</b>

CAMPUS	TOTAL ASF	
Crafton Hills College	274,189	36%
SB Valley College	447,804	59%
District Office	35,682	5%
<b>TOTAL ASF</b>	<b>757,675</b>	

# 05 > ANALYSIS OF DISTRICT SPACE

## > SAN BERNARDINO CCD EXISTING SPACE

SPACE TYPE	CURRENT INVENTORY (ASF)*	CURRENT SPACE NEEDS**	CURRENT CAP/LOAD RATIOS	2017 SPACE INVENTORY (ASF)***
Lecture	102,798	-49,430	212%	117,276
Lab	179,874	43,495	80%	187,019
Office	119,497	-43,197	157%	125,887
Library	58,711	-2,511	104%	60,170
Instr. Media	9,322	8,108	53%	9,322
<b>Other</b>	<b>287,473</b>	<b>TBD</b>	<b>N/A</b>	<b>276,212</b>
<b>TOTALS</b>	<b>757,675</b>			<b>775,886</b>

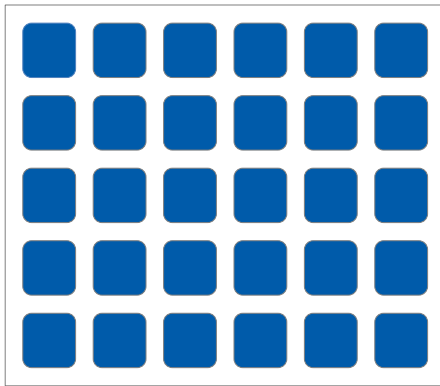
\* 2015 Space Inventory

\*\* For fall 2015 enrollment

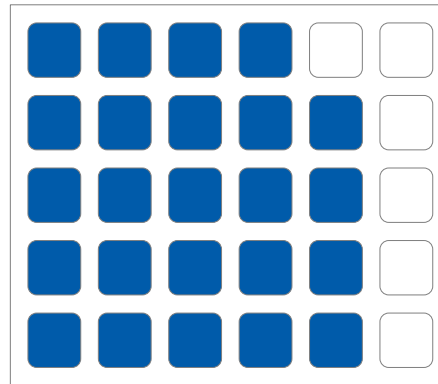
\*\*\*SBVC – New Gym & Field Buildings have been added. Snyder and Women’s Gyms have been removed.  
 CHC – Clock Tower Building and Central Complex have been added. Inactive space in LRC will be activated.

# 05 > ANALYSIS OF CAMPUS SPACE

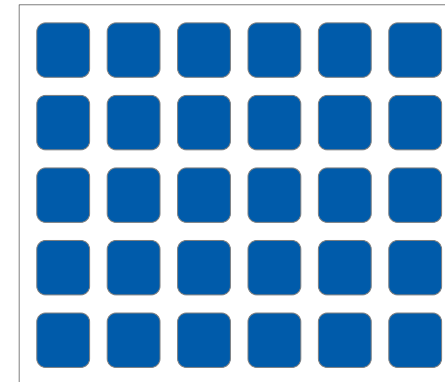
## HOW THE STATE LOOKS AT SPACE



# of seats = # of students  
100% capacity/load



# of seats > # of students  
Over 100% capacity/load



# of seats < # of students  
Under 100% capacity/load



### > CAPACITY LOAD RATIOS

# 05 > ANALYSIS OF CAMPUS SPACE

## > SAN BERNARDINO VALLEY COLLEGE EXISTING SPACE

SPACE TYPE	CURRENT INVENTORY (ASF)*	CURRENT SPACE NEEDS**	CURRENT CAP/LOAD RATIOS	2017 SPACE INVENTORY (ASF)***
Lecture	66,883	-36,274	219%	69,886
Lab	132,187	31,984	81%	133,182
Office	69,027	-17,647	134%	70,698
Library	29,886	7,442	80%	29,886
Instr. Media	6,577	5,000	57%	6,577
Other	143,244	TBD	N/A	154,562
<b>TOTALS</b>	<b>447,804</b>	<b>-9,495</b>		<b>464,791</b>

\* 2015 Space Inventory

\*\* For fall 2015 enrollment

\*\*\*New Gym & Field Buildings have been added. Snyder and Women's Gyms have been removed.



# FACILITIES ANALYSIS

## 05 > ANALYSIS OF CAMPUS SPACE

### > 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>		
<b>TOTAL CAP LOAD NEED</b>			<b>ASF</b>	<b>59,222</b>
<b>TOTAL CAP LOAD NEED</b>			<b>GSF</b>	<b>91,111</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

# FACILITIES ANALYSIS

## > 05 > ANALYSIS OF CAMPUS SPACE > 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	TBD
Assembly	18,373	18,373	TBD
Exhibition	2,766	2,766	TBD
Food Facilities	10,444	10,444	TBD
Lounge	3,875	3,435	TBD
Recreation	627	627	TBD
Meeting	12,202	10,698	TBD
M&O / Physical Plant	21,393	19,703	TBD
Health Service	693	693	TBD
Inactive	1,215	0	TBD
All Other	37,738	28,848	TBD

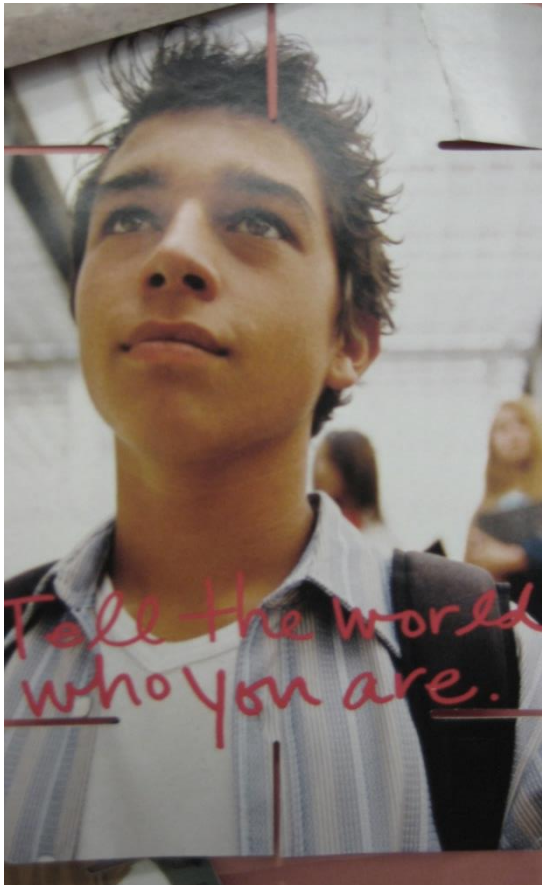
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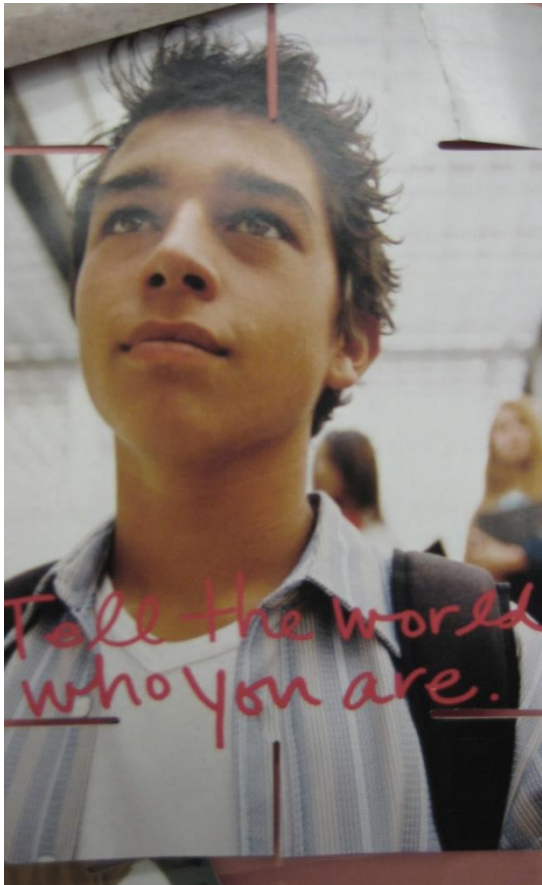
## > INSTRUCTIONAL SPACE UTILIZATION

## 06 > NEEDS, ISSUES, CHALLENGES



- Perceived demand for classroom and office space vs Title V standards-concern for lack of space when needed
- Class size:30-40 students but mostly need 40 seats
- Flexible classrooms to support various modes of learning: pop-up computers, flexible furniture, more whiteboards
- Consistency of classroom space – standards
- More storage space needed for certain programs
- Faculty offices near shared collaboration space
- Growing need for student support services space in one location
- A consistent approach to providing space for learning resources, tutoring, & study
- Dedicated open labs w/ program – specific software

## 06 > NEEDS, ISSUES, CHALLENGES



- Keeping current with technology capabilities, including Wi-Fi coverage, power everywhere for charging devices
- Student study & gathering space – indoor + outdoor w/ shade & protection from the weather
- Additional parking
- Safety/security of students and employees on campus
- Others?

# 07 > FACILITIES PLANNING OBJECTIVES



- Align campus space with the educational priorities
- Maximize the physical space on campus
- Create a student-centered and friendly campus
- Develop student gathering spaces + activity zones
- Improve College visibility within the community
- Provide flexible + consistent instructional spaces
- Plan for future teaching and learning opportunities
- Showcase student projects and successes
- Create faculty office space that encourages collaboration
- Continue the history of sustainable campus development that promotes a culture of environmental responsibility
- Address the parking deficiency while developing alternative transportation modes
- Allocate resources to care for facilities

# 07 > FACILITIES PLANNING OBJECTIVES

- Others?



# SAN BERNARDINO VALLEY COLLEGE EDUCATIONAL & FACILITIES MASTER PLAN

## 08 > NEXT STEPS

- **EDUCATIONAL PLANNING**
  - March 9, 2016 Valley College Council meeting
  - Additional discussions in March
  - EMP chapter draft reviews
- **FACILITIES PLANNING**
  - March 23, 2016 Valley College Council meeting
  - Late-March College Forum
  - April 12, 2016 Valley College Council meeting

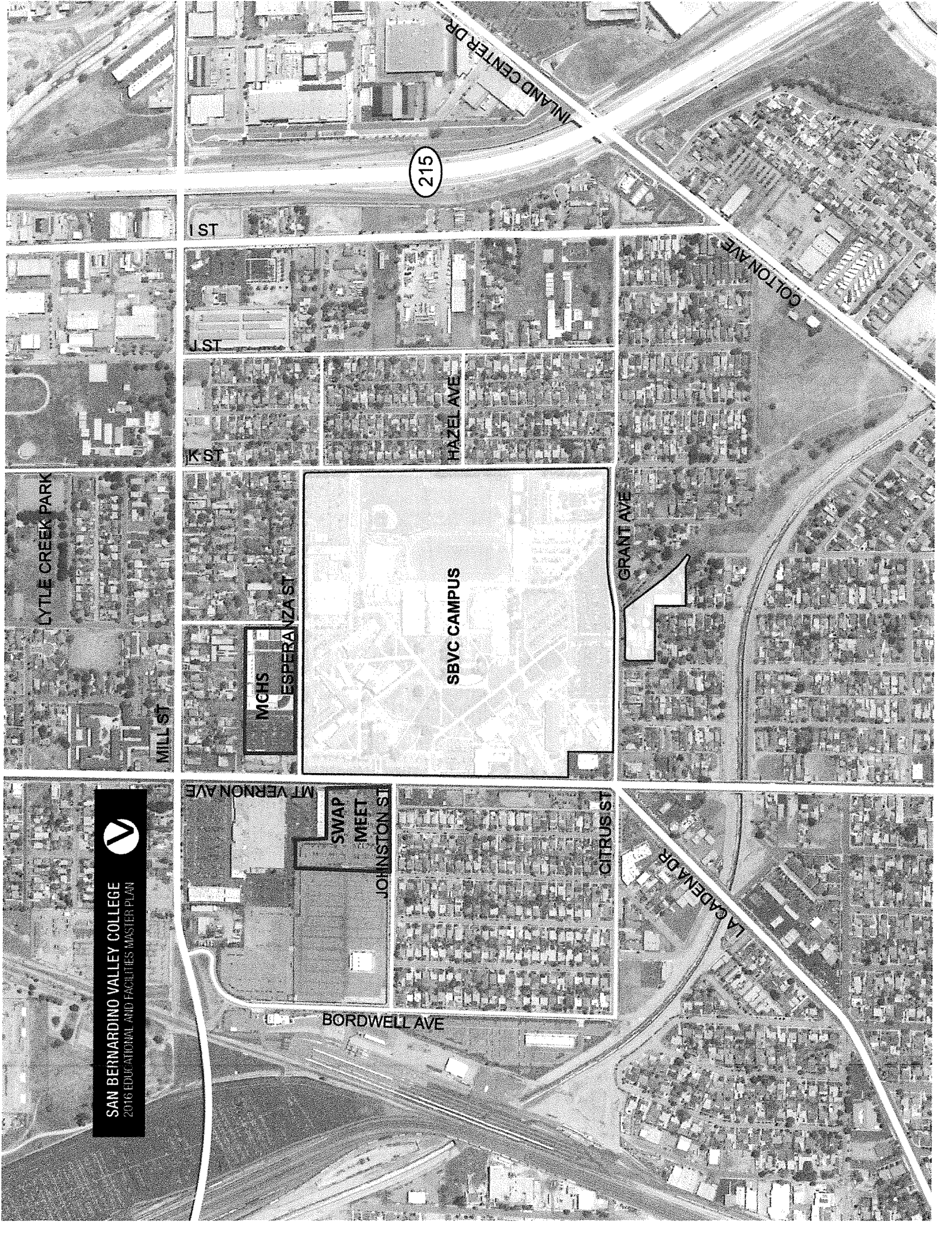


# 04 > EXISTING CAMPUS CONDITIONS





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



215

SBVC CAMPUS

GRANT AVE

BORDWELL AVE

LA CADENA DR

HAZEL AVE

I ST

J ST

K ST

MILL ST

MCHS

ESPERANZA ST

JOHNSTON ST

CITRUS ST

MT VERNON AVE

SWAP MEET

LYTLE CREEK PARK

INLAND CENTER DR

COLTON AVE



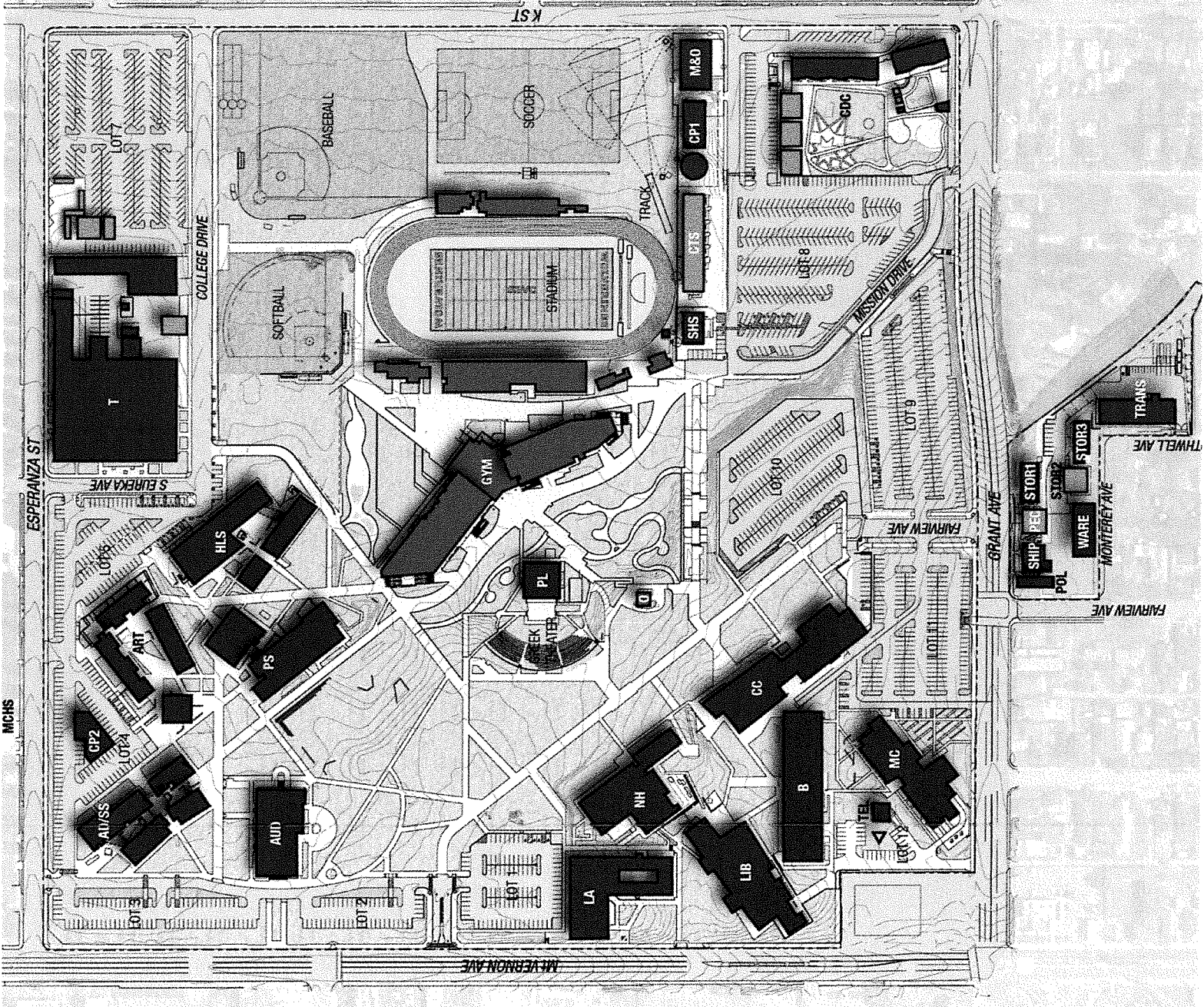
**SAN BERNARDINO VALLEY COLLEGE**  
2016 EDUCATIONAL AND FACILITIES MASTER PLAN

**BUILDING KEY**

ID	Building Name
AD/SS	ADMINISTRATION/STUDENT SERVICES
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B	BUSINESS
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T	TECHNOLOGY
TEL	TELECOM BUILDING
TRANS	TRANSPORTATION
WARE	WAREHOUSE

**LEGEND**

---	PROPERTY LINE
▬	EXISTING PERMANENT FACILITIES
▨	EXISTING TEMPORARY FACILITIES
▩	FACILITIES IN DESIGN & CONSTRUCTION
▧	FULL FLOW
▦	50' SETBACK
---	FOLD ZONE





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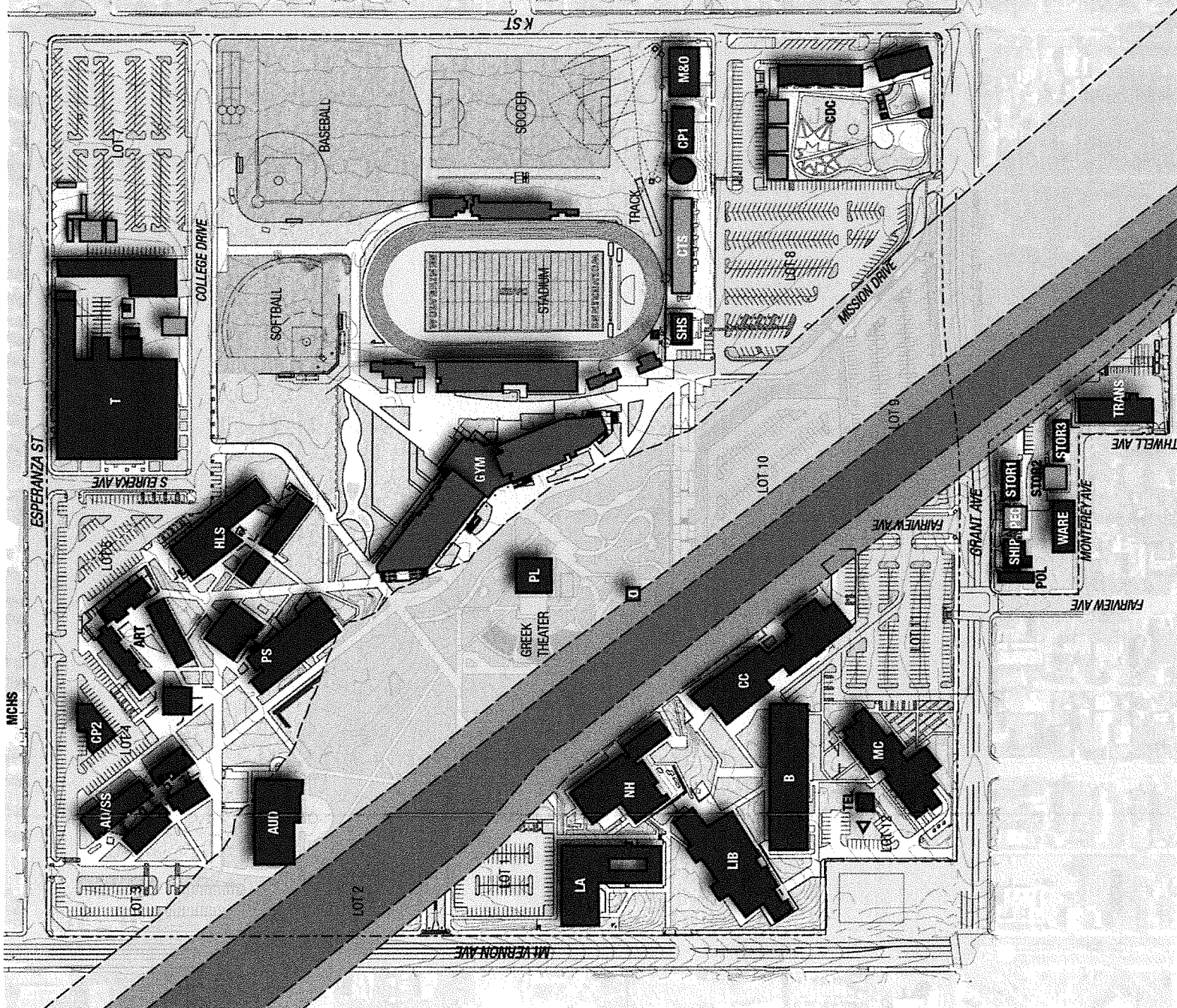
**LEGEND**

---	PROPERTY LINE
▬	EXISTING PERMANENT FACILITIES
▬	EXISTING TEMPORARY FACILITIES
▬	FACILITIES IN DESIGN & CONSTRUCTION
▬	FAULT ZONE
▬	50' SET BACK
▬	FOLD ZONE



0 FT

250

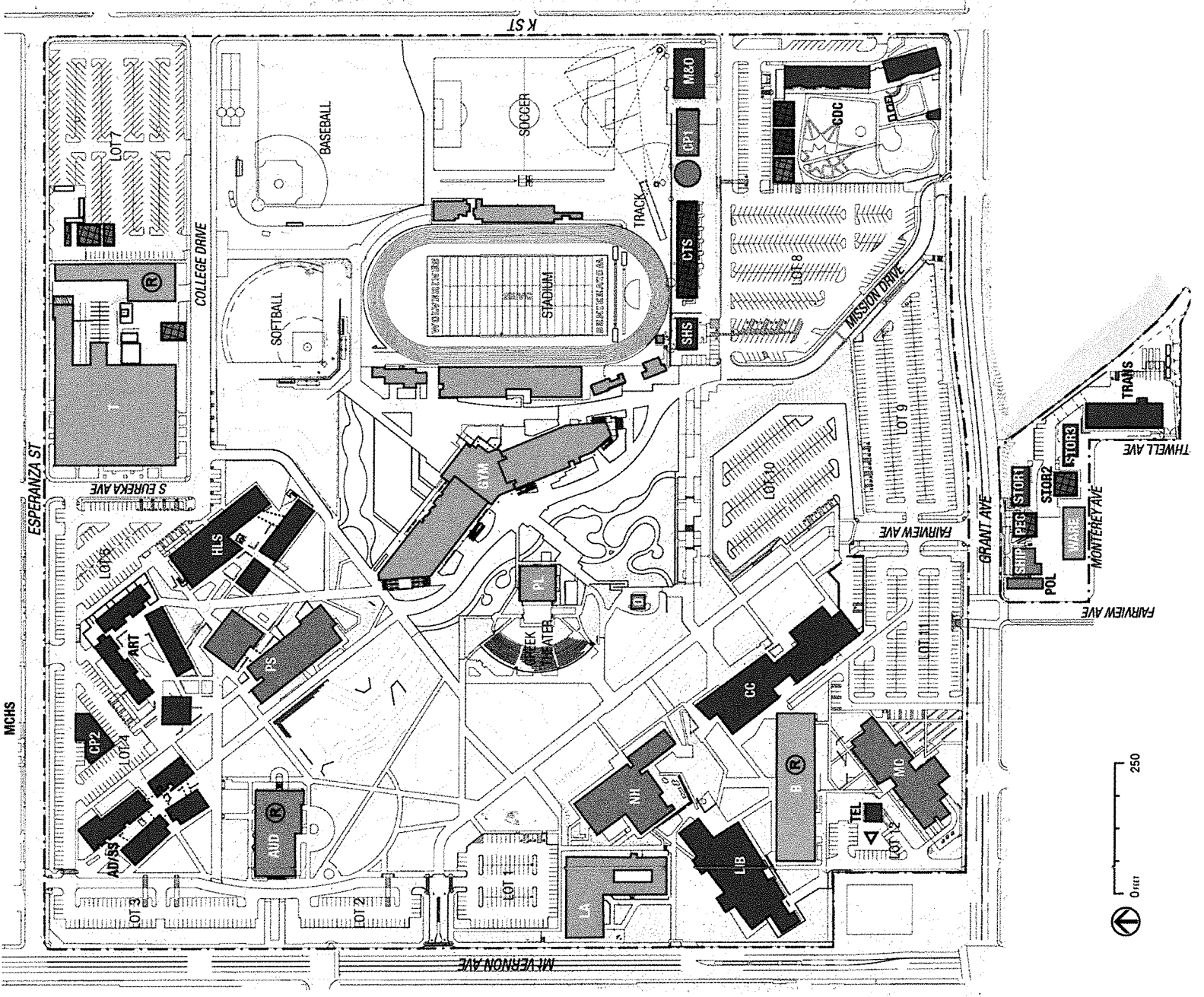


# CAMPUS DEVELOPMENT HISTORY

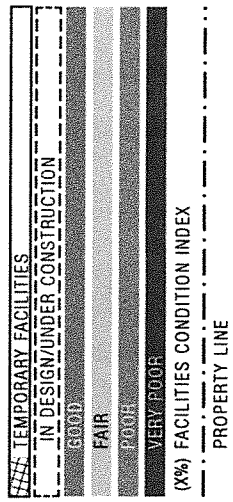
TEMPORARY FACILITIES
RECENTLY RENOVATED
1939-1939
1950-1959
1960-1969
1970-1979
1990-1999
2000-2009
2010-2017
UNDER CONSTRUCTION
PROPERTY LINE

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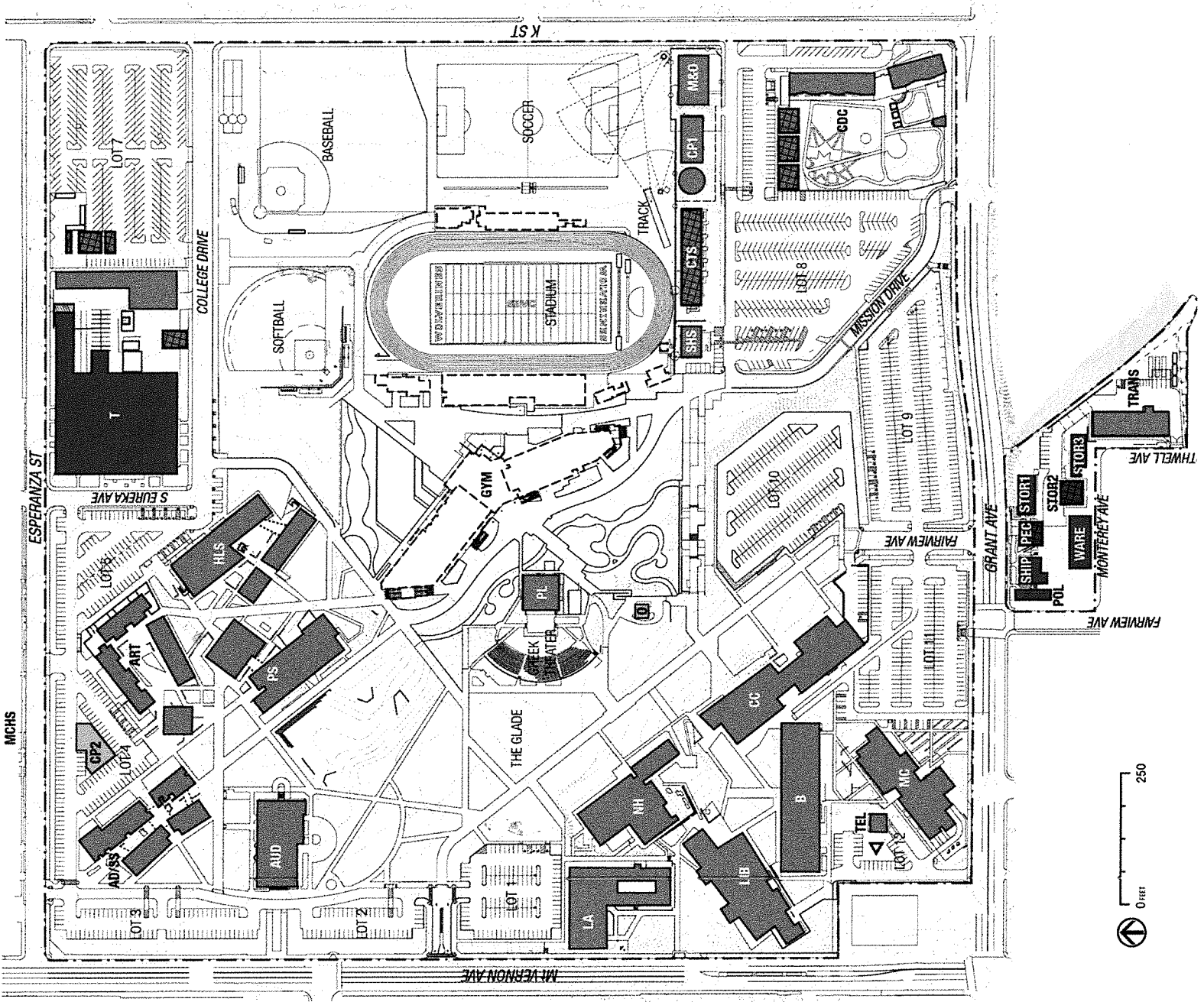


# FACILITIES CONDITIONS INDEX



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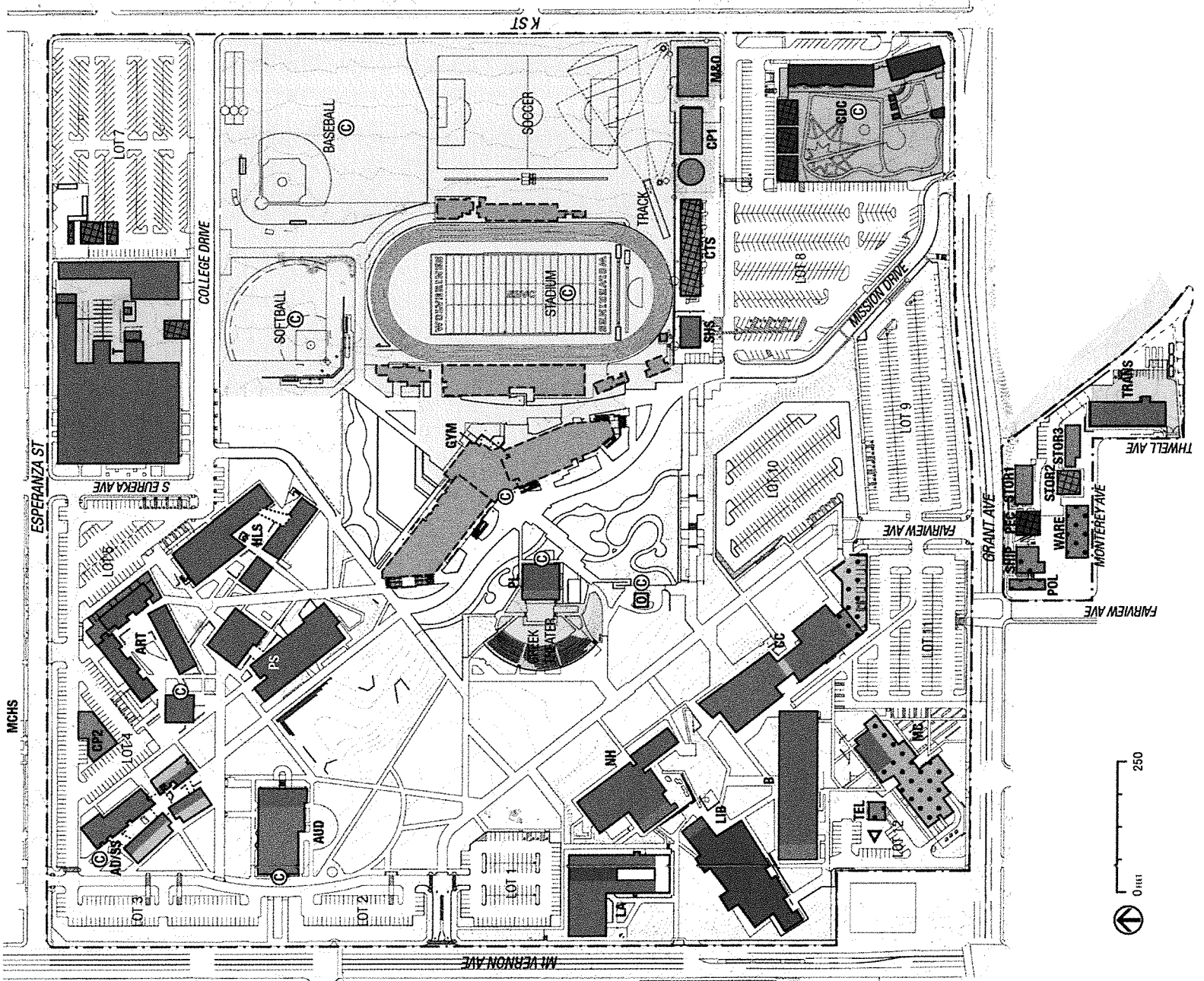


# CAMPUS ZONING

[Pattern]	TEMPORARY FACILITIES
[Pattern]	DISTRICT FACILITIES
[Pattern]	IN DESIGN/UNDER CONSTRUCTION
[Pattern]	STUDENT SERVICES ACTIVITIES
[Pattern]	ADMINISTRATION
[Pattern]	LIBRARY
[Pattern]	INSTRUCTIONAL
[Pattern]	CHILD DEVELOPMENT CENTER
[Pattern]	SERVICE
[Pattern]	PHYSICAL EDUCATION
[Pattern]	EVENT SPACE
[Pattern]	AVENUE
[Pattern]	COMMUNITY USE
[Pattern]	EMPTY
[Pattern]	PROPERTY LINE

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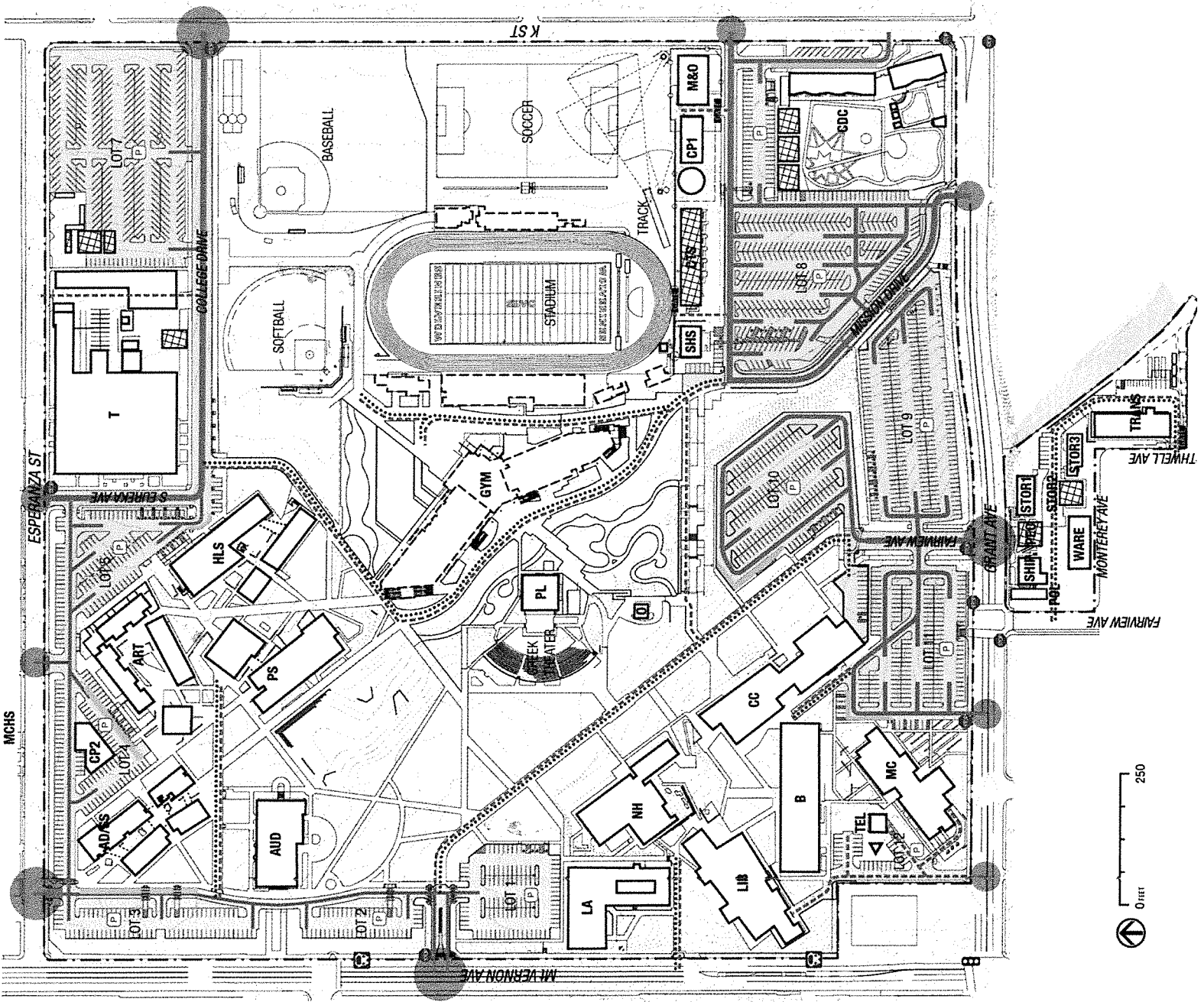


# EXISTING VEHICULAR CIRCULATION

- FACILITIES
- IN DESIGN/UNDER CONSTRUCTION
- TEMPORARY FACILITIES
- CAMPUS ENTRY - MAJOR/MINOR
- PASSENGER LOADING/DROP OFF ZONE
- PARKING AREA
- PRIMARY VEHICULAR ROUTE
- SECONDARY VEHICULAR ROUTE
- SERVICE VEHICULAR ROUTE
- EMERGENCY VEHICULAR ROUTE
- BICYCLE PARKING
- CROSSWALKS
- BUS STOPS
- TRAFFIC SIGNALS
- STOP SIGNS
- GATED ENTRY
- PROPERTY LINE

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EVENING PARKING



# 04 > EXISTING CAMPUS CONDITIONS

## EXISTING PARKING COUNT

- On-campus: 1,506 stalls
- Swap meet (MOU): 414 stalls
- Does not count street parking
- **TOTAL: 1,920 stalls**

YEAR	HEAD COUNT	STALL COUNT	RATIO	TARGET RATIO	TOTAL NEED	ADDITIONAL NEEDED
2016	13,082	1,920	1 STALL / 6.54 HC	1 STALL / 6.00 HC	2,180	260

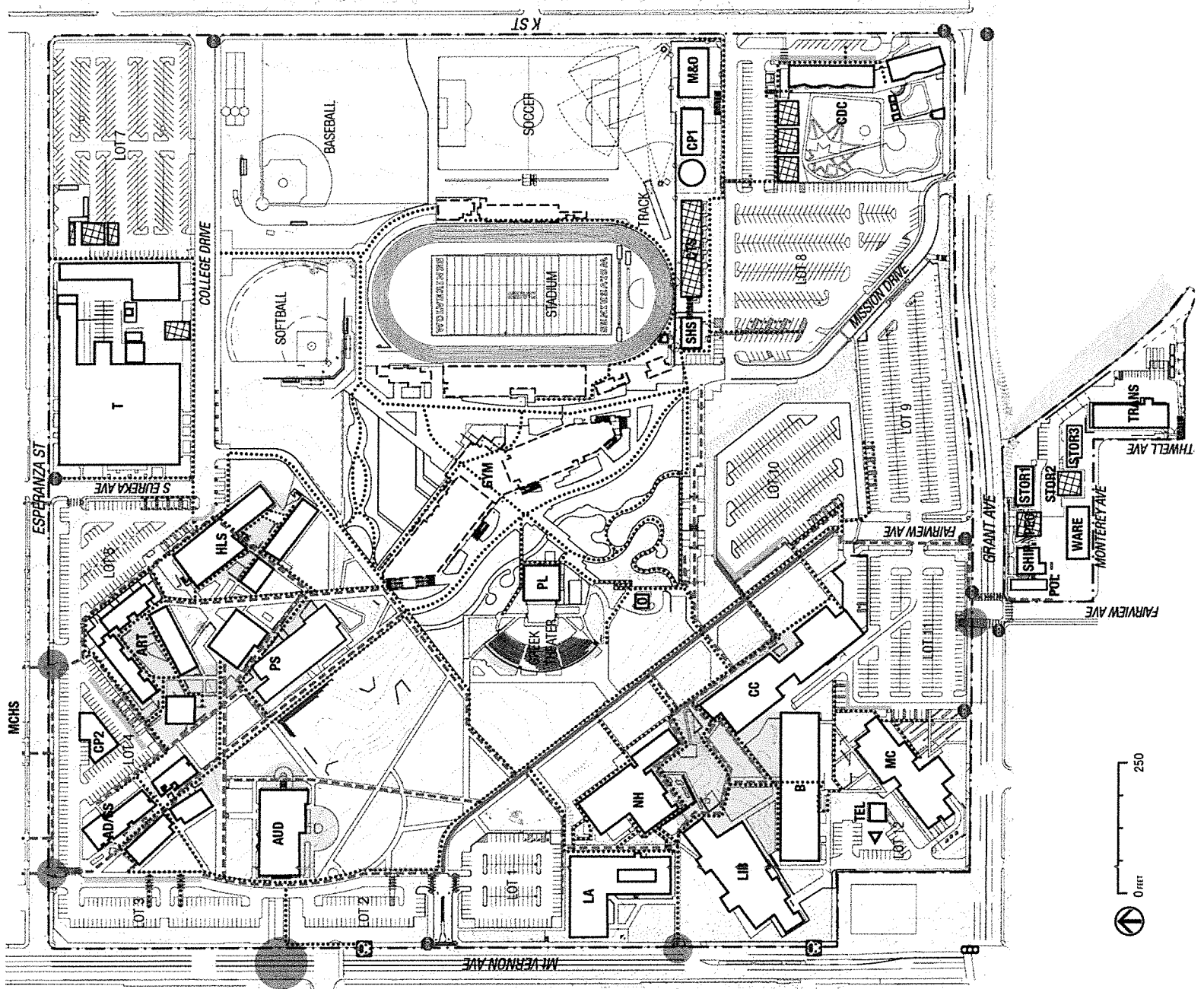
## > VEHICULAR CIRCULATION & PARKING

# EXISTING PEDESTRIAN CIRCULATION

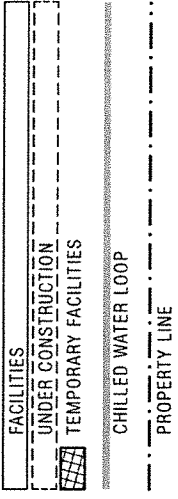
- FACILITIES
- IN DESIGN/UNDER CONSTRUCTION
- TEMPORARY FACILITIES
- CAMPUS ENTRY - MAJOR/MINOR
- PASSENGER LOADING/DROP OFF ZONE
- STUDENT GATHERING AREA
- PRIMARY PEDESTRIAN ROUTE
- SECONDARY PEDESTRIAN ROUTE
- ACCESSIBLE PATH OF TRAVEL
- BICYCLE PARKING
- CROSSWALKS
- BUS STOPS
- TRAFFIC SIGNALS
- STOP SIGNS
- PROPERTY LINE

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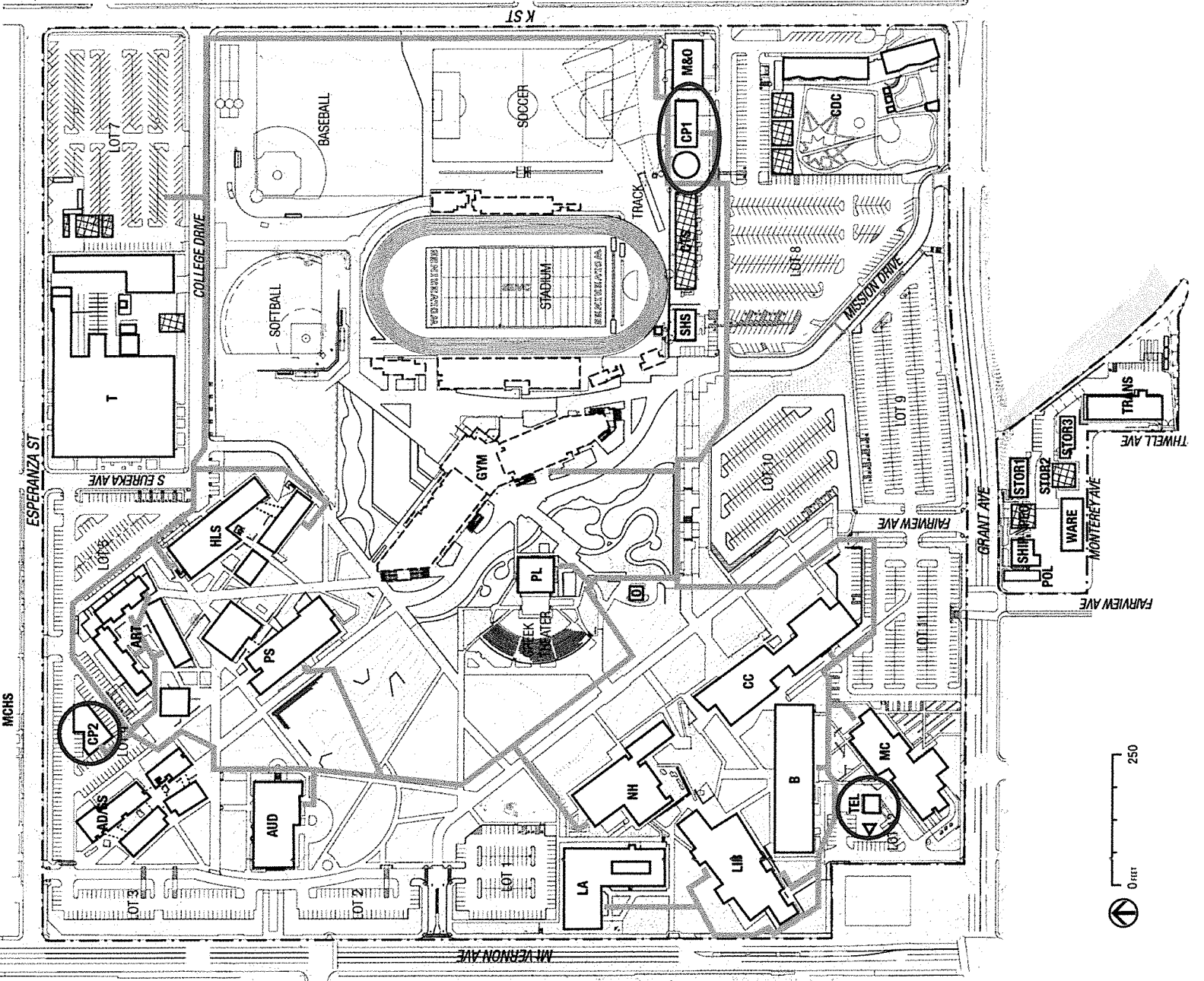


# CAMPUS UTILITIES



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**COLLEGE COUNCIL VOTING RECORD TRACKING**

**DATE: February 24, 2016**

<b>COLLEGE COUNCIL MEMBERS</b>	<b>MOTION</b> Approval of 01/27/16 Minutes	<b>MOTION</b> Approval of 02/10/16 Minutes	<b>MOTION</b> Approval of the Replacement of the Custodian (Dennis Collins) Position– VPAS Office	<b>MOTION</b>	<b>MOTION</b>	<b>MOTION</b>	<b>MOTION</b>
Gloria Fisher	Aye	Aye	Aye				
Jeremiah Gilbert	Aye	Aye	Aye				
Dave Bastedo	Absent	Absent	Absent				
Aaron Beavor	Absent	Absent	Aye				
Lorrie Burnham	Absent	Absent	Absent				
Marco Cota	Aye	Aye	Aye				
Paula Ferri-Mulligan	Aye	Aye	Aye				
Rania Hamdy	Aye	Aye	Aye				
Leticia Hector	Aye	Aye	Absent				
Rick Hrdlicka	Aye	Aye	Aye				
Diane Hunter	Abstention	Aye	Aye				
Celia Huston	Aye	Abstention	Aye				
Haragewen Kinde	Absent	Absent	Absent				
Sarah Miller	Absent	Absent	Absent				
Ricky Shabazz	Absent	Absent	Aye				
James Smith	Aye	Aye	Aye				
Scott Stark	Aye	Aye	Aye				
Linda Subero	Aye	Aye	Aye				

Kay Weiss	Aye	Aye	Aye				
--------------	-----	-----	-----	--	--	--	--

(19 members)

VOTING RECORD – COLLEGE COUNCIL MEETING – DATE 2-24-16

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:	MOTION:
<u>George Ziche</u>	NAgent Minutes 1-27	Minutes 2-10	Custodian positions		
First					
Second					
AYES	X	X	X		
NOES					
Abstentions					
Absent					
Motion Carried or Failed					

LATE ARRIVAL TIME: \_\_\_\_\_

DEPARTURE TIME, IF PRIOR TO END OF MEETING: \_\_\_\_\_

PLEASE COMPLETE AND TURN INTO STAFF AT END OF MEETING OR LEAVE ON TABLE & STAFF WILL PICK UP

VOTING RECORD – COLLEGE COUNCIL MEETING – DATE 2/24/2016

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:
<u>J. GILBERT</u>	Mminutes 1/22	Mminutes 2/10	CUSTOMAL POS FROM	
First	PICK	SCOTT	PICK	
Second	LAVIA	MARCO	PANCA	
AYES	✓	✓	✓	
NOES				
Abstentions				
Absent				
Motion Carried or Failed	C	C	C	

LATE ARRIVAL TIME: \_\_\_\_\_

DEPARTURE TIME, IF PRIOR TO END OF MEETING: \_\_\_\_\_

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VOTING RECORD – COLLEGE COUNCIL MEETING – DATE 2-24-16

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:
<u>Asron Beard</u> New Vacany Custidain				
First				
Second				
AYES				
NOES				
Abstentions				
Absent				
Motion Carried or Failed				

LATE ARRIVAL TIME: 10 min.

DEPARTURE TIME, IF PRIOR TO END OF MEETING: \_\_\_\_\_

PLEASE COMPLETE AND TURN INTO STAFF AT END OF MEETING OR LEAVE ON TABLE & STAFF WILL PICK UP



*idech...  
 ...  
 ...*

**VOTING RECORD – COLLEGE COUNCIL MEETING – DATE** 2-24-16

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:
<u>Maria Costa</u>	<i>Agree to ...</i>	<i>Motion ...</i>		
First				
Second				
AYES	✓			
NOES				
Abstentions				
Absent				
Motion Carried or Failed				

LATE ARRIVAL TIME: \_\_\_\_\_

DEPARTURE TIME, IF PRIOR TO END OF MEETING: \_\_\_\_\_

**PLEASE COMPLETE AND TURN INTO STAFF AT END OF MEETING OR LEAVE ON TABLE & STAFF WILL PICK UP**

**VOTING RECORD – COLLEGE COUNCIL MEETING – DATE** 2/24/16

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:
<u>Paula</u>	1-27 min.	2/10 min	custodian	
First				
Second				
AYES	Aye	Aye	✓	
NOES				
Abstentions				
Absent				
Motion Carried or Failed				

LATE ARRIVAL TIME: \_\_\_\_\_

DEPARTURE TIME, IF PRIOR TO END OF MEETING: \_\_\_\_\_

**PLEASE COMPLETE AND TURN INTO STAFF AT END OF MEETING OR LEAVE ON TABLE & STAFF WILL PICK UP**

**VOTING RECORD – COLLEGE COUNCIL MEETING – DATE** Feb. 24.

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:
<i>Raula Handy</i>	<i>approx #1 of minuty</i>	<i>approx. of min</i>	<i>Cust. Pos.</i>	
First				
Second				
AYES	<i>2</i>	<i>2</i>	<i>2</i>	
NOES				
Abstentions				
Absent				
Motion Carried or Failed				

LATE ARRIVAL TIME: \_\_\_\_\_

DEPARTURE TIME, IF PRIOR TO END OF MEETING: \_\_\_\_\_

**PLEASE COMPLETE AND TURN INTO STAFF AT END OF MEETING OR LEAVE ON TABLE & STAFF WILL PICK UP**

**VOTING RECORD – COLLEGE COUNCIL MEETING – DATE** 2-24-16

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:
<u>Leticia</u> <u>Hector</u>	<u>1/27/16 minutes</u>	<u>2/10/16 minutes</u>		
First				
Second				
AYES	✓			
NOES				
Abstentions				
Absent				
Motion Carried or Failed	<u>carried</u>	<u>carried</u>		

LATE ARRIVAL TIME: \_\_\_\_\_

DEPARTURE TIME, IF PRIOR TO END OF MEETING: 3:00 pm

**PLEASE COMPLETE AND TURN INTO STAFF AT END OF MEETING OR LEAVE ON TABLE & STAFF WILL PICK UP**

VOTING RECORD – COLLEGE COUNCIL MEETING – DATE ~~2/27/16~~ 2/28/16

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:
Rick Arndt	Minutes 1/27/16	Minutes 2/10/16	Constitutional Replacement	
First	✓ Rick	Scott	Rick ✓	
Second		Memo	Paula	
AYES	✓	✓	✓	
NOES				
Abstentions				
Absent				
Motion Carried or Failed	Carried	Carried	Carried	

LATE ARRIVAL TIME: \_\_\_\_\_

DEPARTURE TIME, IF PRIOR TO END OF MEETING: \_\_\_\_\_

PLEASE COMPLETE AND TURN INTO STAFF AT END OF MEETING OR LEAVE ON TABLE & STAFF WILL PICK UP

**VOTING RECORD – COLLEGE COUNCIL MEETING – DATE**

2/29/16

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:	MOTION:
D. Hunter	127 min.	2/10	custodial position <del>XXXXXX</del>		
First					
Second					
AYES		✓	✓		
NOES					
Abstentions		✓			
Absent					
Motion Carried or Failed					

LATE ARRIVAL TIME: \_\_\_\_\_

DEPARTURE TIME, IF PRIOR TO END OF MEETING: \_\_\_\_\_

**PLEASE COMPLETE AND TURN INTO STAFF AT END OF MEETING OR LEAVE ON TABLE & STAFF WILL PICK UP**

**VOTING RECORD – COLLEGE COUNCIL MEETING – DATE** 2/24/16

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:
<u>Celia</u>	1/27/16	2/10/16	Custodian Positivity Valery	
First	Rick	Scott		
Second	Ronnie ✓	Marco	✓	
AYES				
NOES				
Abstentions		✓		
Absent				
Motion Carried or Failed				

LATE ARRIVAL TIME: \_\_\_\_\_

DEPARTURE TIME, IF PRIOR TO END OF MEETING: \_\_\_\_\_

**PLEASE COMPLETE AND TURN INTO STAFF AT END OF MEETING OR LEAVE ON TABLE & STAFF WILL PICK UP**

**VOTING RECORD – COLLEGE COUNCIL MEETING – DATE** 2/24/16

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:
<u>Ricky Shoratz</u>	<del>hire</del> HIRE			
First	X			
Second				
AYES				
NOES				
Abstentions				
Absent				
Motion Carried or Failed				

LATE ARRIVAL TIME: Arrived late - after votes for minutes > see email

DEPARTURE TIME, IF PRIOR TO END OF MEETING: \_\_\_\_\_

**PLEASE COMPLETE AND TURN INTO STAFF AT END OF MEETING OR LEAVE ON TABLE & STAFF WILL PICK UP**



**VOTING RECORD – COLLEGE COUNCIL MEETING – DATE \_\_\_\_\_**

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:	MOTION:
<u>James Smith</u>	Accepts minutes 1/27/	Accept minutes 1/10/20	<del>HMC Facilities Master Plan</del>	Vacancy custodial	
First					
Second					
AYES	X	X	X	X	
NOES					
Abstentions					
Absent					
Motion Carried or Failed					

LATE ARRIVAL TIME: \_\_\_\_\_

DEPARTURE TIME, IF PRIOR TO END OF MEETING: \_\_\_\_\_

**PLEASE COMPLETE AND TURN INTO STAFF AT END OF MEETING OR LEAVE ON TABLE & STAFF WILL PICK UP**

VOTING RECORD – COLLEGE COUNCIL MEETING – DATE 2.24.16.

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:	MOTION:
<u>SCOTT STARK</u>	min #10 1/27	2/10 minutes	2-3 Topical POSITION		
First Rick Hud.		Scott S.	Rick H		
Second Bryan Hamby		Marco C	Madal. F. Milligan		
AYES ✓			✓		
NOES Ø			Ø		
Abstentions Diane Huntel		Calie H.	Ø		
Absent					
Motion Carried or Failed	✓	✓	✓		

LATE ARRIVAL TIME: \_\_\_\_\_

DEPARTURE TIME, IF PRIOR TO END OF MEETING: \_\_\_\_\_

PLEASE COMPLETE AND TURN INTO STAFF AT END OF MEETING OR LEAVE ON TABLE & STAFF WILL PICK UP

VOTING RECORD – COLLEGE COUNCIL MEETING – DATE 2/24/16

Member NAME (PLEASE PRINT)	MOTION:	MOTION: Feb	MOTION:	MOTION:	MOTION:
<u>LINDA</u> <u>SUBITO</u>	Jan 27	10	Splicing w/stock		
First					
Second					
AYES	✓	✓	✓		
NOES					
Abstentions					
Absent					
Motion Carried or Failed					

LATE ARRIVAL TIME: \_\_\_\_\_

DEPARTURE TIME, IF PRIOR TO END OF MEETING: \_\_\_\_\_

PLEASE COMPLETE AND TURN INTO STAFF AT END OF MEETING OR LEAVE ON TABLE & STAFF WILL PICK UP

# VOTING RECORD – COLLEGE COUNCIL MEETING – DATE \_\_\_\_\_

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:	MOTION:
<u>Kay</u>	Approve Jan 27 minutes	Approve Feb 10 minutes	Replace Custodian		
First					
Second					
AYES	✓	✓	✓		
NOES					
Abstentions					
Absent					
Motion Carried or Failed					

LATE ARRIVAL TIME: \_\_\_\_\_

DEPARTURE TIME, IF PRIOR TO END OF MEETING: \_\_\_\_\_

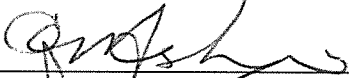


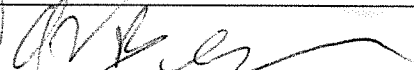
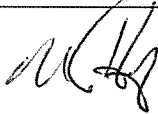



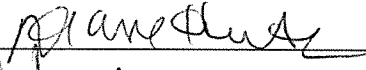
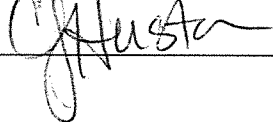



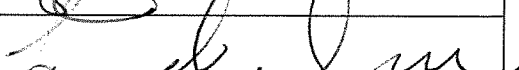
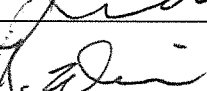
**PLEASE COMPLETE AND TURN INTO STAFF AT END OF MEETING OR LEAVE ON TABLE & STAFF WILL PICK UP**

# COLLEGE COUNCIL MEETING – SIGN IN

**DATE: February 24, 2016**

**TIME: 1:00PM – 3:30 PM**

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

NAME	DEPARTMENT	SIGNATURE
Gloria Fisher	President (Chair)	
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)	present
Diane Hunter	CTA Representation (CTA)	
Celia Huston	Non-instructional faculty, Library (Accreditation/SLO's)	
Haragewen Kinde	VP, Instruction (Instruction/Accreditation/Curriculum)	
Sarah Miller	Designee for CSEA President (CSEA)	
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)	

(19 members)

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

NAME	DEPARTMENT	SIGNATURE
Susan Bangasser		
Albert Maniaol		
✓ Michael Beavol	HMC	Present per Scott
✓ Brett Leavitt	HMC	Present per Scott
Bobby Khushal	ALMA Strategies	Not Present per Scott
✓ Shawn Blaylock	ALMA Strategies	Present per Scott
✓ Sandy Kate	HMC	Present per Scott
✓ Sheryl Sterry	HMC	Present per Scott

Add: Paul Rutulim

Pharmacy & PR Director – Present per Bob Fisher