SBVC College Council MINUTES February 12, 2014

Gloria Fisher, SBVC Interim President, Chair	Celia Huston
Algie Au, Acting Academic Senate President, Co-Chair **T**	Haragewen Kinde
Brandon Brown **A**	Sheri Lillard
Marco Cota	Ricky Shabazz
Colleen Gamboa **A**	James Smith
Rania Hamdy	Scott Stark
Leticia Hector	Cassandra Thomas
Rick Hrdlicka	

TOPIC	DISCUSSION and ACTION
Approval of January 22, 2014 minutes	Scott motioned to approve the minutes Cassandra second, all were in favor and the minutes were approved. AYES: Fisher, Cota, Hamdy, Hector, Hrdlicka, Huston, Kinde, Lillard, Shabazz, Smith, Stark, Thomas NOES: None ABSENT: Au, Brown, Gamboa ABSTENTIONS: None
Urgent Emerging Funding need request: • CTS classroom and training room – S. Stark	Scott presented the budget fund balance report and the *Emerging Urgent Needs* request to fund $9000 to furnish the portables for the CTS Conference and Training Center. The funds would furnish the center with 62 chairs and 32 tables. The room will be used as a training center for the campus, flex classroom and classroom overflow. The purchase meets Strategic Planning Goals 4 and 6. Dr. Fisher entertained a motion to approve the request to fund tables and chairs to furnish the CTS conference/training room not to exceed $9,000.00. Rick motioned, Haragewen second, a brief discussion for other resources ensued, and the group voted as follows: AYES: Fisher, Cota, Hamdy, Hector, Hrdlicka, Huston, Kinde, Lillard, Shabazz, Smith, Stark, Thomas NOES: None ABSENT: Brown, Gamboa ABSTENTIONS: Au Motion carried.

AP/BP 4070 Auditing – G. Fisher	Dr. Fisher informed the group that AP 4070 was reviewed and discussed at District Assembly and CHC took the lead in revising the policy to reflect changes of what is currently in place (a no auditing policy) to a policy which affords faculty the discretion to allow students pay a fee to sit in a course without enrolling. The District is requesting feedback on this AP, as well as others, from constituent groups. Dr. Fisher tasked the group with identifying a process for handling the fees that would be collected for this purpose with their constituencies and send reports to Dr. Fisher before the March 5th District Assembly meeting where input will be discussed. Dr. Fisher will send an email with information and deadline to receive input.
Management Hiring Process (AP/BP 7250) – G. Fisher	Dr. Fisher reviewed specifically what should be reviewed within AP/BP 7250 and input forwarded to Stacy and/or her before the March 5th District Assembly meeting where input will be reviewed and discussed. Dr. Fisher will send an email with information and deadline to receive input.
AP/BP 7125, 7345, 7210, 7230, and 7250 – G. Fisher	Dr. Fisher reviewed what specifically should be reviewed within all AP's and BP's listed. Discussion ensued among the group regarding the current processes and procedures, and recommended changes to policy and procedures. Dr. Fisher tasked the group to review and forward input to Stacy and/or herself before the March 5th District Assembly meeting where input will be reviewed and discussed. Dr. Fisher will send an email with information and a deadline to receive input. Dr. Fisher encouraged the group to attend the District Assembly meeting on March 5th to participate in the discussion of the AP's and BP's.

Campus Sustainability Committee – S. Stark/A. Au	Scott proposed adding a Campus Sustainability Committee as a stand-alone committee to the AP2225. This committee would serve as a functional committee under the purview of the Vice President of Administrative Services listed in "other committees"; the charge and membership would be as follows:
	Charge: To advance and implement the strategies and seven goals of the SBCCD Sustainability Plan on the San Bernardino Valley College campus; specifically developing, designing, and implementing campus policies and procedures for sustainability.
	Membership: Membership includes all SBVC members of the SBCCD Sustainability Committee, and any interested managers, faculty, staff, and students.
	Dr. Fisher entertained a motion to approve the functional committee as proposed. Cassandra motioned, Rick second, and the group voted as follows:
	AYES: Fisher, Au, Cota, Hamdy, Hector, Hrdlicka, Huston, Lillard, Shabazz, Smith, Stark, Thomas
	NOES: None
	ABSENT: Brown, Gamboa
	ABSTENTIONS: Kinde
	Motion carried.
CTA Representation on College Council – G. Fisher	Dr. Fisher updated the group on the status of CTA representation on College Council. She will have further discussion with the president of CSEA with regard to legal provision which mandate a seat for CSEA on this body. She will report back to this group once all information is gathered for discussion and decision making.
Prioritization List Review – G. Fisher	Dr. Fisher informed the group that she has received all but one prioritization lists from Facilities and Safety. Once all lists have been received Scott and Dr. Fisher will meet to identify funding sources for the various items on the list. Currently being reviewed are items that are non-ongoing. The final review will be discussed with this group for input and finalization.

Organizational Handbook - G. Fisher	Dr. Fisher informed the group that the deadline for submissions/edits for the Organizational Handbook to Stacy Garcia, Office of the President, is 2/26/14. Discussion ensued with regard to changing the *Organizational Handbook* to a *Governance Handbook* and taking more time to develop a comprehensive handbook, the consequences of not having one for Accreditation, and developing an Ad-Hoc to expedite the process. Consensus among the group was that each group compiles what they have and send it to Stacy for inclusion into the handbook for a first draft to be reviewed by this group. After the first draft has been reviewed a decision can be made as to whether an ad-hoc committee is necessary. Stacy will work with Debby Gallagher to compile the first draft of the SBVC Organizational Handbook and bring to this group for review and discussion.
AP2225: • Review draft AP2225 • Budget Committee membership	Tabled
Strategic Planning – J. Smith	James reviewed the *Strategic Plan-Draft 4* document with the group. Discussion regarding edits and inclusions to the draft document ensued. James requested the group read through the document and provide input on realistic targets, identify redundancies, and send input to him via email. He will include edits in the next draft to bring to this group for review at the next meeting.
Committee Reports	Shari provided a schedule for the Program Review 4-Year Program Efficacy Rotation to the group for their information (attached). Dr. Kinde informed the group that the current Accreditation Standards are being reviewed. The new standards will be implemented in June. ACCJC will work with institutions on implementation. She will update the group on new policies and when they will go into effect. Celia informed the group that the Institution Set Standards will be integrated into the Strategic Plan and will be brought to this group once Academic Senate has reviewed the document.
OTHER:	

SAN BERNARDINO VALLEY COLLEGE COLLEGIAL GOVERNANCE

MISSION STATEMENT

~~San Bernardino Valley College is a comprehensive college dedicated to making lifelong learning opportunities accessible to a diverse student population. The college serves high school graduates and those over eighteen years of age. In addition, the college provides a gateway to higher education and vocational training for non-traditional populations, including: qualified high school students; re-entry adults; immigrants; the educationally or financially challenged; and those who cannot or choose not to attend the main campus.~~

~~The mission of San Bernardino Valley College is: to prepare students to transfer to four-year colleges and universities; to provide students with the knowledge and skills needed to succeed in business, industry and the professions; to advance the state and region's economic growth and global competitiveness through continuous workforce development; to work in partnership with the local community to improve the quality of life in the Inland Empire; and to prepare students for active participation in a multicultural society. The faculty and staff of San Bernardino Valley College are committed to student success and to teaching and service excellence.~~

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

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EDUCATIONAL PHILOSOPHY

We believe
- That a well-educated populace is essential to the general welfare of the community.
- That quality education empowers the student to think critically, to communicate clearly, and to grow personally and professionally.
- That an enriched learning environment promotes creativity, self-expression, and the development of critical thinking skills.
- That our strength as an institution is enhanced by the cultural of our student population and staff.
- That we must provide students with access to the resources, services, and technological tools that will enable them to achieve their educational goals.
- That we can measure our success by the degree to which our students become self-sufficient learners and contributing members of society.
- That plans and decisions must be data driven, and based on an informed consideration of what will best serve students and the community.
- That we must model our commitment to lifelong learning by maintaining currency in our professions and subject disciplines.

- That as part of the collegial consultation process, all levels of the college organization must openly engage in sharing ideas and suggestions to develop innovative ways to improve our programs and services.
- That interaction between all members of the college community must be marked by professionalism, intellectual openness, and mutual respect.
- That we must hold ourselves and our students to the highest ethical and intellectual standards.
- That we must maintain a current, meaningful and challenging curriculum.
- That students succeed best when following and educational plan and when enrolled in classes that meet their interest and goals, and match their level of academic preparedness.
- That all members of our campus community are entitled to learn and work in an environment that is free from physical, verbal, sexual, and/or emotional threat or harassment.
- That students learn best on a campus that is student-centered and aesthetically pleasing.
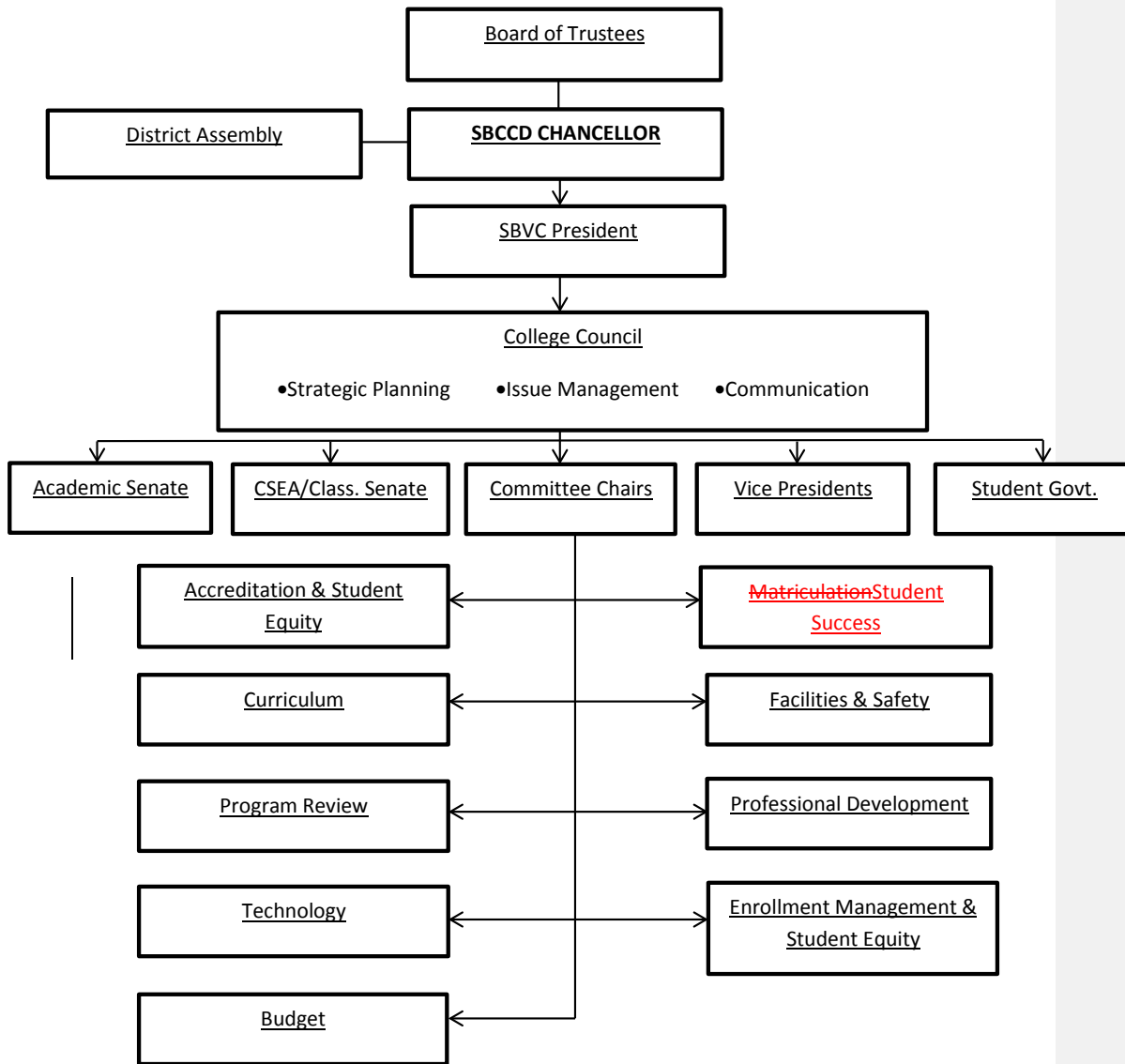- That we must be responsible stewards of campus resources.

VISION STATEMENT

San Bernardino Valley College will become the college of choice for students in the Inland Empire and will be regarded as the "alma mater" of successful, lifelong learners. We will build our reputation on the quality of our programs and services and on the safety, comfort, and beauty of our campus. We will hold both our students and ourselves to high standards of achievement and will expect all members of the college community to function as informed, responsible, and active members of society. (Revised 1-25-06)

GOVERNANCE PHILOSOPHY

San Bernardino Valley College is committed to the idea of Collegial Consultation as assured in AB1725. We acknowledge the rights and responsibilities accorded to all parties within the District to participate effectively in District consultation and support the establishment of procedures whereby faculty, staff, and students are ensured of appropriate consultation on matters affecting them.

We believe that groups of individuals working together to pool their knowledge, experience, and perspectives are an integral part of the decision making process at Valley College, and that the development of policies and procedures for college governance benefits greatly by involving those with appropriate expertise and those who will be most affected by those policies and procedures.

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            │ •Strategic Planning  •Issue Management  •Communication │
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| Academic Senate | CSEA/Class. Senate | Committee Chairs | Vice Presidents | Student Govt. |

Accreditation & Student Equity	←→	~~Matriculation~~Student Success
Curriculum	←→	Facilities & Safety
Program Review	←→	Professional Development
Technology	←→	Enrollment Management & Student Equity
Budget	←	

COLLEGE COUNCIL

Charge

The College Council has three primary functions: planning, issue management, and communication.

The college <u>planning</u> function includes the college Educational Master Plan (EMP), thereby developing the college's Education Strategic Plan, the EMP includes the Program Review annual needs prioritization, Technology Plan, Five Year Construction & Facilities Plan, Enrollment Management Plan, Basic Skills Plan, and Professional Development Plan. College Council reviews each of the plans and analyzes each for budget impact and provides recommendations to the President.

The <u>issue management</u> function takes place as campus issues are presented to the College Council and referred to the appropriate committee for review, consideration, and recommendation to the President.

The <u>communication</u> function is served by the College Council as the central communication venue for college governance issues including budget, in that all constituent groups are represented and are responsible for reporting and disseminating of information to their appointing body.

Membership

Membership is comprised of the President, College Vice Presidents, the President of the Academic Senate, the Classified Senate President, the President of the Associated Students or designee, the CSEA President of CSEA or designee, the Director of Research, and the chairs of the following committees: Enrollment Management & Student Equity, Accreditation, Curriculum, Facilities and Safety, Matriculation, Professional Development, Program Review, and Technology. The President serves as chair of the College Council unless otherwise agreed upon, at which point a faculty member and a manager will serve as co-chairs.

College Council Standing Committees

The standing committees of College Council are appointed annually and have representatives from each of the constituent groups: faculty, staff, students, and managers. Each committee wil be co-chaired by on non-manager (faculty or staff) and one manager (that assists with clerical support, copying, and dissemination of materials as needed).

Should representation not occur in any group, the President will confer with the appropriate representative/President/designee to determine the best alternative to secure appropriate representation and participation from the absent group.

Meetings: Unless otherwise noted, standing committees are not held during the summer.

COLLEGIAL CONSULTATION COMMITTEES

ACCREDITATION AND STUDENT LEARNING OUTCOMES COMMITTEE

Charge

The Accreditation and Student Learning Outcomes Committee prepares the self-study, prepares for the accreditation team site visit, follow up on implementation of accreditation recommendations, performs assessments as needed, and prepares any follow-up reports or documentation. The committee monitors the development and assessment process for student learning outcomes in courses, programs and general education requirements. The committee generates and regularly reviews guidelines and best practices for all aspects of student learning process.

Membership

Membership is comprised of the Accreditation Liaison Officer, at least one faculty member from each division and other interested faculty, administrators, staff and students.

CURRICULUM COMMITTEE

Charge

Under AB1725 the Academic Senate has the responsibility to make recommendations with respect to academic and professional matters. Curriculum is ~~considered~~ an academic matter and, therefore, the Curriculum Committee is authorized by the Academic Senate to make recommendations about the curriculum of the college, including approval of new courses, deletion of existing courses, proposed changes in courses, periodic review of course outlines, approval of proposed programs, deletion of programs, review of degree and certificate requirements, approval of prerequisites and co-requisites, and assessment of curriculum as needed.

Membership

Membership is comprised of the Vice President of Instruction (or designee) and one other manager, a Curriculum Chair or Co-Chairs appointed by the Academic Senate, the Articulation Officer, ~~at least two~~ faculty members from each division as recommended by the Academic Senate, two students, and ~~an~~ two Instruction Office member~~s~~ (Administratice Curriculum Coordinator and Schedule/Catalog Data Specialist) appointed by the Vice President of Instruction~~s~~ (in collaboration with CSEA) to serve as a resource to the committee.

ENROLLMENT MANAGEMENT AND STUDENT EQUITY COMMITTEE

Charge

The Enrollment Management and Student Equity Committee serves in an advisory capacity to the President's Cabinet regarding enrollment. The committee is responsible for reviewing internal and external assessment trend data as it applies to enrollment planning, researching and reviewing successful models of recruitment and retention programs, projecting enrollment growth/decline, projecting academic and student support service needs based on enrollment trends. The committee makes recommendations regarding recruitment and retention strategies, in the annual updating of the Enrollment Management Plan. The committee reviews and regularly updates the Student Equity Plan. Both plans are forwarded to College Council for review.

Membership

Membership is comprised of the Vice Presidents of Instruction and Student Services or their designees, two Deans from Student Services, two Deans from Instruction, Director of Financial Aid, Directors of Marketing and Institutional Research, Matriculation Coordinator, and other interested faculty, administrators, staff and students.

FACILITIES & SAFETY COMMITTEE

Charge

The Facilities & Safety Committee serves as an advisory committee to college services and operations including: facilities, campus appearance, emergency preparedness, sustainability practices, and campus safety training. Additionally, the committee reviews and submits the Facilities & Capital Outlay Plan to College Council.

Membership

Membership is comprised of the Vice President of Administrative Services, Director of Maintenance and Operations, District Police Supervisor, Dean of Student Development, DSPS Coordinator, two students and other interested administrators, faculty, staff, and students.

~~MATRICULATION COMMITTEE~~STUDENT SUCCESS COMMITTEE

Charge

The Matriculation Committee is authorized by the Academic Senate to annually review and update the College Matriculation Plan, propose the budget for categorical matriculation funds, provide advice on policies, procedures, and implementation of matriculation components

including admission, orientation assessment, counseling, prerequisites, follow-up, training, and research.

Membership

Membership is comprised of the Vice President of Student Services, Associate Dean of Admissions & Records, Matriculation Coordinator, Dean of Counseling and Matriculation, Institutional Research, one representative from English, Reading, and Math, and other interested administrators, faculty, staff and students.

PROGRAM REVIEW COMMITTEE

Charge

For regular programmatic assessment on campus, ~~T~~the Program Review Committee ~~is authorized by the Academic Senate to develop and monitor the college Program Review process, receive unit plans, utilize assessments as needed to evaluate instructional programs, recommend program status to the college president, identify the need for faculty and instructional equipment, and interface with other college committees to ensure institutional priorities are met.~~examines and evaluates the resource needs and effectiveness of al instructional and service areas. These review processes occur on one-, two-, and four-year cycles as determined by the District, College, and other regulatory agencies.

The purpose of Program Review is to:

- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to appropriate committees

Membership

Membership is comprised of ~~the~~ at least 3 Vice Presidents ~~of Instruction, Administrative Services, and Student Services,~~ or their designees, as appointed by the President, 10% faculty representation by Division, at least 3 classified staff members as appointed by Classified Senate/CSEA, and one student. ~~; six managers, 17 faculty members, eight classified staff members, and two students.~~

PROFESSIONAL DEVELOPMENT COMMITTEE

Charge

The Professional Development Committee serves as an advisory committee for the college professional development programs, and as a resource for training needs across campus. The committee prepares and implements the state required three-year Professional Development Plan, and reviews it annually to assure that campus goals and objectives are being met. The committee allocates staff development funds based on criteria in the plan. Additionally the committee is responsible for planning, programming and communication of campus professional development programs. The faculty member on the committee serve as the campus sabbatical leave committee and make recommendations to the college president for proposed leave recipients. The faculty members also serve as the campus flex committee.

Membership

Membership is comprised of one manager (designated by the President), Professional Development Coordinator, a representative of the technology committee, and interested faculty, administrators, and staff.

TECHNOLOGY COMMITTEE

Charge

The Technology Committee develops the Technology Plan for SBVC and submits it to the SBVC College Council. The Plan recommends methods to assess, purchase, install, and encourage use of new technology; technology funding priorities; and strategies for redistributing current resources. It sets standards and guidelines for the minimum specifications for new technology, for maintaining the current technology in new construction, and to maximize use of District network resources and instructional learning resources. Accessibility to technology will be considered when developing goals, methods, recommendations, guidelines, and standards. In addition, members serve as campus representatives on District Technology Committees.

Membership

Membership is comprised of the Vice Presidents of Instruction, Administrative Services, and Student Services or their designees; a representative from the Audio Department; a representative from District Computing Services, representative(s) from the college Network Specialist and all other interested faculty and staff in the campus community.

BUDGET COMMITTEE

Charge

The Budget Committee serves in an advisory capacity to College Council in all aspects of budget development and management to protect the financial wellbeing of the college and to operate successfully within our budget. The Budget Committee makes data-driven recommendations that align resource allocations with resource planning, utilizing the college mission, institutional planning documents, and program review recommendations.

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The Budget Committee serves in all three areas of the College Council's primary functions including: planning, issue management, and communication. Specifically, the Budget Committee develops annual budget assumptions, recommends reserve and contingency funds, identifies discretionary monies, and reviews and develops strategies for funding campus priorities. The Budget Committee reviews and makes recommendations for resolution of emerging budget issues and creates processes for better budget development and management. Throughout the year, the Budget Committee articulates and clarifies the budget development and management process for the campus community, including training, promoting budget awareness, and maintaining the transparency of budget decisions.

Membership

The Budget Committee membership totals eight, including the Vice President of Administrative Services (chair) representing management, and seven appointed members representing faculty, classified staff, Associated Student Government, and four members outside of College Council as appointed by and representing each of the constituencies

ADDITIONAL COMMITTEES

A number of committees exist that have a specific purpose or function, but are not part of the formal collegial consultation process within College Council. These include:

OFFICE OF THE PRESIDENT

PROGRAM FOR THE ADVANCEMENT OF LEADERSHIP OF MANAGERS (PALM)

Reporting to the President, Valley College managers (directors, deans, vice presidents) meet as needed with the President to review and discuss items as submitted to the College Council and to study leadership theory and practices.

PRESIDENT'S CABINET

The President meets weekly in a staff meeting with the Vice Presidents to discuss operations and logistics.

SCHOLARSHIPS

Charge

The Scholarships Committee reviews applications for scholarships and makes awards according to guidelines.

Membership

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Membership is comprised of the Foundation Director, and interested administrators, faculty, and classified staff.

ANNUAL AWARDS COMMITTEE

Charge

The Annual Awards Committee plans and implements the Annual *Spotlighting Our Success Faculty & Staff Awards Celebration* event each spring. This event recognizes outstanding employees and retirees from all areas of the campus. The committee organizes a campus-wide nomination and voting process that leads to organizing and coordinating all logistics related to the awards ceremony event. The committee chair is the Director of Marketing & Public Relations with guidance from the Office of the President.

Membership

Membership is comprised of at least one member from classified, faculty, management, Faculty Association and other interested individuals.

ARTS, LECTURES, AND DIVERSITY

Charge

The Arts, Lectures, and Diversity Committee plans and promotes a series of lectures and cultural events designed to celebrate our diversity and enrich the instructional environment of the college.

Membership

Membership includes the Vice Presidents of Instruction and Student Services or designees, Dean of Humanities, and interested administrators, faculty, classified staff and students.

INSTRUCTIONAL SERVICES

INSTRUCTIONAL CABINET

Charge

The Instructional Cabinet reviews instructions related issues and concerns and advises the Vice President of Instruction.

Membership

Membership is comprised of the Vice President of Instruction and the deans reporting to the Vice President of Instruction.

TENURE REVIEW COMMITTEE

Charge

The Tenure Review Committee meets in January to review the four evaluations of each faculty member being considered for tenure. If all four evaluations of a faculty member are fully satisfactory, the Tenure Review Committee shall recommend that individual to the President for tenure. If the Tenure Review Committee has any doubts about a faculty member's overall performance, the committee shall, in consultation with the faculty member's supervisor, set up a new evaluation of him/her, to be conducted according to the evaluation procedure already in place in the District.

If the committee wants to use tenure procedures or materials as part of this evaluation, it can do so only with the consent of the affected faculty member. The two faculty members on the Tenure Review Committee who were appointed by the Senate and the bargaining unit shall serve as the peer evaluators for this evaluation. At the conclusion of this evaluation, the Tenure Review Committee shall meet and decide on a recommendation to the President of tenure or dismissal for the faculty member in question. All recommendations regarding fourth-year faculty members shall be submitted to the President by February 15. If the President and the committee disagree, they shall meet with the District Chancellor to present their differing points of view. The Chancellor shall have final authority to make a recommendation to the Board of Trustees (this charge and membership quoted directly from the current AGREEMENT between the SBCCD and the SBCCD Chapter CTA/NEA).

Per the provisions of the CTA contract, the Tenure Review committee is also involved in providing remediation assistance to those faculty whose evaluations are less than satisfactory.

Membership

The College President appoints a tenured faculty member as the Tenure Review Coordinator who chairs the committee and the appropriate Vice Presidents or designees. The President of the Academic Senate and the college representative of the collective bargaining unit each appoint one tenured faculty member to serve on the Tenure Review Committee.

ONLINE COMMITTEE

Charge

The Online Committee advises the Vice President of Instruction regarding issues related to online learning at the college. In addition, the committee assists discipline faculty in the preparation of distance education requests to the Curriculum Committee. The committee serves as a conduit of Information among faculty, administration, and students by providing technological vision for issues related to online learning.

Memberships

Membership is comprised of interested faculty, administrators, staff, and students.

HONORS

Charge

The Honors Committee serves as an advisory committee to the Vice President of Instruction relative to the college's Honors Program including the admission of students into the program, assessment of program effectiveness, the schedule rotation of honors courses, proposals for new honors courses , and the evaluation of existing honors courses.

Membership

Membership is comprised of the Vice President of Instruction or designee, the Honors Coordinator, Honors Counselor, and interested administrators and faculty.

WORKFORCE DEVELOPMENT COMMITTEE

Charge

This Workforce Development Committee reviews recommendations from the Career and Technical Education (CTE) advisory committees. The committee participates in the Perkins Grant allocation process and makes recommendations to the Perkins Grant administrator.

Membership

Membership is comprised of the Perkins Grant Administrator and includes representation from vocational certificates and degree areas as well as other interested administrators, faculty, classified staff, and students.

BASIC SKILLS COMMITTEE

Charge

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The Basic Skills Committee creates the planning documents, oversees the implementation of the campus basic skills plan, and prepares the college's basic skills report.

Membership

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Membership is comprised of the Vice President of Instruction, at least one faculty member from counseling, english, mathematics, and reading, and other interested faculty, administrators, staff, and students.

STUDENT SERVICES

CAMPUS LIFE AND COMMENCEMENT

Charge

This Campus Life and Commencement Committee monitors and serves as the primary clearing house for student activities on the campus, including commencement. The committee develops a campus-wide master calendar in coordination with the Director of Marketing.

Membership

Membership is comprised of the Vice President of Student Services, Director of Student Life, Student Activities Coordinator, ASG President, Student Services Dean, Director of Marketing, and interested administrators, faculty, classified staff, and students.

DISABLED STUDENT PROGRAMS AND SERVICES (DSPS) ADVISORY COMMITTEE

Charge

This Disabled Student Programs and Services (DSPS) Advisory Committee serves as an advisory committee to the Director of DSPS relative to the needs of students with disabilities.

Membership

Membership is comprised of the Dean of Student Services, Director of Disabled Student Services, Director of Health Services, and interested faculty, staff, and students.

STUDENT POLICIES & SCHOLASTIC STANDARDS

Charge

The Student Policies and Scholastic Standards Committee serves as an advisory committee for the development and implementation of academic policies such as but not limited to petitions related to admissions, probation, disqualification, and graduation requirements.

Membership

The membership is comprised of the Vice President of Student Services or designee, Associate Dean of Admissions & Records, interested faculty, a classified staff member from the Admissions and Records office, and one student.

STUENT SERVICES CABINET

Charge

The Student Services Cabinet reviews Student Service related issues and concerns in an advisory capacity to the Vice President of Student Services.

Membership

Membership is comprised of the Vice President of Student Services and all Deans reporting to the Vice President of Student Services.

STUDENT SERVICES COUNCIL

Charge

The Student Services Council meets on a periodic basis to discuss and review campus issues particularly applicable to student success.

Membership

Membership is comprised of the Vice President of Student Services and the Student Services leadership team.

ADMINISTRATIVE SERVICES

ADMINISTRATIVE SERVICES CABINET

Charge

Reporting to the Vice President of Administrative Services, the Administrative Services Cabinet meets on a periodic basis to discuss and review campus related issues and advise the Vice President of Administrative Services.

Membership

Membership is comprised of the Vice President of Administrative Services and the Administrative Services Supervisors.

San Bernardino Community College District
Administrative Procedure
Chapter 4 – Academic Affairs

AP 4070   AUDITING AND AUDITING FEES

❖ **New SBCCD AP 4070**

A. Application/Enrollment
   a. Students who have been admitted to one of the colleges in the District may apply to audit courses at the college to which they have been admitted.
   b. Students must meet all course prerequisites. It is the responsibility of the student to provide the instructor with documentation that the prerequisite(s) has been satisfied.
   c. Auditing enrollment is permitted on a space available basis, solely upon the discretion of the instructor.
   d. A student may enroll in a course for audit if s/he has not enrolled in that course for credit during the same semester.
   e. Priority in class enrollment shall be given to students desiring to take the course for credit.

B. Process
   a. Students shall complete an audit application form located in the Admissions and Records Office which must be signed by the appropriate instructor, and presented to the Campus Business Office for payment of fees. Students must provide a copy of audit application with proof of payment to instructor.
   b. Auditing will be permitted at the conclusion of the late registration period.
   c. Any instructor may refuse auditing without explanation.
   d. Credit students will always receive registration priority and space in the classroom over student(s) that are auditing the course.
   e. Auditing students will not be used in the determination to cancel a class for lack of adequate enrollment.
   f. Once audit enrollment is completed, no student will be permitted to change his/her enrollment from audit to receive credit nor is a student permitted to change enrollment from credit to audit. There is no limit set on the number of courses a student may audit.

g. The Admissions and Records Office will not under any circumstances certify completion of any course attended by audit, nor will the District provide any transcripts, letters, records or any other documentation of attendance in a course undertaken on an audit basis.

C. Fees
   a. The fee for auditing will be assessed as determined by the current approved fee under the Education Code. A student enrolled for credit in ten (10) or more semester credit units will not be charged a fee to audit three (3) or fewer units per semester. Students must also pay all required fees.
   b. Audited classes do not count toward units for any purpose, financial aid, veteran's benefits, full time student status, etc.
   c. No refund will be permitted after enrollment unless the course is canceled.
   d. Classroom attendance of students auditing a course shall not be included in computing the apportionment due to a community college district.

D. Attendance and Participation
   a. The instructor will determine classroom policies for students who audit: including attendance, participation, assignments, and the evaluation of course work.
   b. Students auditing classes must abide by college and district policies. A student may be asked to leave the classroom by the instructor if s/he becomes disruptive.

References:

NOTE:

Date Approved:

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

ADMINISTRATIVE PROCEDURE   **7250**

MANAGEMENT EMPLOYEES

The San Bernardino Community College District seeks a qualified and diverse administration, faculty, and staff dedicated to student success. The District is committed to an open, inclusive, and lawful, hiring process that supports the goals of diversity and equal opportunity providing equal consideration and opportunities for all qualified candidates. The goal of every hiring process is to select the most qualified candidate who best meets the needs of our students both directly and indirectly.

The administration, faculty, and staff recognize the importance of an effective hiring process that reflects mutual professional responsibility and interest in achieving the common goal of hiring outstanding employees who will enhance the learning experience for all students and fulfill the mission and goals of the College and the District.

RECRUITMENT AND HIRING

HIRING QUALIFICATIONS

The San Bernardino Community College District has established the following hiring qualifications for all classified management positions:

A.   Demonstrated sensitivity to, understanding of, and respect for the diverse academic, socio-economic, cultural, disability, religious, sexual orientation, and ethnic backgrounds of community college students.

    B. Meet the minimum qualifications as stated in the job description.

C.   Commitment to participate in the collegiate consultation process of the College and the District.

GENERAL HIRING PROVISIONS

A.   **Approval to Fill a Position**

Requests to fill new or vacant positions must be processed through the appropriate administrator, College President, Fiscal Services and the Office of Human Resources, and must receive the approval of the Vice Chancellor of Human Resources & Employee Relations or Designee. All management positions shall be approved by Chancellor's Cabinet prior to being announced.

B.   **Online Employment Application Process**

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

C.   **Recruitment**

The District shall maintain a program of verifiable Equal Employment Opportunity recruitment of qualified members of historically underrepresented groups in all job categories and

classifications, including but not limited to faculty, classified and confidential employees; categorically funded positions; and all other executive, administrative and managerial positions.

D.   Job Announcements

Job announcements shall clearly state job specifications setting forth the knowledge, skills, and abilities necessary for job performance. All job specifications which the District wishes to utilize shall be reviewed by the appropriate administrator and the Office of Human Resources before the position is announced to ensure conformity with the requirements of Title 5 and both State and Federal non-discriminatory laws. The content of the job announcement is the responsibility of the appropriate administrator and the Office of Human Resources and must be approved by the Vice Chancellor of Human Resources & Employee Relations or Designee.

The position announcement must include the following:

1. A description of the duties and responsibilities;

2. Minimum qualifications;

    3.   Additional desirable qualifications that are job related and support the responsibilities of the position;

    4.   Provision for presentation of qualifications that are equivalent to the minimum qualifications;

5. Notification of testing if required; and

    6.   Legal qualifiers, established by the Office of Human Resources to comply with Federal, State, and District regulations (e.g. *Title 5, Title VII, EEO* and *ADA*).

E.   Pre-Screening Process

The Office of Human Resources will pre-screen the applications to ensure that applicants meet minimum qualifications and requirements as set forth in the position announcement and, on that basis, will certify the "qualified" pool of applicants.

F.   The Screening Committee

    1.   The appropriate administrator in consultation with the Office of Human Resources will designate the composition of the Screening Committee to ensure appropriate representation from the affected department.

    2.   The Screening Committee for management positions shall have no less than three (3) and no more than nine (9) members who have been trained by the Office of Human Resources.

    3.   All Screening Committee members must receive training on equal opportunity, diversity, and the employment process for each Screening Committee on which they serve. Such training will be provided by the Office of Human Resources.

    4.   The majority of the members shall be those with applicable knowledge in the job category or classification with at least one member being directly from the affected department.

110	5.	Every Screening Committee shall have at least one management member and
111		one California Schools Employee Association (CSEA) appointee and when
112		appropriate, an appointee from the Academic Senate.
113		
114	6.	The administrator of the vacant position will appoint the remaining members of
115		the Screening Committee. Each Screening Committee will also include an Equal
116		Employment Opportunity representative designated by the Office of Human
117		Resources.
118		
119	7.	The Equal Employment Opportunity representative's role and responsibility is to
120		maintain confidentiality and ensure the hiring process remains fair and equitable.
121		
122	8.	Every effort must be made to incorporate broad representation on every
123		Screening Committee to bring a variety of perspectives to the screening process.
124		
125	9.	The appropriate administrator of the vacant position submits the membership of
126		the Screening Committee to the Office of Human Resources for approval.
127		
128	**G.**	**Interview Process**
129		
130	1.	In cases where fewer than three (3) candidates are invited for interview, the
131		Screening Committee Chair shall provide written justification to the Office of
132		Human Resources.
133		
134	2.	The screening Committee develops job related interview questions. All questions
135		will be reviewed by the Vice Chancellor of Human Resources & Employee
136		Relations or designee. All Interview questions are confidential.
137		
138	3.	The Screening Committee will determine the candidates, date, and time to
139		interview.
140		
141	4.	The Office of Human Resources will contact the candidates to be interviewed.
142		The appropriate administrator will coordinate with the Office of Human
143		Resources the arrangements for the time and place of the interview.
144		
145	5.	The interview will be conducted by the members of the Screening Committee.
146		Each candidate will be asked the same questions, in the same way, for a fair and
147		consistent basis in assessing all the interviewees.
148		
149	6.	All Screening Committee members must sign a confidentiality statement prior to
150		the interviews and are required to fill out an evaluation form and rank all
151		interviewees.
152		
153	7.	If a Screening Committee member is absent from any part of the interview
154		process, that member is disqualified from any future participation unless
155		otherwise determined by the Vice Chancellor of Human Resources & Employee
156		Relations.
157		
158	8.	After the 1st level interviews are concluded, each member of the Screening
159		Committee will evaluate the qualifications of the interviewees. The EEO
160		representative will be responsible for all documentation of the interview and
161		recommendation. The Screening Committee will identify strengths and concerns
162		of all candidates advancing to 2nd level interviews.
163		
164	9.	The supervisor may participate on the 1st level interviews on recommendation of
165		the appropriate administrator. In unique situations where the only representative

166   of the affected department is the supervisor, the Office of Human Resources will
167   assess the particular circumstance.
168
169   10.   The Screening Committee will recommend at least three (3) candidates to the
170   appropriate administrator for 2nd level interviews. The Screening Committee shall
171   recommend no less than three (3), unless fewer were interviewed or unless the
172   Screening Committee Chair presents written justification for submitting fewer
173   than three (3) for 2nd level interview.
174
175   11.   Second level interviews will be convened for all finalists by the appropriate
176   administrator or designee.
177
178   12.   The Office of Human Resources will contact the finalists to be interviewed at 2nd
179   level and communicate the arrangements for the time and place for the interview,
180   as determined by the appropriate administrator or designee.
181
182 **H.**   **Selection Process**
183
184 The appropriate administrator and designee shall select one of the finalists, who is best qualified
185 to fill the position and shall recommend such person to the Chancellor.
186
187 The appropriate administrator will submit an online notification to the Office of Human Resources
188 to forward the screening to the Board of Trustees for approval.
189
190 **I.**   **Reference Check**
191
192 Upon receipt of the selected candidate, the Office of Human Resources or the College President
193 will conduct reference check in accordance with the policies and principles of Equal Employment
194 Opportunity.
195
196 The Office of Human Resources will contact the successful candidate to make a provisional offer
197 of employment, contingent upon passing the Department of Justice clearance, pre-employment
198 physical, and Board of Trustee approval.
199
200 Once the successful candidate has accepted the offer, the Office of Human Resources will notify
201 the unsuccessful candidates in writing of non-selection.
202
203 **EMPLOYMENT REQUIREMENTS**
204
205 All management employees will be required to comply with all federal, state, and local requirements
206 for employment.
207
208 **A.**   **Fingerprints**
209
210   1.   All managers shall be required to provide fingerprint cards at the time of hire. The
211   cost of the fingerprinting shall be borne by the employee.
212
213   2.   Substitute and temporary employees employed for less than a school year are
214   exempted from the provisions of this policy.
215
216 **B.**   **Examination for Tuberculosis**
217
218   1.   New Employees:
219
220   All management employees of the San Bernardino Community College District must
221   file with the District a certificate of evidence showing the employee was examined

222   and found free from active tuberculosis. This evidence must be filed prior to the
223   date of the original employment. An intradermal tuberculin test is provided free of
224   charge at each college Health Services Office. Any charge for an exam by an
225   outside agency will be borne by the employee.
226
227   2.   Renewals:
228
229   a.   Thereafter, all employees shall be required to undergo an X-ray of the lungs
230   or an approved intradermal tuberculin test that, if positive, shall be followed
231   by an X-ray of the lungs every four years. Intradermal tests are available
232   as described above.
233
234   b.   Notice of renewal requirements shall be the responsibility of the District
235   Personnel Office and will be mailed to the home 45 days prior to the
236   expiration date.
237
238   c.   Adequate release time from the employee's workstation will be allowed to
239   comply with this requirement.
240
241   d.   Failure to comply may result in immediate suspension without pay until
242   such time as the employee undergoes such an examination and presents
243   evidence thereof to school officials.
244
245   e.   Requests for exemptions for religion or other reasons will not be approved.
246
247 **C.**   **Loyalty Oath**
248
249 All management personnel will be required to sign the legally prescribed oath of allegiance
250 upon employment with the District.
251
252 **D.**   **Employment Eligibility Verification I-9**
253
254 All new employees are required to satisfy the requirements of the Employment Eligibility
255 Verification Form I-9.
256
257 **E.**   **Scheduling of Interviews**
258
259 Applicants who are invited for an initial interview and who live more than 200 miles away will
260 be scheduled for an interview with the college president or chancellor, if possible, in addition
261 to the committee interview on the same day as the initial interview.
262
263 Finalists who are invited for a second interview and live more than 200 miles away will be
264 reimbursed for actual travel and meal expenses incurred as set forth in the Employee Travel
265 Policy.
266
267 **HOURS OF EMPLOYMENT**
268
269 **A.**   The workweek for all management personnel shall be a minimum of forty (40) hours.
270
271 **B.**   No overtime or compensatory time off will be granted for overtime necessary in the
272 performance of management duties.
273
274 **PROFESSIONALGROWTH**
275
276 A.   Management personnel on the management salary schedule shall be eligible for tuition

277		cost reimbursement from an accredited institution.
278		
279	B.	Reimbursement will only be given for courses completed with a grade of "C" or better,
280		"credit", or equivalent grade, which pertains to their management position.
281		
282	C.	Such reimbursement shall not exceed costs of 18 semester units of course work per
283		year.
284		
285	D.	Reimbursement shall not be allowed for courses carrying zero units.
286		
287	E.	No tuition cost paid by the District is to exceed 80% of a per unit basis cost of similar
288		course work at the University of California.
289		
290	F.	All courses/programs for which a manager seeks tuition reimbursement must have prior
291		approval of the Chancellor and the Board.
292		

MANAGEMENT EVALUATION

All management employees shall be evaluated in accordance with these procedures and Board Policy 7251.

A. **Frequency of Evaluation**

Each manager will be evaluated once per year for the first two years of employment, and every three years thereafter. Evaluations may be held on a more frequent basis when significant deficiencies are noted.

B. **Goals/Objectives**

Each manager will meet with his/her supervisor at the beginning of each academic year to review the goals and objectives set for the prior year and to discuss the extent to which the goals and objectives were met. They will review the job description and, by mutual agreement, revise, update, or set new short- and long-range goals and objectives.

C. **Evaluation Committee**

By September 1 of each year of required evaluation, the supervisor and employee will meet and mutually agree upon the formation of an evaluation committee.

In the case of campus-level managers, the committee shall include the immediate supervisor as chairperson, one manager appointed by the President, one faculty member appointed by the Academic Senate, and one classified employee appointed by CSEA as appropriate to the job assignment. In each case, the manager will nominate three individuals from each category, (management, faculty and classified), from which the appointments shall be made.

In the case of the College Presidents, the committee shall include the immediate supervisor as chairperson, one manager appointed by the Chancellor, two faculty members appointed by the Academic Senate, and one classified employee appointed by CSEA as appropriate to the campus. In each case, the President will nominate three individuals from each category, (management, faculty and classified), from which the appointments shall be made.

In the case of the district-level managers, the committee shall include the immediate supervisor as chairperson, one manager appointed by the Chancellor, one faculty member appointed by the Academic Senate at San Bernardino Valley College, one faculty member appointed by the Academic Senate at Crafton Hills College, and one classified employee

333 appointed by CSEA as appropriate to the job assignment. In each case, the manager will
334 nominate three individuals from each category, (management, faculty and classified), from
335 which the appointments shall be made.
336
337 **D. Campus/District Survey**
338
339 As appropriate to the assignment, the committee shall seek written feedback from the
340 campus and/or district community. In obtaining this feedback, the committee shall use an
341 evaluation form approved by the Board of Trustees. Using the approved form, the
342 committee shall seek input from applicable managers, faculty, classified staff and any others
343 who are in a position to know how effectively the manager is performing assigned
344 responsibilities. To assist in this task, the manager will provide the committee with a
345 preliminary list of those with whom he/she interacts with on a regular basis. Responses on
346 the approved form shall be signed, and the committee shall prepare a consolidated
347 summary of the ratings and comments. Original survey documents will be destroyed once
348 the consolidated summary is prepared. A copy of the consolidated summary will be made
349 available to the manager at the conclusion of the evaluation procedure.
350
351 **E. Evaluation Committee Meeting**
352
353 Prior to the evaluation conference, the person being evaluated will submit to the supervisor a
354 written self-evaluation of his/her performance, which shall be based on the approved job
355 description and previously established, mutually agreed upon goals and objectives. The
356 employee may submit a portfolio of representative work, or any other items he/she considers
357 appropriate.
358
359 The supervisor and the evaluation committee will meet to consider the self-evaluation, the
360 campus/district survey, and any additional material submitted by the manager. The
361 committee may consider any other documents or information sources which they agree are
362 appropriate.
363
364 **F. Evaluation Report**
365
366 The committee will produce a written evaluation no later than November 15. The report shall
367 include:
368
369 1. A summary of duties from the job description, which shall serve as a basis for the
370   evaluation.
371
372 2. A summary list of the goals and objectives from the prior year that have been
373   mutually agreed upon by the manager and his/her supervisor.
374
375 3. An assessment of the extent to which the manager meets his/her stated goals and
376   objectives.
377
378 4. An assessment of the management strengths of the manager.
379
380 5. The identification of any areas in which the manager can improve his/her
381   performance or management skills.
382
383 The written report shall specify one of the following:
384
385 1. Commendation for superior performance;
386
387 2. Confirmation of satisfactory performance;
388

389
390
391

3.   Recommendation for improvement and/or further evaluation as indicated by unsatisfactory performance.

392 The evaluation record shall be read and signed by the manager, the immediate supervisor,
393 and the responsible evaluators before being placed in his/her file. The manager shall
394 receive a copy of the evaluation report, and will have an opportunity to attach a written
395 response within fifteen working days. The response may offer clarification, additional
396 information, or a rebuttal, as the person being evaluated may wish.
397

398 An official file of evaluation reports shall be maintained in the District Personnel Office.
399 Evaluation reports shall not be retained in the file beyond a four-year period if the manager
400 requests that they be expunged.
401

402 There will be only three copies of a completed evaluation. One copy will remain in the
403 possession of the manager being evaluated, one copy will remain with the immediate
404 supervisor, and the original will become a part of the official file in the Personnel Office.
405

406 **G.**   **Procedures in the Case of Unsatisfactory Performance of Responsibilities**
407

408 When a manager's performance is judged unsatisfactory, corrective measures will be
409 initiated. The manager shall develop a work plan with measurable goals, objectives and a
410 timetable to correct the areas judged unsatisfactory. This work plan shall be reviewed and
411 approved by the immediate supervisor who shall be responsible for monitoring and assisting
412 the manager with the corrective measures. If desired, the immediate supervisor will work
413 with the manager to identify a mentor to provide guidance and advice.
414

415 In order to ascertain the extent to which corrective measures have succeeded, the re-
416 evaluation of the manager shall be undertaken as soon as deemed appropriate by the
417 supervisor, but in no case later than six months after the initial findings of the evaluation
418 committee. The re-evaluation process shall include the submission of new goals and
419 objectives to the immediate supervisor, the formation of a new evaluation committee, the
420 collection of new survey data, and the preparation of an updated evaluation report that
421 assesses the progress (or lack of progress) made since the last evaluation.
422

423 **G.**   **Nonrenewal of Contract, Dismissal, or Penalty of Limited Duration**
424

425 In the case of unsatisfactory progress following re-evaluation, managers shall be notified
426 of contract nonrenewal, dismissal, or penalty of limited duration by action of the Board of
427 Trustees in accordance with the Education Code.
428

429 **VACATIONS**
430

431 A.   Management employees earn vacation at the rate of 1.91 days per month for each complete
432 month of service. In determining vacation accrued at the end of any calendar month, the
433 product of 1.91 X months worked shall be rounded to the nearest whole number.
434

435 B.   All vacation computation is based on a fiscal year of July 1 to June 30.
436

437 C.   New employees with an employment date other than the first working day of the month shall
438 not start accruing vacation until the first working day of the following month of employment.
439

440 D.   Each July all management employees shall be notified by the Payroll Department of their
441 June 30 accrued vacation credits. Management employees can accrue vacation credits up
442 to 46 days. Once vacation credits reach the maximum accrual level no more vacation
443 credits will be earned.
444

| 445 | E. | Vacations will be set at the convenience of both the employee and the District, and are subject to the approval of the manager to whom he/she is responsible, and the Campus President or Chancellor, as appropriate. |

445   E.   Vacations will be set at the convenience of both the employee and the District, and are
446   subject to the approval of the manager to whom he/she is responsible, and the Campus
447   President or Chancellor, as appropriate.
448
449   F.   Upon leaving the employment of the District, a management employee shall be entitled to
450   lump sum compensation for earned and unused vacation at his/her current salary. Payment
451   shall be made up to the accrued number of vacation days not to exceed forty-six (46) days.
452

453 **LEAVES OF ABSENCE**

454

455   **A.**   **Professional Growth** - A leave of absence for professional growth and study shall be
456   provided for managers. Such leave shall be for a period of two months at full pay.
457

458   1.   Managers must have completed six years of service with the District, two of which
459   must have been in a management position.
460

461   2.   Such leave will be at the convenience of the District and is subject to approval by
462   the Board upon recommendation by the Chancellor.
463

464   3.   Application
465

466   a.   An application for professional growth leave shall be submitted for approval
467   by February 1st of the year proceeding the fiscal year in which the leave is
468   to be taken. Approval or denial shall be made prior to June 1st of the same
469   year.
470

471   b.   Employees who meet the eligibility requirements will make application to
472   the Chancellor after having secured the endorsement of their immediate
473   supervisor and the college president when applicable.
474

475   c.   Applications will be evaluated on the following factors:
476

477   (1)   Purpose of the leave
478

479   (2)   Value to the District
480

481   (3)   Convenience to the District
482

483   d.   If the number of applications exceeds the allowable leaves (see below),
484   resolution and selection will be based on the following:
485

486   (1)   Length of service with the District
487

488   (2)   Length of time since last leave
489

490   4.   Conditions
491

492   a.   Managers/administrators are not eligible for faculty sabbatical leaves.
493

494   b.   Granting of a professional growth leave shall not adversely affect the
495   implementation of the faculty sabbatical leave policy.
496

497   c.   Acceptance of a leave under this policy removes the recipient from the
498   eligibility list for a period of at least an additional six years.
499

| 500 | | d. | Not more than three managers from SBVC, one from CHC, and one from Central Services shall be granted leave in any one fiscal year. No more than three managers from the entire District shall be on leave at the same time. |

500   d.   Not more than three managers from SBVC, one from CHC, and one from
501   Central Services shall be granted leave in any one fiscal year. No more
502   than three managers from the entire District shall be on leave at the same
503   time.
504

505   e.   For the purpose of this procedure, administrative management groups are
506   defined as follows:
507

508   (1)   Central Services
509

510   (2)   College--Instruction, Student Services
511

512   f.   Leaves granted in each administrative/management group listed in above
513   shall be limited to the number of persons that may be on leave at one time
514   as follows:
515

516   (1)   Groups with three managers or less--1
517

518   (2)   Groups with four through seven managers--2
519

520   (3)   Groups with over seven managers--3
521

522   g.   The president of either campus shall not be on professional growth leave at
523   the same time as the manager responsible for instructional administration.
524

525   h.   Duties of the manager(s) on leave are to be assumed and performed by
526   other members of management for the period of the leave at no additional
527   cost to the District when possible.
528

529 **B.**   **Sick Leave**
530

531   1.   Every full-time, 12-month management employee employed 5 days a week shall be
532   entitled to 12 days leave of absence for illness and injury per year.
533

534   2.   A management employee, employed 5 days a week, who is employed for less than
535   a full fiscal year, is entitled to that proportion of 12 days leave of absence for illness
536   or injury as the number of months he/she is employed bears to 12.
537

538   3.   A management employee, employed less than 5 days per week, shall be entitled for
539   a fiscal year of service to that proportion of 12 days leave of absence for illness or
540   injury as the number of days he/she is employed per week bears to 5. When such
541   person is employed for less than a full fiscal year of service, this and the preceding
542   paragraph shall determine that proportion of leave of absence for illness or injury to
543   which he/she is entitled.
544

545   4.   Pay for any days of such absence shall be the same as the pay that would have
546   been received had the employee served during the day.
547

548   5.   Credit for leave of absence need not be accrued prior to taking such leave by the
549   employee and such leave of absence may be taken at any time during the year.
550

551   6.   If an employee does not take the full amount of leave allowed in any year under this
552   policy, the amount not taken shall be accumulated from year to year.
553

554   7.   The Board may require proof of illness or injury for the purposes of this policy.
555

556   **C.**   **Maternity Leave**
557

558   1.   A manager may use sick leave for absences necessitated by pregnancy,
559   miscarriage, childbirth, and recovery therefrom. The length of absence, including
560   the date on which the leave shall commence and the date on which the employee
561   shall resume duties, shall be determined by the employee and the employee's
562   physician.
563

564   2.   Disabilities caused or contributed to by pregnancy, miscarriage, childbirth, and
565   recovery therefrom are, for all job-related purposes, temporary disabilities, and shall
566   be treated as such under any health or temporary disability insurance or sick leave.
567

568   3.   This provision shall be construed as requiring the District to grant leave with pay
569   only when it is necessary to do so in order that leaves of absence for disabilities
570   caused or contributed to by pregnancy, miscarriage, or childbirth be treated the
571   same as leaves for illness, injury, or disability.
572

573   **D.**   **Bereavement Leave**
574

575   1.   Every person employed in a management position is entitled to a paid leave of
576   absence, not to exceed 3 days, or 5 days if travel out-of-state or a round trip of over
577   500 miles is required, on account of the death of any member of his/her immediate
578   family.
579

580   2.   Member of the immediate family means the mother, father, grandparent or a
581   grandchild of the employee or the spouse of the employee, and the spouse, son,
582   son-in-law, daughter, daughter-in-law, brother, brother-in-law or sister, sister-in-law
583   of the employee, or any relative living in the immediate household of the employee.
584

585   **E.**   **Personal Necessity Leave**
586

587   1.   Any days of leave of absence for illness or injury allowed pursuant to the District
588   sick leave policy may be used by the employee at his/her election in cases of
589   personal necessity.
590

591   2.   Request for such personal necessity leave shall be submitted to the Chancellor or
592   designee prior to the absence, explaining the specific nature of the personal
593   emergency.
594

595   3.   The employee shall not be required to secure advance permission for leave taken
596   for any of the following reasons:
597

598   a.   Death or serious illness of a member of his/her immediate family.
599

600   b.   Accident, involving his/her person or property, or the person or property of a
601   member of his/her immediate family.
602

603

604   **F.**   **Industrial Accident and Illness Leave**
605

606   1.   Employees must have served in the District a minimum of 9 months.
607

608   2.   Industrial accident or illness leave of absence shall not exceed 60 days in any one
609   fiscal year for the same accident or illness.
610

611   3.   Allowable leave shall not accumulate from year to year.

4.   Industrial accident or illness leave shall commence on the first day of absence.

5.   During any paid leave of absence, the employee shall endorse to the District the temporary disability indemnity checks received on account of his/her industrial accident or illness.

6.   When an accident or illness overlaps in the next fiscal year, the employee is entitled only to the balance of the 60 days not used.

7.   At such time that the employee has used his/her full entitlement of 60 days industrial leave, he/she may use his/her accumulated sick leave. Sick leave will be used at a rate equal to the pay received from the District less any contribution from Worker's Compensation.

8.   Evidence must support the fact that the illness or accident arose out of employment. The Board of Trustees may require a physician's report on probable cause.

9.   Management employees shall submit information regarding the nature and causes of all absences in order that adequate personnel records may be maintained.

G.   **Military Leave**

Permanent employees or probationary employees whose combined District service and military service total one full year shall be entitled to full pay for the first 30 calendar days of absence for reserve training in any one fiscal year. Such leave must be verified by a copy of the military orders requiring military pay.

H.   **Jury Duty Leave**

When a management employee is absent because of a mandatory court appearance as a juror, said employee shall suffer no monetary loss by reason of said service. Such employee shall receive his/ her regular salary (upon receipt by the District of a valid jury duty verification), but shall reimburse to the District jury duty payment received from the court, excluding reimbursement for mileage.

I.   **Unpaid Leave**

An unpaid leave of absence may be granted by the Board upon the recommendation of the Chancellor subject to the following provisions:

1.   A request for leave that clearly articulates the terms and conditions requested must be submitted to the immediate supervisor. The supervisor will act upon the request and, in the case of a favorable response, will forward the request through the appropriate channels. If the immediate supervisor opposes the leave, he/she shall notify the applicant within 15 working days of the date of submission. Applicants who are denied leave have the right to appeal through the usual organizational channels.

2.   No more than one full-year of unpaid leave will be granted to an employee, and such leave shall not extend beyond one year.

3.   No unpaid leave will be granted to an employee who takes a position with another organization which by its nature is considered to be permanent and continuing.

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668
669
4.   An individual on unpaid leave retains the right to District employment at the end of the leave but does not retain the right to return to the specific position vacated.

670
671
672
5.   A notice of intent to return must be filed in writing with the District Personnel Office three months prior to the anticipated date of return.

673
674
675
676
677
6.   An unpaid leave will be treated as a "break" in service. An individual on unpaid leave will not receive advancement credit on any salary schedule, will not be credited with sick days or vacation days, and will not receive retirement credit while on leave.

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7.   An individual on unpaid leave may purchase continued coverage under District health, dental, and life insurance plans.

681   J.   **Family Care Leave**
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1.   An employee with more than one year of continuous service with the District who is eligible for other leave benefits shall be granted upon request an unpaid family care leave up to a total of four months in any twenty-four month period pursuant to the requirements of this policy.

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a.   For purposes of this policy, the term "family care leave" means either:

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(1)   Leave for reason of the birth of a child of the employee, the placement of a child with an employee in connection with the adoption of the child by the employee, or the serious illness of a child of the employee; or

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(2)   Leave to care for a parent or spouse who has a serious health condition.

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2.   An unpaid family care leave granted pursuant to this policy shall be in addition to any other leave pursuant to the Government Code, except that an unpaid family care leave used in conjunction with a pregnancy leave of four months or more may be limited by the District within its discretion to one month.

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3.   An unpaid family care leave shall be treated as any other unpaid leave. During an unpaid family care leave, an employee shall retain employee status with the District, and such leave shall not constitute a break in service. An employee returning from an unpaid family care leave shall have no less seniority than when the leave commenced.

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4.   If an employee's need for an unpaid family care leave is foreseeable, the employee shall provide the District with reasonable advance notice of the need for such leave. If the employee's need for such leave is foreseeable due to a planned medical treatment or supervision, the employee shall make a reasonable effort to schedule the treatment or supervision to avoid disruption to the operations of the District.

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5.   The District requires that an employee's request for an unpaid family care leave for the purposes of caring for a child, spouse or parent who has a serious health condition be supported by a written certification issued by the health care provider of the individual family member requiring care. This written certification must include:

720
721
a.   The date on which the serious health condition commenced;

722
b.   The probable duration of the condition;

c. An estimate of the amount of time the health care provider believes the employee needs to care for the individual requiring care; and

d. A statement that the serious health condition warrants the participation of a family member to provide care during a period the treatment or supervision of the individual requiring care.

e. If additional leave is requested by the employee upon expiration of the time estimated by the health care provider, the employee must request such additional leave again supported by a written recertification consistent with the requirements for an initial certification.

6. Definitions - for purposes of this policy and consistent with current law:

a. The term "child" means a biological, adopted, or foster child, a step-child, a legal ward, or a child of an employee standing in loco parentis who is either under eighteen years of age or an adult dependent child.

b. The term "parent" means biological, foster, or adoptive parent, step-parent, or a legal guardian.

c. The term "serious health condition" means an illness, injury, impairment, or physical or mental condition which warrants the participation of a family member to provide care during a period of the treatment or supervision, and involves either of the following:

(1) Inpatient care in a hospital, hospice, or residential health care facility; or

(2) Continuing treatment or continuing supervision by a health care provider.

d. The term "health care provider" means an individual holding either a physician's and surgeon's certificate issued pursuant to applicable law, or an osteopathic physician's and surgeon's certificate issued pursuant to applicable law.

7. The District within its discretion may allow an employee upon written request to utilize accumulated illness and accident leave for the purpose of family care leave.

8. An employee taking unpaid family care leave pursuant to this policy shall continue to be entitled to participate in health plans and other benefits to the same extent and under the same conditions as apply to other unpaid leaves of absence.

9. The District may refuse to grant an employee's request for unpaid family care leave under this policy even though all requirements of this policy have been satisfied if:

a. The refusal is necessary to prevent undue hardship to the operations of the District;

b. The employee and the other parent would receive unpaid family care leave exceeding four months in any twenty-four hour period; or

c. The other parent is also taking family care leave at the same time or is unemployed.

10. Any employee returning from an unpaid family care leave shall be assigned to the same or comparable position. For purposes of this policy and consistent with current law, the term "same or comparable position" means a position that has the same or similar duties and pay which can be performed at the same or similar geographic location as the position held prior to the leave.

11. This policy shall not be construed to entitle the employee to receive disability benefits as provided in the Labor Code.

HEALTH AND WELFARE BENEFITS

A. A program of health and welfare benefits shall be provided to all management employees.

B. **Hospitalization/Medical** - The insurance premium for the Board approved hospitalization/medical plan is paid for the employee, spouse and dependents by the District.

C. **Dental** - The insurance premium for the Board approved dental plan is paid for the employee, spouse and dependents by the District.

D. **Life** - The insurance premium for the Board approved life insurance plan is paid for the employee by the District.

E. **Health Insurance Continuation After Retirement** - Any management employee who opts for early retirement or disability retirement will continue to receive hospitalization/medical plan benefits available to certificated employees of the District, until age 65, subject to all of the following conditions:

1. Has attained the age of 55 before terminating employment with the District or earlier under disability retirement.

2. Has completed a minimum of five years service with the District (disability retirement); has completed a minimum of ten years service with the District (service retirement).

3. Must have been an employee of the District immediately preceding retirement status.

4. Must be on retirement with the State Teachers Retirement System or Public Employees Retirement System.

OPTIONAL PRE-RETIREMENT REDUCED WORKLOAD PROGRAM

A. The employee:

1. Must be 55 years of age prior to the reduction of workload under this program. The employee must be 55 years of age before the beginning of the college year or semester in which the reduction in workload starts.

2. Must have been employed full-time in an academic position for at least ten (10) years of which the preceding five (5) years were full-time employment. Sabbaticals and other approved leaves do not constitute a break in service. Such leave, however, is not used to compute the five (5) years full-time service requirement prior to entering the program.

834	3.	Must request that the option be exercised. The plan can only be terminated by
835		mutual consent of employee and employer.

834   3.   Must request that the option be exercised. The plan can only be terminated by
835   mutual consent of employee and employer.
836

837   4.   Must make contributions to the STRS or PERS Retirement System equal to the
838   amount required for a full-time (100%) employee. Payment of this contribution shall
839   be made in the manner in which contributions are made by regular employees.
840

841 **B.**   The employer (SBCCD):
842

843   1.   At its discretion, may approve or disapprove the employee's request. The District
844   shall provide the employee with written rationale for its disapproval.
845

846   2.   Except for the reduction in salary corresponding to the reduced workload, will
847   provide the employee the same benefits (including all health, medical, insurance
848   plans, etc.) provided a regular full-time (100%) employee.
849

850   3.   Must agree to make contributions to the STRS or PERS Retirement System in
851   accordance with the law.
852

853 **C.**   The Plan (Pre-Retirement Option):
854

855   1.   The option may be exercised for a period not to exceed five (5) years or age 65,
856   whichever comes first.
857

858   2.   The minimum part-time employment under the plan shall be the equivalent of one-
859   half of the number of days of service required by the employee's contract of
860   employment during the final year of service in a full-time (100%) position.
861

862   3.   By mutual agreement of the employer and the employee, an Optional Pre-
863   Retirement Reduced Workload Program may be increased or decreased within the
864   code limitations.
865

866   4.   If an employee works less than a 100% assignment, the amount of sick leave
867   earned varies directly to the percent of full-time (100%) employment. For example,
868   50% employment would yield 50% of 10 days or 5 days of full-time sick leave, or 10
869   days of 50% sick leave.
870

871   5.   An employee on less than full-time (100%) employment who must use sick leave
872   will reduce earned sick leave on the same basis as employment.
873

874   6.   To allow for sufficient time in planning, scheduling and budget preparation, the
875   following deadlines shall apply:
876

877   a.   January 15 - The employee shall notify the employer not later than January
878   15 of intention to exercise the Pre-Retirement Option for the ensuing school
879   year.
880

881   b.   March 15 - Agreement between employer and employee must be finalized
882   by March 15 for the ensuing school year.
883

884 **EARLY RETIREMENT PLAN**
885

886 **A.**   The employee must have been employed in the District on a full-time basis for a minimum of
887   ten (10) years.
888

889 **B.**   The minimum age for eligibility under this program will be 55.

890
891 **C.** The District may agree to award a consulting contract and the employee must retire from the District in accordance with all applicable statutes, rules and regulations of the STRS or PERS Retirement System. The District may disapprove any application as long as any disapproval is not arbitrary or capricious.

896 **D.** An employee accepted under this plan can never return as a full-time employee. He/she will be employed as a part-time employee in retired status in accordance with rules and regulations of the STRS or PERS Retirement System. At the termination of this plan, the employee may be employed as a part-time employee on the non-contract hourly rate.

901 **E.** The employee may continue certain fringe benefit coverages by assuming responsibility for premiums if accepted by the insurer.

904 **F.** Compensation shall be at the appropriate hourly rate, not to exceed the maximum prescribed by law in any one fiscal year.

907 **G.** There shall be no maximum or minimum number of applicants accepted under this plan. The applicant can only be certain of eligibility for acceptance after he/she has met with the Chancellor, or someone designated by the Chancellor, to determine whether or not the District will have a need for his/her services. In the event that there are more eligible applicants than the District will be able to use effectively, the principle of seniority will be used as the deciding criterion to determine who will be accepted under this plan.

914 **H.** Employees on disability retirement do not qualify for the plan.

916 **I.** Deadline for application is March 15.

918 **CELLULAR TELEPHONE USAGE**

920 **A.** **Authorization**

922 Each college president and each vice chancellor may designate managers to receive partial reimbursement for the use of a cellular telephone in conducting District business.

925 **B.** **Application**

927 Managers shall make application through the appropriate channel. Approved applications shall be forwarded from the campus to the Vice Chancellor Fiscal Affairs for implementation.

931 **C.** **Reimbursement**

933 Reimbursement shall be at a rate not to exceed $50 per month, which shall include purchase of the telephone, activation, monthly service charges, and air use time—including long distance calls. While monthly application for reimbursement is not required, periodic verification of telephone usage may be requested.

938 **D.** **Review**

940 This policy shall receive periodic review to assess the appropriateness of the reimbursement rate.

943 **HOURLY TEACHING**

944

945 Management personnel may teach one class per semester at the current hourly pay rate, subject to
946 approval of the immediate supervisor and campus president. Any class taught for hourly pay shall
947 be outside the manager's normal working hours.
948
949 **ADMINISTRATOR RETREAT RIGHTS**
950
951 **A.** An administrator hired after June 30, 1990, who does not have tenure in the District at the
952 time of hire may be reassigned only to a first-year probationary faculty position and to such a
953 position only if he or she meets the following criteria:
954
955 1. He/she holds an administrative position that is not part of the classified service, or if
956 he/she holds an administrative position that is part of the classified service, he/she
957 was certified by the Academic Senate as possessing qualifications in a specified
958 discipline or disciplines similar to those expected of a newly hired faculty member in
959 that discipline(s).
960
961 2. He/she has served in this district a total of at least two years as a faculty member or
962 administrator. This service must have been satisfactory according to
963 documentation.
964
965 3. He/she is being reassigned for reasons other than for cause, as defined in the
966 Education Code.
967
968 4. Reassignment shall not result in the lay-off or forced change in the contract
969 assignment for any contract faculty member.
970
971 **B.** To determine the discipline to which an administrator shall be assigned, the following shall
972 apply:
973
974 1. The administrator can be assigned only to a discipline in which he/she meets the
975 minimum qualifications as specified by the Education Code and Title 5. The
976 Academic Senate shall certify to the Governing Board that the administrator meets
977 at least minimum qualifications and/or equivalencies for the discipline(s) in question
978 and shall recommend the discipline(s) to which the administrator should be
979 assigned. The Governing Board shall provide the Academic Senate with an
980 opportunity to present its views to the Board before the Board makes a
981 determination. A written record of the Board's decision, including the view of the
982 Academic Senate, shall be available for review pursuant to Education Code.
983
984 2. The administrator shall be assigned to a discipline in which he or she has not only
985 the minimum qualifications but also where all of the following apply:
986
987 a. There are sufficient assignments in the discipline or service area currently
988 held by temporary or hourly faculty or contract overload to make a full-time
989 assignment for an additional faculty member.
990
991 b. The administrator has an interest as indicated by a statement of the
992 administrator's own preference for assignment.
993
994 **C.** Unless otherwise specified in a personal contract, an administrator reassigned to a faculty
995 position shall be compensated based on placement on the faculty salary schedule according
996 to his/her education and experience. Placement on the faculty salary schedule will include
997 years served as an administrator.
998
999 **D.** These procedures will be reviewed by the joint Academic Senate Executive Committee and
1000 the Vice President of Instruction, SBVC, and the Vice President of Instruction CHC, no later

1001	than April 15 of each year. Changes can be proposed by joint agreement and forwarded to
1002	the Board for approval.
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1051	APPROVED: 5/9/13

San Bernardino Community College District
Board Policy
Chapter 4 – Academic Affairs

BP 4070   AUDITING AND AUDITING FEES

❖ **From current SBCCD BP 4070 titled Auditing and Auditing Fees**

~~Students may not audit courses.~~

The District will provide students, who are eligible to either college and with permission from the instructor, opportunities to audit specific credit courses.

References:

NOTE:

Date Approved: 5/13/04
Date Revised:
(Replaces current SBCCD BP 4070)

AUDITING

~~Students may not audit courses.~~

A. Purpose

1. The District will provide students who are eligible for admission to either college and with permission from the instructor opportunities to audit specific credit courses.

B. Application/Enrollment

1. Students who have been admitted to one of the colleges in the District may apply to audit courses at the college to which they have been admitted.

2. Students must meet all course prerequisites. It is the responsibility of the student to provide the instructor with documentation that the prerequisite(s) has been satisfied.

3. Auditing enrollment is permitted on a space available basis, solely upon the discretion of the instructor.

4. A student may enroll in a course for audit if s/he has not enrolled in that course for credit during the same semester.

5. Priority in class enrollment shall be given to students desiring to take the course for credit.

C. Process

1. Students shall complete an audit application form located in the Admissions and Records Office which must be signed by the appropriate instructor, and presented to the Campus Business Office for payment of fees. Students must provide a copy of audit application with proof of payment to instructor.

2. Auditing will be permitted at the conclusion of the late registration period.

3. Any instructor may refuse auditing without explanation.

4. Credit students will always receive registration priority and space in the classroom over student(s) that are auditing the course.

5. Auditing students will not be used in the determination to cancel a class for lack of adequate enrollment.

6. Once audit enrollment is completed, no student will be permitted to change his/her enrollment from audit to receive credit nor is a student permitted to change enrollment from credit to audit. There is no limit set on the number of courses a student may audit.

7. The Admissions and Records Office will not under any circumstances certify completion of any course attended by audit, nor will the District provide any transcripts, letters, records or any other documentation of attendance in a course undertaken on an audit basis.

D. Fees

1. The fee for auditing will be assessed as determined by the current approved fee under the Education Code. A student enrolled for credit in ten (10) or more semester credit units will not be charged a fee to audit three (3) or fewer units per semester. Students must also pay all required fees.

2. Audited classes do not count toward units for any purpose, financial aid, veteran's
benefits, full time student status, etc.

3. No refund will be permitted after enrollment unless the course is canceled.

4. Classroom attendance of students auditing a course shall not be included in computing the apportionment due to a community college district.

E. Attendance and Participation

1. The instructor will determine classroom policies for students who audit: including attendance, participation, assignments, and the evaluation of course work.

2. Students auditing classes must abide by college and district policies. A student may be asked to leave the classroom by the instructor if s/he becomes disruptive.

APPROVED: 5/13/04

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
BOARD POLICY   7250

MANAGEMENT EMPLOYEES

The following positions are designated management positions:

Management employees are those employees of the District who are designated as "Management" by the Board. The management positions designated by the Board are those positions set forth on the Management Salary Schedule.

Academic management employees (educational administrators) are those management employees who are employed in an academic position designated by the Board as having direct responsibility for supervising the operation of or formulating policy regarding the instructional or student services programs of the colleges.

Classified management employees are those management employees who are not employed as academic management (educational administrators).

The following management positions are designated by the Board as the Executive Officers of the District: Chancellor, Vice Chancellors, College Presidents.

The Board shall fix and prescribe the duties of the management employees.

The Chancellor is responsible for establishing procedures to assure that the requirements of state laws and regulations regarding the management employees are met.

Reference:
Education Code Sections 72411 et seq. 87002(b) 87457-87460

APPROVED: 7/8/10

SBVC FUND BALANCE REPORT 2-12-2014

Report Date:	__Jan 6 2014__	__Feb 12 2014__
Beginning Fund Balance - 7/1/13	$2,386,298	$2,386,298
Projected Revenue State Reconcilliation	$1,600,000	$1,762,566
Authorized/Spent To Date	($572,003)	($572,003)
Projected Remaining Balance	$3,414,295	$3,576,861
New Fund Balance Projected	$3,414,295	$3,576,861
Request: Table and chairs for 2 CTS classrooms		($9,000)
	$3,414,295	$3,567,861

District Assembly Work-Group for Human Resources

September 10, 2013
3PM – 4:30PM
District Conference Room #2

Present:
Kathy Crow, Jeremiah Gilbert, Catherine Hendrickson, Ashley Lucht, Jack Miyamoto, Amalia Perez, Julia Sanchez, John Stanskas, Michelle Tinoco, Kay Weiss

Discussion Items:

1.   BP/AP 7125 Verification of Employment
The process of re-verification of employment status through I-9 forms was raised. The office of Homeland Security required re-verification of all employees for the right-to-work and identity on a new form from all employers. The administrative procedure states that Human Resources will keep previous forms for up to three years. **Outcome**: The discussion did not find any need to modify board policy or administrative procedure, but suggests the communication regarding the reason for re-verification, and the timing of such a request could be improved in the future. Future processes for such should clearly communicate the impetus for the request from employees and consider the timeframe for the request when many employees are contracted only for 10-months.

2.   BP/AP 7250 Management Evaluation
The administrative procedure spells out the timeframe for regular management evaluations with a hard September 1 deadline written into the procedure. This is not uniformly followed throughout the district. In addition, the policy and procedure are both silent regarding interim management selection and evaluation.
Outcome: The procedure should be modified. The district should engage in a dialog regarding an appropriate timeline for management evaluation and the procedure should reflect the result of that dialog. Interim positions for an as-yet-to-be-determined 'extended' period should fall under the procedure either explicitly or implicitly when modified. A suggested time-frame for the definition of an 'extended' period was greater than one semester.

3.   BP 7345 Catastrophic Leave
This is the only part of the board policies that reference what occurs when an employee runs out of leave time. It is unclear if non-catastrophic circumstances may exist where the donation of leave may be permissible.
Outcome: Human Resources will evaluate whether there is language in the Districts contracts that outline this process. If not, a process may be developed or clarified for the donation of leave in other circumstances.

4.   BP/AP 7210, 7230, 7250 Hiring Procedures

Discussion among constituent groups after the flurry of hiring activity during the last year raised several concerns including inconsistencies between hiring committees, inconsistencies between campus processes, uploading files to large for the online application program, and minimum qualification screening.

Outcome: Human Resources will evaluate mechanisms to communicate with applicants during the process regarding online application program failures and general improvement of notification to applicants. Human Resources is also advised to engage in dialog among staff to improve the consistency of the process across the district regarding the evaluation of minimum qualifications and managing the work of screening committees.

5.   AP7210 – line 41 (first reference) Faculty Equivalency Processes

The faculty equivalency process remains poorly defined and varies between the campuses. This is problematic because equivalency is granted by the same Board of Trustees and is valid across the district once granted.

Outcome: The Academic Senates are encouraged to draft a process that is broadly defined so that some level of consistency can be maintained while allowing for the differing cultures of the faculty at each site.

6.   BP/AP 7110, BP7500 Student Workers, Volunteers, Short-Term Employees

Discussion was focused on the desire for some workers in these classes to have valid background checks before employment but not in others. There is a strong desire to have every employee or volunteer background checked for legal and ethical considerations. There is also a concern about the cost of fingerprinting and the limited means of many of the applicants for those positions – namely students.

It was mentioned that awaiting board approval before working was problematic in some circumstances given the inherently transient nature of community college students and our local populations.

Outcome: The district needs to reflect on what our practice should be given the competing concerns listed above. There could be a universal process of background checks for all, or a limited process dependent on the nature of the work expected and the access to information and/or items of value related to the job site. Management at all levels probably needs to engage in this conversation.

As long as this is the will of the board, there is no means to address the lag time between identification of this class of employee and board approval of the start date. The board could consider permitting limited approval authority by a site manager or Human Resources senior manager prior to board meetings; however, this is a decision that must come from the Board of Trustees.

San Bernardino Valley College

Strategic Plan—Draft 4

2013 to 2018

This planning document includes the goals and measurable objectives that the campus and community stakeholders defined for the college over the next five years.

James E. Smith, Ph.D.
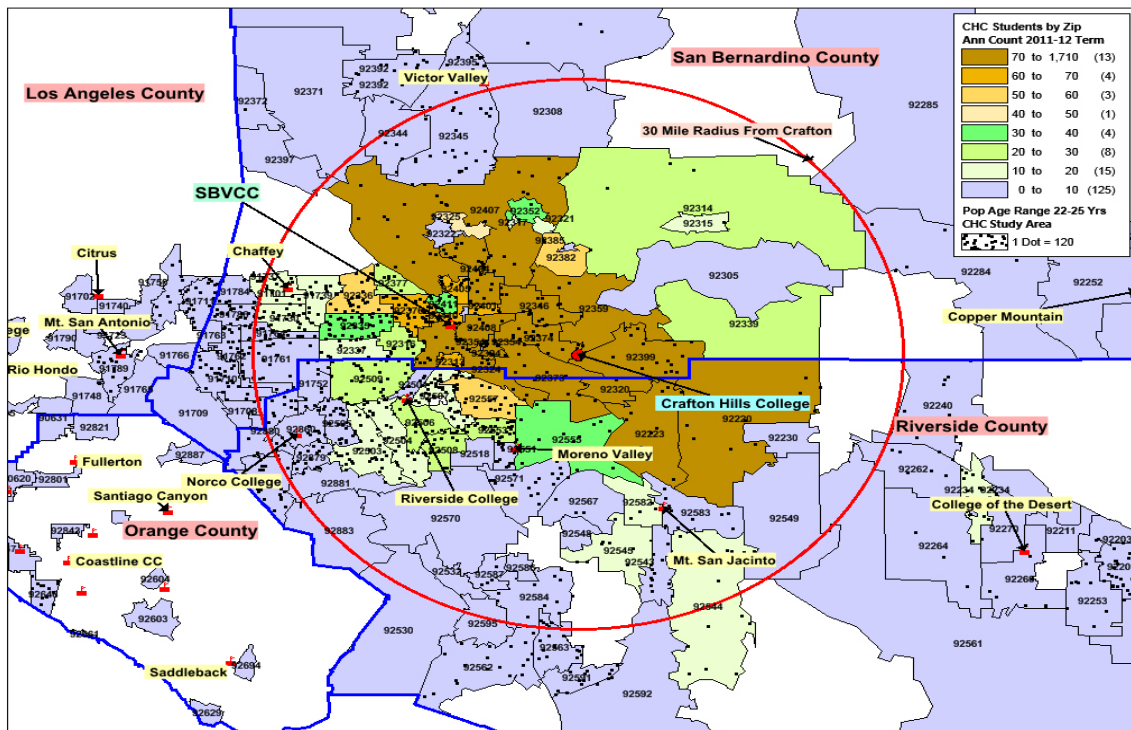**Dean of Research, Planning, and Institutional Effectiveness**
2/11/2014

I. Introduction

In 2013, SBVC celebrated its 87th year of serving students of the San Bernardino area. The campus occupies 85 acres in one of the most densely populated parts of the Inland Empire, close to the cities of Colton, Rialto, San Bernardino, Riverside, and Redlands. The campus is part of a two campus district, located in an area of the state with the largest projected population growth over the next two decades. The sister campus, Crafton Hills College, is located approximately 12 miles east of SBVC (See Figure 1). The campus is facing an important set of demographic challenges which include being located adjacent to zip codes that are among the lowest achieving K-12 systems in the state. Demographic studies forecast a smaller number of high school graduates, but a larger number of college aged residents (Madrid, 2013). For at least the next ten years the school can expect a larger number of unprepared students who need access to educational opportunities.

SBVC enjoys one of the most ethnically diverse student populations in the country, with 59% Hispanic, 14% Black, 17% White, 5% Asian, and .3% Native American (CCCCO Data-Mart 2012-2013). The average head count is 12,000 students per semester. In recent years, the campus experienced a slight enrollment drop, but this is considered to be temporary and part of a normal cycle. The campus is classified as a medium size community college because of its FTES, normally between 9, 000 and 10,000 (see Figure 2).
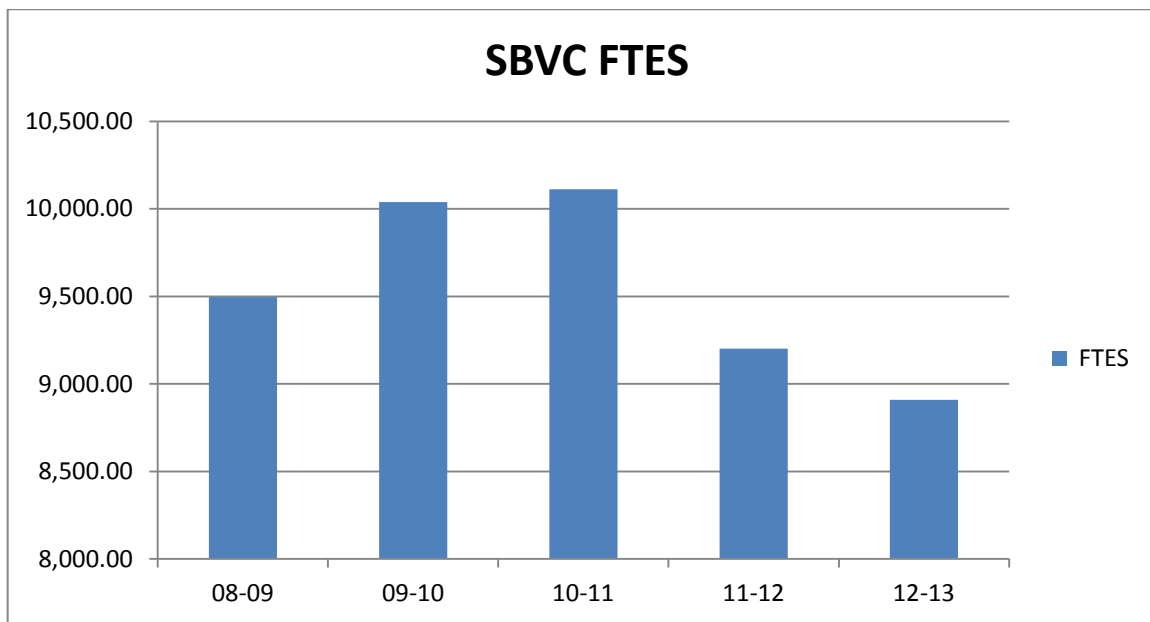
Figure 1 Map of the service area with a 30 mile buffer

Source: Madrid, Henry (2013)SBCCD Environmental S*ca*n

SBVC enrolls approximately 1,500 new freshmen each year. Most are from ten major feeder campuses in San Bernardino, Colton, Rialto, Redlands, Bloomington, and Fontana. However, the campus serves a large number of returning adult students as well. The average age is 28, with many students who are returning for career changes and pursing Career Technical Education (CTE) options[1]. Approximately three quarters of the students take part-time course loads of less than 12 units. The college has a number of unique characteristics, which include a large number of CTE programs, and a Middle College High School campus facility adjacent to the campus. As an early adopter of distance-education, SBVC is a leader in the state with over 17% of the sections delivered through distance-education. SBVC also has a number of grant funded programs that have led to unique approaches to basic skills success. The programs include accelerated math courses that allow students to complete their math requirements in half the normal time, contextual learning programs that allow student to pair basic skills courses with their content areas in CTE, and numerous learning communities for basic skills and science, technology, engineering, and math (STEM) students.

Figure 2. SBVC FTES for the

II. The Current Plan in Historical Perspective

SBVC maintains and updates a number of planning documents, but the strategic plan has the most comprehensive scope. The strategic plan incorporates the goals and objective of most of the other plans. It has wide-ranging implications for the campus in key areas that include access to courses, partnerships, budget, and facilities. The history of strategic planning on the campus spans several decades, but the first formally titled strategic plan was developed in 2004. It defined a set of strategic goals and objectives with a 15 year time-frame. The goals were ambitious and not designed for

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[1] Approximately 33% of course offerings are classified as CTE or occupational.

measurement—they provided a vague roadmap with big theoretical ideas. The next edition was developed in 2008 and made four major improvements: (1) it included input from a wider range of stakeholders to establish themes and priorities for goals. (2) It defined a set of strategic initiates with specific and measurable objectives. (3) It established benchmarks as starting points with each objective. (4) It called for the use of data from a variety of sources including campus-wide surveys, campus data archives on student success (Datatel), and statewide data sources maintained by the state chancellor's office (ARCC Report). (5) It reduced the time horizon from 15 years to 5 years.

The current plan builds on the previous two plans by incorporating the strong points of both and adds several additional features. First of all, it provides more social and historical context to the planning process. Secondly, it makes a stronger effort to be inclusive in collecting input from stakeholders to establish goals and objectives. Finally, it incorporates an evaluation component. Not only will progress toward achieving the goals and objectives in the plan be measured, but the validity and efficacy of the planning process itself will be evaluated at regular intervals.

This plan will continue with the five-year strategic planning cycle. The previous cycle ended in the 2012-13 academic year. A report summarizing the progress made on the six strategic initiatives was presented to the campus during opening-day activities, Fall 2012. At that time, the President initiated a new five-year planning cycle by directing the Dean of Research Planning and Institutional Effectiveness to develop a planning framework and begin collecting data from campus stakeholders. The planning framework included the following principles: 1) inclusiveness, 2) transparency, 3) active involvement and oversight of college council, 4) coordination and integration with other plans (see the SBVC Planning Model in Appendix A-1).

III. Data Collection and Analysis

The data collection process for this plan proceeded in three phases. Phase one began with surveys--campus climate surveys, self-study surveys, and SWOT surveys. Phase two included focus groups, and town-hall style meetings. Phase three involved an environmental scan that gathered an expansive set of demographic, enrollment, and economic data on the district and campus service area(s).

Planning
Dialogue with all stakeholders

In the spirit of inclusiveness, data was collected from the widest possible cross-section of campus and community constituents, including students, faculty, staff, and community members to determine what they identified as priorities for the campus. These groups communicated their concerns in the areas of student access, student success, community partnerships, campus facilities and resources, along with a wide range of other topics. Raw data from all sources was grouped into themes and presented to the

SBVC College Council Committee[2] for review. The initial list of thematic groups included 17 categories to be considered for strategic directions.

After reviewing the raw data, college council condensed the thematic groups from 17 to 8 goal categories. All activities and goals suggested by stakeholders were preserved, but reorganized into a smaller number of more condensed categories. These categories were used to define the strategic directions for the campus in a new five-year plan[3].

IV. The Planning Process

Guiding principles were maintained from the previous planning cycle and provide a framework for this process: The guiding principles are shown in Appendix D and the planning model is shown in Appendix A1.

Steps in the Strategic Planning Process:

Faculty, Board Members, Administrators

(1) **Reviewed Progress Toward Achieving the Goals and Objectives from the Previous Plan.** A final review of the progress made toward achieving the objectives linked to the 2008-13 goals was presented to the campus and posted to the website. Data was presented to the entire campus at the Fall 2012-13 opening day all-campus meeting summarizing the progress made by the campus toward achieving the previous cycle of measurable objectives.

(2) **Reviewed the Mission Statement. (Core focus of the campus) Mission: "**SBVC provides quality education and services to support a diverse community of learners." The mission was reviewed and discussed with all stakeholder groups: students, faculty, classified staff, community members, and campus administrators. It was reaffirmed as the core focus of the campus. It is displayed on routine correspondence, in the college catalog, in the schedules each term, and published on the campus website. Additionally, the Mission was recited to groups before every focus group or town-hall meeting as a starting point for dialogue when collecting data for this plan.

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[2] College Council is a committee with representatives from all other campus committees. Typically, the chair of each committee attends this committee to report on the activities of his/her respective committee. This provides an excellent opportunity to integrate planning goals with committees involved in special area plans like the Technology plan and the matriculation plan (see Appendix A-1 for the planning model).

[3] The committee discussed the possible move to a three-year plan from a five year plan to increase the relevance of the plan. Initiatives

(3) **Solicited Input From all Stakeholders:** The Office of Research and Planning collected input from a wide range of stakeholders on and off campus. Over 2000 on-campus stakeholders responded to requests for input. These stakeholders included faculty, students, classified staff, managers, foundation members, and SBCCD Board Members. Nearly 1000 off-campus stakeholders responded included community residents, business leaders, K-12 representatives, and political officials. Surveys, focus groups, community forums, SWOT questionnaires, and individual interviews were used to collect and gather responses.

(4) **Established Strategic Goals and Directions**: Transcripts of interviews, focus groups, and town hall meetings were transcribed and coded. Survey data was tabulated and summarized. Ideas that occurred multiple times were identified as themes. Themes were used to define goals. Goals were ranked according to how much they conformed to the mission of the college. Six goals emerged. Measurable objectives were defined for each goal. Benchmarks were established for each goal, and five year targets were set.

(5) **Updates were Presented to College Council Twice a Month**. Strategic planning was a standing agenda item for College Council, and the Dean of Research Planning and Institutional Effectiveness made regular presentations. The committee provided feedback on the substance and process. Exercises were used to generate and clarify goals, objectives, and timetables.

(6) **Regular Campus-Wide Presentations were made to Update all Stakeholders.** Updates on the process (during the planning development phase) and progress toward achieving goal and objectives are scheduled for the beginning and end of each semester.

(7) A **sub-committee of Academic Senate was c**onvened to review and edit the final draft. The final draft was forwarded to the entire campus for review and recommendations.

Figure 3 Links between objectives and Mission

Mission and Vision

Strategic Iniatives

Goals

Objectives

The model shown in Figure 3 captures the essence of the SBVC planning structure. The SBVC Mission and Vision are positioned at the top, encompassing all other elements. All aspects of the plan are driven by the mission and vision of the campus. Strategic initiatives are on the next level, and define the commitments necessary to achieve the mission. Goals within each initiative define specific areas to support the more general and abstract initiatives.

Objectives provide measurability. Each objective is accompanied by activities, timetables, targets, and responsibility centers (See the data table in Appendix A).

All these features come together in Appendix A with the logic model[4] table entitled "Strategic Goals, Objectives, and Strategies with Institution-Set Standards". This table represents a tool for record keeping to measure progress and signal alarms if the campus falls too low on any given measure.

Integrating the planning objectives at every level of planning.

As stated in the introduction, the goals and objectives of the SBVC strategic plan must align with a number of larger and smaller plans. The larger plans include the state and district strategic plans; the smaller plans include the campus-level plans shown in Figure 4.

Figure 4. Integrated planning with larger and smaller systems

Although the sustainability plan is a district level plan, it is also a special area plan for SBVC.

Many campus-level plans overlap with each other as well as with the campus strategic plan. Examples of this can be seen in Figures 5 and 6. One example of this is the overlap between the enrollment management plan, matriculation plan, and student equity plan.

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[44] Logic models are tools used by planners and evaluators to assess the effectiveness of institutional activities. They illustrate the relationships between goals, resources, activities, and outcomes.

Figure 5. Overlapping goals of four special area campus plans

These plans share numerous goals in the areas of student access and student success. They all share the goal of improved student tracking and better evaluation with the research plan. When progress is achieved for goals in one of the initiatives, it is recorded in all plans that share the goals and objectives. The committees or departments that oversee the plans become the natural responsibility centers to monitor progress. They are accountable to manage the messaging, encourage success, and sound the alarm when we fall below the campus-set goals. The office of research and planning provides annual reports to all committees, where dialogue and analysis occur.

Figure 6. Integrated Planning Model

Environmental Scan Findings

An environmental scan was conducted during the fall semester of 2013 to assess the character of the residential community and the nature of the business environment. The findings were divided into seven general categories: (1) Service area characteristics, (2) Demographics, (3) Psychograhic profiles of neighborhoods, (4) List of colleges, universities, and trade schools within a 30 mile radius, (5) Current employment opportunities, (6) Top Employers and Business clusters, (7) Job projections (See Appendix D for a summary of the Report).

This report helps the campus define the needs of the community we serve and job possibilities for our graduates. The needs of the community are linked to the SES of the residents. Because of the relatively small percentage of households in our area with a college graduate, SBVC can expect to enroll a large number of first-generation students. Because our service area is projecting an increase in the number of high school drop-outs, SBVC can expect to have a continuing need for basic skills coursework. Because of the overwhelming need for blue-collar workers in this community, SBVC can expect to have a strong demand for Career-Technical-Education (CTE). By examining the residential enrollment patterns among the four-year colleges and universities in the area, we can better advise our students who have plans to pursue higher level degrees. The environmental scan provides the campus with the ability to match community needs to campus resources and plan for the future.

These data were discussed at numerous campus committee and planning meeting and contributed to the identification of treats and opportunities for the campus. Data from the vendor who produced the report was made available to produce reports for other campus planning.

 The themes defined in College Council along with the strategic initiatives are listed in table one. These themes were derived from the data collections procedure. The initiatives were constructed to capture the spirit of theme.

Table 1. Goal Themes Identified by Stakeholders and Resulting Initiatives [5]

Theme	Strategic Initiative
-1- Access	We will improve the application, registration, and enrollment procedures for all students.
-2- Student Success	We will Increase course success, program success, access to employment, and transfer rates by enhancing student learning.
-3- Communication, Culture, & Climate	We will promote a collegial campus culture with open lines of communication between all stake-holder groups on and off campus.
-4- Leadership & Professional Development	We will maintain capable leadership and provide professional development to a staff who will need skills to function effectively in an evolving educational environment.
-5- Effective Evaluation & Accountability	We will improve institutional effectiveness through a process of evaluation and continuous improvement.
-6- Facilities	We will support the construction and maintenance of safe, efficient, functional facilities and infrastructure to meet the needs of students, employees, and community.

Evaluation of planning process and planning objectives:

Evaluation of the plan is scheduled to occur on many levels at many points in the planning process. First, all appropriate objectives will be assessed to evaluate process toward meeting the goal. The data table in Appendix A represents a strategic planning evaluation tool for this purpose. Most strategic objectives have identified benchmarks with annual and long-term targets.

College Council will also conduct an annual meta-evaluation of the relevance of initiatives, goals, objectives, and processes. This higher level assessment will examine targets and procedures for appropriateness. Changes to improve the overall process will be recommended at this time.

Strategic planning goals and processes will also be evaluated in conjunction with the evaluation of other plans. Programs and departments are evaluated on an annual cycle in the Educational Master Planning process. These data are integrated with strategic planning evaluation as well as program review evaluations.

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[5]Measurable objectives, expanded strategies, and target dates are located in Appendix A

Finally, evaluation also occurs regularly with curriculum review and assessment of the SLO/SAO process. Institutional effectiveness, as defined by the college mission, is the overall goal of this plan.

Appendix A

Strategic Goals, Objectives, and Strategies with Institution-set-Standards

The table below is presented in the form of a logic model and presents the goals and objectives for each initiative. Under each goal you will find a list of measurable objectives along with (1) benchmarks, (2) targets, (3) institution-set standards, (4) activities, and (5) responsibility centers.

Strategic Initiative 1: We will improve the application, registration, and enrollment procedures for all students.					
(1) **Access**	**Goal 1: Access**	**Benchmark 12-13 year**	**Institution Set Standard**	**Annual Target**	**5-year-Goal**	**Campus Plans and responsibility center**
	1.1 Increase the number of basic skills courses to meet need	Wait list count		Reduce by 2% per year	10% reduction	(EP, EMP, MP, SEP)
	1.1.1 Increase accelerated basic skills courses	8 sections	4 sections	Increase of 2 sections	16 sections	Kinde
	1.2 Increase access to learning communities			10% increase		EP, EMP, MP, SEP
	1.3 Provide and encourage pre-assessment workshops					SEP, MP, EP
	1.3.1 include information about pre-assessment workshops on brochures and website					
	1.3.2 counselors will recommend pre-assessment workshops to all students	Student campus climate				
	1.3.3 provide accessible online pre-assessment workshops					placement

					(SEP, MP, EP) Marco Cota
1.4 Provide effective assessment for accurate placement					
1.4.1 Placement & prerequisite survey results will show that 80% of students are feel they were properly placed.	Student (math, English, reading) Faculty (Math, English, Reading)				
1.5 Improve access to counselors (					EP, EMP, MP, SEP)
1.5.1 Increase the ratio of counselors to students	Review monthly student contact count via SARS				Marco Cota
1.5.2 Increase the percentage of visits by students					Marco Cota
1.6 Reach a diverse population of prospective students through partnerships with community organizations, k-12 systems, and adult schools					**(EMP,EP, MP, SEP).**
1.6.1 increase educational partnerships with transfer destinations (four-year colleges and universities)	Current count			2% increase	Kathy Kafala
1.6.2 Maintain effective partnerships with all feeder High Schools		Al least twice a semester for top 10	Add one additional HS per year	twice a semester with top 15	Clyde Williams
1.7 Explore and expand on-line advising opportunities.					
1.7.1 Explore and implement on-line scheduling of counseling appointments	**Current count**		**Increase count by 2%**	10% increase	
1.7.2 Expand the use of online academic advising for Ed. Plans			Increase by 10% a year		
Goal 1.8: Improve access to courses that students need for transfer					**EP, EMP,**
1.8.1 Conduct a study examining course scheduling and sequencing—implement recommendations	Spring 2014 Indicators???				
1.8.2 Increase access to courses that students need for CTE certificates	Spring 2014 Indicators???				EP, EMP, MP, SEP
1.8.3 increase the number of CTE sections to meet need			reduce waiting list by		reduce waiting list by %%

			%%		
1.8.4 Increase access to VTEA funds					
1.9 Improve access to courses that students need for graduation					EP, EMP, MP, SEP
1.9.1Improve access to classes for students who need a flexible schedule	Campus Climate survey	2013 levels			(EP, EMP, MP, SEP
1.10 Promote lifelong learning (EP,SEP)					
1.10.1 Explore the use of audit courses	Discuss in district assembly			Define a policy	
1.10.2 Explore the use of community service courses (not for credit)	Discuss in district assembly			Define a policy	
1.10.3 Explore the expansion of non-credit courses				Define a policy	
1.10.4 Make better use of web content for online and traditional courses (SEP, MP, EP, RP, TP)	????				Jack Jackson
1.11 Maintain balance between transfer and CTE programs	**33% CTE**				(SEP, MP, EP)
1.10 Improve access to campus technology	Current computer to students ratio				
1.10.1 Explore implementing Virtual Internet lab to allow students access to lab classes in an online environment.	Discuss this issue in on-line committee				
**see 2.2d					

Strategic Initiate 2: We will Increase course success, program success, access to employment, and transfer rates by enhancing student learning.

	(Goal 2) Student Success	Benchmark 12-13 year	Institution Set Standard	Annual Target	5-year-Goal	Campus Plans and responsibility center
(2) **Student Success**	2.1 Increase the percentage of students who succeed in basic skills courses					(SEP, MP, EP)
	2.1.1 Improve scorecard measures (See 2.5)	2012-13 measures		See 2.5	See 2.5	
	2.1.2 Provide more tutoring opportunities (SEP, MP, EP)	2012-13 count				
	2.1.3 increase the number of students receiving tutoring (SARS sign-in count)	2012-13 count				
	2.2 Promote learning communities					(SEP, MP, EP)
	2.2.1 Increase the number of students participating in learning communities	2012-13 count				
	2.3. Produce and present annual reports that assess student success (see initiative 5.7)					
	2.4 Expand the use or the early alert systems					(SEP, MP, EP)
	2.4.1 Fully implement SARS early alert system		Start roll-out of program		Completely implemented	
	2.4.2.Increase the number of faculty who submit reports by 10% a year	2014-15 count				
	2.5 Improve performance on all -Scorecard measures		x			(SEP, MP, EP)
	2.5.1Completions	35.6%	x	.5%	2.5 %	
	2.5.2 Persistence	55.5%	x	.5%	2.5 %	
	2.5.3 30 units	58.5%	x	.5%	2.5 %	
	2.5.4 Remedial Math	28.8%	x	.5%	2.5 %	

2.5.5 Remedial English	25.2%	x	.5%	2.5 %	
2.5.6 Remedial ESL		x			
2.6 Increase individual student success measures					
2.6.1 increase online success rates compared to traditional		x			
2.6.2 Increase the graduation rate (degrees and certificates)					
2.6.3 Increase the transfer rate					(SEP, MP, EP
2.6.4 increase success rate of online compared to state average		x			
2.6.5 Increase success rate of transfer level courses		x			
2.6.6 Increase the percentage of students who succeed in CTE courses		x			SEP, MP, EP)
2.7 Increase the use of low-cost and free online resources (see 2.2d)					(TP)
2.8 expand the number of partnerships					
2.8.1 Explore and implement programs that recruit, tutor, and mentor HS and MS students					
2.8.2 Build and maintain a partnership with San Bernardino Adult Schools					
2.8.3 Initiate an Adopt-a-School program for local schools (M&PR, SEP, RP)					(MP, EP)
2.8.4 Increase partnerships with local K-12 systems to increase college readiness among feeder high schools (See 1.6.1)			See 1.6.1	See 1.6.1	(EP, SEP)
2.8.5 Increase partnerships with four-year colleges (MP, EP, EMP					
2.8.6 Increase partnerships with businesses					(EMP)
2.8.7 Increase the number of student interns placed in local businesses and government offices	2012-13 count				
2.8.8 Increase participation on CTE advisory groups	2012-13 count				
2.8.9 increase partnerships with community organizations	2012-13 count				
2.8.10 Maintain an up-to-date curriculum			x		
2.9.1 Maintain a curriculum that is relevant to community needs			x		
2.9.2 Make better use of web content for online and traditional courses (SEP, MP, EP, RP, TP)			x		
2.9.3 Educate the whole person—as measured by the core competencies (academic, social, ethical) (EMP. PR, MP)					
2.10 Encourage greater full-time enrollment (SSI, MP, EP)					
2.11 Use SLOs/SAOs in an ongoing, systematic cycle of continuous quality improvement (EMP, PR, MP,SLO)					
2.11.1 Reach and maintain 100% assessment in active courses in the college catalog, offered on the schedule in some rotation.	2012-2013 count	90%			

2.11.2 Reach and maintain 100% assessment and evaluation as per the Outcomes plan					
2.12 Increase the number of students with terminal education plans---reach and maintain 100%					(EMP. PR, MP)
2.13 Empower students					**(MP, SEP,GP)**
2.13.1 Increase the number of students who participate in campus clubs and organizations	2012-2013 count	-10%	+3	+15	
2.13.2 increase the number of students who participate in campus committees	2012-2013 count	-5%			
2.13.3 increase the number of student who apply for graduation	2012-2013 count				
2.13.4 increase the number of personal growth workshops	2012-2013 count				
2.14 Employ flexibility in responding to changes in state policy(EMP,EP)					
2.15 Maintain and establish the appropriate ratio of full-time to part-time faculty					
2.16 Improve student tracking (initiative 5)	Data tracking procedures				

Communication, Culture, & Climate	Strategic Initiative 3: Promote a collegial campus culture with open lines of communication between all stakeholder groups on and off campus					
	Goal 3: Communication, Culture, and Climate	**Benchmark 12-13 year**	**Institution Set Standard**	**Annual Target**	**5-year-Goal**	**Campus Plans and responsibility center**
	3.1 Promote a sense of community and solidarity within the campus (students, staff, faculty)(M&PR, MP, PDP,FD)					
	3.1.1 By Fall 2019 the campus will sponsor at-least 1 alumni event a semester	Current count	0 events	2 per year	4 per year	
	3.1.2a) Encourage campus organizations, alumni association, foundation, etc., to sponsor more faculty and staff type events (bowling with alumni, pizza night, happy hour)	Current count	0 events	2 per year	4 per year	
	3.1.3 By Fall 2019 campus events will be publicized in local newspapers every week of the fall and Spring semesters.	2012-13 Count				
	3.1.4 Improve the visibility of college sports and cultural events					(M&PR, EP)
	3.1.5 Increase access to campus information					(M&PR, MP, PDP, MP, TP)
	3.1.6 .Increase the number of visitors to the website or friend on facebook (or other social networking application) by 50% in 5 years.					
	3.1.7 Increase the use of social networking tools, i.e., Facebook (M&PR, TP, RP)					
	3.1.4 By Fall 2019 the SBVC website is user friendly and easy to use.				80% of students and employee	

				s will say
3.2 Promote budgetary transparency (regular updates)				
3.2.1 Employees will feel better informed	2012-13 CC Survey			80%
3.2.2 Provide regular campus communiques about budget and planning (M&PR, BP)	Establish ??			
3.2.3 Improve access to regular board of Trustee meeting updates(M&PR)	2012-13 count			
3.2.4 Hold more campus-wide information forums	2012-13 count			(M&PR, EMP, RP)
3.3 Disseminate committee minutes online (all plans)	2012-13 count		increase count by 25% a year	100%
3.4 Develop a more accessible website (more user friendly) (M&PR, TP, RP) ---improve as measured by the CC Survey				
3.5 Build community recognition and networks by capitalizing on the deep roots and history of the campus	Community survey 2013-14 (3.6)			(M&PR, TP, RP)
3.6 establish a historical archive in the library--accessible online (also see 4.3)				
3.6 Expand and enhance local business and community awareness of the campus	Community survey 2013-14 (3.6)			
3.7 Conduct bi-annual community surveys to measure awareness.				
3.8 Increase partnerships with local businesses and community organizations				(M&PR, MP, EP
3.8.1 Partner with local vendors for services they can provide				(BP)
3.8.2 Explore an Adopt-a-Business program (M&PR, RP)				
3.8.3 Encourage all members of the campus community to participate in local community organizations (M&PR, SEP, PDP)				

3.9 Build stronger relationship with the SBVC foundation (??)					
3.10.1increase the number of presentations (to foundation board; from foundation director					
3.11 Ensure good customer service in all campus offices	CC Survey 2012-13 %				
3.12 Identify a clear identity for the campus (M&PR)	???				
3.9 Streamline and expedite hiring practices district or campus ??	???				
3.10 Improve campus morale	CC Survey 2012-13 %				
3.11 Promote and embrace diversity (students, staff, and faculty) (M&PR, TP, RP, SEP, EP)	2012-13 %				

Strategic Initiative 4: Maintain capable leadership and provide professional development to a staff who will need skills to function effectively in an evolving educational environment.						
Leadership & Professional Development	**Goal 4: Leadership and Professional Development**	**Benchmark 12-13 year**	**Institution Set Standard**	**Annual Target**	**5-year-Goal**	**Campus Plans and responsibility center**
	4.1 Reduce the manager turnover--fewer interims/more permanent					
	4.1.1 Complete a district salary study and implement recommendations			prepare		
	4.1.2 Identify and achieve recommended ratio of managers to FTES/FTEF					
	4.1.3 increase the average tenure of managers	2012-13 measures				
	4.1.4 Provide career ladder information					
	4.1.5 Institute a mentorship program					
	4.2 Improve access to a wide variety of professional development activities that keep pace with a changing educational and technology environment					(PDP)
	4.2.1 Provide up-to-date training on campus policies and procedures	Rainia				
	4.2.2 Provide ongoing training to faculty who teach online courses	Jack Jackson				
	4.2.3 Provide leadership training					
	4.2.4 Provide training in partnership with technology dept.	2012-13			10%	50%
	4.3 Encourage faculty and staff to participate in professional organizations (PDP, M&PR					
	4.3.1 Improve professional development publicity…					

4.3.2 Maintain an up to date easily accessible professional development calendar (PDP, M&PR)					
4.4 Maintain a personal achievement inventory for faculty and staff					
4.5 Establish partnerships with other community colleges				Add one per year	Five new partnerships

Strategic Initiative 5: We will improve institutional effectiveness through a process of evaluation and continuous improvement.

		Benchmark 12-13 year	Institution Set Standard	Annual Target	5-year-Goal	Campus Plans and responsibility center
Effective Evaluation & Accountability	**Goal 5: Effective Evaluation & Accountability**					
	Goal 5.1: Maintain up-to-date information on campus indicators					
	5.1.1 Conduct regular campus climate surveys for faculty, staff, and students					(RP)
	5.1.2 Conduct semi- SWOT surveys and focus groups					
	5.2 Maintain current evaluation data on all support and retention programs n(RP)					
	5.2.1 Improve data systems for tracking students over time (capture longitudinal data for cohort tracking)(					
	5.2.2 Conduct Campus Climate Surveys annually					
	5.2.3 Improve data quality for current students, transfers, and graduates (RP, MP					
	5.3 Improve and maintain effective Program Review procedures					
	5.3.1 Generate EMP one-page sheets annually					EMP, PR
	5.3.2 Evaluate the format and content of the EMP data sheets—revise as recommended					RP
	5.3.3 Conduct annual needs and efficacy reviews of scheduled programs					PR, RP
						PR

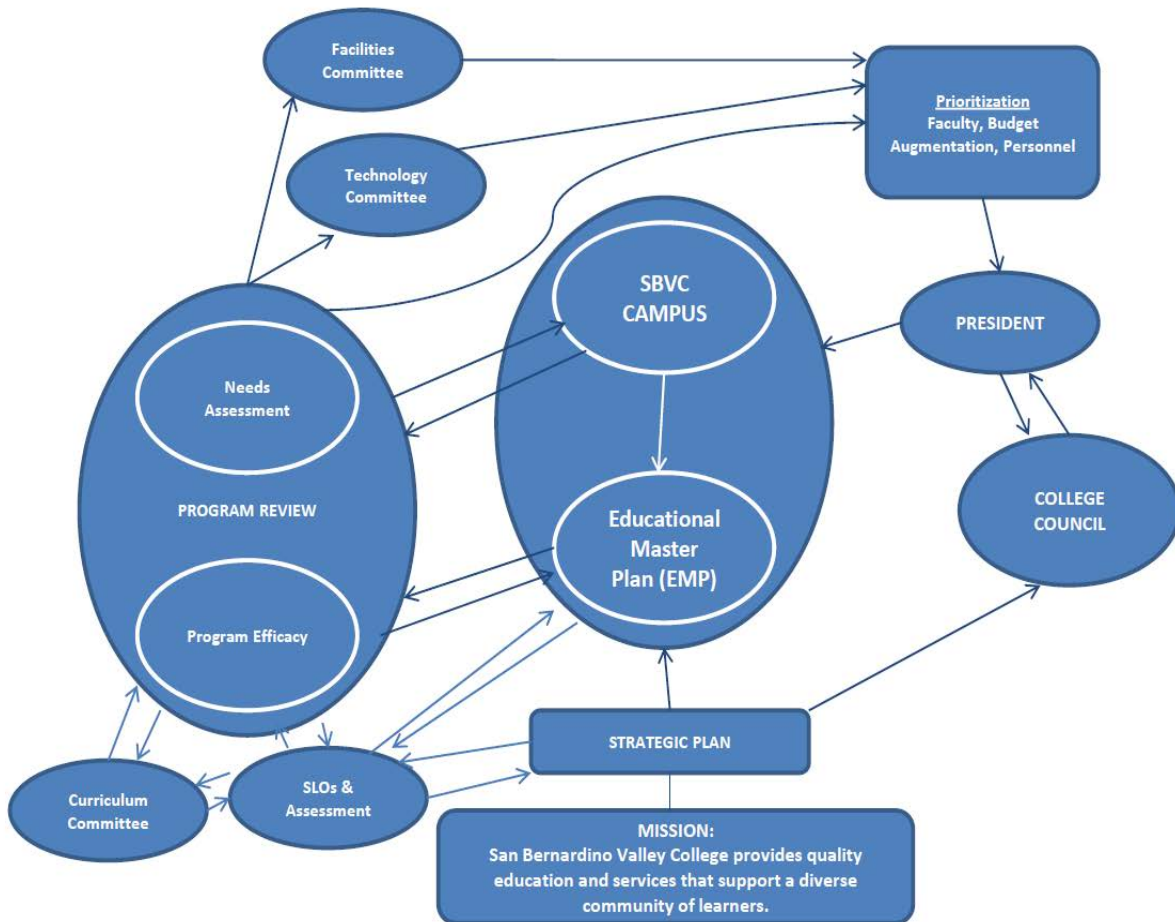|					
Produce annual reports analyzing employment data					
Produce annual reports analyzing enrollment trends and local demographic trends (Goal 5)					
5.4 Evaluate all campus plans regularly (RP)					
5.4 Regularly evaluate data quality and recommend methods for improvement.					
5.4.1 Maintain a library of campus effective measures in a form accessible to the campus					
5.5 Maintain up-to-date accreditation self-study evidence (RP)					
5.6 Produce and present annual reports that assess student success (see initiative 2.3)					
5.7 Improve customer service (PDP, RP)					
5.7.1 seventy percent of students and employees will indicate that they are satisfied with the customer service they receive.					

Strategic Initiative 6: Support the construction and maintenance of safe, efficient, functional facilities and infrastructure to meet the needs of students, employees, and community.

(6)	Goal 6: Facilities	Benchmark 12-13 year	Institution Set Standard	Annual Target	5-year-Goal	Campus Plans and responsibility center
Facilities	6.1 Conserve resources					
	6.1.1 Define, advertise, and expand our recycling program					(SP, FP)
	6.1.2 Explore the possibility of Installing solar power collectors					
	6.1.3 Improve heating and cooling system					(SP, FP
	6.1.4 Maintain landscaping that is attractive and well suited to the climate					(SP, FP)
	6.1.5 Support the sustainability committee (integrate sustainability planning objectives into this plan)(SP, FP)					
	6.1.6 Expand the use of the campus garden by the culinary program					
	6.1.7 Encourage the use of digital archiving to minimize the unnecessary use of paper filling					
	6.2 Maintain a safe and secure environment					
	6.2.1 Install more surveillance cameras around campus					
	6.2.2 Provide more police patrol					
	6.2.3 Improve emergency preparedness					
	6.2.4 Conduct a minimum of 2 preparedness drills a year					
	6.2.5 Maintain visible and working emergency phones around campus					
	6.3 Improve campus signage					(FP)
	6.3.1 Include questions on the CC survey about sign (increase level of satisfaction by 5% per year	2013-14 campus climate				
	6.4 Continue with facilities improvement plan					(FP
	6.4.1 Upgrade technical building)					
	6.4.2 Explore plans to restore the swimming pool facilities (FP)					
	6.4.3 Build/improve gym complex					(FP)
	6.5 Develop and maintain adequate parking	2012-13 campus				

	climate				
6.6 Expand access to all campus technology					
6.6.1 Hardware and software for employees 6.6.2 Current hardware and software for students					
6.6.3 Explore a technology fee					
6.6.4 Grant opportunities					

Plan Codes	
-(EMP) Educational Master Plan	-(RP) Research Plan
-(EP) Enrollment Management Plan	-(SEP) Student Equity Plan
-(GP) Grants Plan	-(TP) Technology Plan
-(MP) Matriculation Plan	-(SP) Sustainability Plan
-(M&PR) Marketing and Public Relations	-(BSP) Basic Skills Plan
-(PDP) Professional Development Plan	-(SLO) SLO Plan

Appendix A-1

San Bernardino Valley College Planning Model

Appendix B– Plan Alignment

The California Community College System has five strategic goals.

California System Strategic Goals

- College Awareness and Access
- Student Success and Readiness
- Partnerships for Economic and Workforce Development
- System Effectiveness
- Resource Development

SBCCD District Strategic Goals

- Student Success
- Enrollment and Access
- Partnerships of Strategic Importance
- District Operational Systems

SBVC Campus Goals

- Access
- Student Success
- Communication, Culture, & Climate
- Leadership & Professional Development
- Effective Evaluation and Accountability
- Facilites

Appendix C

The timetable for the 2013-2018 planning cycle is outlined below:

Planning Events Time Table	Beginning Date
Evaluation of progress toward meeting strategic initiatives for 2008-2013 planning cycle.	January 2012, January 2013
Review mission statement in	Check college council minutes
Focus groups on progress	
Educational Summit old goals and new goals	January 2013
SWOT Surveys	March 2013-May 2013
Focus group with faculty committees	March and April 2013
Focus group with classified senate	February 2013
Focus group with community group	April 2013
Focus group with foundation members	April 2013
Data presented to College Council to identify themes	May 2013
Campus Climate Surveys	
Sub-committee formed	November 2013
Environmental Scan	August 2013
Themes used to establish new goals and strategic initiatives	May, August, September 2013

Appendix C---Diversity Statement

San Bernardino Valley Community College recognizes the inherent dignity of all individuals. We believe that students and staff are enriched by interaction with others whose backgrounds and perspectives are different from their own. We will continue to celebrate diversity and foster an environment of mutual respect, appreciation, and tolerance for differing values, beliefs, and backgrounds. We encourage the application of ethical practices and policies. We are committed to welcoming and extending the privileges of academic life to all. We value the cultural and intellectual diversity of the populations we serve because it enriches our lives and the community as a whole, promoting access, equity, and excellence.   (Adapted from the statements of Texas Technical University (TTU) and the University of California, Riverside (UCR)).

Appendix D

SAN BERNARDINO VALLEY COLLEGE

Adopted by College Council, May 23, 2007

Institutional Guiding Principle: We are committed to quality and excellence in all of our efforts.

Guiding Principles

We are committed to providing opportunities for acquiring educational and support services.

We are committed to a safe, welcoming, culturally rich learning-centered environment.

We are committed to standards of accountability, continuous improvement, and conscientious resource management.

We are committed to community involvement and dialog.

We are committed to helping students succeed in their educational and career goals.

We are committed to an educational environment which utilizes state-of-the-art technology.

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

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San Bernardino Valley College

REQUEST FOR ONE-TIME URGENT EMERGING NEEDS

FUNDING APPLICATION

Name: **Scott Stark** Phone: **909-384-8958**

Dept. /Div.: **Administrative Services** Position: **VPAS**

Total funds requested: **$9,000** Date requested to receive funds: **Feb 14, 2014**

Please provide a brief proposal of your request for funds and tell us how this request ties into the Strategic Planning goals (list the Strategic Planning goal number from the Strategic Planning document):

Goal 4 Professional Development: Provides a new space for training. One of the rooms is designated for training and conference space.

Goal 6 Facilities: Provides additional space for campus use: one additional classroom available for overflow and/or use when regular classroom is temporarily out of service. Provides additional space for trainings, meetings, and conference.

Has this item been submitted through the Needs Assessment process for Program Review? **No**

If **not**, please provide a brief explanation:

The request is for campus-wide use- not specific to any program.

Please provide an itemized budget and indicate funding accounts for which funds should be routed:

62 chairs @ $60 ea= $3,720
32 tables @ $155 ea=$4,960
Total = $8,680
Requesting not to exceed $9,000

Account: 01-00-01-9508-0000-4500.00-6770 (campus-wide supplies)

⦿ I understand that this request is for one-time funding only.

Applicant's Signature: _____ Date: _____

Division Dean/Supervisor Approval: _____ Date: _____

Appropriate Vice President's Approval: _____ Date: 2-12-14

SUSTAINABILITY COMMITTEE

Charge

To advance and implement the strategies and seven goals of the SBCCD Sustainability Plan on the San Bernardino Valley College campus; specifically developing, designing, and implementing campus policies and procedures for sustainability.

Membership

Includes SBVC members of the District Sustainability Committee, and any interested faculty, staff, managers, and students.

Committee Category and Term

The Sustainability Committee is an ongoing functional committee.

Approved by SBVC College Council 2-12-2014

<div style="text-align:center">

Program Review
Evaluation Teams for Efficacy Review (Spring 2014)

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PROGRAM	Evaluation Team	PROGRAM	Evaluation Team
Academic Advancement (probation)	David Smith Andee Alsip Stacy Meyer Todd Heibel	Research & Planning	Leslie Gregory Todd Heibel Yon Che Michael Mayne
Admission/Records (probation)	Ed Millican Andee Alsip Romana Pires David Smith	STAR Program (probation)	Romana Pires Christie Gabriel Andee Alsip
Campus Business Office/Mailroom/Switchboard	Melinda Moneymaker Joe Notarangelo Denise Knight Rose King	Student Health Services	Laura Cross Joel Lamore Romana Pires Brandon Brown
Food Services	David Smith Kenny Melancon Laura Cross	Work Experience	Yon Che Denise Knight Joe Notarangelo
Machine Trades	Leslie Gregory Sheri Lillard Caleb Losee Brandon Brown	CTE 2-yr: Aeronautics	Joel Lamore Michael Mayne Christie Gabriel
Maintenance	Michael Mayne Ed Millican Kenny Melancon Christie Gabriel	CTE 2-yr: Culinary Arts/Food & Nutrition	Todd Heibel Sheri Lillard David Smith
Outreach (probation)	Sheri Lillard Joel Lamore Denise Knight Stacy Meyer	CTE 2-yr: Nursing	Rose King Yon Che Kenny Melancon
Professional Development*	Ed Millican Caleb Losee Rose King Stacy Meyer	CTE 2-yr: Water Supply Technol.	Ed Millican Christie Gabriel Melinda Moneymaker

Revised: 2/7/2014

Proposed Efficacy Assessment Timeline – Spring 2014
Program Review Meetings: Feb 7, Feb 21, Mar 7, Mar 28, Apr 11, Apr 25, May 2

Week of February 17, 2014	Forms sent to programs
February 21, 2014	Review of Conditional updates
March 7, 2014	Small group workshops: Efficacy review of drafts
March 28, 2014	Small group workshops: Efficacy review of drafts
April 11, 2014	(?) Small group workshops: Efficacy review of drafts
April 14, 2014	Final efficacy reports due to Program Review Chair /Committee
April 25, 2014	Small groups: Work on team efficacy reports Team efficacy reports due to Program Review Chair
May 2, 2014	Efficacy reports and CTE 2-yr pilot recommendations

Program Review
4-Year Program Efficacy Rotation
(Revised: 2/7/2014)

2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017
SPRING 2014	**SPRING 2015**	**SPRING 2016**	**SPRING 2017**
Academic Advancement (probation)	Administration of Justice	Aeronautics	Academic Advancement
Admission/Records (probation)	Architecture	Athletics	Accounting
Campus Business Office/Mailroom/Switchboard	Art	Campus Technology Services	Automotive Technology
Food Services	Business Administration	Chemistry	Biology
Machine Trades	Child Development/Education	Counseling	Bookstore
Maintenance	Communication Studies (Speech)	Culinary Arts/Food & Nutrition*	Child Development Center
Outreach (probation)	Computer Science	DSPS	Computer Information Technology
Professional Development*	Diesel	Financial Aid	Corrections
Research & Planning	Geography/GIS	Geology/Oceanography/Env. Sci.	Custodial
STAR Program (probation)	Grants Development & Management*	Grounds	Economics
Student Health Services	Math	History	Electricity/Electronics
Work Experience	Pharmacy Technician	Library & Library Computer Lab	English/ESL
	Physical Education/Health	Marketing/PR*	Human Services
	Refrigeration	Matriculation	Inspection Technology
Conditional Update	Anthropology	Modern Languages	Library Technology Program
Student Life	Sociology	Music	Psych Tech
EOPS/Care	Welding	Nursing	Psychology
Student Success Center/Tutoring		Philosophy/Religious Studies	Real Estate
Criminal Justice/Police/Sheriff	**CTE 2-yr Review**	Physics/Astronomy/Observatory	RTVF
Child Development Center	Accounting	Political Science	
Cal Works	Automotive Technology	Reading	**CTE 2-yr Review**
	Computer Information Technology	Theatre Arts/Dance	Administration of Justice
CTE 2-yr Review* Pilot:	Corrections	Water Supply Technology	Architecture
Aeronautics	Electricity/Electronics		Business Administration
Culinary Arts/Food & Nutrition*	Human Services	**CTE 2-yr Review**	Child Development/Education
Nursing	Inspection Technology	Machine Trades	Computer Science
Water Supply Technology	Library Technology Program		Geography/GIS
	Psych Tech		Diesel
	Real Estate		Pharmacy Technician
*Title 5, Section 78016 lists the program review requirements every two years.			Refrigeration
			Welding

Approved: Program Review Committee (9/6/2013); College Council (9/11/2013); Academic Senate (9/18/2013).

Revised 1/24/2014 to merge CBO, Mailroom, and Switchboard (upon VPAS request & Progr. Rev. approval).

First time participating in efficacy review