

SBVC College Council MINUTES**Date: February 11, 2015****Location: President's Conference Room, ADSS-207****Time: 1:00 PM – 3:00 PM**

Gloria Fisher, SBVC President, Chair
 Jeremiah Gilbert, Academic Senate President, Co-Chair
 Dave Bastedo
 Marco Cota
 Gray Eation
 Rania Hamdy
 Leticia Hector
 Rick Hrdlicka
 Diane Hunter

Celia Huston
 Haragewen Kinde
 Sheri Lillard
 Sarah Miller - **A**
 Gabriel Jaramillo representation for Thomas Robles
 Ricky Shabazz
 James Smith
 Scott Stark
 Cassandra Thomas

Guest(s):

None

TOPIC	DISCUSSION and ACTION
Call to Order:	Dr. Fisher called the meeting to order at 1:05PM.
Approval of the November 26, 2014 amended minutes	<p>Dr. Fisher asked that Debby give a brief explanation of where we are with the minutes and where we hope to be soon.</p> <p>Debby advised the group that all the minutes had been transcribed and those for January 14th and 28th summarized and edited. The minutes for the December 10th meeting have sections which are not audible so I am going to ask assistance from Sarah to see if she has notes. Also, in reviewing the minutes of November 26th, the date was indicated incorrectly on the minutes as November 22nd. This is why it is placed on the agenda for today's meeting.</p> <p>Dr. Fisher entertained a motion to approve the amended minutes for the date of November 26, 2014, to change the date to reflect November 26th instead of November 22nd. Cassandra moved, Marco second, and the group voted as follows:</p> <p>AYES: Fisher, Gilbert, Cota, Eation, Hamdy, Hector, Hrdlicka, Huston, Kinde, Lillard, Jaramillo, Shabazz, Smith, Stark, Thomas NOES: None ABSTENTIONS: None ABSENT: Bastedo, Hunter (both arrived later during the meeting), Miller Motion carried</p>

Approval of the December 10, 2014 amended minutes	Tabled
Approval of the January 14, 2015 minutes	Tabled
Approval of the January 28, 2015 minutes	Tabled
<p>Upcoming/Filling Vacant Positions: – Dr. Gloria Fisher</p> <ul style="list-style-type: none"> ➤ President’s Office: <ul style="list-style-type: none"> - Administrative Secretary ➤ VPAS Office: <ul style="list-style-type: none"> - (2) HVAC Technicians ➤ VPI Office: <ul style="list-style-type: none"> - Administrative Secretary for Arts & Humanities Div. - Administrative Secretary for Health Science ➤ VPSS Office: <ul style="list-style-type: none"> - Counselor 	<p>Dr. Fisher addressed the group regarding filling upcoming vacant positions. You may recall last year there came a time when, at the district level, I was able to successfully argue for filling certain positions the President’s Cabinet determined were critical need positions. I am going to suggest the positions that are being presented to you today be considered critical needs positions.</p> <ul style="list-style-type: none"> ➤ President’s Office: <ul style="list-style-type: none"> - Administrative Secretary <p>With regards to the President’s office the current position is Administrative Assistant. Working with Debby Gallagher, I have concluded the level of work that is to be completed by that second chair can be adequately covered by an Administrative Secretary, which is a lower level. We are not eliminating the Administrative Assistant position, but putting the position on hold and filling the position with the lower level position, Administrative Secretary.</p> <p>Dr. Fisher entertained a motion to approve placing on hold the Administrative Assistant position and moving forward with hiring an Administrative Secretary. Scott moved, Rick second. Discussion as follows:</p> <p>The group voted as follows:</p> <p>AYES: Fisher, Gilbert, Cota, Eation, Hamdy, Hector, Hrdlicka, Huston, Kinde, Lillard, Jaramillo, Shabazz, Smith, Stark, Thomas NOES: None ABSTENTIONS: None ABSENT: Bastedo/Hunter (Both arrived later during the meeting), Miller Motion carried</p> <ul style="list-style-type: none"> ➤ VPAS Office: <ul style="list-style-type: none"> - (2) HVAC Technicians <p>Scott addressed the group regarding the two HVAC Technicians. One vacancy was created by a technician leaving the district and the other due to a retirement. Both vacancies are budgeted, so they are not under administrative hold. Currently HVAC is being accomplished on our campus by contract and has been that way for some time.</p>

Continued - Upcoming/Filling Vacant Positions: – Dr. Gloria Fisher

The Central Plant has been serviced by an extended maintenance and repair agreement while the system bugs are being resolved and that is coming close to being accomplished. We will be responsible to take over the new Central Plant that was handled by the extended maintenance contract through the bond program. The campus also has a lot of building and mechanical equipment that is not connected to the Central Plant and requires a full time HVAC technician. Scott would like to get off the contract deal now the Central Plant is going to become ours and get our HVAC technicians back.

Dr. Fisher entertained a motion to approve the hiring of two HVAC technicians. Rick moved, Gray second, discussion.

No further discussion and the group voted as follows:

AYES: Fisher, Gilbert, Bastedo, Cota, Eation, Hamdy, Hector, Hrdlicka, Hunter, Huston, Kinde, Lillard, Jaramillo, Shabazz, Smith, Stark, Thomas

NOES: None

ABSTENTIONS: None

ABSENT: Miller

Motion carried

- VPI Office:
 - Administrative Secretary for Arts & Humanities Div.
 - Administrative Secretary for Health Science

Haragewen addressed the group regarding both positions for Administrative Secretaries. The Administrative Secretary for Arts & Humanities will be retiring and going to the February board. Also, there is the vacancy for the Administrative Secretary for Health Science. These two divisions cannot operate without this classified support, so my request is to notify you of these vacancies in both areas and to move forward to replace these vacancies.

Dr. Fisher entertained a motion to approve the hiring of the Administrative Secretary for Arts & Humanities Division and the Administrative Secretary for Health Science. Leticia moved, Diane second, no discussion and the group voted as follows:

AYES: Fisher, Gilbert, Bastedo, Cota, Eation, Hamdy, Hector, Hrdlicka, Hunter, Huston, Kinde, Lillard, Jaramillo, Shabazz, Smith, Stark, Thomas

NOES: None

ABSTENTIONS: None

ABSENT: Miller

Motion carried

Continued - Upcoming/Filling Vacant Positions: – Dr. Gloria Fisher

Haragewen made a comment that at the next College Council meeting she has some faculty retirement she will be bringing here with her recommendations.

Jeremiah informed the group at the next Academic Senate meeting the Personnel Policy Committee is bringing back a flow chart that addresses this. He is taking it to the Senate, and if it is approved, then we will have something for the next meeting to use; if not, then we will follow what we have been following.

Dr. Fisher stated this had been brought up in our other meeting and looked forward to this flowchart to be brought to this body for consideration.

- VPSS Office:
 - Counselor

Ricky will be talking about a counselor position. Since we lost a counselor due to resignation, we would like to fill that position using Student Success funds.

Rick asked if that will free up general funds?

Ricky clarified no. That means we replace someone who was on general fund, but the general fund resources were swept, and the need is still there. Since we have a fairly robust Student Success Funds budget, there are resources available to hire someone on a permanent basis and I propose hiring someone on a tenure track.

Dr. Fisher entertained a motion to approve the hiring of the Counselor. Jeremiah moved, Rania second, discussion:

Diane questioned if we fund this one with Student Success funds, when the other comes back funded, do we have two positions?

Dr. Fisher clarified yes, two positions. That is the key about a position being on administrative hold and bringing it back. We are not eliminating any positions.

The question was then will it be filled and stay? It is a funding source; we do not have general funds. It is a general fund position that is on hold. As many dollars as we have that are available, we can fund positions with the Student Success and Student Equity monies, but we must do that with caution. Because they are soft monies and we are making a judgment call that we will use these soft funds, believing that they are not that soft. We cannot just continue with just part-time, temporary, one year contract.

<p>Continued - Upcoming/Filling Vacant Positions: – Dr. Gloria Fisher</p>	<p>No further discussion and the group voted as follows:</p> <p>AYES: Fisher, Gilbert, Bastedo, Cota, Eaton, Hamdy, Hector, Hrdlicka, Hunter, Huston, Kinde, Lillard, Jaramillo, Shabazz, Smith, Stark, Thomas</p> <p>NOES: None</p> <p>ABSTENTIONS: None</p> <p>ABSENT: Miller</p> <p>Motion carried</p>
<p>Needs Request/Funding Cycle – S. Lillard</p>	<p>Sheri has yet to see the flow chart from the Senate.</p> <p>Dr. Fisher explained the flow chart was important. For example, the position that Haragewen is going to be bringing to the group. If that program has not recently gone through Program Review, then we are going to be asked to make a decision on whether or not to replace the retiree's position without knowing anything about the status of the program or need, or do we look at the Program Review list that is a part of it.</p> <p>Sheri said we ran into that issue in the fall where the money had not been released yet. We always do this in the fall and, if we continue to do this in fall, that means decisions need to be made early in spring so that money can be allocated and spent before the purchasing deadline. We send out the forms, the programs write their request in the fall. We review them, rank them, which is all done during the fall semester. Those results go out early spring.</p> <p>Dr. Fisher advised the group we will have to consider the deadline for developmental budgets. If we are building the developmental budget, keep in mind there are some things that can be done like journal entry. We can start moving monies around before the budget is actually finalized.</p> <p>Ricky stated he does not understand the hiring of faculty since they are not going to start until July 1st. If those funds are going to be available once the developmental budget becomes available, then that might solve part of the discussion that we cannot move forward in creating a PCN to hire the person.</p> <p>Dr. Fisher clarified the funds are tied to a position. If there is a person currently employed and being paid, then those funds are not available to project in the future. If it is a replacement, HR will not allow us to do that.</p>

Continued - Needs Request/Funding Cycle – S. Lillard

Ricky said we would never be able to hire new faculty for July 1st, if that is the case, because the funds would not be available.

Dr. Fisher confirmed that is right. That is exactly what happens and it holds true on the classified side when you are trying to hire a substitute. You have to be able to show the funding so you would almost have to have a separate funding source to put in place temporarily and September is when the board actually approves the budget.

Sheri said she is trying to find out what the ideal time is for our process to take place so it feeds perfectly into the budget process and there is not this delay and inconsistency.

Scott stated it looks like everything flows perfectly for budget development, but the crack is not being able to fly a position before funding is actually available.

Dr. Fisher said one thing to consider is whether or not we're looking at this in a way that we separate the budget augmentation and the hard items such as technology and facilities. We separate that from decisions because when we are going to go about buying something, I want to go back to the comment made earlier that had to do with the one-time funding. We made the decision back in the fall, actually before that, but the funding was not available until after the beginning of the year. By the time they are able to go through all the necessary paperwork processing to acquire the guidance that they had approved, funding is finally available. We are pushing the deadline and it interferes with that needs assessment piece. That to me seems like a part we need to work on. I will keep it on the agenda.

Dr. Fisher also advised the group they will see on the agenda regular items: Campus Climate Survey, Strategic Planning, and Program Review. We agreed last meeting that we would put back on Accreditation & SLO as a standing item. You can always say "no report."

Campus Climate Survey – J. Smith	No Report
Strategic Planning – J. Smith	<p>James advised the group he will be on the agenda for almost every meeting to discuss variations of our goals. We have six strategic goals and within each one of those we have a full set of objectives that are almost all measureable.</p> <p>We are satisfying two requirements. One is that this is part of the broad based discussion on how we set targets and how we measure satisfaction of progress with what we are doing in order to create positive change and better achieve the goals of our Mission. The other is we are really refining this so We know where we are going as an Institution. He explained the group will go through each of the shaded areas on the handout as these are the what he has made the most changes to.</p> <p>The first shaded area that says we want to <u>“provide more access to the pre-assessment workshops (1.4)”</u> for all of our students and right now in our baseline year we offer it. We want to increase that by two a year and double the number we currently offer. One in four have said they have done some type of pre-assessment and we want to increase that number because we know that students starting at a higher level are much more likely to succeed in achieving either a transfer or degree. This is one of the things we have modified slightly and have changed from percentage to say that we want to build two at a time per year until we are at least double what we are.</p> <p>Another one we had some issues with, was <u>“measuring the access to counselors (1.5.1)”</u>. At least the improvement of access to counselors was done by looking mainly at the ratio of counselors to students on campus. There is almost a disbelief that we are above the state average when it comes to the number of counselors we have to students.</p> <p>Celia asked if we could rephrase this to increase the number of students accessed to general counselors and that would eliminate all the specialized counselors.</p> <p>James said that would be another way of doing it.</p> <p>Sheri said she was in support of that because when they see the numbers, the ratio, it’s more like one to 3000 from the data I’ve seen from counseling. That’s because we select out the specialized counselors who are not general counselors.</p>

Continued - Strategic Planning – J. Smith

James confirmed that we don't count Star, Puente, etc...and his solution is we not get rid of this but add that as another indicator. This was in order for us to compare ourselves with other campuses and we should want to and need to compare ourselves with others.

Sheri said she has seen the data and the comparison from the state in the Program Review documents, and we are far worse than the state.

Ricky does not think any of us disagree the number is accurate, but it is most likely the same for other colleges. He is not focused on the ratio in as much as the measurement. The ratio does not impact the measurement which is what is the student's ability or their perception to access a counselor.

James explained that is why we have another measure here we want to increase, the number of percentage to see a counselor per the semester.

Sheri commented she would agree to use those numbers but it makes it look like we do not need more counselors and we desperately need more counselors.

James clarified he is arguing for additional measures to give a greater perspective of where we are. He does not think we want to shave away everything that does not look good. He advised he will move to an appendix ,but he does want to keep it. For him it is the kind of valid measure that he knows can be compared with other campuses.

Ricky said it is not valid and wants to take it out.

David mentioned we are only worried about our students at Valley getting counseling and thinks it is good to have that reliable comparison but what we really want to know is if the students are getting the service they need.

James said that is where these two measures come in. One is the count and the other is if you ask the person if they are happy with what they are getting. He does like the idea to create another one that says if we only look at the people who provide services through our Counseling Center.

Ricky disagreed with this because these programs have students and a student could see a counselor in EOP&S, see a counselor in Transfer Center and see a counselor in general counseling. We have to start defining these terms and flowcharts.

James stated it is a complicated thing and not a simple thing, but most of the people that come here and see a counselor do an ED Plan, especially in their first introduction to the campus.

Continued - Strategic Planning – J. Smith

David asked if we had two student populations. We have students that see a special counselor and the other population sees a general counselor. Should we be taking the data and dividing it into two populations of students?

James said we could do that but the problem is that some of those students in the learning communities also see counselors in general counseling.

Celia stated that we know students that are not in special programs are seeing general counseling.

Ricky suggested pulling those numbers out of that calculation for that population. Others agreed with him to pull it out; first box.

Dr. Fisher stated if what is being shown there is what we see in documents from other colleges, I am looking at state wide averages. If you created a second box that showed the ratio, absent the special population counselors, that remained, it is not going to be exact no matter what you do. There are some duplications and we put ourselves in a dangerous position when we choose not to reveal what is there and we disagree with it and then try to qualify it to what is more accurately going on here.

Ricky stated for him it is not the matter of the ratio, it's a matter of increasing the number of counselors that the students have access to. That ratio is going to be affected by the number of counselors we have and the student population.

James stated when we increase the number of counselors, then I believe we will increase the number of students who can see a counselor.

Ricky stated not if the student population increases at the same time.

Celia asked if you could think of an ideal ratio of general student body to general counseling that you would like to see us get to because then it does not matter how many students we have or how many counselors; it becomes the goal.

Continued - Strategic Planning – J. Smith

James addressed the next shaded box **“improve access to Financial Aid (1.5.2)”**.

One of the things we found when we drew down all the data from people who completed the FASFA on time is that among our continuing students there were only 48% who had it in by the deadline. It was lower among the continuing students than the high schools students coming directly here. So we want to increase that by 2% a year for an increase over 5 years to 58%. One of the ways to do that is to provide more access to counseling and by offering more financial aid workshops. That one was also modified and he asked if anyone had any recommendations.

David stated that you could probably develop an on-line situation that would help students.

Ricky said this is an opportunity for Student Services to partner with the faculty, if we could get faculty to remind students in the classroom.

Marco stated that traditionally our community college students usually apply late. Not only in FA but to four year schools. That is the pattern that exists and why we need to do the intervention so we can make them apply on time.

David asked if this could be just a marketing thing. Have signs or banners all over campus, “Have you completed your FASFA?”

James said there are a lot of things we can do to increase this.

James said another one that has been modified is **“We want to increase the number of students that come directly from high school to us (1.6.3)”**. Students who enroll full time and get to 30 units, the likelihood they will get a degree or certificate or transfer goes up almost 100%. That’s almost double the number of the students that just trickle in and take a class here and there. So, we want more of those students and we want to encourage them to take classes here. We know 30% of the students in this area go to some college after they graduate and 18 % of the ones in our feeder high schools come to us. I wanted to increase that number by 1 or 2 percent. The problem is that some of those students go to CHC and some of the students go to other schools. it was decided maybe we want to maintain a level that is above our 5 year average, somewhere in the 18 to 20% range of the students that come from our high schools here.

Continued - Strategic Planning – J. Smith

Ricky said this number is actually going to go up in an environment where graduation is declining. The Student Success funds a lot of those resources and has been used to hire an Interim Director of First Year Experience and Student Services technician. We should see a by-product and a yielding of an increase number of students.

James stated there are two ways around this fluctuation issue. One, we are not going after an exact count, but we are going after a percentage, and it is to maintain over the five year average. Maybe one of the things we need to do is some telephone research. The only way he knows how to do this is to do some research to see where people are going and why they choose not to come here.

James also stated that in our area 66% of the students come to us. In Crafton's area only 44%. We have a much higher rate. So people are not in large numbers choosing to go somewhere else if they live in our area. In Crafton, they are choosing to go in larger numbers to other places but of the students that go to a community college, 66% come to us, and of the students that go to a two year college only 44% go to Crafton. They are going to another two year college; they are not going to a four year college.

Dr. Fisher said one of the things that is working well for Riverside is they offer a higher level of priority registration. That means a lot of students are going there the first year. There are a number of factors, but we need to know why people are going where they're going and why they are not here.

James said that is a big item but we have done some community awareness and image.

Dr. Fisher announced she had to leave to attend a meeting at District.

Rania stated one of the biggest components that we are missing, when we are talking about this, is the percentage we want to increase and we are missing a marketing component. There is external marketing and internal marketing. The internal marketing component should be happening to students on campus and a real internal marketing plan on how to address the 2% increase in FA.

James said that plan needs to be integrated but I do not have much to relay regarding a Marketing/PR plan. That is just one of the things we need to work on because it does overlap with this.

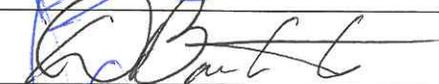
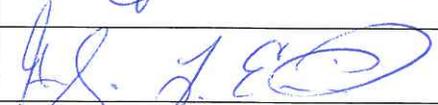
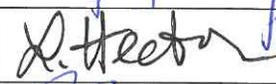
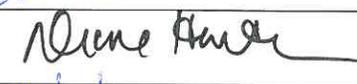
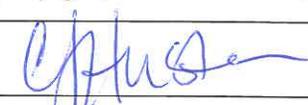
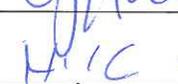
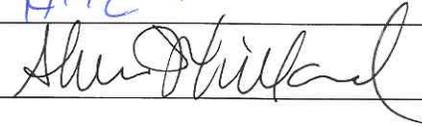
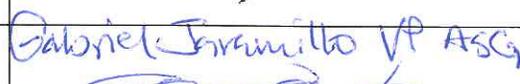
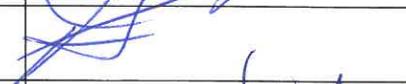
Continued - Strategic Planning – J. Smith	<p>Marco stated simply go to the pre-requisites in the courses.</p> <p>Celia said to make sure they meet the prerequisites since we cannot set prerequisites for maturity.</p> <p>Marco stated even if you place a student in a class you think they should be in there is no guarantee that the student will pass. There are other factors that are involved and the student still has the right to take the class and fail. We do not want that, but that is what happens when we do not set prerequisites.</p>
Program Review – S. Lillard	<p>Sheri advised the group the efficacy forms have gone out for this semester as we are doing program efficacy and also the CTE two year mini review. Forms have gone out to all of the programs with instructions and deadlines. The committee groups which have been assigned to each program have gone out as well.</p> <p>Sheri's co-chair position is up this spring for fall, and she does not plan to run for the position. The announcement went out from Senate.</p>
Committee Reports (start at 2:30 p.m.):	
OTHER:	<p>Dr. Fisher wanted to advise the group several people have to leave early today at 2:30 PM. We will adjourn the meeting today at 2:30 PM.</p> <p>Jeremiah announced to the group that he had to leave and since the President already left, he is the co-chair and would need to adjourn the meeting. All were in agreement.</p>
Adjournment:	Jeremiah adjourned the meeting in absence of Dr. Fisher @ 2:30 PM
Next College Council Meeting: February 25, 2015	

COLLEGE COUNCIL MEETING – SIGN IN

DATE: February 11, 2015

TIME: 1:00PM – 3:00PM

LOCATION: President’s Conference Room ADSS-207

NAME	DEPARTMENT	SIGNATURE
Dr. Gloria Fisher	President (Chair)	present
Jeremiah Gilbert	Academic Senate President (Co-Chair & Academic Senate)	
Dave Bastedo	Faculty, Science (Technology)	
Marco Cota	Dean, Counseling (Matriculation) (Enrollment Management & Student Equity)	
Gray Eation	CSEA President (CSEA)	
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	Interim VP, Instruction (Instruction/Accreditation)	
Sheri Lillard	Faculty, Chemistry (Program Review)	
Sara Miller	Faculty, Biology (Facilities & Safety)	
Thomas Robles	ASG President (Associated Student Government)	
Rick Shabazz	VP Student Services (Student Services)	
James Smith	Dean, Research & Planning (Research & Planning)	
Scott Stark	Vice President, Admin. Services (Administrative Services)	
Cassandra Thomas	Classified Senate President (Classified Senate)	

(18 members)

MEETING GUEST – SIGN IN (Below)

NAME	DEPARTMENT	SIGNATURE

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

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

Strategic Initiative 1: SBVC will improve the application, registration, and enrollment procedures for all students.						
Goal 1: Access	Benchmark 13-14 year	ISS	Annual Target	5-year-Goal	Campus Plans and Responsibility Center	
1.1 Match the number of basic skills courses to student demand for courses	Wait list count		Establish systematic methods of determining demand: (1) wait lists, (2) educational plans, (3) assessment data	Meet established need	(EP, EMP, MP, SEP)	
1.2 Increase the number of accelerated basic skills courses	Current count is 8 sections	X	Add two sections a year	16 sections	VP Instruction	
1.3 Increase the number of students in learning communities	# of students: 230 {(VB, STAR (200), Puente (31), Tumaini (20), EOP&S (594), CARE (60); FYE (70)}		Increase the number of students in learning communities by 10% a year	50% increase	(EP, EMP, MP, SEP)	
1.3.1 Increase access to linked-courses	Course count: 16 (2012FA=10, 2013SP = 6) Enrollment count: 446 (2012FA = 306; 2013SP = 140)		New	new	(EP,	
1.4 Provide more pre-assessment workshops	Current count=8		Increase by 2 per year	Double the currently scheduled offerings	(SEP, MP, EP)	
	Publicize and promote pre-assessment workshops.		(1) Include information about pre-assessment workshops on brochures and websites. (2) counselors will recommend pre-assessment workshops to all students	25% will report attending either 1) Accuplacer sessions (2) SBVC developed sessions	(M&PR, MP, EP)	

(1) Access (objectives)

<p>1.5 Provide effective assessment for accurate placement</p>	<p>Current percentage of students and faculty who indicate proper placement on the Placement and Prerequisite survey.</p>		<p>Increases = 5% for Students 10% for faculty</p>	<p>MP</p>
<p>1.5.1 Improve access to counselors</p>	<p>Counselor visit count: Benchmark year 2013-2014 SBVC=602:1 Statewide average=719:1 Source(Chancellor's scorecard)</p>	<p>Increase the percentage of students who see a counselor at least once a semester. (1) Increase the ratio of counselors to students; (2) increase the number of sections of student development courses.</p>	<p>remain above state average for counselor/ student ratio</p>	<p>(EP, EMP, MP, SEP) Dean of Counseling</p>
<p>1.5.2 Improve access to Financial Aid</p>	<p>Campus Climate - Benchmark year 2013-2014 Currently 48% of SBVC students complete their FAFSA before the March 2nd deadline. Currently F/A counseling rate</p>	<p>Increase by 2% the number of students who have their FAFSA completed by the March 2nd deadline. Offer more FA workshops to continuing students</p>	<p>10% increase over the benchmark year.</p>	
<p>1.6 Establish and maintain partnerships with community organizations, K-12 systems, and adult schools</p>	<p>1.6.1 Increase educational partnerships with transfer destinations (four-year colleges and universities) 1.6.2 Maintain effective partnerships with all feeder high schools</p>		<p>2% increase</p>	<p>Transfer center coordinator</p>
<p>1.6.3 Increase the percentage of high school graduates who enroll at SBVC immediately after graduation from high school—among</p>	<p>Current count/see list</p>	<p>(1) Add one additional HS per year; (2) Visit at least twice a semester for top 10.</p>	<p>twice a semester with top 15 feeder high schools</p>	<p>Dean of Counseling</p>
<p>30% attend college after high school 18% attend SBVC after</p>		<p>Maintain a level above the current five year average</p>		

the SBVC feeder high schools.	high school					
	2013-2014 Benchmark year		Maintain current counselor presence at feeder high schools			
1.7 Explore and expand on-line advising opportunities.	14					
1.7.1 Implement and expand on-line scheduling of all counseling appointments	Current count		Increase count by 2%		10% increase	
1.7.2 Expand the use of online academic advising for Education Plans			Increase by 10% a year			
1.8 Improve access to courses that students need for transfer	(check numbers with C. G-M.)		Reduce waiting list count by 3% a year for high demand courses		15% decrease	(EP, EMP)

1.8.1 Conduct study to examine course scheduling and sequencing—implement recommendations	Spring & Summer 2015 Indicators		Identify appropriate indicators and conduct a pilot study during Spring 2015	Submit recommendations for future section cuts that minimize the impact on students—include them in Enrollment Management plan	MP, EP
1.9 Increase access to courses required for CTE certificates					(EP, EMP, MP, SEP)
1.9.1 Match the number of Career Technical Education (CTE) sections to demand for courses	Spring 2015 Waiting list count for high demand courses Spring 2014 Waiting list count for high demand CTE courses		Reduce waiting list count by 10% a year for high demand courses Reduce waiting list count by 10% a year for high demand courses		reduce waiting list by %%
1.9.2 Increase access to Perkin's funds ¹	Current Perkin's count=579		Increase the number of Perkin's surveys by 5% a year	Increase the number of Perkin's surveys by 20% a year	RP,
1.10 Improve access to courses that students need for graduation					(EP, EMP, MP, SEP)
1.10.1 Improve access to classes for students who need a flexible schedule	88.1% agree or strongly agree (2014—Campus Climate Survey)	X	70% will indicate that scheduling met their needs *Increase the number of online courses	80% will indicate that scheduling met their needs	(EP, EMP, MP, SEP)

¹Perkins funding refers to the program initiated by Carl Perkins to assist needy students and finance the cost of postsecondary education for students pursuing vocational-technical goals.

				*maintain Saturday offerings			
	1.11 Promote lifelong learning						(EP, SEP)
	1.11.1 Explore the use of audit courses	Discuss in district assembly			Define a policy		
	1.11.2 Explore the use of community service courses (not for credit) ²	Discuss in district assembly			Define a policy		
	1.11.3 Explore the expansion of non-credit courses ³	Discuss in district assembly			Define a policy		
	1.11.4 Make better use of web content for online and traditional courses			Explore online applications in Professional Development committee meetings			(SEP, MP, EP, RP, TP)
	1.12 Maintain balance between transfer and CTE programs offerings		33% CTE				(SEP, MP, EP)

	1.13 Improve access to campus technology	Current computer to students ratio		Increase device access by 5% per year	Increase by 25%	TP
	1.13.1 Explore implementing Virtual Internet ldb to allow students access to ldb classes in an online environment.	Discuss this issue in on-line committee				TP
	1.13.2 Improve internet access on campus					TP

²Community service courses are not-for-credit programs that provide community members with fee-based training in subjects for personal growth. Students typically pay the full cost of the class.

³Non-credit courses are courses that carry no college credit. Unlike not-for-credit courses, student fees do not need to cover the full-cost of the course.

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

(Goal 2) Student Success		Benchmark 12-13 year	ISS	Annual Target	5-year-Goal	Campus Plans and Responsibility Center
2.1 Increase the percentage of students who succeed in basic skills courses		2013-2014 Benchmark year Pass Rate = 61.4% Make use of early alert (2.4.2)		Increase access to tutoring (see 2.1.1 & 2.1.2) 1% per year	5%	(SEP, MP, EP)
2.1.1 Provide more tutoring opportunities	1032 hrs. of tutoring		Improve partnerships with high schools to improve course alignment student preparation.	Alignment plans for English and Math		
2.1.2 Increase the number of students receiving tutoring (SARS sign-in count)	4,420		Increase by 2% per year Establish benchmarks using sign-ins from SARS database	10% increase Increase 10%	(SEP, MP, EP)	
2.2 Promote learning communities	2012-13 count (see 1.3)		Increase the number of students participating in learning communities 5% per year	25% increase	(SEP, MP, EP)	
2.3 Produce and present annual reports that assess student success (see Initiative 5.7)	Scorecard and EMP Presentations		Office of Research and Planning (ORP) will make annual reports to Academic Senate.	(ORP) will make annual reports to Academic Senate and campus forums		
2.4 Expand the use of the early alert systems						(SEP, MP, EP)
2.4.1 Fully implement SARS early alert system	Purchased the software (Spring 2014)	X	Faculty and staff will complete software training	Completely implement for use in all courses	(MP)	
2.4.2 Increase the number of faculty who submit early alert reports	Count: 2010-11=27 2012-13=2 2013-14=0		Inform faculty about the scheduling and importance	10% a year		

(2) Student Success (objectives)

courses							
2.6.6 Increase the percentage of students who succeed in CTE courses and programs	52%	X	Scorecard			(SEP, MP, EP)	
2.7 Increase the use of low-cost and free online resources			Conduct focus group w/ faculty and students to identify opportunities			(TP)	
2.8 Expand the number of partnerships							
2.8.1 Explore and implement programs that recruit, tutor, and mentor HS and MS students							
2.8.2 Build and maintain partnerships with Adult Schools			Pursue AB86 opportunities Pursue Ramp-up grant opportunities		Establish and maintain programs		
2.8.3 Initiate an Adopt-a-School program for local schools						(MP, EP M&PR, SEP, RP)	
2.8.4 Increase partnerships with local K-12 systems to increase college readiness among feeder high schools			Pursue ASSETS Program			(EP, SEP)	
2.8.5 Increase partnerships with four-year colleges	Current count					(MP, EP, EMP)	
2.8.6 Increase partnerships with businesses	count					(EMP)	
2.8.7 Increase the number of student interns placed in local businesses and government offices	2012-13 count						
2.8.8 Increase participation on CTE advisory groups	2012-13 count						
2.8.9 Increase partnerships with community organizations	2012-13 count						
2.8.10 Maintain an up-to-date curriculum		X					
2.9.1 Maintain a curriculum that is relevant to community needs		X					
2.9.2 Make better use of web content for online and traditional courses		X				(SEP, MP, EP, RP, TP)	
2.9.3 Educate the whole person—as measured by the core competencies (academic, social, ethical)	Campus climate survey		SLO measures for core competencies			(EMP, PR, MP)	
2.10 Encourage greater full-time enrollment	Current count					(SSJ, MP, EP)	
2.11 Use SLOs/SAOs in an ongoing, systemic cycle of continuous quality improvement						(EMP, PR, MP,SLO)	
2.11.1 Reach and maintain 100% assessment in active courses in the college catalog, offered on the schedule in some rotation.	2012-2013 Count	90%					
2.11.2 Reach and maintain 100% assessment of SLO's and evaluation as per the Student Learning Outcomes Plan (course and program)						100% (EMP, PR, MP)	
2.12 Increase the number of students with	Current count					100% (EMP, PR, MP)	

terminal education plans—reach and maintain 100%					(MP, SEP, GP)
2.13 Empower students			Improve Parking Assist with transportation Increase access to childcare		
2.13.1 Increase the number of students who participate in campus clubs and organizations	28% (CC Survey)	-10%	+3	+15	
2.13.2 Increase the number of students who participate in learning committees	2012-2013 count	-5%			
2.13.3 Increase the number of personal growth workshops	2012-2013 count		Maintain state average – (16,953/56,899)=2013FA = 30% FT http://datamart.cccccc.edu/Faculty-Staff/Staff_Demo.aspx		
2.14 Maintain and establish the appropriate ratio of full-time to part-time faculty	2012FA: (148/484)=31% FT 2013FA: (146/490)=(30%) FT				
2.15 Increase the number of grant opportunities to support student success	Current proposal count		Offer more training in Datatel and Informer	90% accuracy for students while they are on our campus, 80% for transfers, 60% to employment	
2.16 Improve student tracking (Initiative 5)	Current data tracking procedures				
2.17 Increase student engagement	2014-15 CESE benchmark				