



San Bernardino
Valley College

San Bernardino Valley College
Office of the President
Received on

Office of the Vice President

JAN 28 2016

JAN 28 2016

Student Services

REQUEST FOR ONE-TIME URGENT EMERGING NEEDS

FUNDING APPLICATION

Name: Ron Hastings Phone: 384-8542

Dept. /Div.: Library Position: Director

Total funds requested: \$1,200 Date requested to receive funds: 2/1/16

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):

M&O received the attached quote for fabrication of two acrylic enclosures for two large and reportedly very valuable paintings that presently hang in the library. The paintings were identified in response to a request from President Fisher as to their whereabouts, at which time it was also noted that they hang directly below fire sprinklers. If the sprinklers were ever to be activated or leak, the resulting damage to the paintings could be severe.

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

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

As the paintings are merely housed in the library, the enclosures were not submitted for Needs Assessment review.



San Bernardino
Valley College

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

Please see the attached quote.
Funds can be routed to account number 01-00-01-8106-0000-5113.00-6120

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

Applicant's Signature: *[Signature]* Date: 1-28-16
 Division Dean/Supervisor Approval: *[Signature]* Date: 1-28-16
 Appropriate Vice President's Approval: *[Signature]* Date: 1/28/16

College Council use only: Recommendation

Date received: 1-28-16 Date of Committee Action: _____
 Approve Deny Amount \$ _____

Comments:

President's Approval: _____ Date: _____



1405 Spruce St. Unit C
 Riverside, CA.
 92507
 (951)682-8299
 topblade@sbcglobal.net
 www.topbladecw.com

Top Blade Custom Woodworking

Estimate

For: SBCCD for SBVC (Christopher Hylton)
 701 S. Mount Vernon Ave. San Bernardino, CA 92410

Estimate No: 401
 Date: January 25, 2016

Code	Description	Quantity	Rate	Amount
PICTURE BOX	Popular or oak wood picture box approximately size 48 x 58 x ? Deep Stain and lacquer finish. (Installation not included for pick up only)	2	\$480.00	\$960.00
CLEAR ACRYLIC	2- pieces of acrylic approximately size 48 x 58 1/4 inch thick	2	\$120.00	\$240.00

I agree to the above and understand that a deposit of 50% of the total price is due upon signing this contract and the remaining balance is due the day of delivery.

Subtotal \$1,200.00
 Discount \$0.00

SIGN _____
 DATE _____

Total \$1,200.00

Final Versions of SBVC Mission Statement for College Council Vote

The three mission statements below represent the results of the College Council Mission Statement ad hoc committee and all recommendations from campus surveys and focus groups. The statements have been compiled and edited by the Office of Research, Planning, and Institutional Effectiveness (ORPIE) for a final review and vote by College Council. The three versions presented below are not ranked, and the order has no bearing on their level of campus approval.

Version 1

San Bernardino Valley College is committed to a culture of continuous improvement and providing high-quality education and services at low cost to a diverse community of learners. SBVC prepares students for careers and transfer to other institutions of higher learning, to enter the workforce by earning degrees and certificates, and to foster economic growth and global competitiveness through workforce development.

Version 2.

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

Version 3.

San Bernardino Valley College provides a safe, nurturing, supportive, holistic academic environment where students from diverse backgrounds with a variety of needs can successfully acquire the knowledge they need to prepare for careers and/or transfer to other institutions of higher learning. SBVC equips our students to serve the local community, the nation and the world

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



Submitted to
Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

A Note to the Reader:

- * This draft will be fully edited for spelling, grammar and formatting by 2/17/15***
- * The narrative analysis of the draft will be updated to reflect feedback on the second draft from CSEA and ASG***
- * Evidence will be linked in by 2/17/15***
- * Projected timelines for the Enrollment Management Plan, Staffing Plan, & President's hiring process will be updated as appropriate***

Draft: a version of something (such as a document) that you make before you make the final version



Certification of the Follow-Up Report

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

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

I certify that there was broad participation by the campus community and believe this Report accurately reflects the nature and substance of this institution.

Signatures

Gloria Fisher President, San Bernardino Valley College	Date
John Longville, President, San Bernardino Community College District Board of Trustees	Date
Bruce Baron, Chancellor San Bernardino Community College District	Date
Jeremiah Gilbert, President, San Bernardino Valley College Academic Senate	Date
Grayling Eaton, President, CSEA	Date
Linda Subero, President, San Bernardino Valley College Associated Student Government	Date

Contents

Certification of the Follow-Up Report	ii
Report Preparation	4
Follow Up Report Timeline	7
ACCJC Recommendation to Resolve College Deficiencies.....	8
College Recommendation 1:.....	8
ACCJC Recommendations to Resolve District Deficiencies	11
District Recommendation 1:	11
District Recommendation 2	16
District Recommendation 3	25
ACCJC Recommendation to Resolve Third Party Comment Deficiencies	30
Commission Recommendation 1	30
Evidence List	32

DRAFT

Report Preparation

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

To respond to the Accrediting Commission for Community and Junior College's (ACCJC) District Recommendations, an Ad Hoc task force was assembled that included representatives from the Board of Trustees, Chancellor, College Presidents, Academic and Classified Senates, California School Employees Association (CSEA), California Teachers Association (CTA), Student Government, Human Resources, Research and Planning, Black Faculty and Staff, Latino Faculty and Staff, Accreditation Liaison Officers, and Business and Fiscal Services. The full task force conducted three initial meetings in April 2015 and several sub-task force meetings in May 2015 and throughout the summer. The full task force began meeting again in September 2015 and monthly thereafter to monitor and provide feedback on the progress that was being made towards addressing the District recommendations (1.1).

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

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

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

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

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

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

The work of the ACCJC Ad Hoc Committee provided a foundation for the Accreditation and SLO [ASLO] Committee as they worked on the District Recommendations section of the follow-up report. In Spring 2015 the ASLO committee developed a timeline for drafting, editing, and finalizing the follow-up report. ASLO committee members who were a part of the ACCJC Ad Hoc committee were tasked with drafting sections addressing the response to the three District recommendations. Follow-Up Report First Draft, October 2015 (1.2) focused on steps taken to date by the campus and District to resolve deficiencies.

The ASLO Committee, with the assistance of the Office of Research, Planning and Institutional Effectiveness, conducted a First Draft survey to solicit feedback from the campus. For each recommendation, employees were asked to respond on a 5-point Likert scale as to whether the recommendation had been adequately addressed. A comment box was included on the survey for additional feedback. The survey and first draft were distributed to all campus and District employees on October 15, 2015. Two reminders were sent before the survey closed on 11/6/2015 (1.3). There were 85 respondents to the survey. CSEA gathered feedback from classified staff and submitted a report to the ASLO Committee (1.4). The Associated Student Government (ASG) representative to the ASLO committee gathered feedback from the ASG Board (1.5).

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

Feedback from the October 2015 Draft was combined with the updated information from the District presented to the ACCJC Taskforce in December 2015 (1.1) to create the SBVC Follow-Up Report Second Draft, January 2016 (1.7). Survey results and feedback was used to capture the campus perspective in the narrative analysis, thus creating a follow-up report that reflects the viewpoint and character of the SBVC campus. The second draft was released at the Accreditation forum on January 14 2016. Representatives from the District were present at the forum to report on the progress that had been made of each of the District recommendations and to answer questions. The Accreditation forum was a part of the Spring Flex Day and despite ongoing advertisement by the Office of Professional Development the forum was poorly attended (1.8).

The SBVC Follow-Up Report Second Draft, January 2016 was distributed campus wide via e-mail on January 19, 2016. A campus wide online survey on the 2nd draft that included all classified, faculty, and management employees was conducted the week January 25th, 2016 (1.9). Associated Student

Government used a paper version of the online survey (1.10). CSEA also conducted a similar print survey for class (1.11). Results from these surveys, as well as results from the 2015-2016 San Bernardino Community College District Employee Climate Survey (SBCCD Climate Survey) that was conducted in December 2015, were incorporated into the final document (1.12).

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

Surveys are not the only method of gathering feedback, but are considered the most successful due to the high participation rate in the October 2015 survey and the candid responses in both surveys. The October 2015 survey garnered more response and participation than any of the open forums held for the Accreditation Self-Study or the Follow-Up report. The anonymity of the survey allowed employees to fully express their concerns and the online format removed any conflicts of time and location. CSEA provided valuable feedback for both drafts distributed to the campus and did ASG. Feedback on the District recommendations and the drafts were also solicited from the Academic Senate, and College Council. Adjunct faculty received Accreditation updates and had opportunity to ask questions at Adjunct orientation (1.13).

Follow Up Report Timeline

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

ACCJC Recommendation to Resolve College Deficiencies

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

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

Actions Taken to Resolve Deficiencies

At the time of the ACCJC visit, only 22% of SBVC's programs were continuously collecting assessment data on PLOs and evaluating the data on a 3-year cycle (2.1). SBVC had a timetable developed to achieve 100% PLO ongoing assessment and systematic evaluation by the end of the academic year by mapping the required courses within the discipline to the Program Level Outcomes of the degree or certificate program. Course assessment data collected every semester is aligned with and provides assessment data for PLOs. These data are available for use in the Program Summary Evaluation that takes place at least once every three years. By the time of receipt of the ACCJC Action Letter, the PLO assessment had reached 83%. Currently 100% of SBVC's programs are continuously collecting assessment data on PLOs and systematically evaluating the data on a 3-year cycle (2.2).

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

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

The process of mapping was often used as a baseline evaluation of PLOs and resulted in rewriting of SLOs/PLOs, developing new assessment methodologies and criteria, and identifying capstone projects or courses that could also be used to assess PLOs. Concurrently, the ASLO Co-Chair and District Computer Programming office were working together to create an online system for outcomes assessment by modifying the open source program SLOCloud. The SLOCloud was easily adapted to reflect the paper forms and processes established by the college. The SLOCloud collects assessment data and generates course and program level reports that include aggregated data for courses and programs, assessment methodology and criteria, and qualitative reflections of faculty (2.3).

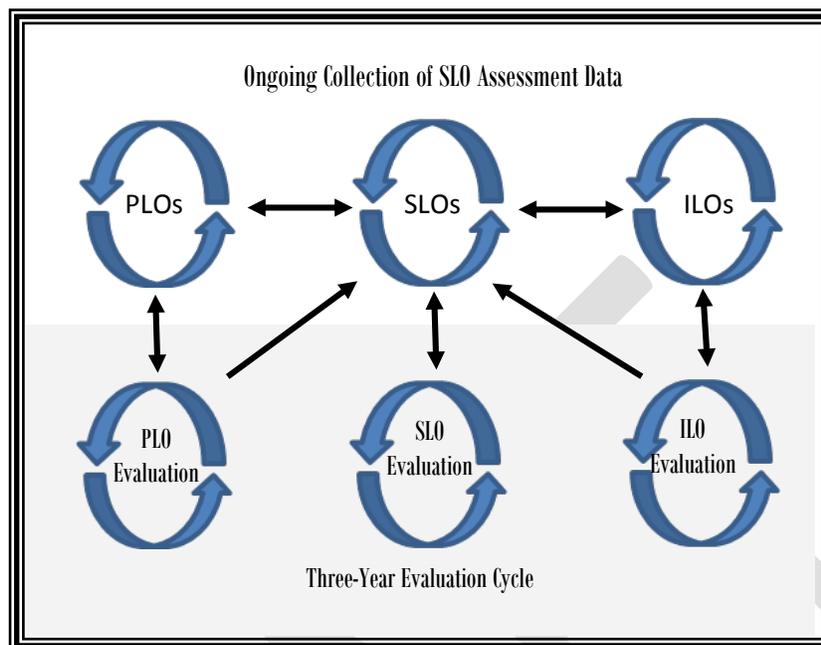


Figure 1. Relationships among SLO, PLO, and ILO assessments.

Analysis of Actions to Resolve Deficiencies

The October 2015 survey responses for College Recommendation 1 indicated the campus was satisfied the recommendation had been met (1.3). Ninety percent (90%) of respondents agreed or strongly agreed that the recommendation had been adequately addressed, 6% of respondents disagreed, and 14% indicated “Don’t Know or N/A.” There were a total of 9 comments (2.4). Several expressed satisfaction with the SLO Cloud and the mapping process and some voiced concern that there was too much focus on ongoing assessment and not enough evaluation and dialogue. The January 2016 survey shows that 16 of the respondents (94%) agreed or strongly agreed that the campus has met the recommendations and 1 respondent (6%) disagreed (1.9).

Ongoing assessment and three-year evaluation cycles for PLOs have been established for 100% of programs. Over 87% of programs have completed their first 3-year evaluation and are on schedule for their next evaluation. The remaining 13% of programs, consisting primarily of new or newly revised degrees and certificates, are on schedule for their first 3-year evaluation (2.5).

Ongoing assessment and systematic evaluation have stimulated dialog about teaching and learning at SBVC. For example, Diesel is a program that used a PLO assessment to implement changes. Diesel indicated that reading comprehension presented a challenge to many students; the department worked

with Disabled Students Programs and Services department to provide reading support and textbook audio for students with reading challenges (2.6).

Many programs chose to evaluate or reevaluate PLOs after the Course-to-PLO mapping for the SLOCloud process had been completed. After mapping was complete, dialog among faculty led to programmatic changes; for example: programs were able to see whether PLOs and SLOs were out of alignment, resulting in writing more effective outcomes; programs identified potential capstone courses and assignments; programs saw the need to develop a common assessment instrument; programs initiated curriculum changes; and programs identified equipment and professional development needs (2.7).

DRAFT

ACCJC Recommendations to Resolve District Deficiencies

District Recommendation 1:

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

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

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

Actions Taken to Resolve Deficiencies

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

Subsequently, the task force openly and candidly discussed strategies for addressing these deficiencies. The corrective actions collectively recommended were:

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

During the month of May and throughout the summer, the sub-task force committees for the development of a Board Policy Manual and for the revision of the Board Policy and Administrative Procedures (BP/AP 2410) met. In both instances, representatives from the ACCJC District Task Force met with the District Assembly to request that the current BP/AP review process be placed on “pause” until a new process was developed and proposed for the fall, and that rather than approving the Board Handbook that was scheduled to be approved, they allow time for the ACCJC District Task Force to review and incorporate additional changes over the summer. Both requests were approved. It was suggested, and agreed to, that the BP/AP review process be reviewed by joint sub-committees of the District Assembly and the ACCJC District Task Force (1.1).

The SBVC Academic Senate had a thorough discussion of the ACCJC Action Letter at the 2/18/15 and the 3/4/15 meetings (3.1). The Senate considered all the District Recommendations and the Commission Recommendation was the result of the insufficient leadership and management at the District level, and ultimately the responsibility of the Chancellor. The Senate took action to resolve the deficiencies by initiating a vote of no confidence in the Chancellor (3.2). The SBVC Academic Senate worked with the Crafton Hills College Academic Senate to craft a resolution and gather evidence. The resolution and evidence were presented to the Board of Trustees at the 4/9/15 board meeting, with a request that the resolution be placed on the agenda for discussion at the 5/14/15 board meeting (3.3). The Board of Trustees offered the following statement in reply. "The Board has received and carefully reviewed the Academic Senates' no confidence resolutions (SBVC Resolution SP15.02 and CHC Resolution SP15.04) and supporting documents. As with all information received by the Board, it will be given careful consideration. The Board requests that the faculty work together with the Chancellor and the District Office staff to implement the recommendations of the ACCJC and prepare the follow up report for submission on its March 15, 2016 due date." The Academic Senate continues to participate in the District ACCJC Ad-Hoc Task Force and work with the ASLO Committee, Ad-Hoc Staffing Plan Committee, Enrollment Management Committee, and others to resolve campus and District deficiencies.

[1] Board Examination of Role

The sub-task force committee working on the Board Handbook met to review the local handbook that was being proposed, and incorporated the changes recommended by the ACCJC District Task Force (1.1). This included ensuring that the local handbook complemented, augmented, and expanded upon the Community College League of California (CCLC) Trustee Training, reviewing and adding to the list of topics in which all trustee members should be trained, ensuring regular updating of the handbook, specifying Chancellor and Board President responsibilities, specifying when the training of board members is to occur, and incorporating a sign-off sheet to verify the training of board members in each topic area. District Assembly recommended changes to the Board Handbook and approved the Board Handbook as amended at the Board meeting on 9/1/2015 (3.4).

The Board of Trustees received training from ACCJC on June 1, 2015 that specifically addressed the role of the Board. Topics addressed included board roles and responsibilities from an accreditation viewpoint, the realm of the board, scenarios describing the accreditation experiences of three community college boards, and some pathway actions for improvement (3.5). In August 2015, a trustee

at the Butte-Glenn Community College District in Oroville facilitated the Board Retreat (3.6). The retreat agenda included:

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

A new trustee was appointed to the board in December 2015. The Trustee has received two training sessions, one with the Chancellor and the second with the Chancellor and Board President. The sessions focused on: background information on SBCCD, outstanding issues currently impacting the District and Board of Trustees; and Board Handbook, Board Policy, committee structures, and how board governance differed from District operations. District materials were provided to the Trustee for study. The Trustee was connected with online Trustee resources for CCCL and ACCJC (3.7).

[2] Board Acting in a Manner Consistent with Policies

The Board of Trustees is becoming more educated about policy and procedures. The Board of Trustees are studying a list of perceived inconsistencies between Board Policies and Board actions that were identified in the October 2015 Follow-up Survey.

[3] Framework for Policy Review

The joint sub-committees of the District Assembly and the ACCJC District Task Force convened on two occasions and revised Board Policy and Administrative Procedures (BP/AP 2410) to incorporate the recommendations of the ACCJC District Task Force (1.1). These changes included establishing a defined timeline for BP/AP review (6-year review cycle), establishing points of accountability for the review process, developing a tracking system for the review cycle along with a rationale for BP/AP changes available for all to see online, ensuring input by subject area experts, and preventing conflicts with other District BPs/APs. Training sessions were conducted for both the subject area experts and those charged with accountability for the review process (1.1). The BP/AP review cycle was reviewed at District Assembly on 9/1/2015 and approved at the 10/6/2015 meeting (3.8).

District Assembly is reviewing the 86 BP/APs scheduled for review this year in accordance with the current AP 2410 review process. To date:

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

Analysis of Actions to Resolve Deficiencies

The October 2015 survey showed that 39% of the respondents agreed or strongly agreed the District had adequately addressed the recommendation; 38% of respondents disagreed or strongly disagreed the District adequately addressed the recommendation; and 23% of respondents responded "Don't

Know or N/A" (1.3) The 19 comments expressed concerns about inconsistencies between board actions and board Policy, effectiveness of the Board Handbook, and support for the AP/BP review process (2.4).

A trustee met ASLO co-chairs to discuss the findings of the October 2015 survey and attended the December 4, 2015 ACCJC Ad-Hoc Task Force meeting, where further discussion of District Recommendation 1 took place (1.1). Following those meetings, the Chancellor and the Board requested a list of the inconsistencies noted by the campus for further review and discussion (3.9). Items included were:

- Board Agenda 8/13/15 p. 42 references BP 7250 in a request for management tuition reimbursement. BP 7250 is an incorrect reference. Tuition reimbursement is mentioned in AP 7250, and AP 7250 refers the reader to correct BP 7160/AP 7160 Professional Development.
- The above-referenced tuition reimbursement request was challenged by the Academic Senate Resolution FA15-5 (3.10). The resolution stated that the tuition reimbursements were intended for professional development whereas the request for reimbursement would pay tuition for a manager to earn a degree retroactively that was required for the current position held by the manager.
- BP 2315: Board regularly fails to report on the results of closed session items during the meeting and in minutes [Dates forthcoming].
- It is unclear whether the Board evaluated the Chancellor according to BP/AP in 2014-2015. Chancellor's evaluation is on every Board agenda, but the completion of the Chancellor's evaluation has not been reported out.
- BP 2340 - Board Agenda announcement did not comply with the Brown Act's stipulation to post the agenda 72 hour in advance of the meeting for 10/08/2015 (Agenda emailed 10/06/2015) and 11/12/2015 (Agenda emailed 11/10/2015).
- Board approved the hiring of a campus president who did not hold an appropriate degree from an institution accredited by a recognized U.S. accrediting agency at the time of the degree was awarded.
- BP/AP 2510 - Board frequently acts on items that have not had sufficient collegial consultation and/or items that fall under the 10 +1 purview of the Academic Senate. Examples cited are: Reorganization of Personnel during summer (impacted campus budgets, hiring processes, duplication of positions, insufficient program review/needs assessment); Hiring outside consultants for Facilities & Educational Master Plan (impacted budget & intuitional planning at the campus level); Budget approval when tentative budget was altered by the DBC over the summer without all constituencies being represented. [Note: DBC is addressing the summer issues in several ways; moving up the budget timeline, and having prioritized lists for adjustments in place prior to commencement.]

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

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

In working on District Recommendation 1, the Board of Trustees has become more involved at a campus and District level. The Trustee member of the ACCJC Ad-Hoc Task Force has encouraged increased dialog among the Board, District and Campuses. Board members are now assigned to sub-committees and meet with the Vice-Chancellors to gain a better understanding of Budget and HR issues (3.11) The Board is actively involved in developing and adhering to the new Board Handbook.

On October 19, 2015, the Chancellor's Evaluation Committee convened to commence the process for the 2015-16 evaluation of the Chancellor (3.12). The Committee scheduled anticipated meeting dates as well as determined the date for the distribution of the campus-wide survey. The Committee planned to complete the report by the end of November 2015, and to submit said report to the Board of Trustees. A separate ad hoc evaluation committee, established by the Board of Trustees, was working simultaneously to address the Chancellor's evaluation. The Chancellor's evaluation took place on January 14, 2016. The Board of Trustees have met with the Chancellor to discuss goals for the upcoming year (3.13) [Minutes for 1/14/16 will be approved on 2/25/2015].

The January 2016 survey shows that 12 of the respondents (70%) agreed or strongly agreed that the campus has met the recommendations and 5 respondent (30%) disagreed or strongly disagreed (1.9). Comments expressed concerns about the constraints of the Follow-Up Report timeline. It was felt that the Board Handbook and BP/AP Review Cycle show promise, but more time is required to analyze the impact and effectiveness of the solutions (2.4).

District Recommendation 2

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

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

And made the following recommendation:

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

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

Actions Taken to Resolve Deficiencies

The ACCJC Ad Hoc Task Force collectively identified the following deficiencies, recognized as District shortcomings that needed to be addressed and which were believed to have led to the findings (1.1).

. The corrective actions collectively recommended were:

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

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

The ACCJC Visiting Team Report stated "The employee satisfaction surveys as well as interviews with faculty and staff at the College indicate that staffing instability in the Human Resource Department may be taking a toll on the efficiency of the two Colleges (2.1)." The District took action to stabilize HR by hiring permanent Vice Chancellor of Human Resources in May 2015. The Vice Chancellor found that the

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

Working with the Chancellor's Cabinet, the 2014/2015 Human Resources program review, and as much as possible within the existing resources and number of positions allotted to HR, the Vice Chancellor of Human Resources prepared the *Human Resources Reorganization and Restructure Plan (4.1)*

The essential element of the plan are to:

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

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

Table 1: Human Resources Staff, 2015-16 (Post-Re-organization.)

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

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

The Coordinator of Diversity and Talent Recruitment position replaced two Recruitment Specialist positions. This position conducts recruitment locally, statewide, and nationally and develops, maintains, and follows the legally mandated SBCCD EEO Plan to ensure recruitment efforts address diversity and equal opportunity employment (4.2).

The Employee Relations Officer position replaced the Human Resources Analyst position and in addition to an Analyst’s responsibilities, will be responsible for addressing the ever-growing needs related to Title IX compliance and ADA requirements (4.3).

Coordinator, Professional Learning and Organizational Effectiveness, is a position that is similar to a position that had been previously approved in the 2014/2015 District Program Review process and was originally entitled Training Specialist. This position is charged with coordinating, implementing, and supporting the implementation of professional and leadership development. This position will assure District compliance with all training necessary for state and federal laws and regulations including but not limited to Discrimination, Sex Harassment, Equal Employment Opportunity, and Title IX (4.4).

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

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

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

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

Questica Software, an operating, capital, and position planning software solution, with a Salary and Position Planning module, has been fully implemented to ensure accurate funding and position control for management. It maintains budgeting aspects, ensuring all management is aware of the funding source for each position (4.5).

An internal hiring process manual was created that addresses how all positions and actions related to positions move through the system. The process includes a flow chart and necessary forms, such as (46). Included in this process is a new Job Analysis Questionnaire (JAQ) designed to provide managers with a series of questions that incorporate consistent guidelines in the formation of a new job description consistent with and meets legal requirements of an equal opportunity employer (4.7). Human Resources has designed the JAQ as an internal tool used prior to the final approval of a position so that supports are provided to the departments to prevent delays caused by errors and inconsistencies in forming a job description.

[2] Timeliness of Employee Evaluations

The ACCJC Visiting Team report noted that “During the visit, the District Team verified that tracking records maintained by Human Resources for all employee evaluations are inconsistent in the dates that the evaluations are scheduled and actually completed based on College records (2.1).”

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

Pending the full implementation of PeopleAdmin, Human resources has compiled a list of current and past-due employee evaluations. Those with no change in assignment were evaluated first, followed by employees with a change of assignment and/or supervisor. In some cases, Human Resources will place the employee on a new evaluation cycle, depending on whether the (4.9).

Current and past-due management evaluations were initiated and completed in fall 2015. Past-due evaluations of classified and academic employees will take place in accordance with the respective bargaining unit agreements. Eight overdue academic evaluations were completed in December 2015. The classified evaluation process will begin April 2016 as per Article 2.1 of the CSEA contract (4.10).

Table 2: District Wide Past-Due Evaluations

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

Table 3: District Wide Employee Evaluation Status Summary

	Employees	Percent
On-schedule Evaluations	536	86%
Past-Due Evaluations	86	14%
Total Evaluations	622	100%

[3] Employee Hiring

Several strategies have been developed to improve the timeliness of the employment process. Two Human Resources Generalist positions were filled over the summer. Timelines for hiring are now planned by identifying the date of Board Meeting for final approval and scheduling hiring committee meetings and interviews with the intent of completing the hiring process by the target date. Two weeks of the hiring process is saved by concurrently posting vacancies internally and externally; if the position is filled internally, the external posting is withdrawn. Hiring committee members are identified when a position is announced, instead of after a position has closed. All hiring committee meetings and interviews are scheduled well in advance to avoid delays due to scheduling conflicts (4.11).

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

HR is being proactive in its recruitment efforts. District participated in only two (2) recruitment fairs in the spring of 2014-15, whereas HR has plans to attend seven (7) recruitment fairs in fall 2015. Job search engines, which have been utilized by the District for the purpose of recruitment, have been analyzed to determine whether posted jobs are rendering "hits" by prospective applicants. Search engines that demonstrated minimal hits have been identified for non-renewal of contracts while others, such as the State Registry, which has not been utilized by the District, have been identified as a viable option for recruitment (4.12).

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

to be taken to hire new and replacement employees (4.14).

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

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

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

Table 5: 2015-2016 Recruitments to Date

Recruitment Status	CHC	DIST	SBVC	TOTAL
Anticipated	12	0	1	13
In Process	8	11	23	42
On Hold	4	3	16	23
Total	24	14	40	78

Table 6: 2015 District Hires by Employee Category

Hires	CHC	DIST	SBVC	TOTAL
Academic	6	0	18	24
Classified	7	7	17	31
Confidential	0	8	0	8
Interim-Mgmt	1	2	0	3
Management	0	7	4	11
Total	14	24	39	77

[4] Consistent Policy Interpretation

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

knowledge across distinct areas within the department such as benefits, recruitment, and professional development based on recognized needs in the field. As such, HR has begun the process of training not only new staff, but also existing staff to address the unique and complex scenarios that occur on a daily basis. As a part of this process, collective bargaining agreements as well as meet-and-confer agreements with management and confidential associations are reviewed. Monthly HR meetings focus on policies and procedures as well as goals and objectives that align with the District-wide strategic plan (4.14).

[5] Faculty Evaluation Instrument/SLOs

The Tools committee has been established, includes faculty representation from SBVC and CHC, and has the authority to change evaluation instruments. The committee had early difficulty finding a meeting time, but finally met on October 23, 2015. The Tools committee recommended placement of the following statement “I have self-reflected in regards to the development and assessment of SLOs (this statement may apply to SLO/Compensated Part-Time Faculty)” in the faculty evaluation. HR consulted (4.15). The self-reflection statement includes a check-box above the signature line for the individual being evaluated. By checking the box, faculty are acknowledging that they have self-reflected on SLOs as per the SLO process defined by Academic Senate. The new evaluation form was distributed to all managers and is available on the District Wiki, labeled Formal Evaluation Procedure Pursuant to Article 16B (4.16; 4.17).

Analysis of Actions to Resolve Deficiencies

The October 2015 survey showed 38% of the respondents agreed or strongly agreed that the District had adequately addressed the recommendation. 39% of respondents disagreed or strongly disagreed adequately addressed the recommendation (1.3). 23% of respondents responded “Don’t Know or N/A”. The 16 comments expressed concerns and praise. A greater portion of the comments indicated that little improvement had been made in HR (2.4). Concern was expressed about the appropriateness of the reorganization of HR. Especially the creation of the Professional Learning and Organizational Development position when each campus already has a Professional Development Coordinator. The ACCJC visiting team gave SBVC’s Professional Development Department an accommodation for the professional development program on campus. Other comment spoke favorably of the changes in HR and found noticeable improvements in the department.

The 2015/2016 San Bernardino Community College District Employee Climate Survey (SBCCD Climate Survey) results are consistent with the October 2015 survey (1.12). When asked about the overall satisfaction with the HR 51% of respondents agreed or strongly agreed that they were satisfied and 49% indicated disagreement or strong disagreement (p. 34 q9x). The SBCCD Climate Survey asked several questions that directly related to District Recommendation 3.

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

- 48.9 percent agreed or strongly agreed that employees were evaluated at state intervals.

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

Comments from both the SBCCD Climate Survey and the January 2016 survey were similar to those expressed in the campus survey (1.12; 3.13), although there was some indications that new hiring processes require additional paperwork and could become a burden to managers and staff involved in the process. Two of the comments in the January 2016 Survey mentioned that the SLO self-reflection statement in the faculty evaluation would benefit from further definition and broader opportunity for self-reflection and evaluation.

The self-reflection instrument that was developed for faculty evaluations is consistent with the practices and recommendations presented in the 2012 article *Faculty Evaluations – The SLOAC Debate Continues*, the 2013 paper *Sound Principles for Faculty Evaluation*, and the Fall 2014 Resolution 02.01 *Student Learning Outcomes and Faculty Evaluations* adopted by Academic Senate for California Community College Colleges (4.19).

The Chancellor is taking steps to improve communication with constituent groups regarding important work across the District. Out of concern that one-one-one meetings are too narrowly focused and District Assembly is too large, the Chancellor has created the Chancellor's Advisory Group. The Chancellor's Advisory Group will include key campus constituency leaders and create the opportunity informally to discuss new ideas, concerns, problems, strategies and to gather advice. The membership includes the following positions: Chancellor, CHC President, SBVC President, VC HR, VC Fiscal, Associate VC TESS, CHC Faculty Senate President, SBVC Faculty Senate President, CHC Classified Senate, SBVC Classified Senate, and Management Association President (4.20).

District Recommendation 3

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

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

Actions Taken to Resolve Deficiencies

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

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

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

In response to the Collaborative Brain Trust (CBT) report on enrollment management received October 2014, the Chancellor formed an enrollment management task force comprising 11 members representing both campuses and the District. The task force was charged with developing a recommendation on FTES goal distribution between the two colleges. On April 16, 2015, the enrollment

management task force recommended the “floating” Resource Allocation Model (RAM) be modified to a more systematical model that could address the issues identified in the CBT report.

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



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

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

1. The SB361 State Base Allocation revenue for each college shall be passed directly on to the college concerned.

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

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

San Bernardino Valley College

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

Crafton Hills College

- I. ~~4,703~~ 4,841 total projected funded FTES
 - II. All District Unfunded FTES will be carried by Crafton Hills College (projected is ~~78~~ 23 unfunded FTES)
 - III. District to fund unfunded FTES from fund balance
-

4. Overcap funding for credit FTES shall be divided between the two colleges as follows. *(Overcap is the additional FTES the district could recapture if other districts do not grow enough during the year. It is usually known around February of each year at recalculation [Recalc].)*

San Bernardino Valley College

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

Crafton Hills College

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

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

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

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

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

San Bernardino Valley College

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

Crafton Hills College

4,864 actual FTES

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

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

[2][5]Transparency and Communication

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

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

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

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

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

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

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

[4] Staffing Plan

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

Analysis of Actions to Resolve Deficiencies

The October 2015 survey showed that approximately 33% of the respondents agreed or strongly agreed that the District had adequately addressed the recommendation; another 43% of respondents disagreed or strongly disagreed the District had adequately addressed the recommendation. Finally, almost 22% of respondents responded "Don't Know or N/A." The 16 comments varied widely, with many respondents noting greater transparency and communication from the Office of Fiscal Services and other respondents who believed the communication and transparency efforts were superficial. There were also comments that clearly referenced earlier versions of the RAM.

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

Spring Flex Day and despite ongoing advertisement by the Office of Professional Development was poorly attended.

SBCCD Climate Survey included several questions that addressed the recommendations in District Recommendation 3. These results, which include responses from Crafton Hills College employees, were collected in December 2015, and show an improvement over the October 2015 Follow-Up Report Survey.

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

The January 2016 survey shows that 12 of the respondents (70%) agreed or strongly agreed that the campus has met the recommendations and 5 respondent (30%) disagreed or strongly disagreed. Comments in the SBCCD Climate Survey and the January 2016 Survey indicate that concerns about trust and transparency are still prevalent. Comments also noted that efforts are being made to better communicate budget information to the campus.

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

ACCJC Recommendation to Resolve Third Party Comment Deficiencies

Commission Recommendation 1

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

Actions Taken to Resolve Deficiencies

[1] Ensure College President holds an appropriate degree

The President has enrolled at Pacific Oaks College, an institution accredited by WASC, with the goal of earning a bachelor's equivalency based on life experience and a Master's Degree of Arts in Human Development (6.1).

In November 2015, the President announced her retirement, effective June 30, 2016 (6.2).

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

The 2015-2016 Catalog lists all degrees held by faculty and administrators (6.3).

Analysis of Actions to Resolve Deficiencies

[1] The initial plan to resolve this deficiency was opposed by the Academic Senate. Resolution SP15.04 ACCJC Commission Recommendation 1 and Minimum Eligibility Requirements for Chief Executive Officers was passed on 3/25/15 opposing the Chancellor's plan to resolve the Commission Recommendation (6.4; 6.5). The Academic Senate believes that enrollment in a master's program will not meet the Commission's expectation that SBVC "ensure that the President holds an appropriate degree from an institution accredited by a recognized U.S. accrediting agency" at the time the Follow-up is due.

The October 2015 survey showed that about 28% of the respondents agreed or strongly agreed that the District had adequately addressed the recommendation; also, 61% of respondents disagreed or strongly disagreed adequately addressed the recommendation; and approximately 12% of respondents responded "Don't Know or N/A (1.3)." The 29 comments expressed concerns about: the campus's

accreditation, reputation, and morale; the hiring process; and the quality of college being attended by the president (2.4).

Since the announcement of the president's retirement, Human Resources, in consultation with college constituencies, is working towards hiring a president to start July 1, 2016 (6.6). The Vice Chancellor of Human Resources, in cooperation with the Office of Research, Planning, and Institutional Effectiveness, is sending out a survey to solicit information on what the campus would like to see in the next president (6.7). The president position announcement will be posted on 2/1/2016 and the announcement will run for 60 days (6.8). To obtain a diverse pool of applicants, the position is posted in the following locations/publications:

- SBCCD Employment Website, CCC Registry (Add all others locations when complete list received received)
- A hiring committee composed of (1) CSEA, (1) Classified staff (President's Office), (1) Classified Senate, (1) CTA, (1) SBVC Academic Senate, (1) Management, and (1) Chancellor's designee, (1) Student, (1) Community member (optional) will be convened
- Open Forums will be held

January 2016 Survey (1.9) showed that 10 (63%) of the respondents agreed or strong agreed that the recommendation had been addressed while 6 (37%) disagreed or strongly Disagreed. Comments from the January 2016 Survey (3.13) expressed concern that President holding an appropriate degree from an institution accredited by a recognized U.S. accrediting agency would not be in place at the time for Follow-Up report was submitted.

[2] It was noted in the comments from both surveys (2.4; 3.13) that the 2015-2016 College Catalog reflected the necessary updates and this portion of the recommendation has been met.

Evidence List

- 1.1 ACCJC Ad-Hoc Task Force Minutes
 - a. 4/6/2015
 - b. 4/20/2014
- 1.2 SBVC Follow-Up Report First Draft, October 2015
- 1.3 SBVC Follow-Up Report First Survey, October 2015
- 1.4 CSEA Follow-Up Report First Draft Feedback, October 2015
- 1.5 ASLO Minutes reflecting ASG Feedback
- 1.6 Accreditation Forum 1/14/2016
 - a. PPT; Timeline, College Recommendation 1, Commission Recommendation 1
 - b. District Recommendation 1 Handouts
 - c. District Recommendation 2 Handouts
 - d. District Recommendation 3 Handouts
- 1.7 SBVC Follow-Up Report Second Draft, January 2016
- 1.8 Flex Day 1/14/2016 Schedule and Advertising
- 1.9 SBVC Follow-Up Report Second Draft Survey, January 2016
- 1.10 ASG Follow-Up Report Second Draft Survey, February 2016
- 1.11 CSEA Follow-Up Report Second Draft Survey, February 2016
- 1.12 2015-2016 San Bernardino Community College District Employee Climate Survey
- 1.13 List of meetings/minutes where Recommendations/Drafts were discussed

- 2.1 ACCJC Visiting Team Report
- 2.2 PLO Mapping Spreadsheet
- 2.3 Sample SLO Cloud Course and Program Reports
- 2.4 SBVC Follow-Up Report First Survey, October 2015 Comments
- 2.5 Program Evaluation Three-Year Cycles
- 2.6 Diesel Program Evaluations
- 2.7 Representative Sample of Program Evaluations

- 3.1 Academic Senate Meetings 2/18/15; 3/4/15
- 3.2 Academic Senate Resolution SP15.02
- 3.3 Board of Trustees Meeting 5/14/15
- 3.4 Board Handbook
- 3.5 Board of Trustees Meeting 6/1/2015
- 3.6 Board of Trustees Retreat, August 2015
- 3.7 Board of Trustees Meeting, January 25, 2016
- 3.8 District Assembly Meeting 10/6/15
- 3.9 Email G. Kuck
- 3.10 Academic Senate Resolution FA15-5
- 3.11 Board of Trustees sub-committee assignments
- 3.12 Chancellor's Evaluation Committee
- 3.13 Chancellor's Evaluation
- 3.14 SBVC Follow-Up Report Second Draft Survey, January 2016 Comments

- 4.1 Human Resources Reorganization

- 4.2 Coordinator of Diversity & Talent Job Description
- 4.3 Employee Relations Officer Job Description
- 4.4 Coordinator of Professional and Organization Development Job Description
- 4.5 Position Tracking
- 4.6 Internal Hiring Manual/Flow Chart
- 4.7 JAG
- 4.8 PeopleAdmin
- 4.9 Past-Due Employee Evaluation Tracking
- 4.10 CSEA Contract
- 4.11 Sample E-mails from HR
- 4.12 List of Job Fairs
- 4.13 Vacancy Tracking
- 4.14 Human Resources Standard Operating Procedures Manual
- 4.15 E-Mail from Sheri Lillard
- 4.16 Evidence of Managers Receiving Information
- 4.17 District Wiki
- 4.18 ASCCC Publications
- 4.19 Chancellor's Email

5.1 (5's are currently in progress)

- 6.1 Chancellor's E-mail
- 6.2 Email; Board of Trustee Minutes
- 6.3 College Catalog
- 6.4 Academic Senate Resolution SP.04
- 6.5 Academic Senate Meeting 3/25/2015
- 6.6 E-mails L. Norman; D. Lewis
- 6.7 E-mail Characteristic of a President Survey
- 6.8 Job Announcement

COLLEGE COUNCIL VOTING RECORD TRACKING

DATE February 10, 2016

College Council Members	MOTION One Time Emerging Needs - Two Acrylic Enclosures for Two Large Paintings in Library Maximum \$2,000.00	MOTION Approval of the SBVC Mission Statement Version #2 Template	MOTION Approval of the SBVC Mission Statement Version #2 Remove "at a low cost"	MOTION Approval of the SBVC Mission Statement Version #2 Add "and beyond" to end	MOTION	MOTION	MOTION
Gloria Fisher	Aye	Aye	Aye	Aye			
Jeremiah Gilbert	Aye	Aye	Aye	Aye			
Dave Bastedo	Absent	Absent	Absent	Absent			
Aaron Beavor	Aye	Aye	Aye	Aye			
Lorrie Burnham	Aye	Aye	Aye	Aye			
Marco Cota	Absent	Absent	Absent	Absent			
Paula Ferri-Mulligan	Aye	Aye	Aye	Aye			
Rania Hamdy	Aye	Aye	Aye	No			
Leticia Hector	Abstention	Aye	Aye	Aye			
Rick Hrdlicka	Aye	Aye	Aye	No			
Diane Hunter	Aye	Aye	Aye	Aye			
Celia Huston	Absent	Absent	Absent	Absent			
Haragewen Kinde	Absent	Absent	Absent	Absent			
Sarah Miller	Absent	Absent	Absent	Absent			
Ricky Shabazz	Absent	Absent	Absent	Absent			
James Smith	Aye	Aye	Aye	Aye			
Scott Stark	Aye	Aye	Aye	Aye			

Linda Subero	Aye	Aye	Aye	Aye			
Kay Weiss	Aye	Aye	Aye	Aye			

VOTING RECORD – COLLEGE COUNCIL MEETING – DATE 2-10-16

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:	MOTION:
<i>Glenn Fisher</i> <u>Glenn Fisher</u>	Energy Needs	Mission Statement Henry White Version #2	"Remove at 20 mins out V-2	"Add - and beyond V-2	
First					
Second					
AYES	X	X	X	X	
NOES					
Abstentions					
Absent					
Motion Carried or Failed					

LATE ARRIVAL TIME: _____

DEPARTURE TIME, IF PRIOR TO END OF MEETING: _____

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

VOTING RECORD – COLLEGE COUNCIL MEETING – DATE 2/10/2016

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:	MOTION:
<u>J. FIGBERT</u>	2- HASTING'S MOTION - \$2000 FOR NETWORK	MOTION: MISSION STATEMENT VERSION 2	MOTION: REMOVE "AT A LOW COST" FROM U.2	MOTION: ADD "AND BEYOND" TO END OF U.2	MOTION:
First	KAT W.	KAT W.	ME	RAULFA, F	
Second	JAMES S.	AARON B.	BACK. H.	JAMES S.	
AYES	✓	✓	✓	✓	
NOES					
Abstentions					
Absent					
Motion Carried or Failed	C	C	C	C	

LATE ARRIVAL TIME: _____

DEPARTURE TIME, IF PRIOR TO END OF MEETING: _____

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

VOTING RECORD – COLLEGE COUNCIL MEETING – DATE 2-10-16

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:
<u>Aaron</u> <u>Beaver</u>	For enclosure for paintings	Mission State #2		
First	Kay Weis	Delete Low Cost Book beyond	3	
Second	James Smith	Paula		
AYES	10 X	X (23+4)		
NOES	0			
Abstentions	1			
Absent				
Motion Carried or Failed	Passed	Passed		

LATE ARRIVAL TIME: _____

DEPARTURE TIME, IF PRIOR TO END OF MEETING: _____

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

VOTING RECORD - COLLEGE COUNCIL MEETING - DATE 2/10/16

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:	MOTION:
<u>Lorrie</u> <u>Burnham</u>	To Approve A 2000.00 for cover & cleaning of Paintings	Motion to Approve Version 2 of Mission statement as template	Remove "at a low cost"	Add and Beyond	
First	Kay	Kay	Rick	Paula	
Second	James	Aaron	Jeremiah	James	
AYES	X	X	X	X	
NOES	0				
Abstentions	0				
Absent					
Motion Carried or Failed	Carried	Carried	Carried	Carried	

LATE ARRIVAL TIME: _____

DEPARTURE TIME, IF PRIOR TO END OF MEETING: _____

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

VOTING RECORD – COLLEGE COUNCIL MEETING – DATE 2-10-15

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:	MOTION:
<u>Paula</u>	Art	V-2	V2-low cost	V2-IE	
First					
Second					
<u>AYES</u>					
NOES					
Abstentions					
Absent					
Motion Carried or Failed					

LATE ARRIVAL TIME: _____

DEPARTURE TIME, IF PRIOR TO END OF MEETING: _____

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

VOTING RECORD – COLLEGE COUNCIL MEETING – DATE 2-10-16

Member NAME (PLEASE PRINT)	MOTION: ①	MOTION: ④	MOTION: ②	MOTION: ③	MOTION:
<u>Paria Andy</u>	<u>Parity</u>	<u>Travis</u> <u>Empire</u>	<u>mission statement</u> <u>version 2</u>	<u>mission statement</u> <u>version 2</u> <u>Remove "let a</u> <u>low cost"</u>	
First					
Second					
AYES	<u>f</u>		<u>x</u>	<u>x</u>	
NOES					
Abstentions		<u>f</u>			
Absent					
Motion Carried or Failed					

LATE ARRIVAL TIME: _____

DEPARTURE TIME, IF PRIOR TO END OF MEETING: _____

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

VOTING RECORD – COLLEGE COUNCIL MEETING – DATE 2-10-16

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:	MOTION:
Leticia Hector	Painting	Version 2 MISSION YUMBOO	Number "at a version" in version	Version 2 - add "and beyond" ...	
First					
Second					
AYES	*	*	*	*	
NOES					
Abstentions	X				
Absent					
Motion Carried or Failed	carried	carried	carried	carried	

LATE ARRIVAL TIME: 1:10

DEPARTURE TIME, IF PRIOR TO END OF MEETING: _____

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

VOTING RECORD – COLLEGE COUNCIL MEETING – DATE 2/10/16

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:
<u>Rick</u>	Painting	Drop Low cost	+ Beyond	
<u>Handbook</u>				
First				
Second				
AYES	X	Rick		
NOES		X	X	
Abstentions			X	
Absent				
Motion Carried or Failed	Carried			

LATE ARRIVAL TIME: _____

DEPARTURE TIME, IF PRIOR TO END OF MEETING: _____

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

VOTING RECORD – COLLEGE COUNCIL MEETING – DATE 2/10/16

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:	MOTION:
<u>Hunter, D.</u>	Approve Enclosure for painting	Mission version 2 shirt	Remove @ a low cost	Remove "Principals' Report"	MOTION:
First					
Second					
AYES	✓	✓		✓	
NOES					
Abstentions					
Absent					
Motion Carried or Failed					

LATE ARRIVAL TIME: _____

DEPARTURE TIME, IF PRIOR TO END OF MEETING: _____

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

VOTING RECORD – COLLEGE COUNCIL MEETING – DATE FEB 10 2016

Member NAME (PLEASE PRINT)	MOTION: <u>④</u> Painting protectives	MOTION: <u>②</u> we 2 we 2	MOTION: <u>③</u> low cost	MOTION: <u>④</u> TO INFINITY AND BEYOND!	MOTION:
<u>SCOTT STARK</u>					
First					
Second					
AYES	X	X	X	X	
NOES					
Abstentions					
Absent					
Motion Carried or Failed					

LATE ARRIVAL TIME: _____

DEPARTURE TIME, IF PRIOR TO END OF MEETING: _____

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

36%
 Awards
 300 decrease
 AGCU
 AGO 5th
 Sept
 0
 10/10/16

VOTING RECORD – COLLEGE COUNCIL MEETING – DATE 2-9-16

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:
<u>James Smith</u>	Parting Enclosure Mission #2	Mission #1 with modifications INLAND Empire + Beyond	Mission #2	MOTION: #2 was REMOVE at a low cost
First				
Second				
AYES	X	*	*	X
NOES	X			
Abstentions				
Absent				
Motion Carried or Failed	Carried	Carried	Carried	

LATE ARRIVAL TIME: _____

DEPARTURE TIME, IF PRIOR TO END OF MEETING: _____

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

VOTING RECORD – COLLEGE COUNCIL MEETING – DATE 2/9/16

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:
<u>Linda Subero</u>	MOTION: not to exceed \$2,000. for painting in the library	MOTION: to take out low cost	MOTION: to inland Empire	MOTION:
First				
Second				
AYES	✓	✓	✓	
NOES				
Abstentions				
Absent				
Motion Carried or Failed				

LATE ARRIVAL TIME: _____

DEPARTURE TIME, IF PRIOR TO END OF MEETING: _____

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

VOTING RECORD – COLLEGE COUNCIL MEETING – DATE 2-10-14

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:	MOTION:
<u>Kay Weiss</u>	Enclosure	Motion: Military Government	Motion: new cost 1000 cost	Motion: Wind Engine Beyond	
First	ag. moved to approve up to 2000 for enclosures for 10 parking	has use version 2.00 tender			
Second					
AYES	✓	✓	✓	✓	
NOES					
Abstentions					
Absent					
Motion Carried or Failed					

LATE ARRIVAL TIME: _____

DEPARTURE TIME, IF PRIOR TO END OF MEETING: _____

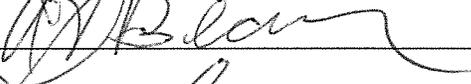
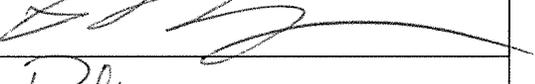
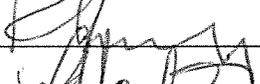
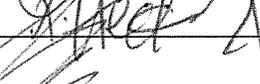
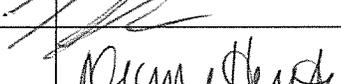
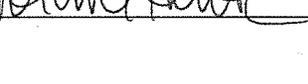
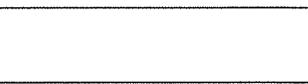
PLEASE COMPLETE AND TURN INTO STAFF AT END OF MEETING OR LEAVE ON TABLE & STAFF WILL PICK UP

COLLEGE COUNCIL MEETING – SIGN IN

DATE: February 10, 2016

TIME: 1:00PM – 3:00 PM

LOCATION: President's Conference Room ADSS-207

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

(19 members)

MEETING GUEST(S) – SIGN IN (Below)

NAME	DEPARTMENT	SIGNATURE
Ron Hastings	Library	Present

