

**SBVC College Council MINUTES**

**Date: May 13, 2015**

**Location: President’s Conference Room, ADSS-207**

**Time: 1:00 PM – 3:00 PM**

Gloria Fisher, SBVC President, Chair  
 Algie Au, Proxy for Academic Senate President, Co-Chair  
 Dave Bastedo  
 Aaron Beavor - **A**  
 Marco Cota  
 Rania Hamdy - **A**  
 Leticia Hector  
 Rick Hrdlicka  
 Gabriel Jaramillo

Diane Hunter A= Absent

Celia Huston  
 Haragewen Kinde  
 Sheri Lillard  
 Sarah Miller  
 Ricky Shabazz  
 James Smith  
 Scott Stark

**Guest(s):**  
 Jimmie Bradley  
 Melinda Moneymaker  
 Romana Pires

TOPIC	DISCUSSION and ACTION
Call to Order:	President Fisher called the meeting to order at 1:00 PM and welcomed the group to the last College Council meeting of this academic year.
Approval of the April 22, 2015 Minutes	<p>President Fisher entertained a motion to approve the minutes of the April 22, 2015 meeting. Rick moved, Scott second. No further discussion and the group voted as follows:</p> <p><b>AYES:</b> Bastedo, Cota, Fisher, Hrdlicka, Huston, Kinde, Shabazz, Smith, and Stark.  <b>NOES:</b> None  <b>ABSTENTIONS:</b> Lillard and Miller  <b>ABSENT:</b> Au, Beavor, Hamdy, Hector, Hunter, and Jaramillo.  <b>Motion carried</b></p>
Upcoming/Filling Positions – G. Fisher	<p>President Fisher advised the group that the agenda item, “Upcoming/Filling Positions”, will be a standing agenda item. If any of the three Vice Presidents or President have any positions to bring forward to the group, we have a placeholder on agenda.</p> <p>Haragewen had <u>three positions</u> to bring forward to the group. The <u>first position</u> was the retirement and replacement position of James Robinson in Human Services. The process of Program Review was followed and the position met the rubric. She recommends we move forward with the replacement of the faculty positions in Human Services since, with James Robinson’s retirement, it only leaves one faculty within this program, and it will make it hard to address issues within the program.</p> <p>President Fisher entertained a motion to approve the replacement position in Human Services. Scott moved, Sheri second. No further discussion</p>

Continued - Upcoming/Filling Positions – G. Fisher

and the group voted as follows:

**AYES:** Au, Bastedo, Cota, Fisher, Hrdlicka, Huston, Kinde, Lillard, Miller, Shabazz, Smith, and Stark.

**NOES:** None

**ABSTENTIONS:** None

**ABSENT:** Beavor, Hamdy, Hector, Hunter, and Jaramillo.

**Motion carried**

Haragewen advised the group the second position was the retirement and replacement of the Biology faculty position of Mark Ikeda. This is a highly impacted area and the position follows the rubric. She recommends to move forward to fill this vacancy.

President Fisher entertained a motion to approve the replacement position in Biology. David moved, Sarah second. Discussion as follows:

Scott asked if this was the position in which Mark Ikeda retired last June and if this was the position that was lost in the past?

Haragewen stated, "yes", this is the position that retired last June.

David stated there was another biology position, not this one, that was lost three or four years ago. Historically, right before the economic downturn.

Haragewen commented that this was not one of the eight that were going to come back in Phase II.

President Fisher advised the group that we need to see if there is funding for the other biology position. When Mark Ikeda retired, we need to confirm that the position was not in the group that did not move forward with funding attached to it. If it has the funding attached, then no problem. If there is no funding for the position, we can approve it, but we cannot fill a position when there is no funding attached. That is the question that Scott is going to answer. That would be the case with any position that comes forward; we are assuming that there is funding for the position. Otherwise, it then becomes a question of just filling a vacancy. We have to look at whether or not the funding went forward with the position.

Ricky stated that, regarding the vacancies we have, we are right at the period where these kinds of things happen. What assurance do we have when we forward these positions that we will not keep getting these budgets swiped because of the amount of time it takes to fill positions?

Continued - Upcoming/Filling Positions – G. Fisher

President Fisher stated that you do not have any assurances, but this would not fall into the category that you are describing. We have not reduced any positions since the last time we had our conversation, which was a year and a few months ago. We have not eliminated any positions and that is why Academic Senate volunteered to create a rubric for filling these vacancies that occur. We would have something to guide us and we would not be just filling positions just because they became vacant. They would have to meet with the rubric, but it did not have anything to do with the funding not being there. We will have that conversation as a College if we find ourselves in a place where we lose positions because of budgetary reduction. We have not had a budgetary reduction. Right now we are looking at the 15-16 budget year and we are even; no additional positions, other than the positions coming from the Student Success or Student Equity monies; no new positions, other than those that have been authorized on the list as funded positions. That is the question to be answered right now, whether the biology position has funding?

David asked if the Human Services position was funded.

Haragewen stated the Human Services person is retired as of this year.

President Fisher stated that we know the funding is there for the Human Services position. The Biology position was one of the positions we prioritized and was not one of the eight positions. We need to distinguish right now if there is funding.

Sheri questioned, regarding the Human Services position, if it has been determined the funding is attached and when will the hiring take place?

President Fisher stated as soon as possible. She is sort of in a middle of a conversation with Julia Sanchez, and I am sort of with Human Services. I am glad we have a permanent Vice Chancellor, Dr. Lisa Norman now. I have not had a chance to sit down and have a permanent conversation with her. What I need to do is renew a conversation that I had with Jack and I am getting the answer. I had requested on numerous occasions that the HR Department just simply begin advertising the recruitment for any positions we sent forward, not to have this selected little number that they would send forward at a certain time. Well that was agreed upon, but it never happened. Dr. Shabazz will attest. That has never happened. But at the same time positions are being posted. We have a vacancy in Reading and it was posted right away. I do not know how that was decided.

Continued - Upcoming/Filling Positions – G. Fisher

That is why I am in the middle of my conversation with the local HR person, Julia Sanchez. Then, we will take that to Dr. Lisa Norman to find out if we can do what we asked to do because we have a goal of filling these positions for the fall semester. We need to move forward expediently. While we are sitting around deciding which goes first, we are losing time. So, she does not know the answer, but she is working on getting us an answer. I believe with this new person, we should have something concrete that we can look to and say it is going to be groups of five or ten; tell us what you are going to do; we have some thirty vacancies we are trying to fill.

Sheri questioned if those do not go forward for the permanent to be hired before fall, will we get a full- time temporary?

President Fisher stated we will. We will do what we need to do. We make the decision and we have the funding and that is how we go forward. Worst case scenario, it does not look like this is going to happen. Let's just say it does and that we lose funding and that we don't have these positions filled, then that prompts a different conversation. That conversation takes us back to the white board. Let's decide what is most important and we can incorporate pieces of the new rubric from Academic Senate, but then it becomes about money. The rubric from Academic Senate is totally disassociated with money in the context in looking to see if it is there. That is the Budget Committee's job.

Scott apologized that he did not know that this position was coming up today. But this is one of the positions that we lost last year for funding. The positions that were up that were vacant were Aeronautics, Biology, Chemistry, English, Kinesiology, Nursing, Nursing, Nursing, Physics, and Real Estate. We had funding for eight positions last year before the final budget was developed. This was the August timeframe. So, in October of this last year, this body here selected those eight positions. The eight positions selected were Ecology (new position), Kinesiology, two English, Geology, two Nursing, and Physic positions. The positions that we lost permanent funding for (were not abolished, they are on administrative hold) were Aeronautics, Biology, 2 Nursing, and Real Estate. He doubled checked to make sure that there is no funding for this Biology position in our budget.

Sheri stated that what prompted all of this was the one million dollars that was lost to us. She is hearing from the grapevine that money is coming back to us to use this year.

Continued - Upcoming/Filling Positions – G. Fisher

Scott stated he has a presentation to address that later in this meeting.

Sheri asked, "Is it coming back?"

Scott stated that it is coming back, but it is all used up with the expense that we have and he will show the group later in this meeting during his presentation.

President Fisher stated that we will explain because it is a very good question.

Sheri stated that if that money had not been taken away, then it would have not been a problem with this position being filled.

President Fisher clarified, was she talking about the \$900,000.00?

Sheri stated, "yes".

President Fisher stated we are going to explain and we are going to talk about it a little bit today. She wanted to move the group through the agenda, but right now she has a motion and a second. You have heard the explanation given by the Vice President. Any further questions?

Celia questioned if we could still approve the position without the funding?

President Fisher confirmed, "yes", you can do that. You can approve it, but it is not funded, so it will not be filled.

David asked what it means going forward now. When funding is available, will it be funded because it has been approved?

President Fisher advised that it is no longer in the same prioritized order as would apply to the context of the rubric. The rubric created by the Academic Senate speaks to funded positions. If we have more requests for unfunded positions and we suddenly get funding for a position, then it is a matter of how many positions. If that is the only position that comes forward and we have funding for one position, then that is it. But, if two other positions come forward for which there is no funding, then it is a matter for this body to make a decision on what is the highest priority, when we only have funding for one.

Ricky had a concern that this came up when the Counseling position came up. We did vote on the Counseling position because there was no funding connected to that Counseling position. I would just hope that we would be consistent with the way we approach these positions because

Continued - Upcoming/Filling Positions – G. Fisher

there were multiple positions that the funding was swept unannounced to us when we went through this process.

President Fisher stated that your case is a little bit different than the one that is under discussion right now, in that there was no intent to sweep the money from the Counseling position. We did not do this; it happened at the District level. She is not making excuses or laying fault. It is a fact. In this situation, that position is no longer a viable position in the discussion of filling vacancies. It is not the same as the Human Services and it is not the same Reading or the same as the Business. Those have the funding, so that is not the decision. The best question to be answered here right now, is whether or not we are going to entertain approving positions to be filled when indeed we know there is no funding. Or, if we do that, where does it go? Do we hold it and look back over the year and say these are the positions that College Council believe were important. Now we have funding for one and there are three positions being held. Which one do we choose? It takes us right back to where we were last year when people were stating we do not have a process. We did not have a process and we still will not have a process. I do not know how clear the process can be when there is no money attached to the position.

David question the process for the rubric.

President Fisher stated that is the process if there is money.

Haragewen stated the process will work for anybody that is retiring since we finish Budget Development, which is for this academic year beginning August. Human Services is just retiring now and the other one just retired in December. Anything prior to that and one of those that were on administrative hold (what Scott is saying) are not attached to funding.

David stated that he understands that, but it just seems like we abandoned the position of someone that retired a year ago. It was an important position and valuable position. He is just amazed that we are going to approve anyone that retires right now and we are going to move forward. Last October, this list was made up and it was approved by this Council. It is interesting that we approved a new position over a position in place.

President Fisher stated that is what the Academic Senate addressed last year with their rubric. She appreciated their sensitivity in putting a window on it. Their rubric applies to two years. If it happened in the last two years, this is how you are going to look at it. The rubric does not consider money.

Continued - Upcoming/Filling Positions – G. Fisher

If there were no monies for a position and, such as with the Biology position, it was one of the positions that did indeed go away. You cannot bring it back from here now. The question for this body is what do we want to do with this type of circumstance?

Celia wanted to ask Sheri if this is more approximately for Program Review. She noticed on these attachments for this meeting that there was a retirement Biology position, a prioritized position. Does she happen to know if that was Mark's position? And if the position has already gone to Program Review and it has been prioritized, then how does it impact this conversation here? Your committee thoughts on that?

David said of course it was because Mark retired less than a year ago.

Sheri stated it seems that it should be considered in some way. If it went through needs assessment and acknowledge that the position was needed, and it is meeting the guidelines of the new rubric, she does not feel comfortable having a position like that falling off the cliff. It seems it needs to be put somewhere in some ranking, if we have already ranked it at Program Review.

Celia states it was ranked 21 and I see that Ramona here and Sociology ranked number one on the same list and it is a retirement replacement position as well.

Rick stated that it was his understanding after we went through that process of prioritizing, that the names that dropped off would go back into Program Review.

President Fisher finds it interesting that it is ranked 21 on the Program Review List.

Celia confirmed she sees Biology at 21 and Sheri stated that is the only Biology position.

David stated that this position has been here for 20 years.

Sarah is concerned that the simple timing of someone's retirement is having an extraordinary impact, and which positions do get hired? She cannot solve it and Academic Senate has come up with a process. I think that there needs to be some consideration to the fact that the simple timing of an instructor's retirement deprives us of that position. It is just a statement of concern.

President Fisher stated that is a valuable statement and accurate in that a great deal has to do with timing. Most important in the context in what we

are trying to do here now. When that position became vacant it did go away in terms of being prioritized. If we were to go backwards of what we have established and did work to a reasonable extent, then we would put all of the vacant positions that have come forward for retirement. Let's do what we did last time. Let's look at Program Review and everything back to a certain point. Do we only want to deal with the new positions or old positions? I am going to suggest to you that is not where we are going. Where we are going is forward. We have something that works and what we need to know right now is whether or not we want to make a collection of positions. There is no funding for them, just like there is no funding for the position on the Program Review List; where do you put this? If it is already on the Program Review List, then that is almost a redundancy. It is already there. When do we get to pull something off the Program Review List and move it to the top of some other order and say that the first funding that comes through goes to that position instead of the number one position on the Program Review List?

Sarah stated that we have a motion on the floor right now.

President Fisher stated, "we do", and I want us to vote. I am making sure I am giving everyone an opportunity to hear what the facts are. The motion was to approve the Biology position and we had a first, and a second, and a discussion.

No further discussion and the group voted as follows:

**AYES:** Au, Bastedo, and Miller.

**NOES:** Fisher, Hrdlicka, Shabazz, and Stark.

**ABSTENTIONS:** Cota, Hector, Hunter, Huston, Kinde, Lillard, Jaramillo, and Smith.

**ABSENT:** Beavor and Hamdy

**Motion Failed**

Haragewen advised the group the third position was a retirement of a Business faculty which was in December. We followed the rubric and it is on target. We also looked at the labor market report where the projection is that there is going to be a 12% increase in the work force for this discipline. I recommend that we move forward. Also there is a significant impact in the transfer degrees. It is the fourth popular degree that students obtained in academic year 13-14. From 2010 to 2011, there were 34 certificates obtained but in the year 14-15 we had 59 certificates, which is a 73% increase. It is an area that students need jobs and it is the fourth highest in issuance of degrees. I recommend that we replace this position.

Continued - Upcoming/Filling Positions – G. Fisher

Celia asked if this is Business Administration and what type of classes.

Haragewen stated it is Business Administration. Business classes, but the business discipline includes business and accounting.

Sheri had a couple of questions. The first question she had was the Academic Senate rubric flow chart. Does it require that the position has gone through needs assessment, because the Business position is not on the list?

Haragewen stated it has gone through the needs assessment.

Sheri, just for clarification, does the Academic Senate rubric flow chart require that the position has been sent through needs assessment or was it just an acknowledgment of continuation on efficacy?

Haragewen stated from that rubric from the last efficacy as they receive continuation, whether it was a year ago, two years ago, or three years ago.

Sheri stated the Biology position that we were discussing, whether or not it was on the Program Review List. But for a position like this, it does not need to be on the needs assessment.

Haragewen stated that it is two different things. Accordingly right now, these are retirements with funding attached to it. The biology position per the discussion, if there is no funding attached to it, where did it go?

Sheri stated it almost seems unfair since the Biology, Reading, etc. are on the list for needs assessment and they have submitted needs assessments. I have an issue with one set of standard, with one program compared to another.

Celia, per on the list, is it for a future retirement or a retirement that happened in the past? Or, was it a growth position or replacement position?

Sheri stated she would need the actual document to advice.

Haragewen stated this retirement happened in December, so there was no need to put in for needs assessment. Needs assessment is for growth.

Sheri stated not anymore, it is not.

Celia stated if this Committee voted it down, then it would go definitely to needs assessment.

Continued - Upcoming/Filling Positions – G. Fisher

Haragewen stated we need to be careful in what we say. This position could involve needs assessment for fall for growth, but the retirement happened in December. That is all she was saying for the record. She is advocating for all faculty; I just want you to know that. Just so we are consistent with what we are saying.

President Fisher stated that we are not being as consistent as we ought to be and I appreciate Sheri's comment in which I have brought to the table five times. When we were going through the process to identify, and what would be the fairest way, and take into consideration what the Program Review Committee had determined in regarding a particular department, that is when we go to the needs assessment. The Program Review Priority List document, and, in this particular case, a retirement came about and the program did not submit through the Program Review process. The Academic Senate rubric does not speak to needs assessment or Program Review in the context that it is a recent retirement. Is that your point? Is that what you are in effect getting at? Is that the Biology position is there; it's gone through needs assessment? The Biology position was vacant a year ago. I know that the Reading faculty just came about but they were seeking expansion.

Sheri did not know about the Reading position. But, again a department is anticipating and trying to plan and they may have some retirements. Program Review use to be all about going for extension positions. It is not anymore and that is my concern.

David said exactly what you said; it use to be a growth. We had this hiccup because we did not have any money. So things started falling out of truly replacement positions, like Biology. We need to go back and that is why this rubric goes back two years. We need to go back two years and fix this. So anybody that retired in the last two years and meets this rubric goes to the top of the list. So we fix that.

President Fisher asked it goes to the top of the Program Review List?

David stated it goes to the top of the list wherever the money list is. We need to fix these last two years that screwed up Program Review. If that was a position that did not meet the rubric, then it would have to go back into Program Review, a growth position because they could not meet this. If you met this in the last two years, then that position should go to the top of the list before we start adding any other positions. When it is approximate, I would like to make a motion to that effect.

Continued - Upcoming/Filling Positions – G. Fisher

Diana had two comments. One, her recollection is that we had that very discussion, David, and we did say to put Biology at the top of the list, it seems to me, at this table. Maybe four meetings ago, we had that discussion and you raised the same concern. I want to say that we said it would go over to the Program Review top of the list.

David said we postponed it because we did not have the rubric. Once we have this, we now position the last two years and this position should go to the top of the list wherever the money list is. Program Review is not really the place to do that unless that is where the only money is.

Diana said her other comment was that Program Review made it very clear for all departments to submit regardless of growth or replacement. It was made very clear.

President Fisher stated that we even stated that at this body.

Algie, as putting on her hat for representing Academic Senate for what we were doing for a couple of the positions, said, seemingly, we got through with the first one. She is advocating as Academic Senate that we would replace all faculty who have retired. A comment we have time and time again discussed is if someone was working as of this May and by June they retire and by next year we say we do not have any money for that. What would it mean if they continued to work and they came back in August? Does that mean that if they did not retire, then we do not have money to pay them? That is one statement. We now have this flowchart that was actually requested that falls under our 10 plus 1 under Academic Senate to provide some sort of guidance in terms of how we would deal with this kind of situation (if we have retirements we do not replace or we selectively replace based on priority or needs). When we made this flowchart rubric, we identified the fact that if they retired in the last two years, we know that they are recent. We set up that guideline to say that these two years are recent. So, if College Council has seen the Academic Senate approval of this rubric, we are good with that. You now are looking at three positions and these are within two years or have not happened yet. We are stating that one position can be within the two years and one position may not be in the two years; then why do we have this flowchart? Why did this group look at it here and make this vote, and, as difficult as it may seem, without following the flowchart guidance? Putting her Biology hat on, "yes", the Biology department needs the position. That is fine and we cannot identify it because budget is tied to it.

Continued - Upcoming/Filling Positions – G. Fisher

Putting her Senate hat back on, based on this flowchart, our task is not about the budget. We were not requested to tie the budget to this flowchart. We were asked to do a process and find out what we are going to do. We have done this and set out the process. If Council decided not to follow the process, I will have to bring it back to my Senate. Unfortunately, we do not have a meeting scheduled for the end of this year, but we can always call an emergency meeting about the decision-making of this Council for not following a suggestion that Senate had presented. She does not like to do that, but that seems what that question is about here right now.

President Fisher appreciates her comments, but let me be clear. Senate does make a recommendation. It is not about what Senate decided, it is about what this body decided. You agreed to what Academic Senate presented and the group voted. I am in agreement with Algie's comments that Senate made a recommendation to College Council and now we are faced with what we agreed to follow and we should follow it. The only difference here is money, and I can see why the Human Services position just moved right though. I would suggest to you that Biology would have as well if there were money attached to it. Because there is no money, that is the conversation. Now we are bogged down as to whether Business is or is not. We voted on the rubric and, according to the rubric, this Business position became vacant and should move through the process according to what we agreed and we should not be having all of this discussion because the money is there and meets the criteria of the rubric. Maybe we have to be clear and take a lot of time talking about the difference between growth positions and funded positions. I recall too about the Biology position that it was not as high a priority as some other positions. It seemed not to be so much of a battle. We moved the Psychology position off of the Program Review List and misplaced one of the positions from the Prioritized List to say that Psychology was more important. That is how she recalls it. Now we are dealing with what we have agreed to and she is looking for some consistency.

Romana stated that the Psychology position is exactly what is happening with her right now and with Aeronautics. That Psychology position was never replaced and deleted without anybody's knowledge. Psychology fought for three long years and that is why she believes it was taken off the Program Review List. She is on Program Review and Senate and there were long discussions throughout the fall semester of how we should do this process. Majority voted on this flowchart and the majority of the Senators spoke that every

Continued - Upcoming/Filling Positions – G. Fisher

replacement position needs to be replaced. The Program Review Committee has not been a growth committee for many years. A number of those positions are replacement positions. The Senate did vote on the rubric.

President Fisher stated that we need to move on and if we need to come back with this issue, Ramona is welcomed to join us. We agreed to the rubric which is for two years with funding. That is where we are with the Biology position. But right now, we heard a presentation for the request for the Business position and we had a lot of questions.

President Fisher entertained a motion to approve the replacement position in Business Administration. Dave moved, Rick second. Discussion as follows:

Ricky just has to go back to what Algie just said in that he wanted to be clear; are we being consistent or not? When the Counseling position was voted down, it met this flowchart but there was no funding connected to the position. So, we have a non-instructional faculty member being voted down because it is not connected to funding, and we have instructional faculty, so he would like to see some level of consistency. Two meetings ago, the same situation.

Celia stated that Counseling and Biology positions were voted down. Human Services was funded.

President Fisher stated that the Human Services was funded. We are talking about two funded positions.

Sheri asked how many full-time faculty in Business?

Haragewen stated seven and one full-time faculty member.

No further discussion and the group voted as follows:

**AYES:** Bastedo, Hector, Hunter, Hrdlicka, Jaramillo, Kinde, Lillard, Miller, Smith, and Stark.

**NOES:** Cota, Shabazz, and Fisher

**ABSTENTIONS:** Au and Huston

**ABSENT:** Beavor and Hamdy

**Motion carried**

President Fisher stated we will agenda this again since she is not comfortable where we are leaving it. We will come back in the fall. She thinks the rubric was fair and a good tool. We at the College Council need to have our own set of perimeters in how we are going to apply that rubric, so we can avoid this kind of confusion. We need to be specific. We can talk about two years ago, but if

Continued - Upcoming/Filling Positions – G. Fisher	<p>there is no money, there is no money. We need to get to the question that Ramona had raised, “Where is the money and why do we not have the money? We know why because we look at these things, so we have the answer.</p> <p>President Fisher confirmed with Haragewen that those were all of her positions? Haragewen stated “yes”, she was done.</p> <p>President Fisher confirmed with the other two Vice Presidents that there were no other positions to discuss with the group.</p>
Title IX Training – R. Shabazz	<p>President Fisher advised the group that Ricky is going to talk to the group about Title IX Training.</p> <p>Ricky provided a handout to the group during the meeting of the “Request for One-Time Urgent Emerging Needs in the amount of \$33,000.00”.</p> <p>Ricky advised the group that he had a request for One-Time Urgent Emerging Needs for \$33,000.00 to train five people, including himself, to meet the guidelines of Title IX, which has been in the news as of late. Particularly in the last two years, it has regarded the Office of Civil Rights (OCR), bullying, and sexual harassment. Those are the topics and beginning July 1<sup>st</sup>, which we just received notification about a month ago, every student and every employee with the college must begin undergoing Title IX training. Two parts to the training: Training for everyone on campus and then training for individuals who will be working on investigations, which will consist of having four investigators and one administrator, which would be him. The training for each consists of approximately twenty-seven hundred and the software that will take the students and employees through the annual training. It would begin to be required effective July 1<sup>st</sup> and is approximately \$15,000.00. Refer to the second page of the handout.</p> <p>David asked if this was a one-time funds.</p> <p>Ricky stated “yes” that it is a one-time funds. We can anticipate that there may be additional cost if the OCR decides to change something within Title IX. We would have to go to the software company to have them add a module into the training. We are going to continue to spend some degree of money on Title IX because that is where the Federal Government has placed its compliancy efforts. I do not anticipate more than \$33,000.00 other than for upgrades.</p> <p>Rick ask about the software, if it was hosted or something we have to install and manage?</p> <p>Ricky stated it is hosted and he did share this with Dr. Glen Cook before bringing it to this group. It is something that both SBVC and CHC have partnered on, since it is mandated for all Colleges.</p> <p>President Fisher confirmed that we are only talking about paying our portion of the expenses and CHC is</p>

Continued - Title IX Training – R. Shabazz

taking care of their own expenses, but the software is actually for the District.

Ricky confirmed that is correct.

Diana asked what an investigator is. Is it for when we get a complaint?

Ricky stated, “yes”, typically in this case you would want to have a male and a female. If we have multiple complaints at the same time, you would want to have more than two investigators. The proposal is to have four investigators to assist us.

Diana asked if they are current employees.

Ricky stated, “yes”, the investigators are current employees. These are employees who would get a certificate that they are approved to be a Title IV investigator. That is why the training is so expensive.

President Fisher stated she started down this path a few years ago and started making personal presentations on campus to large groups and smaller groups, and it was burdensome. This is a much more efficient way to get the information out to everyone.

President Fisher entertained a motion to approve the request for a One-Time Urgent Emerging Needs of \$33,000.00 expenditure for Title IX training to meet the compliance requirement of the OCR. Scott moved, Marco second. Discussion as follows:

Leticia questioned regarding the software; it was mentioned it is for the District?

Ricky stated the reality is that we cannot depend on the District to implement this, particularly with the changes going on in Human Resources. In a perfect world the Human Resources Office should be taking care of this on the employee side, not on the student side. The software would be similar to the software we have right now, New Student Orientation or the software, such as we used for sexual harassment or discrimination training. We would log onto this software and go through the modules and get some type of certificate at the end, which then we would have proof that you have attended as well.

Leticia questioned that since half of the request of \$15,000.00 is for the software, and it’s something that concerns the District, is the money coming from us?

President Fisher asked if that is our portion of the software.

Ricky stated, “yes”, that is our portion of the software, but that is a high estimate. He will be meeting with the vendor tomorrow to obtain an accurate cost.

Continued - Title IX Training – R. Shabazz

President Fisher asked is CHC paying there 30% cost of the software?

Ricky stated, "no", this is our cost.

Leticia did not know why the District was not helping out to pay for the cost of the software.

Celica asked if they would be reimbursing us.

President Fisher advised the group that she had this conversation with Dr. Shabazz. She needs to error on the side of what is in the best interest for this campus. If we are facing a July 1<sup>st</sup> date, and I do not know how long it is going to take them to get things in order, we need to move forward. Certainly, we have the funding and we can go ahead to process this and get things going. She can take that conversation up with the District at the Cabinet level. It is not singularly our responsibility, but we are responsible for the students. But, in terms of the employees, that should be at a District level, just as sexual harassment and other types of trainings that we managers have to go to each year. That is my feel for it. I cannot sit here and tell you that I know that District is going to pony up their part. They may not; they may say "no", that is really a campus responsibility in total. We cannot wait to get the answer. When we can take advantage of getting ready, showing that we have taken permanent steps to comply with the law, though by no stretch compliant, we will not be able to complete this within even five months. It will take longer than that, since we have to wait until students come back in August.

Rick advised the group that, in general, if the software is shared by the two campuses, then the two campuses have to come up with their original purchase and District will pay the ongoing cost after that.

Diana stated that this is the question of Human Resources with their responsibility with Keenan & Associates. This is how we have handled this in the past.

Rick stated this is software for the students too.

President Fisher stated that Keenan & Associates do not employ that part.

Diana stated, right, just for the employees.

Sarah advised the group that Keenan & Associates are no longer our Risk Manager. Of course, we still have some access and use of some products through the joint power authority. I do appreciate very much what Dr. Shabazz and our President

Continued - Title IX Training – R. Shabazz

have said that this may not be the best of all situations. But, waiting for District Human Resources to handle anything, does not get us further down the path.

Leticia supports that but would like it to be noted that she does struggle with the fact that we are all verbalizing that we are going to do this because we cannot count on them, even though it is probably their responsibility and District. Of course, I want to do what is being mandated and coming down to cover Valley, but it should be at least stated in the minutes that they should be responsible.

President Fisher stated she is appreciative of this support and assures that Dr. Shabazz is as well. I am not in any way attempting to be hypocritical of HR. It is just that sometimes things take time and we do not have time, not when we know what we need to do and are in a position to move forward. She thanked Leticia and asked for a vote.

No further discussion and the group voted as follows:

**AYES:** Au, Bastedo, Cota, Fisher, Hrdlicka, Hector, Hunter, Huston, Jaramillo, Kinde, Lillard, Miller, Shabazz, Smith, and Stark.

**NOES:** None

**ABSTENTIONS:** None

**ABSENT:** Beavor and Hamdy

**Motion carried**

Governance Handbook – G. Fisher

President Fisher addressed the Governance Handbook which was sent out and made available to the group. She has gone through the handbook and there are several places within the handbook in which there has been several comments made by one of your colleagues and what she has identified. Sarah is a sharp reader and President Fisher was appreciative of that, and also that she gave this document her time. President Fisher is not necessarily in agreement with everything that is suggested here. You need not be as well. If by next week, you have not weighed in on the highlighted comments made in this document that have been presented and highlighted in this document, then a decision will be made by the Vice Presidents of what will or will not be made in the handbook. I will turn to the President's Cabinet and then it will be done. She thanked Sarah for her various comments she made to the handbook. Everyone did a great job, but if you have gone through the document, you can see that Sarah found quite a few things that she thought should be at least reviewed. She asked Sarah if that was correct?

Sarah stated a moot point was that if we are not actually doing something, and the document is saying that we are.

President Fisher stated that she appreciated her comment and that she did notice that change in the handbook, and she marked it in red even though it was already

Continued - Governance Handbook – G. Fisher	highlighted in the document. The reason for that is by Sarah pointing it out, it just emphasizes the need for us to look towards implementing this, so we have a handbook that gives us a guide on what it is that we are going to be doing as we put it in place. But we should not put the language in the document that says we are doing it when we are not doing it. She did get this.
Cal-PASS Plus MOU – J. Smith	<p>James stated last week he sent out two documents and brought handouts. He explained these two documents to the group. A couple of years ago Cal-PASS, the data sharing consortium, lost its funding from the State. There were two organizations that sprang out of that. One is Cal-Pass Plus and the other is the Institute for Evidence-Based Change (IEBC). The IEBC is financed by the James Irvine Foundation and Cal-PASS Plus is financed some by the State and some by other Foundations. It really does the same thing that Cal-PASS has done in the past; that is the data sharing consortium. It means that there are groups of School Districts - K-12, 2 Year Colleges and the 4 Year Colleges in certain areas. For us, it is Cal State and UC Riverside. They put their data together so that they can track students in the co-horts. The individual student ID #'s are encrypted so no individual students can be identified, but we can track co-horts, let's say from Rialto who took beginning Algebra to find out whether they are successful here in Immediate or Beginning Algebra when they get here.</p> <p>James advised the group that each year we sign a Memorandum of Understanding (MOU) with the organizations. This is his presentation to the group to let you know that the MOU is back up again and it is for both of these organizations. It is part of a process that some of our grants require. If we do not sign on as part of a member in the consortium, then there are certain grants that we will immediately not be able to be eligible for since they want the ability to track co-horts of students. We are at the last stage of this and CHC has already done their MOU and now it is up to us to sign on. We have done this for the last seven to eight years at least. It is up for discussion. He knows that the data sharing concept has some issues and it is also linked to his next topic on the agenda, which is the goal setting framework from the Chancellor's office. It is linked in this way, the data that we use to set our goals and the data that we share all comes from the same place, referential files that we submit to the Chancellor's office and most of them are publicized in their summarized version. We can go to the Chancellor's data mark and you can see the discipline of what percentage of students are successful, how many people graduate, how many people do not, and how students fair whether they come prepared or not. So that is the same data which is part of what we share. It allows us to know where our students came from and what their level of preparation was in cohorts, how they do when they leave, and how they do with the other members of your cohort. For us, that is the local Cal State and UC Riverside. Irvine is now part of it too.</p> <p>President Fisher entertained a motion to approve the MOU's for Cal-PASS Plus and the Institute for</p>

Continued - Cal-PASS Plus MOU – J. Smith	<p>Evidence-Based Change (IEBC) (Linked Learning MOU). David moved, Rick second. No further discussion and the group voted as follows:</p> <p><b>AYES:</b> Au, Bastedo, Cota, Fisher, Hector, Hunter, Hrdlicka, Huston, Jaramillo, Kinde, Lillard, Miller, Shabazz, Smith, and Stark.</p> <p><b>NOES:</b> None</p> <p><b>ABSTENTIONS:</b> None</p> <p><b>ABSENT:</b> Beavor and Hamdy.</p> <p><b>Motion carried</b></p>
Linked Learning MOU – J. Smith	<p>President Fisher asked James about the Linked Learning MOU agenda item.</p> <p>James stated that Linked Learning MOU is the Institute for Evidence-Based Change (IEBC). See above agenda item information on IEBC and MOU motion carried.</p>
Institutional Effectiveness Framework – J. Smith	<p>James advised the group that this was sent to you last week, but he has an update. He was at the RP Group workshop. He provided the handouts of last week and the handout of the "Institutional Effectiveness Partnership Initiative Advisory Committee Framework of Indicators". What you have this week is kind of a summary and a very condensed form of what he gave the group last week. You will see the form that we have to fill out on the Chancellor's website this month. Also, you will see values that are calculated that we are going to fill in there. These are broken into four basic areas. Student performance divides students who are prepared from those who are not. We have to look at our previous performance and set a goal that we want to achieve in terms of student performance in the future. We did that by using the standard deviation formula that looks at how much variation we had over the last five to seven years. Then finding the average variation and saying we want to be sure that we use this to make a goal for ourselves and we are also consistent with the way we set the floor. We also have the Institution set standards and we use one standard deviation above our past performance. Below that is how low we are willing to go before we sound the alarm that we need to do something or some intervention. So now what we have is, in technical language, are confidence intervals where over time is between one standard deviation below and one standard deviation above. That is where we are, and we have as our goal one standard deviation above. The one standard deviation below is how low we are willing to go. We have Accreditation Status category and we also have Fiscal Viability and Programmatic Compliance. Those are goals that, a couple of them, will defer to Scott to look at. But in general, our salaries are about 80% of our general fund. Right now, because of our raises, it has gone up to 90 to 91%.</p> <p>Scott stated the complete salaries and benefit packages are 90 to 91%.</p>

Continued - Institutional Effectiveness Framework – J. Smith

James stated we want to set as a goal to maintain that level and not to go any higher because we need a little bit of space for other things in general funds. We want to maintain that level.

Ricky asked if you are saying you are not opposed to raises.

James stated what he is saying is we do not want to fire anybody and we know we will need to hire some people. We are going through that. You can infer what you want to, but the idea is that we want to maintain it. He clarified it with Scott.

Scott stated that is correct.

James stated he is for raises.

Celia stated we start believing we are cutting income in that percentage, the amount that is in that pot, the percentage will go up, and we can hire more people.

Scott stated that is correct.

James stated as the economy seems to be on the uptake, as it improves, we should have more money, which a smaller percentage goes to salaries and more room for raises.

James stated this gets back to how we want to set our goals for the FTES. We are looking at 2% a year is what we are setting as our goal for that. The fund balance and the annual operating excess and the cash balance, I do not know if we want to spend a long time with that. But if they have any questions, they can ask Scott. The final thing is for audit findings we will not want to have any modifications. The findings should be all saying we are doing everything as it should be.

This is where we are and you will notice on this summary sheet there are several places where it says scorecard or data mark. That is where the sources of the data can be found in order to set our goals and see where we are. Again, to say what I said before, that is that the data mark is a summary of the data we provide them from datatel on our campus. So, they are uploaded in a form as referential files and have the data for every student and everything they have done in a certain time frame. The Chancellor's office summarizes that and provides it to us on the data mark. The difference between data mark and scorecard is that scorecard data looks at student performance for any student that starts on our campus, no matter where they end up. For data mark we only are looking at the students and what they did here. Scorecard states if the student starts on your campus, you get credit for their success, no matter where that success is.

<p>Continued - Institutional Effectiveness Framework – J. Smith</p>	<p>If a student starts here and goes to Riverside or Chaffey, etc. we still get credit.</p> <p>James stated the deadline for submitting this is the 15<sup>th</sup> of June. He took this to Academic Senate and got an additional approval for our method of establishing goals. Their condition was that I did not change anything after I went to this workshop. James stated that he is not changing anything. He thinks our mythology is so much more systematic than anything anyone else there has and nothing can change his mind. We have a sound way of finding goals and setting goals and we are not changing it, so he has approval from Academic Senate.</p>
<p>Ad Hoc Committee Update – Membership Inclusion of BFSAA and LFSAA – A. Au</p>	<p>Algie stated that the group had already approved the revised handout of the "Requirements and Process for College Council New Member Consideration" form. Perhaps, what Jeremiah thinks is because he was not changing anything and this group approved it after changes were made. You have tentatively agreed that the two organizations who would like to participate will be dealt with in fall when you and the group came back. Perhaps, additionally why this is coming back is because you have a question for our Grand Director or our Communication Director on how that membership will work. So I think, as I recall, to have it as a reoccurring guest. Otherwise, she did not have anything else.</p> <p>President Fisher stated she thinks it is here just because it is in its final form. The last time this body reviewed the form, it had information we had agreed to be deleted. We voted and were given a copy of it, as we agreed for our records. I believe that is what it is.</p> <p>Algie said okay. You need to decide.</p> <p>President Fisher stated she does not think that there was anything left to do.</p> <p>Rick stated that at the last meeting that the form did not have the changes that we agreed to before and now this form does.</p> <p>Algie clarified, does the form handed out look like the corrections you had previously?</p> <p>President Fisher said, "yes", and we can move on.</p>
<p>Accreditation and Student Learning Outcomes – C. Huston</p>	<p>Celia updated the group on the SLO that we have 99%. We have two degrees and/or certificates that she does not have program mapping for. She has an appointment with one person on Friday. The other person she has identified who she needs to go to and she can get that done. We are moving forward with our PLO's and she does not see how even ACCJC can continue to give us the dings for having 99% of our PLO's in on-going assessment.</p>

Continued - Accreditation and Student Learning Outcomes – C. Huston

The Cloud is up and running. We are discovering problems as we go, as we expected, that we have some out-of-date SLO's up there. We have some classes that do not exist up there and we have classes that are brand new that we do not have up there. We are dealing with them every day and getting the data updated daily. It will be a creative semester right at the end and to get this done. It seems to be getting a very favorable response. Of course, we will have other classes taught in fall that were not taught this semester, so we will have a little bit of cleanup in fall. But by this time next year, we should have a smooth running process that is going to generate usable information that is going to help to change and improve student learning.

Haragewen added we will be sharing this at the Accreditation & SLO Committee meeting. She will be sharing the new standards with the committee tomorrow and our goal is in the fall to have further discussion. If you like, I can get a scan copy of the new standards to Debby and she can send it out to the group by email.

President Fisher stated that would be fine.

Celia stated that Haragewen twisted her arm and President Fisher twisted Haragewen's arm, and they wrote a proposal to propose, at the Learning Summit in Phoenix next month, about taking your SLO's from chaos to being compliant and trying to further yourself to create an environment for improvement. They actually selected us to present it.

Diane asked that you mentioned new standards? Also, are we being held to the previous standards for our March review?

Haragewen clarified that these are just the new standards starting fall 2016. It is advisable to be familiar with the new standards and anything within those areas that we are supposed to respond to. There is something that extends to it, and we can try to address it a little bit. We are not required, but you never know about those who are going to be coming for the site visit, which way they have been trained.

Celia stated that we have a recommendation for example 2A 1A C. We are going to look at the new standard for the reference number to the same number and make sure there is no significant change that we may want to talk about when we are addressing our recommendation to show that we are aware of the changes and taking steps.

Campus Climate Survey – J. Smith  
SENSE

James advised the group that in the fall semester we are going to do a survey that goes by the "SENSE" which is a "Survey of Entering Student Engagement". This is going to be part of a two

<p>Continued - Campus Climate Survey – J. Smith</p> <ul style="list-style-type: none"> <li>➤ SENSE</li> </ul>	<p>semester sequence. The second semester, we are going to have the SENSE which is the Community College Survey Student Engagement. It is a way for us to get some good data on Student Engagement using a survey that has a national normal that allows us to compare ourselves with other schools. CHC is also a part of this. We are going to start notifying people right now to expect it near the end of the semester in fall. When the sample is selected, we need to get at least 99% buy-in and participation from the faculty members who are part of the sample because there are only 57 that will be selected. The company that we contract with does the random sample. In order for it to be valid and representative of our campus we need to get a very high participation rate. So we need to start getting buy-in early and notify people. He cannot notify people of what classes that have been selected until the middle of the semester, partly because he will not know who they will be. After “last start” classes start, I give them the final update of all of the sections and they have a systematic routine which they use to select the random sample. This is the beginning of a campaign to let people know what to expect. I will be working with Greg to make sure he puts things out in our Public Relations and with Wally who has actually worked with the people who developed this at the University of Texas in Austin. This is a big deal now. Wally just happened to be at the place that this whole thing was developed. He has lots of good data and resources that he can share which the College can use to improve Student Services and our relationships with faculty and students to increase engagement. You will start seeing emails about “SENSE” and you will know what it is.</p>
<p>Needs Request/Funding Cycle – S. Lillard</p>	<p>Sheri advised the group that the committee has had discussions about the current cycle that we have now; does it work, in light of all the needs request for funding and the timing and the deadlines? The committee felt that it works in terms of our timing for now. That was basically the sense of the committee, to have a needs assessment in fall with recommendations coming out in late fall, December or so, seems to work. Maybe, the funding and the budgeting and the planning in the spring needs to take place a little bit sooner. It seems our cycle is working for now.</p> <p>Rick thought we were putting any Program Review items to vote on this meeting before we left.</p> <p>President Fisher said, “yes”, coming up.</p>
<p>Program Review – S. Lillard</p>	<p>Sheri reported to the group that they completed efficacy and she will be sending out a report to Senate and she will copy College Council members.</p>

Celia advised the group that she had prepared an activity, but she suggested we deal with prioritization and hear from Scott way before we deal with this activity. We are getting short on time. She will postpone the activity at this time.

James had one item to discuss with the group. This is still goal 3 and 4. One of our goals is to build a strong relationship between the campus as a whole and the Foundation. This is one of those places where it is not clear to me how we want to measure the current relationship and probably want to measure the progress towards building a stronger relationship. Maybe I can get some quick ideas, if anybody has any. Currently the major relationship is that they give scholarships to the students. I know that other Institutes have stronger relationships between student population, faculty and the Foundation gap that have all sorts of dimensions to them. Some of those related to Alumni contacts and sponsoring events that allow Alumni, faculty, parents, and students to get together. I am looking for some activities that you can recommend that would represent building a stronger relationship with the Foundation.

President Fisher stated she serves on the Foundation. She is going to suggest one way to get that information, besides from this body, would be to reach out to the Foundation Committee members and ask them what they would want to see from the College side. I do know we have to strengthen the relationship somehow by having presenters from programs. For example, Nursing. Dr. Bangasser and Carol Wells gave a presentation. They were very excited about that and it did not take much for a donor to come forward to be interested in ways we could expand the Nursing Program and the number of students we serve.

James stated he first went to the Foundation members and they stated they wanted a stronger relationship with the campus. He will go back to them and ask them what that means in terms of activities.

President Fisher stated we want to sell seats in the auditorium and we want every member of this campus to donate a minimum of \$1 a month to the Foundation. That is the kind of thing that they are going to come up with.

Sarah questioned that did we not just spend a giant amount of money on a consultant to the Foundation and did that not result in some sort of a tangible plan?

President Fisher stated that it is there, but she had not read it yet, since Kevin just left. On a bi-weekly basis Kevin would provide her with an update. You

Continued - Strategic Planning – J. Smith / C. Huston	<p>are right that it was \$300,000.00 for a consultant to come in and create a plan and establish the Alumni piece. There is quite a lot of work that has been done and that is why I am not sure where it is coming from in terms of the relationship. A lot of it Kevin has brought to me. That these are the things that we would like to see that the College is more engaged with in order to work more closely with the Foundation.</p> <p>James stated he can read the goals in the plan which President Fisher has, and that they show that they integrate in the goals in our plan.</p>
Program Review Prioritization – G. Fisher	<p>President Fisher had the Program Review document which the members were also provided. She stated it takes a long time to go through this plan and document. We have spent an entire meeting on this document. She can tell you now that the positions for faculty and classified that there is no growth money. We are not in any position to fund any of those spots for planning for the 15-16 year. Whether or not we have a little money for budget augmentation, or whether or not there is equipment out of some other source of money, not all items or positions our funded though general funds. I can speak about the general fund but there are Prop 31 monies and the construction pot of monies that Scott (when he goes through, once we decide what the priorities are, unless they are for safety and then they are at the top of the list) can look to see where he can fund some of those items out of some of the secondary pots of monies. What we have done historically, we have taken the faculty and classified positions and turned the page. So, we do not have any money, but we have priority and we would fill those positions as we go down the page. So what happens with equipment, technology, and facilities? We have to look at monies and see how much money we have that can be pulled off and funded with one of those other pots of monies she is talking about. The goal is to come up with one list of priorities. That is what takes time. The top two items are on the facilities list and the third items is the budget augmentation. Are you following me? For most of us, we have done this before and that is what takes a little bit of time, but it starts with money. We were going to give us a snapshot of the money to lead us into this discussion, so that you understand why we are not going to be doing it right now. That is going through the process. One, we do not have the time today and, two, you need to look at this and take everything into consideration, most importantly the piece about the money that Scott is going to share with you. He represents not only the position of VPAS but also Co-chair of the Budget Committee.</p> <p>Scott stated to the group that we are in the middle of our Developmental Budget process. As far as the Program</p>

Continued - Program Review Prioritization – G. Fisher

Review and the funding that may be available out of general fund, it is very premature at this time, at this point, of where we are at in the Budget Development. Quick review of the process due in 15-16, in round one and round two. We are at round two in adjustments and we will explain that in a minute. In the developmental process, everyone needs to understand that we just do not develop our budget and then submit it and in April we are done after board approval. The process starts in January when the Governor puts out his proposal and we estimate what we think the revenues are going to be and divide it up by the Colleges. We go through our process and the board sets some guidelines and assumptions they approved for the budgeting process. Then we go to work. There is quite a process of adjustment that goes from now until the preliminary budget which is approved in June, and then continued adjustments based on the revenues that are actually going to come in until the final budget gets approved in September. So we are just getting started on this right now. He just wanted everyone to know it is a process.

What he just explained occurs every year. What is a little different about this year is we implemented Questica. That is huge and he is already seeing the benefits of Questica in a big way. Next year it is going to be better, but we are on a learning curve so it has been sort of tough. Position Control was a big piece of this in terms of populating Questica with our Position Control, and getting a handle, because 90% of the overall budget for the District is faculty, classified salaries, and benefits. There is only 10% for everything else.

Dave asked, "What is Questica?"

Scott stated Questica is our new budgeting and budgeting management software, and it also has the Position Control which is huge. Then, the other thing that is different this year is that we have a new resource allocation model that has been proposed and gone to board. The allocation model that I have given numerous presentations on is going to fully fund our College for fixed numbers of FTES, and that is increasing guarantee revenues for use. Those are the things that are new this year in this process. So, in round one we submit our budget and here is what happens. This is part of the normal process and we are over budget based on when things settle out. Crafton was over forecast of just under a million. Valley was over forecast based on assumptions and revenues we thought (a few months ago) was over just under a million, and the District Office was over by half a million. For a total of (this is our issue we have to correct) two and half million dollars deficit right now. That is not a guarantee deficit. We still do not know what the actual revenue is and this is all still based on assumptions. That was round one. So immediately after round one, we had a District Budget Committee meeting and Crafton and the District Office jumped on it really quick and made some quick corrections. Crafton came down from \$900 and something thousand to \$603,000, and District Office went down a couple of hundred thousand. Scott did not get to his corrections prior to the District Budget

Continued - Program Review Prioritization – G. Fisher

Committee. So, everyone got some adjustments and we had another adjustment that he had looked at and started analyzing. The reason I am making a big deal out of this is that the District Office got a hold of this presentation. Valley is over by a million dollars and everyone else had lowered theirs. That is not the case. He started to look at where mistakes were made and made adjustments. As of Tuesday, May 12<sup>th</sup>, I do not know where Crafton or District are in making their adjustments, but we have made a million dollars' worth of corrections to ours. He found about \$300,000.00 in errors in Position Control positions that were duplicated (that kind of thing). Salary savings based on positions funded (but it takes a while to hire) had a savings of \$300,000.00. For Adjunct Faculty adjustments where there were additional dollars for Adjunct Faculty, there was a savings of a couple of \$100,000.00. We wanted to significantly increase our Marketing this year and we had to cut that back by \$50,000.00. We increased but not by as much as we wanted. He found a couple of \$100,000.00 in campus wide supplies and contracts. We increased all the programs by 5% to start capturing back a piece of that 10% that was taken away three or four years ago across the board. Without tapping that, we did everything we could to avoid taking back the 5%. So, I took it out of the campus wide supplies and contracts. Anything I felt it was possible to cut, I found the money there. This is not in concrete, this is round two. We have submitted this to Fiscal Services and a lot needs to happen. Here is what the next steps are. The Governor's May revise is coming out tomorrow. The May revise is going to give us a better picture of where our revenue is going to be. The Legislative Analyst's Office and the one for the Community Colleges have been analyzing this. State revenues are up and our own Interim Vice Chancellor is predicting there are going to be increase revenues for K-12 and Community Colleges. We also have to have the District Office assessment adjustment. I have been told that was a certain number and it may be coming down. When their services come down, that means our revenue goes up. It changes the picture. So, based on what happens here, we will make adjustments to ours again. What we will be doing is go back and refilling some of the money I tentatively put aside to take care of that million dollar deficit. We thought we had this new resource allocation model and we thought that was going to bring in \$980,000.00 back to the College. Where did that money go? That is true but here is what happened. Inflation and supply costs have gone up and takes a piece of it. Inflation in contract and services takes a piece of it. We had a number of increased regulatory compliances (or maybe where we have identified where we were lacking) that takes a piece of it. Just this year alone, we had \$300,000.00 in Institutional positions that come to bear out of general fund. We had a couple of percentage increases in FTES, which equates to increases in supplies and more services to take care of those students. Adjunct Faculty rate went up and that is impacting our Adjunct Faculty cost. Our PERS increase and the step in column increase and the column increase based on the 8% raised this year. All of that takes a big bite out of it. We are crossing our fingers that the State Budget is going to go up and we are going

Continued - Program Review Prioritization – G. Fisher

to get increased revenues. That will help us this year and a little bit better picture than it looks currently. Again, we are right in the beginning stages of this thing and we are going to be working this budget back and forth, all the way until September. That is it.

President Fisher asked if anyone had any questions for Scott.

James questioned about the money that you found for the duplicate positions; that was not caught during the Developmental Budget?

Scott stated when you are populating Questica we had to go by position by position. And even after we did that, this popped in. At the end, we had to go back in and re-analyze and say that is wrong, that position. We had to do that type of analysis to find those mistakes. We were double paying.

Sarah asked about inflation of supply cost. That is something that effects any program that is supply dependent as the Science program. My budget does not get increased to cover those inflations and cost. So how do I get in on that? I have never received it. I have been talking about inflation as supply dependent departments; as in Biology and Chemistry, our budget does not grow to compensate for inflations. You say the increase of inflation of supply cost went to pay for inflation, but it is not increasing my supply cost.

Scott stated that helped pay for the 5% increase in those. This year was the first attempt in trying to start restoring it. A piece of that was already deteriorating by inflation, but that was our first attempt.

Sarah stated that, so on going, there will be attempts to augment supplied budgets for programs that are supply dependent in order to make up for inflations.

President Fisher stated “always”. Last year we used one time monies to address that and this time we are looking to set something in the budget that is permanent.

Sheri stated a quick comment; the Cal Pers, do you mean Cal Strs?

Scott stated, no, Cal Pers.

Sheri said her question is the Cal Strs increase; is the District paying for it, or do they pass that onto the campuses (The District contribution to Cal Strs)?

Scott said he does not have an answer for that, but it is a big issue. It is being handled at the State level initially.

Sheri wanted to know if the District takes that responsibility, or they farm it out to the campuses.

President Fisher stated that ultimately it is going to impact our budgets guaranteed.

President Fisher referred to the Program Review

Continued - Program Review Prioritization – G. Fisher

Prioritization List by sharing this information with you to help you understand that we are not ready. But, you are ready to review the documents and start drawing your own conclusion. Now is the time, during the summer. Take a look at the backup paperwork that came with those reports. If you are wondering about any placement of a particular department, or if this is a greater need, read it, you have time. This will be on the agenda and we will prioritize and we will know by then if we have monies to spend on things beyond which is safety driven.

David asked if we could prioritize, for the fall, this thing about positions.

President Fisher stated that we will put that on the agenda for fall. Something we need to do is create a second rubric, if you will. A process that makes it clear.

David said we have it.

President Fisher stated we need some framework behind it; how it is entertained when it comes to College Council.

David stated also how it interacts with Program Review.

President Fisher stated that it is consistent and everyone knows what the process is. Sounds fair?

David stated absolutely.

President Fisher thanked all and appreciated all.

Program Review Reassigned Time – A. Au

Algie addressed the group regarding reassigned time. Actually, Sheri had detested it, and what we noted, and the handout was prepared by Jeremiah. Leticia can attest to this; there is too much of a load for Program Review Chair to have 8.2 reassign time, just based on all the stuff that needs to be gone over for an entire year. We propose to increase that reassign time and I believe that you had the meeting with President Fisher already and with Jeremiah. This is being brought here for this group to decide. Sheri can speak on it and Celia can speak about previous experiences on how much Program Review load there is.

Sheri stated in recent years the work load for the Program Review has increased. We have a lot of needs assessment requests every year. Not so much as growth anymore, but anything new you send through to Program Review. Recently, in the last two years we are now complying with the State Regulation and we also have a review every two years. So, we have a whole new batch of efficacy to review. The work load goes on beyond a .2 and we are advocating for increased reassign time for the Program Review Chair. I brought it to Dr. Fisher and said nobody wants this and that is how the conversation started. We brought it to Academic Senate and it passed Senate this last week.

President Fisher asked since she did not recall, does it amount to two classes?

Continued - Program Review Reassigned Time – A. Au	<p>Sheri stated she is going to say one lecture.</p> <p>President Fisher stated it was one three unit lecture. When I talked to Leticia, and how much work and how that compared to Curriculum (because you have a different split), it is not even for fall and spring because of the amount of work that comes through at a particular time. It just seems like a reasonable thing, but it is important that it did go to Senate, and it is important for this body to weigh in on this. It is being brought to us for a motion to approve. What it amounts to is a greater percentage reassign time afforded to Academic Senate, and then Academic Senate will actually determine how to divide up the chunk. You can see the change later, and we are not so much involved in making that decision. We are here today to increase the percentage of reassign time to Academic Senate. I will say this is not contractual. We do not have to, but the work needs to be done and it is a matter of fairness at this point. Program Review has evolved from way back when the standard was established.</p> <p>President Fisher entertained a motion to approve to increase the percentage of reassign time afforded to Academic Senate. Celia moved, Leticia second. Discussion:</p> <p>Diane asked, What is the percentage?</p> <p>Algie stated it would go from a .20 to a .38 per semester. There is a two semester total and it is just for the Program Review Chair. It is a .18 increase per semester.</p> <p>Rick stated the increase total to the Academic Senate is 1.63 in the fall and 1.43 in the spring. The extra .20 for President Elect.</p> <p>No further discussion and the group voted as follows:</p> <p><b>AYES:</b> Au, Bastedo, Cota, Fisher, Hector, Hunter, Hrdlicka, Huston, Jaramillo, Kinde, Lillard, Shabazz, Smith, and Stark.  <b>NOES:</b> None  <b>ABSTENTIONS:</b> Miller  <b>ABSENT:</b> Beavor and Hamdy.  <b>Motion carried</b></p>
Committee Reports (start at 2:30 p.m.):	No Reports
<b>OTHER:</b>	President Fisher wanted to recognize Gabriel Jaramillo. He has been re-elected as VP of ASG. We are very proud of him and thank him so very much.
Adjournment:	Meeting adjourned at 3:03 PM
Next College Council Meeting: No meetings during Summer months (Note: Fall/Spring Schedule of dates/times for new Academic Year 2015-2016; Bi- monthly, 2 <sup>nd</sup> & 4 <sup>th</sup> Wednesday's from 1-3 PM)	

**SBVC College Council MINUTES**

**Date: August 26, 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  
 Aaron Beavor-**A**  
 Marco Cota  
 Rania Hamdy- **A**  
 Leticia Hector  
 Rick Hrdlicka  
 Diane Hunter  
 Celia Huston

Haragewen Kinde **A=Absent**  
 Sarah Miller  
 Paula Ferri-Milligan  
 Ricky Shabazz  
 James Smith  
 Scott Stark  
 Linda Subero  
 Kay Weiss  
 (18 members)  
**Guest(s):**  
 Andre Wooten  
 Dave Rubio  
 Quincy Brewer  
 Lauren Evans  
 Dana DeV Vaughn

TOPIC	DISCUSSION and ACTION
Call to Order:	Dr. Fisher called the meeting to order at 1:00 PM
Approval of the May 13, 2015 Minutes	Tabled President Fisher stated that Debby has been alone in the office and doing the job of two people. We have hired a new person and will be catching up on the minutes.
Presentation: Huddle Request – Andre Wooten	President Fisher introduced Andre Wooten who will be the presenter on “The Huddle”.  Andre Wooten provided two handouts on The Huddle: Student Athletic Academic Success Center and copy of letter of support by SBVC Athletics department for The Huddle.  Andre stated, for those who do not know him, he is the Athletic Counselor. He works with all the student athletes on campus. He is here today to present “The Huddle” Student Athletic Academic Success Center. What he is trying to do is to bring something to SBVC that we do not have. All the other surrounding Community Colleges have this. That is how we compete with our student athletes. Do we have a study hall for our student athletes? “No” we do not. He thinks we need this. The reason why is to provide a rigorous academic program for our student athletes. He referred to page two of the handout on the Huddle. He indicated that athletic student transfers to a Division I Institute need a GPA of 2.5 for transfer level courses, and require a college level

Continued - Presentation: Huddle Request – Andre Wooten

Math and two college level English (English 101 & 102) courses. Standards for athletic students is so much harder than in past years. The Universities will only accept two units of PE. They have to graduate with 60 units; out of the 60 units, 48 are transferable and only two units of PE are transferable to a University. They have to have a 2.5 GPA coming out of the Community College to transfer. The problem we have with our athletics is that they are on a clock, in five years and play four. When they hit the ground here, they have two years here. We have a lot of kids in basic skills. How do we help them matriculate these skills if we have no study hall? They are just roaming around. A lot of the coaches help, doing everything they can to help these students, but we need a place for our kids to study. When you go to the Tutorial Center, every time I walk past there, I see math students writing on the windows or out on the patio. We use to have a place, but they tore it down with the new facilities. We do not have a place for our athletic students to go and think that is their place to study. Veterans have a place, our students do not have a place. That is why I am here: How do we get our athletes a study hall so they can have a place in which they can go and feel like it is their own? I think we need this. Why do we need this? It is because of retention for them to get their degrees, tutoring, counseling and rules and regulation for NCAA (which are different for total population for our student athletes). The main problem is the NCAA rules and regulations requirements for our athletic students to get out of here in two years to go into a four year institution. Students have to take 12, 13, to 16 units each semester to get out of here in two years to transfer to a four year institution on a scholarship. It was mentioned this is a challenge and tougher task for students.

President Fisher asked if anyone had any questions.

Celia asked what do you propose, where do you want the center to be, or what would be in the Huddle?

Andre stated we have a place set up in the new facilities that we are building right now. It is called a computer lab which will be the Huddle when the facility is up and running in the Summer of 2016. Right now I am looking at CTA 106 and that is where I want it to be, until we transition to the new facility. When I went to Academic Senate they approved that and right now we are waiting for College Council.

Paula asked why this does not go through needs assessment. Why does it come directly to College Council?

Continued - Presentation: Huddle Request – Andre Wooten

President Fisher said that was an excellent question and we will discuss that and other statements that have been made at the appropriate time. Regarding where it will be located and firmly where it is to be located, I believe not any of those decisions have been made. For the purpose of this presentation, my understanding is that you are asking this body to approve "The Huddle" as a new program for SBVC. Andre confirmed that is correct. So, we are not talking about where. We talk about where after we get a program. The fact that it already has gone to Academic Senate, which is something that occurred, we can talk about what the process is. That is why it is here at College Council. We can put our arms around what our process is, and what category does this fit within, and how do we move forward. It sounds wonderful. If it is going to help students, that is what we are here for, all about student success. Those are the statements I have to make in regards to Paula's questions and would like to give anyone else an opportunity to ask questions. You have experts here in the room and we still have a little bit of time for this presentation.

James wanted to clarify that the Huddle will include tutoring, counseling...and is it the space or does it require additional staff?

Andre commented that it will include tutoring, counseling, independent study, and workshops for NCAA rules and regulations. Also, how to market a student athlete to get a student scholarship; transfer is the main thing. With Basic Skills' monies, we are going to hire two additional adjunct counselors. We will have four student workers in the center to check students in and out, and track how many hours in study hall was spent, so they know their numbers. He is looking at a Math tutor and an English tutor since our students really struggle in Math and English. Basic Skills will not fund the secretary with soft monies.

Ricky stated Andre is saying Basic Skills' monies, but what he means is Student Success, Student Equity monies. Most of what is going on is already going on and Andre is assigned to Athletics as a counselor. You can imagine with the number of student athletes and being the only athletic counselor, it is a challenge. All of our counselors are assigned to a program. If you look at the number of FTES that student athletes generate for SBVC, and you look at the competition to attract those athletes to those schools (Chaffey, RCC, etc.), which our coaches have to compete with to get those athletes, every one of them already has this. We are the only school that does not have a defined location where student athletes can go to get academic advancement and student support.

Continued - Presentation: Huddle Request – Andre Wooten

Dr. Fisher wanted to clarify that it also includes a title change from Counselor to Coordinator for Andre.

Andre stated that is correct. He currently deals with 250-300 students since he is the only Athletic Counselor. He also currently does the Ed Plans and orientation by himself for all athletic students. He then has to meet with the general public, which currently means going back and forth. It is a very tight schedule as the only Athletic Counselor for athletic students.

President Fisher, thinking of the number of students other counselors see on a daily basis, stated that you see approximately 350. In this proposal, you stated two adjunct counselors, and she understands there is a limit for the number of hours those counselors will commit to the athletic students. We have two adjunct counselors to pick up what you have not been able to accomplish due to your heavy load, and the numbers that you had before, in order to commit to general counseling which would be far removed with this Huddle. Correct? You would be on the other side of campus, and we do not generally send our students all over campus for general counseling when we can avoid it. Andre confirmed that is correct.

Diane had two questions. She wanted to know how many athletes, and does that mean we are going to move a faculty position to a brand new position?

Andre stated between 250-300. Dave added to that on an average we have around 300 students and what we call our 403 eligible to participate. There are certain athletes that we identify who are not physically or academically ready. We hold them below the 12 units, so it does not activate their Division I. So, we could have as many as 500 student athletes at one time. The coaches are the ones who are running the study halls, on top of their teaching assignments, coaching assignments, and office hours.

Jeremiah stated, regarding Diane's second question, it would need to be determine if it is a faculty member with release time or management position.

President Fisher stated it definitely requires additional conversations.

President Fisher thanked Andre and other guests for taking the time to present to College Council. We will discuss it, but she does not know if we will reach a conclusion today to give an answer. She will be in touch with you.

Continued - Presentation: Huddle Request – Andre Wooten

President Fisher asked Diane to restate her question regarding the position after guests left.

Diane restated if that would mean moving a faculty position to a Coordinator position, or would it be a Manager position?

President Fisher stated it is not a Manager position. I think we addressed this with DSP&S purposes.

Jeremiah stated that when this was presented to Academic Senate, this was not what was presented. It was basically "here is an idea" and asked if we would support it.

President Fisher agreed with Jeremiah since she was in the Academic Senate meeting too. People in Academic Senate said it was a great idea. Yes. It is a great idea, but we have not followed process. She is respectful of process. I am just trying to bring this back around; we have already addressed that with our Disabled Student Services area and Dr. Shabazz worked that through. I am sure that there is a tight explanation of how that would work. We do have other faculty. Elaine Akers is faculty and her assignment is that of a Coordinator. Deanne Rabon also falls into that category. Whether or not it is going to open up an entire new faculty position, I dare say the answer is no. The monies are coming from somewhere else and it does not create a vacancy. Andre is basically doing the same thing, plus a little more because he is not a manager.

Kay needs to clarify if this is not a component of the existing Athletics Program as the Huddle Program, not a new program. Part two, should it not go to Program Review as part of a request from the Athletics Program to enhance their success rates. President Fisher stated it does not exist as the Huddle. They are doing this, but they want to packet it and call it something.

James' understanding is that it is an extension of Counseling, Student Support Services, rather than part of the Athletics Program.

Ricky stated we are talking reporting lines. We are proposing it would not change and, as it stands right now, Andre reports to Marco, Dean of Counseling & Matriculation. Andre oversees a lot of what is listed in this proposal, and he would be reporting to Dave, but it is a pre-existing partnership essentially between Counseling and Athletics.

Kay asked then should Counseling submit it to Program Review?

Continued - Presentation: Huddle Request – Andre Wooten

Celia was curious about the Veterans Center and Dreamers Center. Did they have to submit to Program Review the proposal to establish those centers?

President Fisher and Ricky stated the Veterans Center preceded them and was already in existence when they came on board. President Fisher was here but not involved and not sure how it came about. She discussed with the group the various locations the Veterans Center was located on campus in past/present.

President Fisher stated the Dreamers Center is merely a location, not a program.

Celica stated they are looking for a location they can call "The Huddle".

Kay stated in reality it is a component of these existing programs already, unless they are seeking additional funding or resources.

Celica asked if the Dreamers Center did not go through Program Review, then why can't his since it is similar?

President Fisher stated that the Dreamers Center did not hire a Coordinator. The Dreamers Center comes under FYI and that is what we are talking about, people needing assistance with their AB540 forms which is similar in concept. That was taking place everywhere in FA, A&R, and so forth. This was a place to herd the people in where they would receive the information needed to enroll and maintain status here at the college. I'm not sure if I see the Dreamers Center and the Huddle exactly the same. It depends on what you are looking at here. If you are just looking at this is for a space, then that should be what was requested. We are requesting a space. That is not what she heard. We had to talk about space and also what is involved in terms with the actual operation of this space and what would be offered. It is a matter of taking a counselor. It gives more credence to the question Diane had, "What about a faculty position?" If we are taking a counselor and pulling him out and putting him over in Athletics, doesn't that make a void? That is the other consideration. She understands from Andre that at times he does engage in general counseling. What happens to that general counseling? To her, there are more questions than there are answers. This body needs to come up with some recommendations.

Rick addressed some things about the space. The argument that was presented for the new building was that they needed a computer lab for their Health classes, but now that does not seem so important. Now, they are going to redo that as

Continued - Presentation: Huddle Request – Andre Wooten

“The Huddle”. That whole space has been designed around a computer lab, not anything resembling what is in these diagrams for the temporary space. Also, the rooms that they are proposing are already dedicated for space for the construction going on for HLS for this semester.

President Fisher stated that they have had some preliminary conversations and she tried to come to the group prepared. I spoke to Scott regarding the use of the portable that Andre proposed, and it is indeed in use currently. We are offering Biology classes in stages until we finish the work in the HLS building, but it would be available to them. If this goes through and is approved, the more reasonable space available soon for such a Huddle Program would be the portable. It would be a good location for the use intended. Where I stop short is where the decision was made for the new space in the gymnasium complex, and somehow somebody decided but she did not know about this. According to Scott, there has been no formal change regarding this space from the original plans as described. These are things that you need to know and her role is to facilitate this conversation and get the information on the table. So, you can make a good strong recommendation that she can honor.

Jeremiah was thinking about this and it seems this is similar to the Student Success Center; how did that come about and, then, we could follow that same process.

President Fisher stated that there was a grant. There are people who are here that may have that information.

Haragewen stated that the Student Success Center is pretty much with our tutoring.

Jeremiah stated he was part of this and one of the people who was involved. Basically what is there is not what was intended. What was intended was a Math and Science Student Success Center, which came about from a grant and from the donated space in Chemistry. Some rooms were made available for a small program that was busting at the seams, but that actually preceded the grant and the space. Then, we got a grant and we got a Coordinator, and it started growing and growing. When we were designing the new building everybody in Math and Science got together and we all made sacrifices, so that we could get that space. It was not from growth, it was from existing. If we hire one more person in the Math department, we have no more space. For instance we only have three lecture halls that are for Math. It grew out of necessity and it had that grant component. When we opened the Student Success

Continued - Presentation: Huddle Request – Andre Wooten

Center, the decision was made to move the tutoring over from LA-206, which was not part of the original plan and that is one of the reasons it is already bursting at the seams. It grew out of necessity, then a grant, and then we came together to make space in the building. Then, it became a program housed under my division.

President Fisher stated what you are saying is that it grew out of necessity and it did not go through Program Review or any formal process of establishing a Student Success Center.

Jeremiah stated it was never considered a program but, when the grants came in, they started having a Director and it started getting more formalized. Program Review started doing reports and it grew from there.

President Fisher clarified that it does indeed report as a program to Program Review. Jeremiah confirmed that, yes, it does.

Paula was wondering about the funding source and where the money comes from. They have a secretary in the proposal for \$45,000. I know we have had discussions about hiring permanent classified for programs like this. Her last comment was that they do have tutors and her suggestion would be to link the tutors to the Instruction areas. Not that they could not go over and tutor in other areas, but that they would be linked to the Instruction area so it stays with the department and it benefits the students that way.

President Fisher stated, as it was shown to her, that she thought she had eliminated the Secretary position as part of the proposal. But since it is in the proposal, then we are considering everything in the proposal presented today.

Kay thinks that it relates to what she was going to say in regards to finding space and putting programs into existing spaces. We are talking about ongoing expenses and putting people in, and that is the part that I think needs to go through Program Review, unless there is some type of grant that is going to fund it. But, if it is monies coming out of general fund, then through Program Review.

President Fisher stated that she knows part of this would be paid out of the Student Success or Student Equity monies, which are categorical funds. The purpose which they would be used for, in this context, is certainly permissible. Andre, on the other hand, is a Counselor paid from general funds. Would that continue; it would not move entirely over to 3SP monies. So, it is a combination of categorical and general funds, so

Continued - Presentation: Huddle Request – Andre Wooten

long as that Coordinator Counselor is still paid from the general fund source. We faced a similar situation with two grants where the person was a faculty member Coordinator and paid out of the grant, and then the grant goes away, and then we must find a place in counseling for that Counselor.

Kay stated that those are the types of new things which are based on our existing process that should go through Program Review because those things are not covered for those kinds of funds, new positions or new equipment needs.

Jeremiah stated if Andre stays faculty and moves to a Coordinator position with 100% release time, then is his position now open as a Counselor, or is it filled by the part-time Counselor?

Ricky said yes, that is how it works. Some of this is already happening. We have an adjunct budget when Andre is counseling athletics at peak times and we back-fill that with adjuncts. What this is attempting to do is bring something to the forefront that is already happening. This did go through a process that is outlined in our 14-15 Student Equity Plan, as is the Dreamers Center for some of the other things that we piloted. The only new monies is the use of assigning two additional adjuncts. It would be a challenge to know that the Institution is about to build a multi-level athletic facility and we do not show the community that we support our athletes from an academic standard. There is no space to accommodate them in the Student Success Center, if you look at practice and their other athletic specific things that go on. What I am trying to say is that folks may not be aware that this is happening already.

Celia inquired if it was possible to ask them to re-propose and do it in two steps, in which they get a space for everything which is already happening and they go through Program Review for everything that could be considered growth? If there are some things that are already happening and they need a space for those things to happen, and it does not deal with a new Coordinator or other positions, then it's just an existing business locating in one space. For anything that is considered growth, then that is appropriate for Program Review so they do that. They grow into it out of necessity.

Sarah stated actually she is going to state something that is rather similar to what was just said. It does seem that there are some things here that do not quite adequately define, some processing that needs to take place, discussions with Academic Senate and CTA, a proposal for either a secretary or a proposal to assign that work to students. There are a lot of things that are ill

Continued - Presentation: Huddle Request – Andre Wooten

defined and I think we need more flushing out; what Celia said.

Scott stated there are two different sides to the issue. One, to have the students tutor within a specific subject area. Second, is there an advantage in tutoring together in multiple subjects in an athletic setting, or in the area they are trying to be tutored in.

Celia said that they would tutor in that area but they make the connection. They can tutor anywhere.

Ricky stated that the tutors are connected to the academic programs. Yes, it is an advantage in tutoring together in an athletic setting because of the time. They have practice and there is an assigned time for the tutor and it may or may not work for 300 student athletes showing up at the same time at the Student Success Center.

President Fisher stated we have gone as far as we are going to go with this today. It seems to me that we are not in a position to make a decision but I will call for the question in a moment.

Haragewen wanted to add that in the Student Success Center they use to have a scheduled time just to work with athletes. So where we are right now is that it grew. They cannot give them any space. So what they were doing was, if there was a classroom next door, they would use it. The service was going to athletes but at a very low capacity. They use to have a little section there were they worked with the Student Success Center, just to give you a little background.

President Fisher entertained a motion to approve "The Huddle" proposal by Andre Wooten. At the same time he stated they have space and did not ask for space.

Celia stated he had space for 2016 but he needed space now.

President Fisher reiterated the flat statement that they do not have space for 2016. There has not been a decision about the Huddle taking over what was designed, planned, and agreed upon as the computer center. The Athletics Department made a decision that they agreed that the Huddle should occupy that space. But the Athletics Department does not own any space on this campus to make a decision independently about its use. We make decisions collegially here about space after it has been determined and agreed upon by the user groups. You go through the entire process. That is her point that there has not been a final decision on whether or not the Huddle, if approved, would

Continued - Presentation: Huddle Request – Andre Wooten

be housed in one of the portables when it becomes available. It would be available by spring semester. The HLS building is under repair as I speak.

Kay inquired are we considering what was submitted which was a budget of almost \$180,000 to start up and \$204,000 a year?

President Fisher stated yes, but I need to get the motion first.

Celia wanted to know rather than motion for something that is most likely to fail, can we motion to ask Andre to resubmit this clearly delineating between what is the existing service, and if he wants space for that existing service, and what is growth that might need to go through Program Review?

President Fisher stated that we could do that after we entertained the motion to approve "The Huddle". If it is doomed for failure, then it needs to be recorded as having failed. Then, we can take it to the next step and give Andre the opportunity to come back (if it fails), so we can make a decision that is informed.

President Fisher entertained a motion to approve "The Huddle" proposal and the space.

No motion, so it dies for lack of a motion.

**Motion Failed due to lack of a motion.**

President Fisher stated that we will ask Andre to come back and separate it out for the Huddle and the space. We also want him to include a more clear description of what his budget would be since I know that there is the change regarding the clerical support.

David would like it to say what is existing, what is wanted to augment or add to (what is it now and what is it hoped to be), so we can see what exists and what more in those elements you delineated.

Leticia would hate to see this go back and forth. She added that she would like the group to be very clear in our recommendations to them because at Senate it was a little different, but we were definitely in support of the idea. Dr. Shabazz made a great point in that the money we are investing over there in the athletic facility is a lot, but to just toss a really very important piece as far as them actually receiving their education and moving on to the academic component does not show support. We really should try to make an effort, if we really do support the idea. Then, we should be very clear on what we are looking for so we can get this in place and move on with it. So, it matches what we are showing out there as far as our support with

Continued - Presentation: Huddle Request – Andre Wooten

the athletes. But, we are going to toss back and forth this idea, which I think is more critical. So, as long as we are clear on what it is we want to see, we can hopefully support it and move it along more quickly than not.

President Fisher stated we are not tossing it around because it is not fair to the people who bring a request forward to College Council.

David **motioned to approve it in concept**, as data we spoke of back to go back to the council so we know what we are approving. I think it might be good just to say we approve it in concept.

Celia clarified that Dave is saying we support the concept but it needs work.

Dave stated, yes, we approve the idea of it and we are behind it. We cannot take it further without knowing what we are approving. We cannot approve it but we want to approve it in concept.

Kay made an **amendment to the motion that we approve the idea of "The Huddle" as opposed to the concept presented.**

David stated that was a better wording and that he was fine with Kay's amendment to his motion.

James second. No further discussion and the group voted as follows:

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

**NOES:** None

**ABSTENTIONS:** Miller

**ABSENT:** Beavor and Hamdy

**Motion carried**

President Fisher stated we will bring it back and we can make some decisions and move forward.

Upcoming/Filling Positions – G. Fisher

President Fisher stated she has no positions to discuss in her area at this time. This is a standing agenda item so that if any of the VP's have positions to bring forward for this body to consider, they have the opportunity to do so.

Haragewen stated that after the last College Council meeting we had retirements in Math and Geography. Because of the urgency we moved forward, but we wanted to make sure it was brought here. There was a retirement in Math effective in August and there was also a retirement in Geography in August. The one that I received today is in the Psychiatric Department and it is a resignation, which created a vacancy, the person retired in April. We did not get the paperwork ready for College Council back then, so I am

Continued - Upcoming/Filling Positions – G. Fisher

bringing it to this body as an information item. It has followed the chart as approved by College Council. All three are direct retirements and are information items.

President Fisher reminded the group about the conversations in the past in regards to filling a vacancy of a replacement for a person that retires. If the retirement occurred in Psych Tech, do we fill that vacancy that was created, or do we look globally to see where there might be a greater need? The Academic Senate working with College Council developed a chart and we follow this chart. By reviewing the chart, you determine if you should fill the vacancy that was created, or do you move from there and look at the Program Review list. In this case, what Haragewen is stating, the need for the replacement position follows the chart and it is of a greater need. This should remind the group of how we follow the chart and why we come to College Council with it, so we finally say we agree.

David stated it was solved when we developed that system; you come down to the end of the chart and you replace that position.

President Fisher stated you bring it to College Council and we did follow the process and it is approved.

David questioned is that at the end of last year? Prior to us developing that process, most of the positions were filled, but there was one position that fell under the cracks. It wasn't established that it should be until we had this process. Once we had this process, there was only one position that was not rehired. It was the Biology position that retired two years ago. That should be at the top of the list.

President Fisher stated it does not go on the top of the list because when we went through the process of prioritizing for what positions we would consider to be filled, that one was one of the ones that the decision was not to fill it.

David stated it went away because there was no rubric. Everything had been moved into Program Review. Once the rubric was established, we said it was retroactive for two years. The Biology position fell within that two year retroactive period and must be filled.

President Fisher stated that if it is the Biology position, she is not disagreeing with him. But if there is no money, which is what we are talking about right now, then it will not be filled. Where you place that argument is that you say to this body that says we are going to fill the Psych Tech

Continued - Upcoming/Filling Positions – G. Fisher

position. You would say wait a minute, I think we need the Biology position. There is a greater need for the Biology position than the Psych Tech position. We are trying to get away from going back and forth and challenging one another for what we believe is the most important. Then, there is the Program Review list. I would be in the position to present to this body the Program Review list and here is the position that went away that has no funding. But, because of the retroactive effect of the rubric created at the Academic Senate level, and agreed to at this level, where do we put this Biology position?

David stated what he would like this group to acknowledge is if there is any new monies for faculty that the Biology position is at the top of the list.

President Fisher stated it is outside of our process.

Jeremiah stated that the real question is that we never get an answer to "where did the money go?" If Mark Ikeda had not retired we would still be paying his salary; "where did the money go?" If this could be explained instead of saying the money just went away, you would have a stronger argument. Otherwise you are saying that someone retired two summers ago, less than two years ago, and that money vanished. Where did it go? Why did we not fight for it? We are talking about expanding.

President Fisher stated she appreciated his comments. She is not going to take the time again to explain what she presented in two open forums last year: Where did the money go and what happen to our money? It is worthy of a conversation and a good valid point.

Jeremiah ask that it be explained to them next week, Where did the money go?

President Fisher stated that Scott will be more than happy to show were the money went and why we do not have it. There is no funding attached to that position now. Meanwhile, that does not address what we want to address right now: Whether or not this follows the rubric for the replacement position and if we are going to approve or not approve filling this vacancy?

Kay asked if we are just responding to the one or the three.

Haragewen stated we have the Math and the Geography besides the Psychiatric positon.

President Fisher and Haragewen stated that we will put all three of the positons all together.

Continued - Upcoming/Filling Positions – G. Fisher

Haragewen stated this comes from the Deans. When the Dean writes it, they address the chart.

Kay stated it would be helpful if you went through each point and how it meets the point on the chart.

Haragewen will go and return to bring you the rubric and the Math and Geography positions you do not have a handout of.

President Fisher stated that College Council does not meet during the summer. It creates a situation that we would be forced to wait for College Council to come back to meet in order to move forward with hiring positions. The Math & Geography positions followed the rubric, and the President's Cabinet made the decision outside of College Council to approve both positions, so we could hire the faculty for this fall start and post them. If there had been any weakness to the argument that it did not meet the rubric, they would not have gone forward and we would have had those for you here today. Those are two positions that went forward and Haragewen will bring you the rubric and other two positions that we went ahead and posted so we could recruit for those positions.

David asked since College Council has approved that rubric, is it necessary for us to approve these positions again? Since we approved the rubric, if these positions follow the rubric, is it just an automatic approval of this council? I think it is pretty obvious that it should be. He does not know why we have to take the time to approve things you have already hired in essence.

President Fisher stated you are relying on one individual making the determination of whether the position meets the rubric. College Council roll is to come in and confirm that it meets the rubric.

Diane stated what we never addressed last year was who checks if the rubric has been followed and answers that. That was my question for verification of the rubric being followed, since there are so many individuals reviewing the rubric.

President Fisher stated that this body has that roll. We need to be able to see what position it is. The document Haragewen has given you gives the details on how the conclusion was reached.

Jeremiah wanted clarification by President Fisher. Alternately, the decision is yours so is there a point of checking. He stated at the end of last year that you said you did not want to go through this. You did not want to have to come and justify the rubric. So now, you are saying it does need to come here. So is this a change.

Continued - Upcoming/Filling Positions – G. Fisher

President Fisher stated the question is why does it come here to this body and, if there is a change, if it is a change, then she is glad to be corrected. If we are relying on the VP who brings forward the positions, that they followed the rubric, then that is fine. She is not going to be reviewing the rubric. She is going to be looking at it globally to see whether or not this recommendation that has come to her is the right thing and looking at all things in total. If this body says they do not want to see what the decision was, that is fine.

Jeremiah stated he did not mind seeing the decision, but he must say that when we developed the rubric, that was not the thinking in mind.

President Fisher stated that the thinking was that Academic Senate developed the rubric and it came to College Council and it was approved. This is the way it is.

Jeremiah had no issue with that, but it is contrary to the stated position in the spring. If we are going to do that, it is fine. But, he wants it clearly stated that any position now with justification of the rubric needs to be presented to us because three of these positions are already posted, including the Psychiatric position.

President Fisher asked how that happened, since the Psychiatric position has not even been approved. That is not even a conversation for here. That is a conversation for HR because she had not signed the memo, which was just given to her today. She does not know why it was posted.

Haragewen stated she is not trying to make excuses for HR, but when they are seeing positions vacant because we are behind, they are just being proactive and pushing it. For us, it needs to go through the President and through this process. Basically, the Deans will write the memo to make sure the rubric is addressed. Then, I present it to the President, and from there it comes to College Council as an information item, and then we move on. That is our process.

President Fisher stated that seems reasonable. Then, it comes to me and she gets to decide. So here we are going to determine that it is conclusively an information item which addresses David's first point, "why we are voting?" This body will not view the chart; we will assume that everything that is stated is accurate. So, what Diane stated, in regards to the use of this chart, is that it will not be happening at this level.

Ricky stated he thinks that there was another piece when we were going through that selection process. There is some confusion across campus

Continued - Upcoming/Filling Positions – G. Fisher

because of the need to hire full time faculty and of separating those general funds from categorical funds, in hope that when the position comes to this ruling you will iterate with your constituent groups, which you might be able to explain how this position is opened. I know there were quite a few student services positions, and counseling positions that were categorical, and folks were wondering if this was the place to be able to discuss some of those positions. People, as we do, want to know how the positions were opened and what are the priorities?

President Fisher stated what you have just identified is on the website and contradicts most of our hard work because we have not approved anything and it is already posted. That is very interesting and we will follow up on that.

Leticia wanted to go back to the retroactive thing. If we said it would be retroactive for two years, what were we stating?

President Fisher stated she was not actually there at the meeting when this went through. There are difficulties with it. To say it is retroactive for two years, that is wonderful, but where do we place Program Review in there? What happens to that Biology position when there is no funding? I'm sure if we were to talk to other faculty, they would identify other positions that went away within the two year period. What happened to it and where is the money? We can go to all of those places, but she does not have the answer. She does not know the rationale for making this retroactive for two years.

David stated that there were other positions besides that Biology position, but, for whatever reason, when everything fell into Program Review and the rubric, other positions got dealt with except for one, the Biology position. One just fell through the cracks. The big question is where is the hope for the money? This position, according to the rubric, needs to be filled. Where is the money going to come from? Does this go to the top of any Program Review monies that might be allocated for faculty? Do we fund it out of our budget somewhere, so this one position that fell through the cracks, that the rubric says is critical, is important, and should be replaced? How will this happen?

President Fisher stated if we have growth monies for an additional position then that is when that conversation will take place. For now there is no money so there is nothing to discuss. I am going to suggest that because we are at a time when you will be receiving information to complete the needs assessment. Put that information forward

Continued - Upcoming/Filling Positions – G. Fisher

regarding the faculty position, just so your constituents will have all of the information. But, to say it is going to supersede the Program Review list, then that is something that would have to come about as collegial conversation. We all would have to vote to say that the Biology position is the only position remaining in that category and we, as a college, believe that should be placed above our existing Program Review. That would be for new monies.

David stated essentially that is what we said or do we need to say it more officially.

President Fisher does not recall in the minutes that this body said that we would move the Biology position over the Program Review.

David stated that we approved a rubric that said that very thing.

Jeremiah wanted to speak about the two years, the thinking behind that was twofold. One, you put a cap on it. Anything prior to that, goes in Program Review. But, also keep in mind, as faculty and as the Academic Senate, the budget is not our concern. For instance, if we were to present that we need a department chair, I am not going to factor in where the money is for that. We are going to make the case that we have it. Then, it goes above, and then the argument can be made that there is no monies for that or some other reason. The thinking of the two years was to place that cap and, also, it follows the rubric; it is there. We can prove that this position needs to be paid. We have done our job. As I said, alternately, the decision is the College President's choice, so the College President and the College Council still have the right to veto it if they wanted to. But I think what Dave is saying is that this was a case where it fell in between the system and there was a system. I think a case can still be made for this position but we would have to be careful how we did that. I think justification of where the funding went would really help because that is what we always hear; the money went away for that, but where did the monies go and get used for? We have money coming from the state, but like I told the Senate, 7 to 10 new faculty positions, this money cannot go towards that. You cannot use that money for replacement positions. We are also being told we are expanding, but my question is how we are going to expand if we are not hiring new faculty or staff. We do not have any building space and nowhere to park. That is a whole other issue. But I am just saying, in this case, it is like the Psychology position that disappeared a few years ago. Honestly, it literally disappeared. To no one's fault, it just vanished, and we had to try to find out how to get it back. So this is sort of that

Continued - Upcoming/Filling Positions – G. Fisher

special case. But, technically, the Senate and College Council did approve this to go back two years. This is really the only position left that fits within that. Everything else has been a new retirement. Another Biology resignation this month and he is gone now and that will satisfy this rubric. There needs to be some clarification if we are not going to fund the position that followed the rubric that we established. There should be some type of justification for that and if the money went away, fine. I am not arguing that but where did it go?

President Fisher appreciated his candor, but she wants to say that none of the positions that we have moved forward on, since we finalized the work on the wall, has anyone come back to say that we do not have the money. I know that for a fact that no one has come forward stating that the money went away. She knows what happened with the Biology position. We had "x" amount of monies for the "x" amount of positions and it did not fall into that category. All of these positions are funded.

Jeremiah understands that, and he appreciates that, and he thinks this process has worked very well. He appreciates all the work the VP's and President Fisher have done for that, absolutely. He is saying this is a special case and always happens.

Leticia stated we approved a two year retroactive by College Council and Academic Senate. To me that means we are communicating that these positions were on the board, but, now that we have a process, we stated we go two years retro. That means we are willing to bring them back.

President Fisher stated to fund that one position, if funding becomes available. The question is, if we find monies for a position, it is up to this body to make a recommendation to me on whether or not we want to go for filling the top two positions, whichever we have monies for from Program Review, or to pick up the Biology position.

Leticia stated that is where her confusion comes in because she does not think we should have to make that case. Since we stated two years retroactive, that position would automatically become a priority.

President Fisher stated that if that is what this body expressly states, then I am good with that. No objection whatsoever. I would look for that express statement.

Leticia states that is what we need to discuss, to see if that is the statement we want to make. So, if money is found, after you explain where it went,

then if it does appear again, if it has been lost or moved somewhere, or used somewhere else, then that is a priority of ours. Then, we state that.

President Fisher confirmed for the Biology position to be placed above the top position in Program Review, for whatever extended period of time. We now are working from the last list that was created. Then another list will be created which supersedes the previous list. So which list are we talking about?

Sarah is getting appalled at the discussion because we do not seem to know how to do what we are doing. There was a rubric that was approved to go back two years retroactively. There is nothing different about Mark Ikeda's position except for the fact that it was not filled. We understand the money was available and she does not understand the whole argument, if the money becomes available. We understand that monies were spent on other things, whatever those other things may have been. We just went through a whole process where a rubric was created, and it was said to be retroactive for two years back, which would include Mark Ikeda's position. We just went through a whole entire discussion of the fact that things would be measured against the rubric, if they fit the rubric, which is retroactive for two years. They would then be filled except that the College President, does have the option to disapprove it. I guess where we are actually at is if we follow the rubric and we follow the discussion we just had, the question is if Mark Ikeda's position fits the rubric. We said that the rubric applies to Mark Ikeda's position. Is the College President saying no to Mark Ikeda's position? If monies become available, the money was available, and, if you have done something else with it, please tell us what. That is it. We don't seem to have a process here or an agreement of what the process is.

President Fisher stated we have a process which is pretty clear. There is no money attached to Mark Ikeda's position. We have agreed we would provide you with the information of where the money went. The President can always make the decision, but I have not since the decision has not been presented to me. But I have not rejected or change any decision that has come forward, nor did I reject the approval of the rubric. I think we all are sort of on the same page here.

**David moved** that we acknowledge that this Biology position, according to the rubric, should be the first position approved, if any new monies become available for faculty positions. This position will supersede anything that comes forward in Program Review, for as long as it takes.

Continued - Upcoming/Filling Positions – G. Fisher

If there is not new monies in Program Review for faculty this year, then it cannot be done. But, if it comes up next year, or whenever there is new monies it can be done. **Second Diane.** Discussion as follows:

Leticia does not like it because it sounds like we are competing with Program Review. I think that they are two separate things. This is something we approved, and it is a separate procedure for retirements that come up. Program Review is Program Review, and it should not be that this is taking a position above Program Review.

President Fisher stated that there is no monies attached to Program Review. We fill the positions if monies are available.

Kay states that her concern with that motion is that it puts us back where we were in that someday we are going to have 52 positions because they have not been filled for so many years. We could not possibly put them all above Program Review. At some point in time, we need to be able to say that this is the new start. We can't keep saying it every year. What if it is five years and the needs may change?

David stated that this is the only position that falls within this and, from now on, everything is set. We have a rubric. This one might set some type of precedence. This is trying to go back and correct the error that the rubric corrected. This is one position and will not affect anything else ever. This is something that fell through the cracks, the rubric corrected that. Now we need to honor the rubric.

**Celia made an amendment to the motion** that Biology falls within the rubric and meets the requirements and therefore should be put forward for hiring. Then, it is not superseding Program Review and is not forever and ever.

Rick stated as long as it still falls within the rubric, when the monies become available, it could be moved forward. But, what happens if the monies become available in two years and the position no longer falls in the rubric?

David stated it is fallen within the rubric. The rubric is established. This is fact.

President Fisher stated let's say it took two years before we had any money. We are assuming that the money is coming and we are going to do this right away. But, if it does not come, and we are two years down the road, we would have to go back to see whether or not the same need we had for the Biology faculty position now still exists. You would need to go through the entire rubric again. I

think that is the point that she heard. She heard a friendly amendment. She asked David if he was rejecting the friendly amendment that Celia motioned.

David rejected the friendly amendment. No further discussion and the group voted as follows:

**AYES:** Bastedo, Gilbert, and Miller

**NOES:** None

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

**ABSENT:** Beavor and Hamdy

**Motion failed**

Haragewen proceeded with all three information items for the Math, Geography, and Psychiatric positions. All three are direct retirements and met the rubric and are information items.

Ricky went over the three Student Services positions. The Counselor faculty position met the rubric and is for information only. The Clerical Assistant I and Library Tech I are classified positions.

Celia moved to approve the Clerical Assistant I and Library Tech I positions. Sarah Second, Discussion as follows:

Rick asked is these positions were categorical or general funds.

Ricky stated that the Clerical I is categorical and funding is the Student Health fee funds and the Library Tech I and Counselor positions are general fund.

President Fisher recalled what we do with Classified positions. In many cases, the positions are ones we just must have and the monies are there.

Diane asked what a Library Tech I does.

Celia stated a Library Tech I is the staff that works behind the screens. He does all the magazines, helps prepare the books, check ins, and check outs.

Kay is absolutely supported of this, but she like to purpose that we need to create some sort of a system for looking at Classified positions, to insure the need is still there and we are all on the same page. When she requested a replacement for a secretary, she had to write a very long memo.

Ricky advised that there are long memos for all three of these positions.

<p>Continued - Upcoming/Filling Positions – G. Fisher</p>	<p>Kay said, with that said, she supports these positions, but she thinks we need more information in going forward.</p> <p>President Fisher stated that she does have the detailed memos.</p> <p>No further discussion and the group voted as follows:</p> <p><b>AYES:</b> Cota, Ferri-Milligan, Fisher, Gilbert, Hector, Hrdlicka, Hunter, Huston, Kinde, Miller, Shabazz, Smith, Stark, Subero and Weiss  <b>NOES:</b> None  <b>ABSTENTIONS:</b> Basteda  <b>ABSENT:</b> Beavor and Hamdy  <b>Motion Carried</b></p>
<p>College Mission Statement – J. Gilbert</p>	<p>Jeremiah gave the group a brief history of when the ACCJC adopted new standards in June, 2014. They also modified the eligibility requirements. One of the eligibility requirements was that “the mission describes the institution’s broad educational purposes, its intended student population, the types of degrees, and other credentials it offers, and its commitment to student learning and student achievement (ER 6)”. If you look at the current mission statement, it does tell us about above requirements.</p> <p>He took this to the ALSO Committee in considering Standard I, which is all about the mission statement. They suggested that we should probably start looking at revising the mission statement. He formed an Ad hoc Committee. He did a little research and Celia found some mission statements from other Colleges that do satisfy this requirement to give us a start. We came up with three draft statements, and the committee reviewed and came up with the draft copy he is providing to this body for review. The committee is looking for feedback from all the constituent groups. He is bringing the draft mission statement now to see how you would like to go forward. Do we want to take it back to your constituent groups for feedback? Or do we want James to send something out to everyone so they can provide feedback electronically? He is looking for guidance so everyone who wants to provide feedback to the mission statement is contacted.</p> <p>President Fisher suggested that, to cover all possibilities, have James send this out to all email addresses and we want to include students in this conversation as well. She is thinking, as College Council members, our responsibility is to point it out and remind people with whom you come in contact with that we are encouraging your feedback. We will give this a couple of rounds and then we can move on. She asked if Jeremiah has</p>

Continued - College Mission Statement – J. Gilbert

taken it to Senate.

Jeremiah has not yet, but he plans on it.

President Fisher stated James will send it out to everyone and members will remind their constituent groups and it will be taken to Academic Senate.

Rick stated that when it comes to the mission statement, a brief mission statement is always better for people to remember.

Celia had started going through the ACCJC action letters from spring. Mostly focusing on SLO's, but as this conversation has gone on, I am reminded, about 50% of the letters I read, that there was a need to develop a way to review and revise their mission statement. So this is very much on their radar. We are probably okay for six years or so, but they are looking at these to see if you are complying with the new standard.

Rick stated that every year we have always looked at the mission statement. My problem is that this is a very long mission statement and they expect everyone to know it. When they come to visit, we have our work cut out for us to try to remember a long mission statement.

Jeremiah stated that the ALSO committee decided not to go any further with drafting the mission statement. They had discussed some language they may want to remove or change, but decided to send it out to get the feedback. Just to let you know, the new mission statements are about three paragraphs.

Jeremiah just wants to make sure that everyone has a chance for feedback (Classified Senate, CTA, etc.). He started this in the ALSO committee due to the new requirement.

Per discussion between James and Jeremiah, regarding the survey comments received, it was decided that James will compile the emails with feedback into one listing and Jeremiah offered to edit it if needed. Then, they will bring the feedback on the mission statement back to College Council for review by members.

President Fisher thanked Jeremiah for his work on the mission statement. It looks like we have a ways to go. Members are to take this back to their constituents and encourage people to be part of the process and their voices heard.

Facilities and Educational Master Plan Input Team – G. Fisher

President Fisher had a brief announcement in which she has identified members of College Council as Facilities Master Plan (FMP) & Educational Master Plan (EMP) Input Team. Primarily you will be interviewed and have an opportunity to share information with the consultants that have been hired by the District to draft an EMP and FMP. The EMP will inform the FMP. She was contacted early this week and asked to identify who should share information with the Consultants. I decided the best representation for the College is all of the members of College Council. Then, of course, James Smith, since there is quite a lot of data that they are requesting. We will see how this plays out and that is as much as she has to share with you. Know that as a member of this body, you represent the various contingent groups. I do not know what they will be asking you.

Celia asked if we want our plan written by someone else.

President Fisher said we have an opportunity to be involved in the writing of our plan, and I have selected the largest number of people who are most in touch with what we at SBVC are all about. She does not know what CHC is doing. I know what we are doing, because I want all of you heard. That is how we are going to be involved in the process in writing our plan.

Celia asked if we knew the group who would be contacting the members.

Scott stated it would be HMC, the sub-contractor for the EMP.

President Fisher stated the Haragewen and Scott were on the team to select the consultant and asked if they have anything they would like to share with the members about that process?

Scott stated one of the reasons a consultant was used was because this is a huge undertaking, a lot of man hours involved in it, and because of the time frame at the end of this year. The District, CHC, and SBVC need to do it, and they all have to be aligned and coordinated together. The plan is essentially that we are going to write it because it is our plan. The consultant is going to facilitate it and take the data and keep coming back to us to develop the final plan. It all has to align with the District Strategic Plan as well.

James asked what the plan is called again.

Scott stated it was the Educational Master Plan (EMP). We have two plans the EMP & FMP. The driver is the FMP because there is a lot of bond

Continued - Facilities and Educational Master Plan Input Team – G. Fisher	<p>monies to be spent. The FMP is revised because a lot has changed in the last three to four years. The reason we have a FMP is to support the EMP. As President Fisher stated the EMP will ride out in front of the FMP and they will be worked on simultaneously.</p> <p>President Fisher ask Haragewen if she had anything to add. She stated it was the same as what Scott stated.</p>
Accreditation and Student Learning Outcomes – C. Huston	Celia stated the committee meets tomorrow. They will be looking at the time lines of the follow-up report and the best ways to get feedback from all constituents. She will have more information for the members at the next College Council meeting.
Educational Master Plan – J. Smith	<p>James stated our process for the Educational Master Plan (EMP) involves the one page sheets that go to every department on campus. On those one page sheets, we have all of the data and it talks about whether it is academic or instruction, what number of students enrolled, ethic gender makeup, whether they passed, success and retention information, etc. The department is supposed to look at the actual objective data and come up with their plan for the program. Those one page sheets are integrated into a larger plan that goes to the entire campus. I'm looking forward to working with this group to see how this is going to go forward into District.</p> <p>Celia stated if they do not have those one sheets, then that impacts how they do the Program Review.</p> <p>James stated it is all linked together and it is sole network. To some extent, they have to conform to us. He stated we have been doing this for about six years now. It would be a challenge to change and we will see how this is going to work when we go to the meetings.</p> <p>President Fisher reaffirmed that is why all members of College Council are on the team to make certain our voice is not diminished.</p> <p>James advised the group that the one page sheets will go out to the Deans this week. They will distribute them to the departments and programs. The people who need to go into Program Review distribute them to the departments and programs. The people who need to go into Program Review will have their data sheets to submit for their needs assessment on time.</p>

<p>Program Review – P. Ferri-Milligan</p>	<p>Dr. Fisher introduced Paula Ferri-Milligan and welcomed her to her first meeting to College Council as the new chair of the Program Review Committee.</p> <p>Paula stated their first meeting is scheduled for this Friday. They are going to be sending out the information on the needs assessment portion for Program Review.</p> <p>President Fisher stated that Paula is the faculty co-chair and Kay Weiss is the Administrator of the Program Review Committee. This pairing and representation is what she is looking for with each of the collegial consultation committees. In reviewing the list, it looks like we do not have faculty representation for Enrollment Management. She just wants to make sure we have that good faculty representation.</p> <p>President Fisher asked if Kay Weiss had anything she wanted to report as the new Program Review Administrator.</p> <p>Kay stated she was happy to be back on Program Review. She wanted to reiterate what James had said to watch for those EMP documents because they are an important part of the program review process.</p>
<p>Strategic Planning – J. Smith</p>	<p>James stated we had a flex day on Friday the 14<sup>th</sup>, and we had a Community and Campus meeting in which we invited community members to come in and meet with faculty, administrators, and students to look at elements of the Strategic Plan. This time it was Partnerships, Student Success, and Student Equity. We received a lot of good feedback on activities that people thought were important, thoughts about partnerships and the programs we are currently proposing, and ways they could be modified in terms of future partnerships, and ways that we measure student success. For the people who signed up, he is going to post online the list they distributed of the comments and suggestions that were made at this meeting. This gives us evidence that we are getting broad based feedback on activities, goals, and measures.</p> <p>President Fisher thanked James and stated, in the future, that we will list the Education Master Plan and Strategic Plan back-to-back on the agenda, so James can make the smooth transition for these items he reports on instead of listing them alphabetically on the agenda.</p>
<p>Committee Reports (start at 2:30 p.m.):</p>	<p><u>Strategic Planning:</u> James informed the group that next semester we are going to do the student engagement survey. It will go to about 50 sections, but he will not know what those sections are until the group who produces the surveys does a random sample. He has to give them all the sections that are being offered next semester.</p>

Continued - Committee Reports (start at 2:30 p.m.):

They go through and do their routine to make sure, according to their standards, we have a random sample of students. He will be putting himself on the agenda for Academic Senate and going to as many committees and places to where he can talk about this process, so everyone will know that a section of the courses they teach may be selected. The problem with this is that I cannot tell specific people that they will be administering the survey until two to three weeks before the time. That is the challenge because people do not like to surrender their class and will only have a couple of weeks' notice. To get as much buy-in and make sure that everyone is prepared for this process, and it will be spring semester when I want to talk about it, or as far in advance as possible.

Kay stated that an additional challenge she is foreseeing with this random sample is it goes right back to what we have talked about, the staff classes. Is there any way to tag them as a single section?

James stated, absolutely, and that they have already worked through that. If anyone knows of another issue that can come up as a snag, let him know.

Campus Technology: Rick updated the group on a few things that happened over the summer. Per District Fund list for the computer rotation, he has started replacing computer labs. We have orders in for faculty and staff computers that are up to their five year mark, and we will start replacing those. So far, he has replaced the nursing lab, the ARCH lab, and have computers for the music lab. The copier change-out is almost at the end. Some people like them and some people dislike them. They have some good things about them, but they are a little slower than the previous ones. They were not supposed to be slower, but we are in a five year contract now. With the APP, we have some extra resources. One is called PaperCut. Previously we would have to send the codes for staff to each copier. Now they report to a central system that looks at your email log in and you do not have to send us the names to be added in. As soon as their account is active, the next night it loads it for us with this system, and staff has access. If they have access to email, they have access to the copiers/PaperCut. Also it provides reporting transparency. It can tell us what was printed, ink cartridges needed, etc. We are also replacing the student relief stations with all the copiers and printers, and the libraries with a newer better system as part of PaperCut, which will be more responsive for students. Better filtering so that all the students do not see all print jobs. They will only see their print jobs when you go to release with this new system.

Continued - Committee Reports (start at 2:30 p.m.):	<p>ASG: Linda advised the group that they just came back from their Retreat in San Diego. It was really very informative. Mr. Carlos, the new director, went with them on the retreat and he really did a good job. It was an exciting engagement and he gave feedback to all of us and advisors.</p> <p>We had our "Welcome Day" for around 600 students who came out this week. We gave out hot dogs, popcorn, and snow cones. It has been very successful. Today and tomorrow, we will be giving away two laptops. The senators will be having lunch with their Vice President, Dr. Ricky Shabazz, and they are looking forward to that. Very glad for the administration support and we are here for the administration.</p> <p>President Fisher stated it was very exciting out on campus with the Week of Welcome/WOW Week.</p>
Continued - Committee Reports (start at 2:30 p.m.):	James stated that he offered a \$25.00 gift certificate to the Bookstore to students who filled out the campus climate survey, if they submitted their email address. He has gone through two students now and neither one of them have shown up to pick up their \$25.00 gift certificates. I am going to the third student and give that person two weeks to respond. The point is that he wants to get, as much as possible, participation in the campus climate survey by the students, and one of the ways was to offer the gift certificate. But he needs to make sure the students come and get it.
<b>OTHER:</b>	
Adjournment:	President's Fisher adjourned the meeting at 3:01 PM
<p><b>Next College Council Meeting: September 9, 2015</b>  <u>Academic Year 15-16</u> (Bi- monthly, 2<sup>nd</sup> &amp; 4<sup>th</sup> Wednesday's from 1-3 PM)  9/23/15  10-14-15 / 10-28-15  <del>11-11-15</del> / 11-25-15  12-09-15 / <del>12-23-15</del>  01-13-16 / 01-27-16  02-10-16 / 02-24-16  03-09-16 / 03-23-16  04-13-16 / 04-27-16  05-11-16 / <del>05-25-16</del></p>	

**SBVC COLLEGE COUNCIL  
SPECIAL MEETING  
OCTOBER 28, 2015 MINUTES**

**A= Absent**

Gloria Fisher, SBVC President  
Jeremiah Gilbert, Academic Senate President, Co-Chair  
Dave Bastedo  
Aaron Beavor - **A**  
Lorrie Burnham - **A**  
Marco Cota  
Rania Hamdy  
Leticia Hector  
Rick Hrdlicka  
Diane Hunter  
Celia Huston - **A**

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

**Guests:** Consultation Committee, Susan Bangasser, Albert Maniaol

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**CALL TO ORDER:**

1:07 President Fisher stated this is a special meeting and called the meeting to order.

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**APPROVAL OF THE OCTOBER 14, 2015 MINUTES**

President Fisher stated we have a set of minutes from October 14, 2015 and available on the website. I'm requesting a motion to move. Scott moved, James second. No further discussion and the group voted as follows:

**AYES:** Fisher, Bastedo, Cota, Hamdy, Hrdlicka, Miller, Ferri-Mulligan, Shabazz, Smith, Stark.

**NOES:** None.

**ABSTENTIONS:** None.

**ABSENT:** Gilbert, Beavor, Burnham, Hector, Hunter, Huston, Kinde, Weiss.

**NO RECORD:** Javier Vizcarra for Linda Subero.

**Motion carried.**

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**CONSULTATION COMMITTEE FOR THE EMP & FMP**

President Fisher asked for a motion to rearrange the agenda and let the representative of ALMA, Shaun Blaylock regarding EMP and FMP go ahead of the Program Review Prioritization Process. Scott moved, Rania Second. No further discussion and the group voted as follows:

**AYES:** Fisher, Bastedo, Cota, Hamdy, Hrdlicka, Miller, Ferri-Mulligan, Shabazz, Smith, Stark.

**NOES:** None.

**ABSENT:** Gilbert, Beavor, Burnham, Hector, Hunter, Huston, Kinde, Weiss.

**NO RECORD:** Javier Vizcarra for Linda Subero.

**Motion carried.**

President Fisher introduced Shaun Blaylock of ALMA who was hired to help facilitate our Education Master Plan (“EMP”) and Facilities Master Plan (“FMP”). Dr. Blaylock is representing the EMP side and is quite pleased with the team leaders of the company and the approach of Dr. Blaylock is such that “this is ours” and we’ll be working together with them. I felt it was important he come before this group and explain to you what the process is. What I have said initially and I have said this in other forms as well, is that College Council serves as a consultation committee for this project. It was brought to my attention on College Council that there was a lack of representation for CTE in particular. As has been stated in the past, my effort was to include CTE and I have invited Susan Bangasser to represent one side of technology, and Albert Maniaol for applied technology. Both Susan and Albert will be part of the consultation committee on EMP and FMP, these members will join us when we talk about EMP and FMP, but they are not part of College Council.

Dr. Blaylock passed out handouts and asked everyone to sign the sign-in sheet, put division, department, title and email address. Dr. Blaylock is a clinical psychologist, licensed and practiced for 19 years. He asked Scott to explain to the committee the process they went through because Scott was on the interview panel.

Scott said there was a committee specifically tasked to select the consultant’s HMC with Alma Strategies supporting the Education Master Plan site. They’re here and they’re launching.

Dr. Blaylock said he is principal in charge, President of Alma Strategies, in Sacramento. We represent approximately 28 community college districts, and 25 in the State of California. We do educational master planning, and we use your Education Master Plan to integrate your Facility Master Plan into your five year Construction Plan and so forth, ultimately getting you money from the State of California to build buildings. That is a lot of the tasks that we do. With that, just to let you know, there will be a state bond on the November 2016 general election. It will be a \$9 billion K-14 bond. \$2 billion for community colleges, \$7 billion for K-12. That has already been approved, it’s already been passed by the Secretary of State as well as by the attorney general. One of the things that the State of California’s Chancellor’s Office requires is that you have an up-to-date, integrated Education Facility Master Plan in place, and at the same, we are literally walking your campus and we’re walking Crafton’s campus, going into every single space so that we can classify approximately, and at the same time make you more eligible for state funding. That is going to come out in 2017 through 2021. I have a lot to talk with you about, but I don’t want this to be a monologue, I’d like this to be a dialogue. A number of you, James, Rania, were at the DSPC meeting, so they’ve heard the same thing so please jump in and add your comments. This is a process that is your process. I will tell you and hopefully you will come to the understanding and realization that this is not a talk-down process. We have not been directed by your President, by the Chancellor, or by the Vice Chancellors what to come up with. What we have been directed by the Chancellor, Vice Chancellors and Presidents is to integrate your Educational Master Plan to your Facility Master Plan and begin to look at your district and your colleges as an integrated unit. Meaning you will all have your own Educational Master Plans and Facility Master Plans that will be unique to your campus but to get both campuses and the district on the same schedule. Those of you who have been at a number of these, jump in and say whether I’m overstating or understating something. But your Educational Master Plan is yours. The process will be similar at both colleges, but the results will be unique to each campus. Dr. Fisher has given us some of her thoughts and ideas. No different than Cheryl over at Crafton. Scott and Mike have given us some ideas and so forth, but ultimately it is a down up process. We are here to facilitate that process. We have been pre-skilled at doing that, I have no preconceived ideas of where you’re going other than to give you my expertise and my understanding about the process and about the state and hoping to guide you through that. What will result is an integrated Educational Facility Master Plan that will then get you all on the same cycles so that all of you are moving, at least, not in the same direction but in the same general direction in meeting the needs of

your constituents. For those of you that have heard me before, does that sound about the same? A few responded yes.

This is an agenda that you have in front of you. This is a meeting. Agendas are linear, I'm more Gestaltish in my approaches, meaning I'm the whole to the part, so I use it as a guide. As we begin to move through this, these are the topics I want to touch on, but we may jump around depending upon your desires and needs. With that, I put out a number of diagrams. Please, anything you hear, anything you get, anything that you see, please share. The ultimate goal of this is the process and the process is transparent. There is nothing secret here. I will tell you to please share it with everyone that you come in contact with. Basically, when we go through this today, you will see that this committee is the primary committee at Valley College that is charged with making the recommendations with the DSPC and then spreading the news, so to speak, and then getting input coming back. I have to work hard because education and psychology and medicine have their own acronyms. So DSPC is the District Strategic Planning Committee. Let's first go to this (circle diagram). You can see how I think of things because I think of things coming in circles rather than linearly. This is the process and philosophy that we bring to you and that is about eight weeks ago the State Chancellor's Board of Governors approved a statewide strategic plan. The community colleges need to, in their opinion, focus on certain initiatives. The green circle right here is the District Strategic Plan that was completed in 2014. The District Strategic Plan should be integrated or should look towards the statewide plan in order that it is supporting the initiatives moving forward. It isn't the same, the techniques or the directions maybe somewhat different but should be integrated with the approach of the statewide chancellor. Then above that, in the blue circle, is your college strategic plan and Crafton's strategic plan.

James asked one of the things that came up in the previous meeting when you said does everybody understand what the District is, is the District proper meaning the administrative office and the PVC and KVCR and EDCT, meaning that those are separate entities and the concept of the District that includes everybody. James said that he doesn't see a distinction on the chart.

Scott explained that on the chart the handwritten edit is on there. We did that at the last minute distinguishing between SBCCD, the overall District and everybody operating as a unified unit moving in a direction versus the District Office which is the Chancellor's Office and the entities that are connected with that. On some of these it's a subtlety but it is an important distinction.

Dr. Blaylock stated that on the far left blue box, this was decided on Friday. I haven't even been to my office in Sacramento, so I haven't had a chance to change it. So that will be changed. So, James, yes you are correct.

Leticia Hector asked so which is it? Is it the office or the entity?

Dr. Blaylock stated the far left blue box is office.

Scott explained these three blue boxes (on the diagram) together they comprise the District, SBCCD. The District Office for reasons as we go through this, you'll see the District Office is an entity that needs its own Educational Master Plan, it needs its own direction, much like Crafton, much like Valley. Together they comprise the District or SBCCD, that's all of us. But the District Office is the District Office.

Dr. Blaylock stated please help us, that's a necessary and appropriate clarification. So we will make the changes in that so there's a clear understanding of what is the District of which you are a part of and the District Office which is the Vice Chancellors, EDCT and KVCR and so forth. It's a subtle but important difference. So, when we look here in terms for planning, we have the colleges' strategic plan that should align itself to the District strategic plan. I think the most important thing is the next circle up which is

your Educational Master Plan. When you look at Number II, A, B and C, it is the Educational Master Plan that should drive, in our opinion, pretty much everything. It should drive budgeting, who your constituents are, what types of programs, what types of services do we want to provide for them. And through that, what you're going to focus on, what you're going to back off on, what initiatives you want to do, that is your Educational Master Plan. That goes from one to five to ten years. And that is what we are here to facilitate you in doing. You already have an Educational Master Plan that was written a number of years back. James, you have done some outstanding work in maintaining your program review, your program goals and objectives and directions. What we want to do is put that all together and integrate that into a unified front. Which you then will come up with goals and objectives, action plans, and so forth, that will drive your budgets. For instance, if a department decides that they need extra staffing and so forth, it has to fit within the Educational Master Plan in order to be considered. Or, if it doesn't fit into the Educational Master Plan, it has to be justified as to why we are pursuing it or not. The reason why that's important in terms of your Educational Master Plan, accreditation is looking at that as well. Accreditation looks at your integrated planning process and is it budget driven, rather than education driven. Meaning, it should be driving the budget not the budget driving it. Again, a subtle difference but a significant difference.

James asked about our objectives and goals. Those are in another document that needs to follow the strategic plan. I'm not sure what your experience at other campuses is, when there are two planning documents. In our system, the strategic plan tends to be the more overarching plan, where the Educational Master Plans begin with the one sheet at the departmental level that are involved with program review and is pretty much related to instruction and limited to student services that have contact with students while the strategic plan is one that touches everything from landscaping to student success.

Dr. Blaylock stated your strategic plan is your framework and is your \$30,000 goal. Your Educational Master Plan is getting into the weeds of how you're going to actually achieve those goals and objectives listed in your strategic plan. For instance if you have a goal or an objective to meet the career technical needs of your community over the next five to ten years, that would be a strategic goal or an objective. Your Educational Master Plan would then say these are the career technical initiatives that we're going to develop. We talked about logistics, culinary arts, those types of things that would be in your Ed Plan that would then achieve that goal. The same question was asked at Crafton yesterday: Well, we've integrated our strategic plan to our Ed Plan or we're going to. Well, that's wonderful, less work for me. But my job is to make sure that they're all aligned. As we meet with you and our Educational Master Planners meet with you and we have an understanding of your strategic plan, if something pops up in one of your departments that doesn't fit, or we need to address, then we need to bring it back to this group to say this is what we found. We don't necessarily think it fits within it, but it doesn't mean we shouldn't do it, but if we want to do it, we need to make an adjustment over here.

Rania asked the end goal of this as your facilitating these discussions in the background, are you also writing this Educational Master Plan, so, at the end of this process you will actually provide a finished document?

Dr. Blaylock stated short answer yes. Long answer is that is what you need to help us with. That is one thing that perhaps how we distribute it or how you inform your community and your constituents may be different with Crafton versus Valley. Both of you, the whole district you are going to a tome. But that is just a reference. You're going to get 650 pages of stuff. That is going to be the integrated Master Plan for the District with both colleges in it. No one is going to read that. And I think one of the big mistakes that Educational Facility Master Planners do is they say the deliverable is 6 copies of the Educational Facility Master Plan and that's 6 copies of 600 pages, and that's 3600 pages and no one is going to read.

One of your tasks for us is, as we go through this process this next year, is to inform us about how to put that out there so that it is reasonable, rational and is consumable by the constituencies.

Rania stated then it would be fair to ask you then for something, rather than 600 pages more scalable so that the campus, and even more scalable than that for the community like a one pager, sort of a marketing tool.

Dave suggested sort of like an abstract.

Dr. Blaylock said yes, it could be a one pager or an abstract. Whether or not and how you want to deliver that, including a paper, as well as electronic, however you want us to provide that to you. The document that we produce, or the directions that we produce should be a living process for you. The day it's delivered, the next day it's out-of-date. We would like this to be user friendly so that you're using it continuously so Dr. Fisher, or Scott, or James, doesn't want to read through that 600 page tome every time there's a question. That has to be user friendly. I kind of look at it as the fifth grader. Meaning, if I drop this off at a fifth grade class and they read it, they can tell me what it is and what it means. Then from the Educational Master Plan comes the rest of the plans. The final one which is the biggest plan is the facility plan. Most districts and colleges have it backwards. They go out for a bond and they do a facility plan that then drives the Ed Plan. No, no, no. We're going to have an Ed Plan that drives the Facility Plan. Because, ultimately, the facilities are the tools that you use in order to deliver the instructions in the education. So that's why we're about two months ahead of the facility people. Now your task is to look at both of them. I will give you an example, the schedules and so forth. But, ultimately, I'm going to tell you, this is your plan. I will push you, I will argue with you, I will suggest this way, but ultimately it is your plan. To the point where when we are presenting it to the Board for approval, I'm going to say we don't present it to the Board. The DSPC presents it to the Board with the representatives because it is your plan, it's not ours.

Dr. Blaylock points to the chart (boxes) and stated this is the one, and I think we can overturn, hopefully, most of the rocks in the district and know kind of where the land mines are, we know the politics, and I really appreciate everyone being up front and honest and direct, but if there's something that does not go over very well, we want to know that, because it's all vernacular. We will change what we need to do, and the first thing I will tell you and I haven't been able to change it yet, is the District what Scott was talking about. That wouldn't go over very well. So that's being changed to District Planning Committee which simply means what's underneath there. So, those of you that were in the first DSPC meeting, please jump in. Each college and each entity that will have a part of the Educational Master Plan and the Facility Master Plan is in blue. You are San Bernardino Valley College blue. The Presidents and the VPs felt that this committee in each campus represents, with certain additions, the constituencies that you're serving. As we are working with you on an individual basis, all recommendations, all program review, everything that is done in the purple boxes is generated by the Deans, generated by the facility people, generated by the VPs, generated by James, all of that information will funnel up into this Committee. We will then talk about this is what the directions are, these are the goals and objectives, these are the things that the departments and the Deans are about moving forward. This is the facility side, this is the career technical education side. All of that will be presented to you. And it is from there, those recommendations from Valley will be approved by this committee. Then we'll move up to the green box to be vetted again by the DSPC committee of which there are a number of representatives here. That committee will solidify the Educational Facility Master Plan and will make the recommendation for approval and what's in those plans to the Board of Trustees. You can see the orange box, the Chancellor's Cabinet, the District Assembly and the Board of Trustees are consulted. I can honestly tell you I have received no direction from anyone at the District level, except one person, and that's your new Vice Chancellor of HR, Lisa Norman. Because Lisa Norman has a situation with accreditation that she has asked help with. I know she's starting staffing analysis as well. She does have input into that,

but that will all come into the DSPC for recommendations. There's no Board of Trustees sitting in here, there's no Chancellor sitting in here, there's no Vice Chancellor sitting in here, this is your plan. If you have questions and comments or thoughts about the process, at least as this is related. Please, you have my card, if you have questions, concerns, thoughts, do not hesitate to email me. Now I ask you if you email me you cc Scott and James, just so that there is a tie that everyone knows what the communication is. Because if I get an email from you and there's no cc, I will cc it. Just to keep everyone in the loop. Questions, comments or thoughts?

Dr. Blaylock stated okay, this one (Attachment A). This is probably one of the most important documents that we are producing. Every single committee has a copy of this. Every single member, please share this. This is the actual scope of the work with the deliverables on the side. This is actually our contract. You can share it, you can look at it, and it is broken into two places: process and approach. The process is starting on page 1. We are right now in step 1 and step 2. That's prepare and analyze. We are now doing a space inventory. Our researchers have been in contact with your researchers at the District, the coordinator for that for now for the Educational Master Plan is Keith Wurtz. I met with him today for two hours, he's really a great guy, and he just got this job and guess what you're going to coordinate. So he is the District coordinator just to make sure everyone is rowing in the same direction. So if you get an email and you see Keith Wurtz on it, or whatever, he's having to keep track of all that. Scott has been really a part of this as well, I don't know if he's going to continue kind of being the gatekeeper, but Scott and Mike at Crafton, have been very involved in this process, so we're involved with them as well. Right now we're between step 1 and step 2. You can see on the right hand side the deliverables that we're looking at. We are going to go through, you'll see on IDe, the space utilization analysis. The space utilization analysis is going to take two forms. The first form is programmatic, and the second is simply space utilization. What we are going to provide for you is a space utilization programmatic. That means how much wish is being generated by program and how much space does that program occupy. We need to know that for a couple of things. The State measures that through lab, lecture, office, AVTV and library. We need to know that, how much wish is being generated per program. We also want to look at, and this is a planning process. If you have a program that is generating say 5% of your campus wish but taking up 15% of your assigned space, that's something you may need to take a look at. Now, you may look at it and say, no, no, no, that's fine. That's okay. But at least you're making a decision from an informed approach. The other thing that we're looking at is, the major reason is for planning. Say you want to start a program, logistics. What type of space needs are you going to need in order to develop that program and live that program. That's what we want to know. So if you're generating x amount of wish and that program is going to need x amount of space because of that wish being generated, that's what we need to know. That goes directly then to the Facility Plan. Because as you are looking at that, you're not going to have that building on line, or that facility on line, for another five years. You have a five year lead time to get the curriculum in place, go through your process and so forth. We need to know that because you can't decide to do a new program or to curtail a program, or to increase a program because you need to have at least four or five years lead time in order for the space to be reconverted. Then the other thing we're going to do with space utilization, just how much space is being used, when, what days and is it being used effectively to State Chancellor's guidelines. For instance, are there life science people here? Yes. A biology professor will say, well all of our labs are full. We need more lab space. I'm not saying this is the case with you. But then when we do a space utilization analysis there have been times at some of the colleges where it's being used significantly for the times that they want to use it. But Friday afternoons, Friday mornings, Monday mornings, after 5:00 pm it's not being used. You need to understand that for the times that you're using it, yes, that space is being used a lot. But there are other times that it's not being used. You have to make the decision as a college, do you want to recreate more space that's expensive or not in order to meet those needs, because the State will not pay for that. I'm not judging that, that's just the way it is. The State of California looks at Monday through Friday, 8:00 am to 8:00 pm. That's 12 hours a day, five days a week, that's kind of what they put out there. And if it's being used 30 hours a week but it's available 60 hours a

week, they're going to say that that space is being utilized 50% of the time so therefore, you may not be eligible for additional funding. Now you as a district using your money, you can do that, but in terms of State money no. I'm not making a judgment, I'm just saying that's the way it is in relation to the state.

Rick stated you mentioned AVTV, IT doesn't generate wish. How does IT space fit in, office space?

Dr. Blaylock asked IT in terms of instruction? Text Support? That comes under office. And you get 110 square feet per 15 wish and that 110 square feet for office is not just office. It's office, it's reception, it's IT, it's support service, it's student services. One of the things we have to inform professors is, they say well the office allocation is 110 square feet, why can't I have an office that's 110 square feet, or why is my office only 70 square feet? Well, because you have to hold over 40 square feet for all the support stuff. So, IT would be under office. Now, the State Chancellor's categories are arcane. The last time they were done was in 1967. We are working hard at changing those, specifically AVTV. That's when you had, you know those carts that you wheeled around in, and overhead projectors. Libraries right now, there's a library cap load. In our planning we are actually reducing the square footages of libraries not increasing them. Because very few people are carrying books. Or they'll carry a collection of books and every else is digital. We just replanned the new library at West Valley College in Saratoga and it went from 70,000 sq. ft. to 42,000 sq. ft. And they were happy about that because then they got more space to do other things with.

Ricky asked then in that case, are you building more computer resources into libraries like computer labs and those sort of things, since there's no actual books?

Dr. Blaylock responded no, computer labs, PCs on a table are arcane as well. What we are looking at is WiFi, bandwidth, charging stations, those types of things.

Rania asked but wouldn't that depend on student population? The computer labs in the library are full.

Dr. Blaylock. Yes, that's actually a good thing to look at. Saratoga. Saratoga is in the Silicon Valley, super wealthy district. It has two colleges, West Valley, and Mission College in Santa Clara. Mission College is right next to the Levi's Stadium. For you, this is where the Educational Master Plan would not mirror Saratoga. It would mirror yours. Perhaps you would do more computer labs, but then you would look at maybe more hours open or more access, that type of thing. San Mateo is another one of our community college districts, another one of our clients. San Mateo does all of their information through email, social media, and so forth. They don't do any of this. But that's Hillsborough, they are a basic need district. They get no state aid because they are self-contained. But I'm pointing that out because we also represent LACCD and you look at L.A. city downtown and so forth, so this is where your constituencies and what your goals are and is very important because it's going to be very different in how you deal with that.

Diane asked I have a question about the wish. If the analysis of the space utilization based on wish were taking into account that the wish formula does not account for contractual and limited plus caps and so the formula is sort of flawed for those areas that have those areas that have those so they would never meet the wish requirement to begin with? I just wondered if your analysis would also include that.

Dr. Blaylock answered yes. It would say it as a footnote. The problem you're going to run into, and I don't disagree with what you're saying. But when you're playing with the rules that the State lays down, those are the rules. So you can say I don't like the rules and contractually we can't do that, fine. Because the State is going to say this is the way it is. We can make a footnote, for these reasons, so on and so forth. For instance, notoriously, wish versus space, nursing programs will never meet that because it requires so much space.

Susan commented I think English would be okay because it's not wish per faculty, it's wish do we have enough classes to cover it.

Dr. Blaylock stated specifically nursing and some of the science programs, the other ones are fire science and police, where you have these huge spaces, and the balance comes in, this is where the Educational Master Plan is important, is that you have programs that generate wish but suck up space, but then you have programs over here that generate wish but don't suck up space. So you have to have that balance. Another example, we did a Master Plan for Valley College at LACCD. Tyrine Leader was the president at this time. She was being pushed really hard to expand her nursing program. This was when Arnold Schwarzenegger, in the early to mid 2000s, said we need more nurses. We did the Master Plan for them. They have a huge theatre arts program there. As a matter of fact, most of the people that you see on TV are alumni of the Valley Theatre Arts Program. Well they decided that they were not going to expand the nursing program. Let another college in the district do that. We're going to expand our theatre program because the wish generated for that space and the need was so great that they decided to do that and let L.A. City or Trade Tech or one of those expand their nursing program. So that's where you use your Ed Plan to do your balancing.

Rania stated that was kind of putting them on the map, people were coming to them for that specifically, really kind of self-serving. Even though nursing could have been beneficial to them theater was more beneficial.

Dr. Blaylock stated of course. Most of the people on Taxi came out of Valley College. They have a huge alumni portion but the point was they can generate wish using that program and that's what they need to do. Because your President and Scott here are business people as well and we've got to balance and generate the money. So that's where the Educational Plan is real important. Yes, it's all about it money but it's also about your constituencies and how you're going to move them forward.

Dave stated if you focus on too many things, you don't do it well. Focus on what you do well.

Dr. Blaylock stated exactly. You can be all things to all people and nothing to no one. That's something you really need to look at.

Rania asked where does parking come in?

Dr. Blaylock stated I'm smiling because within 20 minutes your counterpart at Crafton asked the same thing. Parking. That will come into the Facility Master Plan. They are contracted to do a traffic study and this comes out of the Educational Master Plan and the Facility Master Plan and I don't think Cheryl would mind me saying this to you because her group said, we have a parking issue. But she said I refuse to spend \$30 million on a parking structure. Can we look at other ways to do that. I said I don't know what those are but we can give it a shot. Because that's a big issue for them for different reasons, for them it's because of the hills, and for you because you're urban. So, yes, a parking structure is going to be about \$22,000 per space. And that's a lot of space, per spot.

Scott mentioned the one we've got designed right now is a \$50 million structure. If we go another route it could be a \$30 million structure.

Ricky asked do you ever stay on top of parking though?

Scott answered another way to go at that parking without building parking structures is to distribute our classes across those five days, 7 to 8 at night, and then all of sudden your parking problem diminishes

significantly because you're not generating all that FTES in a certain prime time. You've got it distributed.

Rania stated there's something I've noticed, and it's not actually a facility but something that could be implemented in the design, and I think this is really important. We need somewhere designated on the college as a drop-off, pickup zone. Because this completely falls in line with our constituency. A lot of them get dropped off, they get rides here. One of the things that impacts the parking lot so much and causes people to swerve around each other and causes a lot of impact is that someone stopped right in the middle of the parking lot and it just backs things up.

Dr. Blaylock stated one of the things I would ask you to do, is all of you, put those ideas on paper and email them to me and to Cheryl. Because we don't want to forget that. That is probably one of the biggest issues in terms of drop off, pick up, entrance, the zone, the travel. That is a huge thing. And it shouldn't be denied, it shouldn't be poo-pooed. Especially for an urban campus. You are correct. And the parking structures are something that I wouldn't say out of hand no, because there might be ways to do joint use. I don't know what you have around here, something of that sort. The other thing I would say, I'm suggesting to Crafton, they put parking down somewhere. No one uses it. Well the reason why no one uses it, is because it's a ways. So, we'll do a parking analysis and traffic analysis, where do people come and go. So if you build a drop off over there, where ever that is, and no one's over there anyway, they're not going to use it. So it's very important that you, as a group, tells us that. We don't know that.

Rick stated that just wanted to make sure that when you're doing that traffic study, the gym is opening up. Our traffic may be a pattern right now but next year it's going to change, so we need to take that into consideration. A lot of people are avoiding that corner of the campus just because of the construction but when that finishes, our whole pattern is going to change.

Dr. Blaylock stated all of those are outstanding ideas. Please write them down and email them to me. And then what we'll do is I'll bring them back to this committee or we'll create a list-serve and send them out so that we don't take the time at these meetings. We can vet them.

Dave asked do you do student research? Do you have a car, do you ride, do you have a laptop, do you have a smart phone?

Dr. Blaylock answered yes. Are there any student reps on this? Yes. There you are. Okay, great. That is something that we need to talk about with you is how to access the students and the best way to interface with them.

Javier Vizcarra stated we do a survey in the beginning of the semester basically, and in ten days we ask them do they get dropped off, do they take public transportation? We do ask those kinds of questions.

Dr. Blaylock I agree, we want to probably expand that. Getting back to your discussion is that surveys like survey monkey may not hit the people that we want to hit. And so those are the things that we need to know from you. Do we camp out in the student union and do something like that? Do we come to student senate or student council? We want your input in how to best meet students' needs and give their information back to them and open a dialogue. Because at West Valley in Saratoga we could send out an email to everyone and that would be fine. That may not be the case here. The other thing we need to know is how many languages are spoken on this campus. That is another thing that is very important, Spanish and English of course, but are there any other languages that need to be taken into account in order to communicate well your constituents. So if you could take my card and then if we can communicate on that so that we can best serve those needs.

Rania stated this may or may not work but students have to go see a counselor several times and if there was a way to set up where the counselor had like a little card or something and once that card was filled out it was checked off in their record, then you have the card and that way you're going to get all of the students that have to see the counselors face to face which is the majority of everybody.

Dr. Blaylock stated is Ricky here? I met with Rebecca who is your counterpart at Crafton, because one of the things that an Educational Master Plan gives short trip to, is student services.

Ricky answered I was kind of noticing that.

Dr. Blaylock said Rebecca has asked quite assertively which is great. We need to be a part of that because you can talk about all the programs that you want and do all the teaching that you want but we're the ones that get the students in those programs. We know the students better than you guys do.

Ricky stated and I'm glad you said that, I was just waiting for the opportunity. When we were at the District, and that was one of the things I said to James when we were listening to the presentation and the model that mentioned best practices, many schools have gone to a model of a one-stop shop. Right now on our campus that's not feasible. Student services is in three different locations and that lends itself to a student getting the runaround, whereas there was a student services were housed in one area we would, from a qualitative standpoint, I believe increase the changes that the student would not get the round.

Dr. Blaylock stated so what I will do with you, is that I will contact you, and probably you and Rebecca have different needs but just kind of a student services district, and we'll talk and then you as a committee it will be a chapter or that will be part of the Educational Master Plan. I will tell you if you read most Educational Master Plans, they don't talk much about student services.

Ricky stated I would just add to that. Every single one of our student support services has a problem with storage. When these buildings were built, there wasn't storage space factored into them, and now we have these external storage units that are routinely broken into. Or they are at a location that is inconvenient for the staff, waiting rooms, computer labs.

Dr. Blaylock stated those are all things that we need to know because when we set standards so that the architects come in and design it, that that's taken into consideration. We've gone an hour and I don't want to take up much of your time. But I want to go to the District a little bit and explain what's happening there. There's a number of people you're going to come into contact with, myself (Shaun), you'll be in contact with Cheryl Sterrie, she's an Asian lady whose an architect who we're working with, you'll come in contact with Sandy and you'll come in contact with Bobby. The real person who is kind of the goddess of educational master plan, you'll be meeting her, Dr. Allie Tamar. She's a former vice chancellor at the state level, she's a former vice chancellor at the district level, and she's a former VP former instructor. She is the one that is going to come in and actually meet with your deans when we're reviewing your program reviews and all the data you already have, she is the one who's going to be sitting down with you and going over those. Because she has the most experience. So you're going to be seeing five people around. As you begin to do that, please come and talk to us. We want to be transparent. There will be nothing that I give you that I don't want you to share. Matter of fact I'd rather get an email from people saying please stop, I don't want this anymore. That would be a benefit for me rather than to say I don't know this. Anyway, the District. We have heard, and you have been very open, so has Crafton, so has everyone else and I appreciate it. They have been very open about their concerns with the EDCT and the integration with the campus and colleges and so forth. That is one thing I have not been directed by the Chancellor but just looking from the outside looking in, EDCT and

the KVCR issues have to be addressed as it relates to integrating them back into the campuses. Those are things that I'm going to be looking at because those are things that I know are big silos and are things that need to be addressed. So that's going to be addressed in this as well. The other thing we will be involved with is Human Resources, Lisa's group. Because they're having to put together a staffing plan. In reviewing the staffing plan that was done in 2014, it may have some structural issues I need to take a look at. But just looking at the data, 25% to 40% of you are going to be retired in the next five to ten years, in terms of the faculty. That's a huge turnover. The Educational Master Plan is extremely important right now, so is the staffing plan. Because as you begin to decide which programs you're going to expand, which programs you're going to curtail, which programs you want to bring on. That's going to be a very big decision as you begin to recruit to hire who you want to come in. So that will be one thing at the district that we'll be pretty involved in. That will be really important with your Ed Plan in order to inform HR what direction she needs to go in setting up those processes. Because you look at the demographics, just look around, in five to ten years most of you won't be here. The same thing is if you have a program that you're wanting to perhaps curtail, and someone retires from that program, you may want to then look at hiring someone over here because that's a program that requires a special skill set that you have to go out and find. That's something that the Educational Master Plan should do for you.

Rania asked so do they actually go into personnel files and say oh, this person is such and such age and this person has been here this long?

Dr. Blaylock stated no, we'll say much like what we've asked James to do. Please give us your demographics of your employees. I don't know your age and I don't know if you're going to retire, but I do know collectively that in the next five to ten years about 25% to 40% of you won't be here. So, that's important. It's also a budget thing. For instance, I'm not sure they're going to do this but if they say, we're going to give a golden handshake, how much does that mean, how much is that going to cost? But it has nothing to do with you individually. And no, I won't see your personnel file. It's the same thing that James keeps, all the demographics on your campus you're your students that attend here. He may not know that person, but to know that person he would have to go to you.

Rania stated but you don't know who that person is then. I guess that's what I'm asking, so you're saying that as you know that 25% to 40% of the people are retiring, say that a lot of them retired from this program, or that program whatever, if you are using that to fund the Educational Master Plan, how do you know if you don't know that several people in this area might be retiring or in that area. If you're just looking at general demographics, how does that shape the Educational Master Plan?

Dr. Blaylock stated it shapes the Educational Master Plan because you as a group say we want to shrink this program, and expand this program, and develop this program. We are initially going to start with a goal of, say, for example, 1500 FTEs for this new program that we're going to expand. That translates to three full time equivalent positions that translates now to 750 x 3, 3200-3300 wish that we have to generate out of that program in order to fulfill the needs of that program. That does not tell you who's going to be there. So what that does then, as you're looking at someone who then says I'm going to retire out of welding. I'm just picking. Instead of backfilling in that program with that FTEs, you look at hiring into that program for that FTEs.

James stated I think you started by saying you were looking at how to estimate the capacity necessary for HR. So, for HR it's doesn't mean it's not so much specific departments, since they have a pretty good idea in terms of employee turnover.

Dr. Blaylock stated right. For instance, you might have a higher employee turnover faster than most say, in mathematics, statistics, technology than you would in history because those people are snapped up in

private industry. It's something HR would be aware of, or should be, that's their charge. We're going to help her get that going.

Ricky asked would this constitute another environmental scan in terms of emerging fields?

Dr. Blaylock answered we're doing that right now. And that's what we'll talk to James about, and Keith, and the new guy.

James asked so what about the environmental scan that you did two years ago? Is that obsolete?

Dr. Blaylock stated no, it's not obsolete, but we have that. One of the things that I want to give you is an Educational Master Plan that has kind of multiple options or multiple decision trees as you're moving through. Because the day I give it to you is the day after it's out of date and you should be looking at it updating it as you go. So to answer your question James, if you look at the economic report generated in 2006 here. If you don't have it, I'll give it to you because I read it. It said that by 2010 the Inland Empire is going to be like 50 million people and it's going to be exploding and it's going to be whatever. Well, what happened was 2008. So, the economics and directions and the demographics that you're looking at is about a half a step above a crystal ball. So what you begin to look at are programs or educational issues that are more long term. For example, Scott brought it up to me, logistics. You drive around, you walk around here, I see all these warehouses going up. Those are not going to be abandoned very quickly. And really smart people are saying this is going to happen over the next five to ten years. You take your demographics, your economics, you take it with a grain of salt, but at the same time you also have plan A, plan B, plan C about what you're going to do and have programs that are a little bit more sustainable in a downturn than are not sustainable. Also programs that initially have the potential to give you a living wage without necessarily a college degree, and so forth. Those are things I would suggest that as you look ahead in the demographics, what's coming to you in this area, or what is in the area that satisfies A, B, C, or D. That's what you use the demographics data for not necessarily to build to attract students, because that will be decided by the Department of Finance in Sacramento. I don't want to take up more of your time, you'll see a lot of me anyway. Real quick, Friday?

President Fisher stated Dr. Kinde is not here but you did connect and you will be meeting with the Deans on Friday is that correct? So what should we expect from you and/or Cheryl moving forward in the immediate future?

Dr. Blaylock stated we just went through the 24<sup>th</sup> revision of the schedule. The key, today. I think we have it. It is etched in jello. So what you're going to have, what we're looking at is some space, some areas, that we're going to have to ask you to really help us on. You'll receive the schedule the next time I see you. We're going to ask for some time in November at one of your meetings. The next time I come it's going to be a working meeting. Meaning we're going to have data for you, we're going to be presenting your external scan, we're going to be presenting your internal scan. James, you will have seen it already before and given your thoughts and input into it. We will be presenting to you the things that we have already begun to generate. Also, you are not going to get a Master Plan, here it is, and you've never seen it. As we're doing chapters, we'll be handing them out to you for you to review, read. So that will be something we'll ask that you bring back here to this committee as we begin to look at those. We're going to be coming to you, I would like to at least once a month, we'll want an hour or an hour and a half, this is what we're doing, this is what we've got, handing out chapters, this is the information that we've gotten, this is what we are interpreting as, what do you think, that type of thing. You'll hear me talking but it will be mainly about data. We have been given the time frame of the final draft being done by the end of May before you leave for the summer, with the final-final being brought back to the DSPC the end of August and that being approved by the Board by the end of August or the first of September. We expect the first draft of the EMP to be done by the first of March, the final

draft to be done by the first of May. So the Educational Master Plan will be done. The Facility Master Plan will be well on its way. They require a lot more of those pretty pictures and all of that, we just write. They're linear.

Dr. Blaylock mentioned he would like to begin to schedule Allie Tamar and he and President Fisher went on to discuss possible future dates and times in November and December.

President Fisher thanked Susan and Albert for the short notice. I realize I didn't have the conversation with you that I'd intended and then you arrived after I sort of give the explanation to the group but I believe it's critical that CTE be represented, not just applied technology but nursing allied technologies represented. Not as a member of College Council but as part of this consultation team. I know there was some overlap here today since you were in the Deans' meeting and there'll be more on Friday when the Division meetings take place, but the more times we're exposed to it the better.

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### **PRIORTIZE PROGRAM REVIEW**

President Fisher stated next order of business is I took things out of order, we agreed. For those of you who have served on College Council for at least the last year, you may recall the process that we used when we were looking at the items that came through our program review process in the areas of faculty, classified staff, budget augmentation, facilities, technology, equipment and a finite amount of money, and Scott's going to take over in a minute, but the budget committee approved \$1 million. We may have access to a few more than that \$1 million not from the fund balance but from other source, but our job is to allocate the monies so that we're able to meet the highest priorities but realize that they go across the various areas that I have just identified. Meaning you could spend the \$1 million on all budget augmentation. What about the facilities, the technologies? Scott will explain the process.

Scott stated what we're going to hand out is the program review needs minus the faculty and minus the staffing section. What you'll see is budget augmentation, equipment, technology and facilities needs and the priorities that were determined. The facilities by Facilities and Safety Committee, and technology by the Technology Committee, and then equipment. We need to determine and lay out some assumptions before we start on this process. What I've outlined are some things that we assumed last year, and then learning as we were going through the process last year, some other things might make it go a little bit easier. We can add to this, we can take away, we can modify the ones that we have here. So, we have a \$1 million that we can invest in these four categories of program review needs. Last year, we made a determination that in order to maintain control over the \$1 million we allocated \$900,000 or \$910,000 and not to exceed that so that we had a contingency of 10% on top of that. This assumption here is not to exceed a 10% over the amount allocation and that's everything included, that's shipping, that's taxes, that's out the door, packaged or needs to be installed, that it would not exceed that by 10%. Now if we determined you want to it to exceed by more than 10% in order to hold a million, we have to reduce the allocated amount to something lower. Now the second half of that first item, let's say that we got an estimate for \$100,000 for something and then 10% beyond that is \$110,000 approximately well if it turns out that the costs was significantly more than that, can we just work with that division then to scale that down. If it's something that's scalable, like buying a number of pieces of equipment, so we can get back to within the amount allocated and continue to proceed versus cancelling it or it coming back to program review. How do those things sound, are there any questions?

Paula asked when do we have to have these done?

Scott answered that's one of the assumptions that we're going to go through. I'm going to make a suggestion, we get it all spent this fiscal year.

Paula said because we're looking at the 2014-2015. We're going to have a 2015-2016.

President Fisher stated right. This is what happened. The plan was that we would use the 2015-2016 as we discussed for program review and the Chancellor here before Academic Senate said we would be using the faculty list from 2014-2015. We will use the program review list from 2014-2015 for all of our needs, otherwise we're splitting. We're saying, we're using one year for one purpose, and one year for another purpose. So, the goal is to get us caught up, not skip part of the year, because that was problematic for some people. The program review list that you will complete will be on schedule with the way that this has been playing out. We were on track, but things were changed. So, that's sort of where we are.

Scott stated if we held it to 10% that means it will probably be about \$910,000 something like that to hold the allocation but my experience last year how things come in, some of them come in more, some of them come in less. I think \$930,000 would be over a 10% maximum, but we could probably get close to it.

Rania said that's what we did last year. You said it seemed to work out well, about 10%.

Scott said yes. I think we can up it a little bit, 10% of \$1 million, it would be about \$910,000. Are we good with this? Okay, the other thing is some of these things are listed let's say, we want this piece of equipment and we want it installed here. Maybe it's a \$100,000 for this. Well this hasn't been fully vetted yet. Especially on some of the facility, so we just purchase a piece of equipment that's stand alone, some things that need to be installed, is it viable? Can it be installed to code, can it be installed safely, is it going to function per the intended? If it can't then we would cancel that unless we could scale it back to make it work. If items discovered are installed already, we're going to go through some of these that I've identified. But there could be more on here and you never know, and some of the program has funded other things, so as we go through it, and we determine that some things have been funded, then we'll skip over that and go to the next priority. Is there any discussion on that?

Ricky stated I'm trying to understand the handout because I'm seeing a number of numbers. I'm seeing \$1 million in one place, \$300 in another.

Scott said I intend to go over that so that everybody understands how it's put together. With the exception of facilities, the facilities items take longer. We're doing some of the facilities items now, it took all this year to get things lined up to do some of it. With the exception of facilities, can we have an assumption and actually a rule that the other things will be completed, purchased, acquired, this fiscal year? Because this last year we didn't make an assumption or rule like this and so we've been trying things over. It starts to get really burdensome carrying funds over. My recommendation is that we complete this this fiscal year making purchases.

Sarah asked can you help me understand in some cases it looks like there have been delays and what were the delays?

Scott answered some of the people that were going it or purchase it, it just didn't happen.

Rick said I'll give you an example on the reading lab software. They spec'd out a certain software, got it approved for the money and then that software vendor discontinued that product. So we carried that money over and now they're trying to choose another piece of software and trying to fit it into the budget and now there looking at other monies to backfill because they don't have enough money there. That's an example of what happened.

Scott said I think we've got enough time if we start moving on this after we've actually made the allocation that they'll be enough time to vet through some of those problems. If we keep this maximum expenditure at \$1 million, which is what we need to do with our fund balance, that we set the allocation at \$930,000 and that will give us plenty of room if some of them hit 10% we can work with that. We don't have to vote on this at this minute but is everybody generally in agreement with these assumptions?

President Fisher stated well I believe we should have a motion and vote on the **assumptions** so it's part of our record. Do I have a motion to agree? Sarah moved, Rick second. No Discussion and the group voted as follows:

**AYES:** Fisher, Gilbert, Bastedo, Cota, Hamdy, Hector, Hrdlicka, Hunter, Miller, Ferri-Mulligan, Shabazz, Smith, Stark.

**NOES:** None.

**ABSTENTIONS:** None.

**ABSENT:** Beavor, Burnham, Huston, Kinde, Weiss.

**NO RECORD:** Javier Vizcarra for Linda Subero.

**Motion carried.**

Scott stated I want to bring your attention to some of the things that are on this sheet. The document is divided into four areas. Page 1 is the budget. So these are budget augmentations that have been requested and at the bottom of the page is the total which is zero. You can see the total that's been asked for which is \$394,320 worth of budget augmentations. On the comments on the right says it's on-going. Just as a general rule the money that we're allocating here is one time money. So one time money can't go towards on-going commitments. Maybe there's one exception that we can vote on today. On page 1, you see where it says Culinary-budget increase \$20,000 completed? These are items that Karol and I have noted that it's already been taken care of for any number of reasons this year. The Culinary Arts though was addressed and that additional funding was allocated to Culinary Arts. But we're going to come back to this first page. But I'm going to continue on with an overview.

Sarah asked in regard to the Culinary Arts budget increase, it is ongoing?

Scott answered yes, it's ongoing. On the second page, and half of the third page is our program review needs for equipment purchases. If you'll notice there's one on the top of that, there's one that's grayed out Auto tech stem rack hoist, that was purchased and installed, and that budget is completed. You can see the total on page 3, \$1,276,593 worth of requests. We have \$1 million to spend so the needs far outweigh the dollars that are available this year. Then we've got \$318,000 with the technology needs that have been requested and that takes the second half of page 3. Page 4 is facilities and safety needs which takes the entire page and items 1, 2, 3, and 4 are funded and they're actually all in progress. Page 5 is just a grand total. Let's go back to the first page.

President Fisher stated for people who have not served, in going through all these pages and the categories, for you to see overall that we're talking about requests that exceed \$3-1/2 million and we only have \$1 million so the goal is to go back and look at each one of these and see how far down the list can we go on each one and what should be the priorities. In the order, not out of order. It's not the role of College Council to change the order of priority. The number one priority for budget augmentation is No. 1. If we're going to fund, then the answer is yes and they are already prioritized. So the job here is not to re-prioritize the areas.

Diane stated well, Dave asked the same question I had and Part 2 is if we fulfill 1 through 4 does No. 5 become No. 1?

President Fisher stated let me say that here and it goes to Paula's question, sort of. Whatever is left here is done. If we don't get to No. 5 and it's not funded, then the next time, next year, then we'll be looking at the new program review list and these items are no longer on it.

Dave said they might be rearranged.

President Fisher stated they might show up on the next program review list such as No. 5 may become No. 1. But if we only funded down to No. 10, then that's it. Those others are gone. Does that make sense? Is everybody clear on that, we don't get to go back and revise something? James, Rick?

James answered I was a little confused by the not requested and it's initial request, if it's not requested.

Rick stated the heading that supposed to be budget, is ongoing budget is not requested. The technology ones, not that they don't want it anymore, they just don't want ongoing budget to support it. I think the heading got changed, or something there. Under comments where it says not requested that means that that department did request on going budget to cover that. So if they're asking for computers and they buy six computers and they don't request ongoing funds, it's not requesting it for it to be covered in the future. Once those computers are dead, they go away and they no longer have them. That's what that means.

Scott stated on this first page budget augmentation, I've highlighted some things, because there are requests to establish new budgets. My understanding is which isn't ongoing, by the way all those are ongoing requests on that page, but these in particular, WST, Anthro, Dance, Soc, Child Dev. these are legit programs that don't have any budget. I added these up right here and we have \$13,500 to establish budgets for those programs. This would be one ongoing item we might want to consider to establish ongoing budgets.

Sarah asked what about Pharm Tech?

Scott stated I didn't add them onto to here but Pharm Tech is way at the bottom of the priority zones. It's another legitimate program that isn't funded on an ongoing basis but for this I only went down to a certain level. The reason I did that is because unless we're going to fund everything on this list, we wouldn't make it down to Pharm Tech.

Dave said and we could do that.

Scott answered we could do that, absolutely. We could say forget facilities, we want to put all our money in the budget augmentation.

Dave stated and if we did this there would be no 10%.

Jeremiah stated also for clarification, for instance, you have a faculty list. A few years ago we were told we could hire three instructional faculty. The No. 2 on the list was a librarian, that's non-instructional, so they were skipped. We could also say, we want to fund all the established budgets, in order, then it doesn't matter that Pharm Tech is No. 33. We would just say we want to establish anything that's identified that's establishing a budget, that's what we want to approve, and then we wouldn't run into that issue.

President Fisher stated all right, let's turn that into a motion. The one caveat is we're talking about establishing ongoing out of one time. So there's a little bit of a risk in there, but the amount of money

we're talking about is relatively small in comparison to budget. So if I may receive a motion to approve funding as listed to establish a budget request, which includes the very last item Pharm Tech. To establish a budget, is that basically what you're saying?

Jeremiah stated yes, and I would make that motion that a fund establish a budget. Jeremiah moved, Sarah second.

President Fisher asked discussion?

Dave asked is that right to subvert this whole thing and take something from the bottom and take it from the top?

Jeremiah asked how is that subverting?

Dave answered we're grabbing something at No. 30 and moving it to No. 1.

Jeremiah stated but we're also skipping biology, welding.

Dave said I think that's the problem with the whole thing.

Jeremiah stated I disagree.

Dave asked why do you disagree?

Jeremiah stated because there's a distinction here between establishing a budget and increasing the budget.

Dave stated then we should have two categories. I mean these were prioritized by program review.

Scott stated we could take those out as a separate issue, separate from program review and as a body just say we've got these programs that are currently unfunded, a completely separate issue, fund those on an ongoing basis.

Dave said and then if you don't do that and just go through and just choose what you want, then you've subverted the whole priority list.

Scott answered well that's just why I went down the list.

President Fisher stated there's an easier way to do it and I think you're all touching on it. We're going to remove the establish the budget items. They don't meet the criteria, they're ongoing as opposed to one time and any ongoing listed here, other than those that we will remove as creating a new budget, they won't be but one time, even though the request is for ongoing. There's not going to be ongoing because we're using one time monies. I preface the statement with before with regard to establishing budgets, is it's a small amount of money and we should be able to find a way to ensure that those departments have at least some budget which they have nothing now.

Sarah stated I deeply sympathize with what Dave said and the concern about subverting the program review process. I served on program review and I know how difficult it is and do that work and prioritize. On the other hand, I'm not unsupportive of Jeremiah in his motion in that I feel that it is unhealthy and impossible to grow a program with no budget. That is the basis of my vote. That's the only explanation I can give.

Leticia stated I understand both positions. But as far as program review process, because we have one list and they've been combined. So, we've got the established budget and then others. We've got one list that been prioritized so is program review looking at all as one and they have taken all of that into consideration and created this one list.

Dr. Fisher stated let me say this about what happened before and what I'm not seeing on this page. We were able to go through the program review list last time and identify pots of monies that were available, restricted funds, Fund 41, different sources of funding, bond. We were able to pull those items off of the list as funded so we didn't change the priority that program review sent forward. We simply pulled off the items so if No. 3 was funded by bond, then No. 4 became No. 3 and that didn't subvert the process. We actually were able to free up money. I would say that to put this to rest the easiest way would be to just pull those items off like we did with the items that were under Fund 41 or bond money and then we can accomplish what we need to do in terms of insuring that those programs get a budget. It's not going to be one time.

Paula stated it violates what we just voted on. We voted on the assumptions. These ongoing budgets do not meet that.

President Fisher answered they don't.

Leticia stated that was my only question because I understand that there probably should be two categories. But if that's the case then that should take place in this cycle coming through. Because if not, then we're just creating new rules now.

Scott said then another way of doing this is, we could just vote on those in order and it's a one time funding. That's all we're doing today for those programs we augment their budget one time. At a later date we can look at those and specifically for next budget year and take a look at those and include those in our annual operational budget. But for this year at least it meets the needs of the program by giving them a one time funding that they would normally get approval on.

Dave asked for clarification are these ongoing budget augmentations? There's one here.

Scott stated we've talked about both but right now in order to stay within the program review prioritization, we can approve these and not pull them out, then we could view this as a one time augmentation.

Dave said I thought this budget category was, you get this augmentation and it's augmented for the rest.

President Fisher stated no. This is one time.

Dave asked why is this any different from equipment?

President Fisher stated if we don't pull it off and hear part of what I said about us attempting to find a way to make these ongoing because we realize as an institution, the importance. If you leave it here in this list and we continue down this path, it will be one time. Despite the fact that the request was for ongoing, because these are one time monies. It was a matter of being able to identify, based on a report that was written by the department, that they have no budget and they were prioritized at the top with the exception of Pharm Tech. We can approve it however far down the list you want to go knowing that we have a limited number of dollars and I think the point was made that sure we could fund all of them. We can go from No. 1 to No. 33, No. 5 culinary arts has already been funded so take off that \$20,000 -

\$374,320 we could vote as a council before we get to the next page, but then what about the other requests. So typically what has happened is we've gone down so far on the list and then we go and look and take into consideration what's really important and how far down do we go on the next list, etc.

Rania stated I think this is what you saying. That we leave the list the way that it is but from that extract the ones that want to establish an ongoing budget, make that a separate list so we could really establish an ongoing budget for them and we still have the program review priorities and that makes a lot of sense because then we can actually fund them ongoing. And then we can continue going down this list and provide one time funding.

Jeremiah stated I thought that was my motion, if I wasn't clear, pull out the established ones for ongoing funding that's \$14,725 and then consider what's left. Well, that was my motion.

President Fisher stated well we've have the discussion and we're all clear on what we're going to do. We're going to establish the budget items \$14,725 and then we'll decide how much farther down this list we want to go. So that's two separate lists. And we're all clear on this.

Rania stated yes, two separate lists, yes. Welding would be No. 1, etc.

Dr. Fisher stated I want to be clear, we have not circumvented the program review process, we have not changed anything other than we're pulling off items that are in a specific category.

Paula stated I think we have circumvented the program review process because if they were going to prioritize, and this is a good discussion to bring to the group when we do the needs assessment for this year. I think we really have if we go off the list and say oh, we're going to pull this out, we can say that for any list for any reason.

Dr. Fisher stated the only thing that's changed here, well there are a few here, 1, 2, 3 and then we go to No. 9 which is actually No. 8 because Culinary Arts has already been satisfied and then pulling up what's now No. 32 to the top but I'm talking about pulling them and I thought I heard pulling them off the list completely.

James stated we should keep them probably on one list. I'm just wondering what is changing.

There were multiple comments back and forth about ongoing budget versus one time.

President Fisher stated I'll reiterate my example. Last time we ended up with three lists. Because we had items that we pulled off that were funded by Fund 41, we had items that we pulled off that were funded by bond monies and then we went down. So we technically did work that program review couldn't have done because program review does not deal with the money. We're dealing with the money piece, budget committee has done its job and says okay, here's \$1 million and you figure out how you're going to spend it using the program review list and so that is what we're doing and I'm really uncomfortable with leaving this with too many thinking that we are circumventing the program review process because the committee members work very hard and if they think that for one minute the work that they're doing is for naught because College Council is just going to set aside all of that hard work and makes its own arbitrary decisions. I think that that undermines us maintaining the confidence we need in our processes.

Sarah stated I don't know how this can be resolved, but the person who said that this is a golden opportunity needs to understand that there is a difference between asking for a budget augmentation and asking that your program that has no budget get a budget.

President Fisher stated we have a motion on the floor that it may be and we need to vote regarding **establishing budgets**. No further discussion. Jeremiah moved, Sarah second.

**AYES:** Fisher, Gilbert, Bastedo, Cota, Hamdy, Hrdlicka, Miller, Shabazz, Stark.

**NOES:** Ferri-Mulligan.

**ABSTENTIONS:** Hector, Hunter, Smith.

**ABSENT:** Beavor, Burnham, Huston, Kinde, Weiss.

**NO RECORD:** Javier Vizcarra for Linda Subero.

**Motion carried.**

Scott stated last year for example, we have a limited amount of money and you'll see that this year as well, where at the top of the list there's a huge dollar amount that we can't fund. Because program review says that's priority No. 3, you stop you don't spend any money, so this body chose to jump over that item because it was impossible to fund within the priority. Another example of that is this year, we've got ventilation and HLS 213, 281, all these items right here. They're on program review. You're talking about \$1-1/2 million worth of stuff. Here it is priority No. 1, 2, 3 for HLS. We pulled that off to the side and funded it through other monies from the District Office and it's being handled right now. But if we were following the logic that we've been talking about here today, if we were following strict program review, we don't care if the District funded this already, we're going to fund it again. We have to use some discretion in what's happened. This one here, this was an urgent and emerging safety issue that came up that was on program review but we had to pull this early and get started on it and go through BSA to fund it out of bond money and so there's another one that's No. 4 on program review but guess what it's been handled by other means.

Ricky stated my esteemed colleague Marco and I have conferred and we've agreed and propose that the \$104,000 from counseling not be considered. It's item 13 on page 1.

President Fisher stated thank you very much Marco and Ricky.

Rania stated I just wanted to add to what you just said. Last year we skipped a big dollar item and then we figured out the amount and because we skipped that item, we were able to go down eight more spaces down the list. When we calculated it out it really benefited eight more programs and you're right that one large item was funded by something else. So, there's a logical way to do this as we help more programs.

Dave asked my question is how much money do we put where, and wouldn't you start with facilities and safety, other items on here, I mean you pull things out.

Scott stated that's how program review prioritized within the facilities and safety committee but we don't have that limitation in this case.

Dave stated if we look at facilities, you said 1 through 4 were funded, so is 5, 6, 7, 8, are any of those safety issues.

Scott stated the top priorities were funded based the safety, the deterioration of facilities.

Dave stated before we spend any other monies shouldn't we be addressing things that are safety?

Scott answered well that's up to this body. And that the prioritization's done, that's not necessarily where this body would choose to put its money.

James asked didn't you say that program review considered safety first, weren't they prioritized?

Scott stated the facilities and safety committee prioritized based on the significance of the safety issue by issue so that's how they prioritized.

James asked so aren't they already at the top?

Scott stated they're at the top. Let's take a look at the overall picture here. I went down a ways and found \$138,000-\$139,000 worth of stuff on equipment. It's just a place to start on budget. Now if we go down equipment, this one was done already, so I pulled off bio-microscopes, a long standing issue using ancient microscopes that need to be replaced. \$390,000. This is a very scalable item because it can be scaled microscope by microscope. I don't know how many microscopes there are.

Sarah stated there are problems the idea of this being scalable. One of the problems is if you go lab by lab, you end up with manufacturers discounting models so you end up with a lab that has CH30s and over here you have Nikon Eclipses with parts that are not interchangeable. I don't get rid of the dead microscopes because they contribute parts. The other thing is adjuncts and microscopes that differ from lab to lab, it's a huge challenge for adjuncts.

President Fisher stated so what is the bottom line here. Let me see the total at the bottom that you projected.

Scott stated I put \$317,000 in this one.

President Fisher said so from \$390,000 to \$317,000.

Scott stated that's a big ticket item right up front so if we're trying to balance it all between these four categories, none of these get funded. Then we go into technology.

President Fisher stated that's the point. The way it's set up right now and then this body will be making a decision is that for that area of equipment the total would be \$317,000 just for microscopes and we'd never get down to any other items on the list and that's the point.

Scott stated exactly. Here I just tried to do some balancing, I went down the list to this point here, \$128,000 and on the facilities side, since these are all funded, a quarter of a million dollars for an outdoor steel cutting area to be constructed for the welding labs. That's something that we would discuss here as to whether we would want to fund that or not. I put it in red, and I did not include it in this total and I added this one, additional space for nursing labs. This is a modernization of an existing facilities that we've got and turned them into additional nursing lab space, it's just one way to do it. \$316,000. So let's just look at the total to see how things add up. \$900,000. There's some room for a little bit more. With that division, we're very close to where we need to be. We need to decide how to balance that, between those four, do we put them all into microscopes and facilities and hold back on technology and equipment or budget augmentation. What do we do?

Dave asked can you do that again?

Scott stated on the facilities side, this is a discussion. This isn't a building this is new construction on a facility that is destined, if everything works out well for this college under our Educational and Facilities Master Plan that that building will be replaced.

Rick stated I thought College Council voted to build them a mid-stand area for them at one point and a cover, didn't we vote for all that?

President Fisher stated no we didn't, we discussed it at length but it was not approved by College Council.

James asked back to the safety. All of the basic safety things have already been funded, is that right?

Scott stated no, the sound proofing was considered a safety item, a dropped ceiling was considered a safety item because of the noise, these were the significant safety items, this is moving down to lesser areas of safety. You might recall this one here, this was regarding HLS, the nursing department came in and did a presentation to gain some security in their front office administration reception area. It wasn't approved, it was come back with more information.

President Fisher stated and in the meantime, they followed the process, they went to program review, and here it is.

Rania stated a different way we could do this and divide up the money in a different way. We have four categories, budget, safety and facility, technology and equipment. Say that total is 950 items. If we divide that by 4 and then say for each list we have \$237,500. If we look at that more scalable amount of money and let's give each \$237,500 and then start going down the list and saying okay, this cost \$200,000 let's skip that but let's see how far down we can let down the list, because I think the ultimate goal is to help as many programs as possible. If we have \$238,000 to dedicate to each list then we try to go pretty far down the list and pick items that have modest totals then that would help us help more programs.

Leticia asked so you're suggesting we can skip through, say, if you look at facilities and safety you would skip 8, go to 9, skip 11, go to 12, see how many you can accommodate?

Rania stated yes, I'm suggesting that we give each list, \$238,000 and then we try to give as many, not picking and choosing, but with that money we try to get as far down the list as possible, mathematically.

Paula stated but you're looking at it as everything is equal. Everything is not equal. The reason they're prioritized is because some are more in need than others. So the whole idea is not to get as many in there as possible but to get the most in need. So they're prioritized as No. 1 whether they're \$250,000 or \$10,000 they are most in need, right?

Leticia stated if not, you would put it in order of price or total.

Rania answered well then if we could give each list \$238,000 for example, and if the first one cost \$200,000 then let's give that one \$200,000 we have \$38,000 to work with. So, then we give each list a budget, and just work our way down. And we don't skip and just work with what's there.

Paula stated because when we work with program review they're not all equal.

Sarah stated I did the math one time and figured out that we can service the microscopes for possibly 25 years before we have to replace them but I cannot service all of the microscopes. So saying let's take \$237,000 and let it trickle down doesn't mean it's trickling down to the right places when we've already displaced something because of its cost. Not everything is independent and without impact.

Rania answered but that is just the reality. We only have a finite amount of money and we can only get down so far, so maybe there is another pot of money that can fund the \$400,000 for the microscopes. We need to start going down the list and using that money. I understand things are interconnected.

Sarah stated but you are the one that has proposed that the finite amount of money is \$237,000.

President Fisher stated the reason why this comes to College Council is because you are to be making some decisions. If we were just going to have program review decide how the budget would be disbursed, then program review would be doing that, but they are not. If it is the decision of this body that we skip an item because by skipping an item we open the door to fund ten other needed items, and this one big item doesn't take up all of the money, then that's a decision for this body. It's not my decision, it's a decision for this body to make a recommendation to me. How are we going to approach this?

Diane stated making these important decisions, I don't appreciate having to do it on demand like this without any preparation. I feel inadequate to do that personally. I know we have to make decisions, I agree with you, we need to do that but I want to make an educated decision and I didn't feel coming in here I could do that with this.

There was further discussion regarding what was on the Agenda and the program review documents and President Fisher stated that the program review documents were made available to her electronically by Sheri Lillard and everyone is welcome to take a look at them, but that was program review's job to make them available to everyone.

Paula said she will arrange to try and get them posted on line within the next week or two.

Leticia stated I agree with you as far as it's our decision to choose what gets funded so I don't think necessarily just dividing it up and just going down each list would work because we could just pass that on to program review and just say take what you can with amount of the money we're giving you and there are different issues with different areas and that's what we need to discuss. But my only concern is when we start skipping things based on dollar amount because it's program review as many of you who have served on program review know they've gone through the details that we don't have and we just have a list and based on that detail and they felt that the one that \$250,000 be should be No. 4 before the \$2,000 one for some reason and they've done the research and looked at the program as a whole so which may be why they stopped much earlier at one category and decided to go elsewhere to serve more areas.

President Fisher stated so we'll come back, it will be listed on the agenda prioritize program review and we all know what that means prioritize in terms of budgeting and maybe that's the piece that didn't connect. The next meeting is November 25.

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Meeting adjourned at 3:30 p.m.

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**Next College Council Meeting:** 11-25-15

Academic Year 15-16 (bi-monthly, 2<sup>nd</sup> & 4<sup>th</sup> Wednesday's from 1-3:00 PM)

~~12-09-15/12-23-15~~

01-13-16/01-27-16

02-10-16/01-27-16

03-09-16/02-24-16

04-13/16/04-27-16

05-11/16/05-25-16



San Bernardino  
**Valley College**

## **Student Equity Plan**



Fall 2015

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# Signature Page

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Mr. Aaron Beavor (President Classified)

[abeavor@sbccd.cc.ca.us](mailto:abeavor@sbccd.cc.ca.us)

I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

---

Mr. Gabriel Jaramillo (Vice-President, ASG)

[Vicepresident.asg.sbvc@outlook.com](mailto:Vicepresident.asg.sbvc@outlook.com)

I certify that Associated Student Body representatives were involved in the development of the plan, and supports the research goals, activities, budget and evaluation it contains.

---

Mr. Johnny Conley (Interim Director FYE)

[jconley@sbccd.cc.ca.us](mailto:jconley@sbccd.cc.ca.us)

909.384.8988

I certify that I am the Student Equity Director, and that I was involved in the development of the plan and the and support the research goals, activities, budget and evaluation it contains.

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# Executive Summary

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San Bernardino Valley College (SBVC) serves approximately 17,000 students each academic year. The campus is located in an urban section of San Bernardino County within the boundaries of the City of San Bernardino. The campus is diverse in every respect-including the faculty, staff, and the students enrolled in the college. The diverse makeup of the campus contributes to our strong commitment to student equity. This Student Equity Plan is intended to increase student equity amongst students who are historically underperforming. This Executive Summary is broken up into ten areas:

1. Targeted Groups
2. Goals and Outcomes
3. Support for Veterans
4. Support for Foster Youth
5. Support for First Year Students
6. Support for Categorical Programs
7. Support for Basic Skills
8. Activities
9. Student Equity Funding
10. Contact Person for Coordination

The Office of Research, Planning and Institutional Effectiveness analyzed data for this Student Equity Plan from a variety of sources. These sources include: the SBVC Datatel Database System, the State Chancellor's Management Information System (MIS), the SBVC's Student Success Scorecard, the Accountability Reporting for Community College (ARCC) databases, the U.S. Dept. of Education's Integrated Post-Secondary Data System (IPEDS) database, California Partnership for Achieving Student Success (Cal-Pass) database, and the U.S. Census database. SBVC will allocate Student Equity funds and provide additional support for the Office of Research, Planning and Institutional Effectiveness by hiring graduate assistants to aid in the evaluation of student equity activities and programs, and providing data to support decision-making for this plan.

The data outlined in this Student Equity Plan indicates that African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first year college students, and males are experiencing lower success and retention rates compared to their counterparts. Toward this end, this Student Equity Plan contains an ambitious set of goals, activities, programs, staffing, and follow-up services to improve the access, success and retention among the targeted populations that are outlined above.

## Targeted Groups

The targeted populations of students for this Student Equity Plan are African Americans, Hispanics/Latinos, Foster Youth, AB540 students, first generation college students, veterans and males on campus. The release of SBVC's 2014 Student Success Card showcased the educational attainment of our students. SBVC believes that one of the key factors in student success among our underperforming students continues to be improving student engagement with the college's instructional and student support programs. According to the college's recent climate survey, students who persist at SBVC typically feel more connected to the college, are invested in their education and usually believe that the college is equally committed to the success of students. Students who are engaged in the college's

student support services are more likely to earn an associate's degree or certificate, utilize campus tutoring and support services, and complete their academic program. Increasing student engagement with first year college students and underperforming at-risk students serves as one of the fundamental principles of this Student Equity Plan.

This Student Equity Plan outlines several goals and expected outcomes connected to increasing student success among our underperforming students. Table 1a outlines the number of non-resident students who attend SBVC. It shows that AB540 students are nearly half of all non-resident students who attend SBVC.

SBVC's Enrollment Management and Student Equity Committee (SEC) is comprised of faculty, staff, students and administrators. The Student Equity Committee was charged with creating a responsive, flexible, educationally sound, research based approach to improving student success amongst the college's targeted populations that are outlined in this plan.

This Student Equity Plan presents data on age, race/ethnicity, gender, and other known challenges faced by our first time college students as well as students with disabilities, veterans and foster youth. The Student Equity Committee proposes to use Student Equity funds to improve the achievement gaps that persist among our targeted population of students. Table 1b provides data on the success rate of students who attend SBVC. The following is a list of the Student Equity Committee's 2015/16 Student Equity Goals and Outcomes. Each Of the Student Equity goals is linked to the college's Strategic Initiatives and related Objectives.

## Goals and Outcomes

Student Equity Goals and Outcomes: Linkage to Strategic Plan Goals and Objectives

Goals	Strategic Initiative/Objective
1. Increase by 5% the number of students from targeted populations from SBVC feeder high schools who enroll at the SBVC compared to the previous academic year.	Access: Objective 1.6.3
2. Increase by 5% the number of students from targeted populations who earn a degree and certificate compared to the previous academic year.	Student Success: Objective 2.5.1.1
3. Increase by 5% the number of students from targeted populations that transfer to four-year colleges/universities compared to the previous academic year	Student Success: Objective 2.5.1.2
4. Increase student retention by 2% among students from targeted populations each semester/term compared to the previous academic year.	Student Success: Objective 2.5.2
5. Increase by 2% the success rates of students from targeted populations each semester/term compared to the previous academic year.	Student Success: Objective 2.5.1.1

6. Increase by 2% the number of continuing students from targeted populations who enroll at the SBVC in the sequential semester/term compared to the previous academic year.	Persistence: Objective 2.5.2
7. Increase by 2% the number of continuing students from targeted populations that register prior to new students registration compared to the previous academic year.	Student Success Objective 2.8.4
8. Increase by 5% the number of students from targeted populations that complete Financial Aid applications by the March 2nd deadline compared to the previous academic year.	Access Objective 1.5.2

During the 2014/15 academic year, the Student Equity Committee used the above stated goals to pilot programs, establish partnerships and offer activities that serve as a baseline for establishing ongoing goals among our stated targeted populations.

### **Support for Veterans**

In spring 2012, SBVC opened the Veterans Resource Center (VRC) to provide student support services to over 200 veteran students. This Student Equity Plan allocates funds to the VRC to support counseling, educational planning and transitional services for veterans and their dependents. The VRC was launched to offer veterans and their dependents a welcoming campus environment where they could successfully transition into college life and accomplish their academic and career goals. The VRC was founded on the premise that the challenges faced by our veterans could be supported through a combination of student support services, peer-to-peer networking and camaraderie, and through efforts to support the wellness of our veterans as they successfully transition back into civilian life.

The VRC has developed into a hub that offers veterans and their dependents a comprehensive “one stop site” student support program that provides resources such as academic and career advising, tutoring, peer-to-peer advising, and access to wellness and educational counseling. The VRC is designed to assist veterans and their families with access the wide range of education benefits offered by the Veterans Administration (VA) while they successfully transition into college and accomplish their educational and career goals. The list of educational and personal services offered at the VRC include: college admissions, financial aid, registration, educational and career counseling, wellness counseling, certification of enrollment, assistance with tutoring and homework (3 veteran student tutors), a computer lab with free printing, a veteran’s club, VA work study/veteran student ambassadors (15 student workers who are veterans), and access to peer network with other veteran students.

SBVC uses Student Equity funds to provide additional resources for the VRC such as seven student computer workstations, four study cubicles, a text book loan program, a VRC student club, and a host of workshops and programs targeting veterans and their dependents. The implementation of the computers, study cubicles and tutors has significantly increased the volume of veterans visiting the VRC for services.

## Support for Foster Youth

SBVC used Student Success Funds (SSSP) to assign a fulltime counselor to work with current and former foster youth on campus. The goal is to assist current and former foster youth with successfully transitioning into college. This Student Equity Plan allocates funds to support current and former foster youth in accessing textbooks, advising and additional student support services. The counselor assigned to work with foster youth is charged with developing a Guardian Scholars program on campus. Guardian Scholars is a comprehensive program with a goal of supporting foster youth in their efforts to gain a degree, certificate and/or transferring. The Guardian Scholars program identifies and trains liaisons that are located in the student services office on campus. The goal is to ensure that foster youth get the services that they need without getting the run-around. The counselor is assigned to work with foster youth on developing life skills training, academic performance with the objective of achieving self-sufficiency, and assisting with college degree or certificate completion.

The counselor provides student support services to foster youth to assist them with accomplishing their educational goals. The counselor and the Guardian Scholars liaisons host an annual conference on campus to bring foster youth practitioners together to discuss best practices and student support services. Additionally, the Guardian Scholars Liaisons are trained to provide advising to foster youth to successfully transition them into college life. The counselor and Guardian Scholars Liaisons assist foster youth in the Guardian Scholars program with accessing student support services such as financial aid, EOPS/CARE, academic and career counseling, field trips, student employment, housing, and county services for transitional students. Additionally, Student Equity funds were allocated to develop a textbook library for foster youth. The textbook library ensures that foster youth have access to the academic resources that often serve as barriers to their success. The textbook library consists of purchasing basic skills texts that are in high demand courses on campus.

## Support for First Year College Students

The first year of college can be very trying for many first generation college students. This is one of the main reasons that a large percentage of first year students often do not persist to their second year of college. SBVC allocated Student Equity funds to support four programs that seek to increase student success and persistence among first year college students. The four programs include but are not limited to:

1. First-Year Experience
2. Valley-Bound Commitment
3. Dreamer's Resource Center
4. New Student Welcome Day

All four of these programs are housed under the newly created First-Year Experience (FYE) Program. Student Equity funds were used to hire a Director of FYE, secretary, student services technician, a FYE counselor, adjunct counselors, student ambassadors, and tutors to support first year college students. SBVC's FYE program is designed to successfully transition first year students into college. FYE provides a supportive and welcoming environment where first year students connect with student support services on campus. In addition to working with all first year students, FYE also launched a two cohort (35 males and 35 foster youth, veterans, general population) learning community. The FYE learning community seeks to take first year students from basic skills math to transfer level math within one year.

Additionally, the FYE staff host workshops and other student support services for all first year students on campus.

One of the disproportionate groups identified in our Student Success Scorecard is males. Males on campus appear to be less successful and graduate at significantly lower rates compared to females. Males also appear to be utilizing the college's student support services at significantly lower rates compared to females. One of the initiatives launched by the FYE staff is the creation of a student club for males on campus. The name of the club is Brothers. The club works with students in FYE Male Cohort and other males on campus. Two faculty members serve as co-advisors for the club. The goal of the club is to connect males on campus with a mentor, peer-to-peer support and encourage them to actively participate in the college's student support services such as tutoring and advising. The club meets twice a month and focuses in on providing both social networking and access for males to utilize student support services such as tutoring, the writing center and academic advising.

The key to the success of the FYE program is faculty involvement. A team of faculty, staff and administrators collaborated to design the FYE curriculum and student support services. The FYE curriculum focuses on linked courses, linked assignments, service-learning projects, workshops, and fieldtrips. FYE students participate in mandatory volunteer hours (service learning) at community agencies and on campus. FYE and the Valley-Bound Commitment program utilize supplemental instruction for basic skill courses and provide textbook assistance for the students in the program.

### ***Valley-Bound Commitment***

SBVC has offered the Valley-Bound Commitment (VBC) program for the last eight years. The VBC program is a learning community that provides academic advising and student support for low income students from our feeder high schools. VBC is designed to remove all economic barriers and strengthen the academic achievement of low-income students. Students in VBC have their enrollment fees covered, textbooks, supplies, and academic support services covered for their first year of attendance at SBVC. VBC features embedded counseling and student enrollment in a Student Development course as a learning community. Students have mandatory workshops and volunteer hours. There are approximately 230 students in the VBC program. The VBC program is made possible by a generous grant from the San Manuel Band of Mission Indians in partnership with Student Equity funds. The Student Equity funds made it possible to increase the staffing in the VBC program from one person to five people. The five staff members in FYE provide student support services for all new students which includes students in FYE, VBC, AB540/Dreamers, foster youth, veterans, and males.

### ***Dreamers (AB540 Students)***

SBVC allocated Student Equity funds to develop a Dreamer Resource Center (DRC) on campus. The DRC offers advising and support services for international students, undocumented students, and AB540 students. The DRC is a "One-Stop" welcoming environment designed to provide students with academic advising, referrals to financial aid, and access to workshops that focus on improving retention and graduation rates. The DRC is staffed with student ambassadors, a Guardian Scholars and Dreamers Liaison, and adjunct counselors. Each of the student services offices on campus provide Dreamers Liaisons who each spend time in the DRC and assist with workshops. The FYE staff also provides student support services in the DRC. This includes hosting an annual Dreamer Conference on campus to support the educational attainment of undocumented students in our community.

## ***New Student Welcome Day***

During fall 2014, SBVC used SSSP funds to launch New Student Welcome Day (NSWD) as a campus wide orientation to successfully transition all new students into college. NSW is an all-day orientation for new students. NSW occurs the Wednesday before the start of instruction. NSW is a collaborative effort and partnership between instruction and student support services. All first year students and their parents/guardians are invited to campus to learn about the college's academic and student support programs. Approximately 850 students participated in NSW 2015. NSW offers students and their parents an opportunity to meet college administrators, faculty, staff, and other new students. NSW offers campus tours and introduces new students to all of the campus's educational programs and student support services.

All of the programs and student support services discussed in this section use a combination of SSSP and Student Equity funds to provide a variety of services and resources for new students to successfully transition into college. Some of the resources include hands on academic advising, textbook assistance, student success kits (school supplies), workshops, early alert, learning communities, and the enrollment of students into categorical programs.

## **Support for Categorical Programs**

SBVC is using Student Equity funds to support categorical programs on campus. Categorical programs on campus received Student Equity funds to support additional counseling, tutoring, professional development, student employment, textbooks, and to purchase student success kits (school supplies) for their students. A recent survey of students on campus listed access to textbooks and school supplies as the number one barrier to student success. SBVC used Student Equity funds to purchase approximately \$135,000 worth of backpacks, binders, notebooks, calculators, pens, pencils, Scantrons, green books, flash drives, and other school supplies for students enrolled in EOPS, CalWORKs, STAR (Federal TriO program), foster youth, Puente, Tumaini, Dreamers (AB540), DSPS, FYE, VBC, and veterans.

SBVC uses Student Equity funds to support disabled students require accommodation to participate in shared governance and extracurricular activities. American Sign Language interpretation will be offered to DSPS students who participate in shared governance and extracurricular activities that will increase retention, building community, morale, and campus involvement of disabled students.

SBVC is supporting CalWORKs and EOP&S students with Student Equity funds by providing transportation vouchers. The lack of transportation resources has become a barrier to many of our CalWORKs and EOP&S students; this intervention will allow students without vehicles to travel to school and/or work.

SBVC used Student Equity funds to purchase and update program brochures, and purchase table banners and tents for the above mentioned categorical programs. SBVC is working with the Office of Instruction to offer additional Student Development courses for students enrolled in our categorical programs. The instructors of the Student Development courses implement the StrengthsQuest assessment to assess student engagement.

SBVC uses Gallup's StrengthsQuest assessment in categorical programs and other student support programs on campus. StrengthsQuest is an intervention that focuses on what is good and positive about each student and what he or she can do to accomplish his/her educational and career goals. SBVC allocated Student Equity funds to purchase Strengths interventions for students in categorical programs

and other student support programs on campus. The StrengthsQuest intervention focuses on building on strengths rather than repairing deficits to build student success. Students, faculty, administrators, and staff took the Gallup StrengthsQuest assessment to identify their top five talents. Students received this training by participating in small groups, workshops, classroom exercises, or individual meetings to learn about and understand their top five talents, and begin to develop their top five talents into strengths. Participants learn to apply these strengths to succeed in academics, team building, leadership, relationships, and goal attainment.

SBVC is using Student Equity funds to increase the success of underperforming students enrolled in our Tumaini and Puente learning communities. The mission of the Tumaini Program is to increase retention and assist students in graduating with an associate's degree or certificate. Tumaini is Swahili for Hope. Tumaini seeks to increase transfer readiness for Black students to a four-year college or university. Tumaini participates in the Umoja learning communities in the state community college system. The mission of the Puente Project is to increase the number of educationally underrepresented students who enroll in four-year colleges and universities. The SBVC Puente program is celebrating its 30<sup>th</sup> anniversary in assisting Chicano/Latino students in achieving a college degree.

Students who enroll in the Tumaini or Puente learning communities take basic skills courses that are linked to student development class. Both Tumaini and Puente focus on increasing success amongst Black, Chicano/Latino and other underperforming students on campus. SBVC plans to use Student Equity funds to launch additional cohorts for Tumaini and Puente. Launching additional cohorts will require using Student Equity funding to purchase textbooks, motivational speakers, additional counseling, supplemental instruction, tutoring, mentoring, service learning, and other student support services. Additionally, we intend to send approximately 30 Puente students and chaperones to the Hispanic Association of Colleges and Universities (HACU) conference and to send approximately 30 Tumaini students and chaperones on a HBCU college tour. Both of these experiences will afford Puente and Tumaini students an opportunity to network and explore transfer related opportunities that are intended to inspire student success and graduation. The students who participate in each of the categorical programs mentioned in this section will benefit from having economic barriers removed via Student Equity and Student Success funds.

## **Support for Basic Skills**

In April 2015, the SEC sent out campus-wide emails seeking to fund faculty-driven interventions to improve the success of students enrolled in basic skill courses. The SEC received approximately 16 funding proposals. What evolved out of this campaign was the Learning COMPASS. The Learning COMPASS is a centralized committee comprised of faculty, staff and administrators who serve on various campus committees. Learning COMPASS bridges members of the Basic Skills Committee with members on the SEC to support interventions that utilize funding and support from SSSP, Basic Skills and Student Equity. The following is a list of projects and interventions that Learning COMPASS is using Student Equity funding to support during the 2015/16 academic year:

1. Campus-wide professional development for supplemental instruction
2. Supplemental instruction for the social sciences (non-STEM majors)
3. Tutoring, workshops and marketing for the Writing Lab
4. 24 hour Online Tutoring (Smarthinking)
5. Additional textbooks and 24 hour checkout system for the library reserve section
6. Reading Plus Software for students enrolled in basic skills

7. Laptops for English 914 (basic skills courses)
8. Student Development (focused on careers and transfer opportunities)
9. Academic support and advising for student athletes (The Huddle)

## **Activities and Actions**

This Student Equity Plan intends to pilot several key activities and programs that aim to increase success amongst African Americans, Hispanics/Latinos, Foster Youth, AB540 students (Dreamers), first year college students, veterans, and males on campus. The Student Equity Committee is partnering with departments, categorical programs and student support programs on campus to offer research backed approaches to improving student success amongst our stated targeted populations. The following is a list of the activities and actions that SBVC intends to implement during the 2015/16 academic year. Each of the activities is linked to the Student Equity Goals and the college’s Strategic Initiatives.

<b>SBVC Activities &amp; Actions</b>
<b>Professional Development</b>
<p>Professional Development for faculty and staff who work with targeted at-risk populations</p> <ol style="list-style-type: none"> <li>1. Identify and send First-Year Experience (FYE) staff to trainings to integrate assignments and team teaching.</li> <li>2. Training for Basic Skills staff.</li> <li>3. Training for classified staff, students, faculty and administrators who work with targeted populations.</li> <li>4. As a part of the college’s collegial consultation process, stipends for faculty who work with at-risk populations outside of the classroom. This would include supplemental instruction, tutoring, and working in learning communities.</li> <li>5. Provide additional support for the Office of Research, Planning and Institutional Effectiveness by hiring graduate assistants with training in program evaluation, and data collection to support decision-making.</li> </ol>
<b>Access</b>
<p>Provide targeted outreach and recruitment to high school, middle school, and elementary students and parents, community, faith-based organizations, and local agencies. Special emphasis on Black and Latino males, English Language Learners, and Learning Communities (First-Year Experience, Valley-Bound Commitment, Tumaini, Puente, and Guardian Scholars)</p> <p>Hire two program assistants to support outreach (access) efforts and a third to assist with offsite classes and contract education, which connect to offering additional classes at the feeder high schools and community agencies.</p> <p>Offer concurrent enrollment and student development courses at feeder high schools with high populations of African Americans, Hispanics/Latinos, Foster Youth, AB540 students, first- generation college students, males, and veteran dependents.</p> <p>Develop a Student Ambassador program to offer peer-peer advising and outreach to our targeted populations. Student ambassadors will be placed in strategic locations to include the proposed new</p>

Student Services Success Centers, Financial Aid, the Welcome Center, the Veterans Resource Center, Outreach, and the Dreamers Resource Center.

Campus conferences focused on closing the achievement gap. This would include conferences that focus on the following topics: leadership, The Dream Act (to include ESL students), men and women in career and technical education (CTE) careers, Guardian Scholars, students with disabilities, and/or veterans.

Provide two speaking engagements to SBVC students (Valley Bound, First-Year Experience, Tumaini, Guardian Scholars, Veterans, Dreamers, and Puente) to encourage them to continue their education and focus on student success: community engagement on “Black Lives Matter” and partner with local high school’s clubs/organizations such as Black Student Union and MEChA.

### Support for Veterans

Provide additional resources for the VRC such as student computer workstations, four study cubicles, a text book loan program, a VRC student club, and a host of workshops and programs that will serve veterans and their dependents.

### Support for Foster Youth

Development of a Guardian Scholars Programs to increase the success of foster youth on campus. Assign a full-time counselor to coordinate the Guardian Scholars Program and have a Guardian Scholars Liaisons in every student service office. Offer current and former foster youth access to textbooks, school supplies, academic advising, workshops, tutoring, supplemental instruction, and other student support services.

### Support for First Year Students

Expand the First-Year Experience program with two additional cohorts targeting basic skills students, CTE, health sciences, and targeted populations.

Purchase and provide the StrengthsQuest training for all first year students such as First-Year Experience, Valley-Bound Commitment, Dreamers, Guardian Scholars, Puente, Tumaini and Veterans.

Offer a Summer Bridge program for African American, Chicano/Latina, foster youth, and males. Target successfully transitioning males, veterans, and foster youth into college and increase their knowledge of CTE and STEM programs.

## Support for Categorical Programs

Additional cohorts for Tumaini and Puente to increase graduation rates and student support services for African Americans, Hispanics/Latinos, foster youth, AB540/Dreamer students, first-generation college students, veterans, and males.

Send the FYE male cohort and Tumaini students to the annual A2MEND Conference in March that focus on student success among African American males.

Provide textbook vouchers for foster youth, Puente, Tumaini, AB 540 (Dreamers), veterans, FYE, Valley-Bound Commitment, first year college students, and low income students.

Provide additional counseling, professional development, student employment, and student support services to categorical programs that will contribute to increased course and degree completion.

Host a HBCU college fair to increase transfer rates by providing awareness of requirements for out-of-state universities.

Send approximately 30 students from Tumaini to attend a HBCU college tour to increase transfer rates by providing awareness of requirements for out-of-state universities. The Umoja Community has developed partnerships with the HBCU Transfer Initiative that will provide our community college students guaranteed admissions to nine HBCU campuses.

Send approximately 30 Puente students to attend The Hispanic Association of Colleges and Universities (HACU) national conference to increase transfer rates by providing awareness of requirements for out-of-state universities.

Increase the course completion of students in our special programs and learning communities (Tumaini, Puente, FYE, VBC, etc.) by providing resources and services such as mentoring and leadership opportunities, academic preparedness, motivational speakers, transfer readiness, graduation/certificate awareness, supplemental instruction, tutoring, textbook loans, and a range of integrated educational and student support services.

Provide student success kits that includes: backpack, binder, notebooks, calculator, pens, pencils, Scantrons, green books, flash drive, etc. to EOPS, CalWORKs, STAR, foster youth, Puente, Tumaini, FYE, Valley-Bound Commitment, AB 540, Veteran students.

Provide American Sign Language interpretation to DSPS students who participate in shared governance and extracurricular activities that will contribute to increased retention, building community, morale, and campus involvement of disabled students.

Provide CalWORKs and EOP&S students with transportation vouchers. The lack of transportation resources has become a barrier to many of our CalWORKs and EOP&S students; this intervention will afford students without vehicles the ability to travel to school and/or work.

Provide signs, banners, A-frames, brochures, and flyers to advertise categorical programs: CalWORKs, EOPS, STAR, Veterans, foster youth, and AB540/Dreamers.

## Support for Basic Skills

Provide supplemental instruction (Learning COMPASS) to academic programs. Learning COMPASS will expand the support of and resources for faculty projects that enhance learning experiences for students. Learning COMPASS is a centralized program that brings faculty members from across various disciplines together to dialogue about teaching and learning and provides support to faculty members who choose to participate in the learning communities and other programs supporting student success.

Offer supplemental instruction to the Radio/Television/Film Program and Inland Empire Media Academy that will increase student success and retention rates. The supplemental instruction will provide students with the opportunity to write, produce, and edit programming for KVCR television and radio, as well as special video programming for campus departments and programs.

Provide additional resources to the writing lab for tutors, basic skills courses, conducting academic workshops, and advertising the writing lab (banners, brochures, A-frames, and pole banners) to targeted populations.

Increase the offering of tutoring/supplemental instruction support services across multiple disciplines which are currently not being supported and increase support for disciplines where there has been an increase of student need in the Student Success Center.

Provide training that targets increasing math and English assessment scores among African Americans, Hispanics/Latinos, foster youth, AB540/Dreamer students, first-generation college students, males, and veterans. The goal is to successfully transition target populations into college and increase the number who place into higher level basic skills or college level math and English.

Create two additional Student Success Centers that provide counseling, tutoring, advising and mentoring to serve students in targeted populations. This would include a Dreamers Resource Center for AB540 students; and an Athletic Success Center (The Huddle) to offer tutoring and advising for student athletes. There will also be greater collaboration with the Veterans Resource Center to improve support and counseling for our veterans.

Provide an overnight (24 hours) reserve book check out by increasing the number of textbooks available for students to check out overnight (24 hours). Purchase several additional copies of each title, the majority of which will be assigned 24-hour circulation status during the pilot project to guarantee access to students visiting the library during the day.

Provide 24 hour tutoring (Smarthinking) to all our targeted populations. The tutoring addresses student needs, provides virtual teaching assistance, and affords constant interaction with academic support services.

Provide 30 laptops in English 914 (Basic Skills course) to access technology, establish a controlled classroom environment and support a variety of vital skills that are used in the course.

Provide Alpha Gamma Sigma (AGS) Delta Chapter at SBVC with the opportunity to attend the Alpha Gamma Sigma State Convention. The Conference will afford AGS students exposure to professional networking, business and academic communication, and knowledge about the transfer process.

Collaborate with instruction by providing training sessions for instructional assessment technician, full-time reading and study skills faculty, and adjunct faculty in the Reading and Study Skills Department.

Purchase Reading Plus software for all Reading and Study Skills Department developmental courses to improve student success and retention in basic skills reading and study skills classes.

## Student Equity Funding

This Student Equity Plan includes both items that have costs associated with implementation as well as items that have zero costs. This plan contains items funded through general fund as well as several other categorical program budgets. The funding for the Student Equity Plan uses resources from the Student Success Services and Programs (SSSP/Matriculation), the Counseling budget, the Outreach budget, the Student Success Center, and Enrollment Management as well as items that are funded via other individual department/program budgets.

The Student Equity budget that is outlined in this section includes figures that the college intends to allocate to increase access and student success among our targeted populations. The figures that appear in the following sections are grouped based on the following areas: Staffing, Support for Veterans and Foster Youth, Support for First Year students, Support for Categorical Programs, Support for Basic Skills, and Activities and Actions.

The following list is comprised of activities and actions that SBVC intends to implement:

### ***Staffing: \$507,000***

Director of First-Year Experience; First-Year Experience Counselor; Secretary II for FYE; Sr. Student Services Technician; Adjunct Counselors; Professional Experts for Outreach; Researchers

### ***Professional and Student Development: \$100,000***

***Activities and Actions: \$230,000***

***Support for Categorical Programs: \$209,524***

***Support for Basic Skills: \$300,000***

***Total Anticipated Resources: \$1,346,524***

The detailed Student Equity Budget is outlined in the Summary Budget section of this plan.

### ***Contact Person/Student Equity Coordinator***

The Director of FYE serves as the primary contact for this Student Equity Plan. The Director of FYE reports to the Dean of Counseling and Matriculation, Mr. Marco Cota, and the Vice President of Student Services, Dr. Ricky Shabazz. The director is charged with coordinating the college's student equity efforts on campus. The Director of FYE serves on the college's Enrollment Management and Student Equity Committee, Student Success Committee, Student Services Council Committee, and the Student Services Manager's Committee. Mr. Johnny Conley currently serves as the Interim Director of FYE. Mr. Conley can be reached via email at [jconley@valleycollege.edu](mailto:jconley@valleycollege.edu) or via phone at (909) 384-8988. The college intends to pursue a dialogue with campus constituent groups as to the proper coordination (which may involve hiring a Dean, Director, and/or a Coordinator) to implement the efforts that are outlined in the Student Equity Plan.

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## Planning Committee and Collaboration

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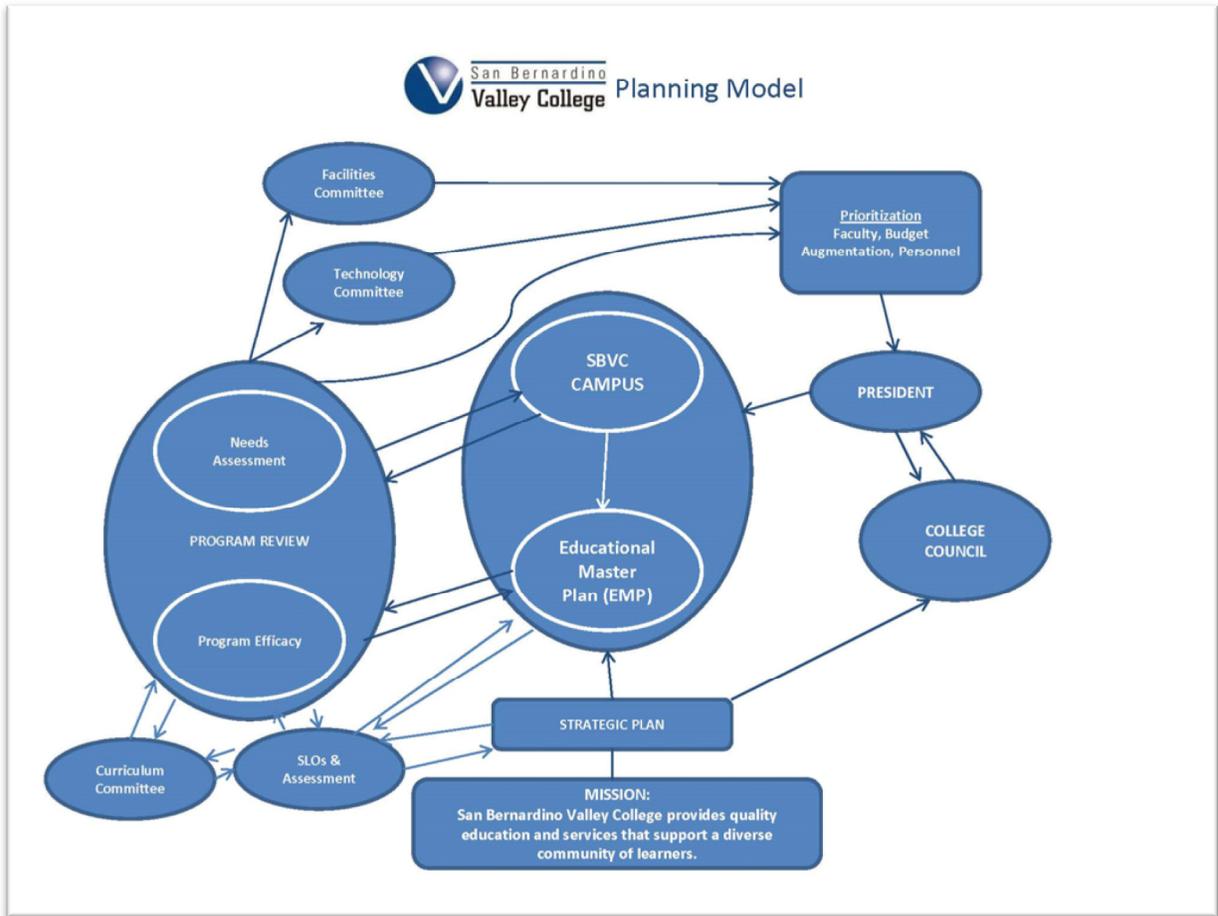
## PLANNING COMMITTEE AND COLLABORATION

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The Enrollment Management and Student Equity Committee (SEC) serves in an advisory capacity to the President's cabinet regarding student equity. Membership in the SEC is comprised of the Vice President of Instruction, Vice President of Student Services, Dean of Counseling and Matriculation, Academic Deans, Director of Admissions and Records, Director of FYE, Director of Financial Aid, Student Success Coordinators, Matriculation Coordinator, Institutional Research, faculty, staff, and students. The Director of FYE serves as the primary contact and coordinator for this Student Equity Plan.

The SEC is responsible for reviewing internal and external assessment trend data as it applies to enrollment planning, researching and reviewing successful models of recruitment and retention programs, projecting enrollment growth/decline, projecting academic and student support service needs based on enrollment trends. The committee makes recommendations regarding recruitment and retention strategies, in the annual updating of the Enrollment Management Plan. The committee reviews and regularly updates the Student Equity Plan. Both plans are forwarded to College Council for review. Figure 1p is a diagram of the college's decision-making process.

Figure 1p. SBVC Planning Model



The Director of FYE works with all of the college's categorical programs to ensure greater collaboration amongst our student equity programs. These programs include: EOP&S/CARE, CalWORKs, DSP&S, Foster Care Education, Veterans, Student Life, STAR, Tumaini, Puente, and FYE, VBC, and the Student Health Center. Members of each of these programs serve on SBVC's Student Services Council which meets once a month to discuss student support services.

The SEC, the Basic Skills Committee and Learning COMPASS lead campus wide discussions on student success and student equity. Discussions about student success and student equity take place in the following arenas: Academic Senate, Classified Senate, Division/Unit/Program meetings, SEC meetings, SSSP meetings, Joint Cabinet meetings, Student Services Manager's meetings, Student Services Council meetings, College Council meetings, Student Government, and Board of Trustees meetings. The SEC works with Institutional Research to evaluate and measure student access, persistence, retention, matriculation, student learning, and ultimately student success on campus.

The Director of FYE presented the Student Equity Plan to all of the college's constituent groups. These groups include: SEC, Academic Senate, Classified Senate, Associated Student Government, Student Services Council, Joint Student Services and Instruction Cabinet, all

Student Services staff meeting, and College Council. All of these groups had an opportunity to provide input and feedback on the college’s Student Equity Plan. Additionally, in April 2015 the SEC sent out a campus wide email inviting interested parties to submit requests for funding innovative approaches to increasing student success amongst our targeted populations. The SEC received approximately 16 proposals. In the future, the SEC plans to work with the college’s program review process to fund requests that meet the allowable expenses under Student Equity funding. The goal is to align the college’s Student Equity Plan with the established program review process.

The following is the timeline for Student Equity Plan approval process.

<b>SBVC Student Equity Plan Timeline</b>	
<b>October</b>	
➤	Provide instructions and SEP draft to Enrollment Management Committee and Student Equity Committee (SEC) on Tuesday, October 6 <sup>th</sup> . Will send out electronically on October 6 <sup>th</sup> .
➤	SEC provides feedback by Friday October 16 <sup>th</sup> .
<b>Feedback Directions:</b>	
1. A link to the SEP was sent out and all comments or feedback to Johnny Conley by October 16 <sup>th</sup> .	
➤	A final SEP version will be sent out on Monday, October 19 <sup>th</sup> for you to review prior to the SEC meeting.
➤	SEC will meet on October 20 <sup>th</sup> for final approval.
➤	Provide instructions and present SEP to Academic Senate on October 21 <sup>st</sup> .
➤	Present SEP to ASG on October 23 <sup>rd</sup> .
<b>November</b>	
➤	Academic Senate review and vote on SEP on November 4 <sup>th</sup> at 3pm.
➤	Instruction Office/Student Services Joint Cabinet Meeting on November 5 <sup>th</sup> at 10am.
➤	Present SEP to Classified Senate on November 13 <sup>th</sup> at 1pm.
➤	Provide handouts for College Council meeting to Dora by November 18 <sup>th</sup> .
➤	All Student Services Staff meeting on November 20 <sup>th</sup> at 4pm.
➤	Present SEP to College Council meeting on November 25 <sup>th</sup> at 1pm.
➤	Submit the SEP written report to Board of Trustees on November 25 <sup>th</sup>
<b>December</b>	
➤	Board of Trustees meeting for approval on December 10 <sup>th</sup> board meeting.
➤	Mail out SBVC SEP to CCCCCO no later than December 18 <sup>th</sup> .

### Student Equity Plan Committee Membership List

Member Name	Title	Organizations, Programs or Roles Represented
Dr. Haragewen Kinde	Vice President of Instruction	Instruction
Dr. Ricky Shabazz	Vice President of Student Services	Student Services
Mr. Marco Cota	Dean of Counseling and Matriculation	Student Services, Puente, and Latino Staff Faculty and Administrator Association
Mr. Johnny Conley	Interim Director of FYE	Student Services
Dr. Israel Abeir	Math/Associate Professor	Instruction
Dr. Stephanie Briggs	Math/Associate Professor	Instruction
Ms. April Dale Carter	Director of Admissions & Records	Student Services
Ms. Jeanne Marquis	Counseling	Student Services
Dr. James Smith	Dean of Research and Planning	Research
Dr. Kathryn Weiss	Dean of Arts and Humanities	Instruction
Ms. Amber Gallagher	Director of Financial Aid	Student Services
Dr. Carol Wells	Associate Dean of Nursing	Instruction
Mr. Raymond Carlos	Director of Student Life	Student Services
Mr. Gabriel Jaramillo	Vice President of ASG	Associated Student Government
Ms. Raquel Villa	Admissions & Records	Student Services
Ms. Mary Valdemar	Secretary II	Student Services
Mr. Ronald Hastings	Director of Library	Student Services
Mr. Clyde Williams	Outreach Coordinator	Student Services and Black Faculty Staff Association

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# Access

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## CAMPUS-BASED RESEARCH: ACCESS

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**A. ACCESS.** Table 1a compares the percentage of each population group enrolled on campus to the percentage of each group in the adult population within the community served by SBVC.

Table 1a				
Target Populations within the service area where 85% of SBVC students reside	Total enrollment at SBVC in Fall 2014–Spring 2015	% total enrollment at SBVC (proportion)	Adult population within the community served expressed as a proportion.	Gain or loss in proportion (Percentage point difference)
American Indian / Alaska Native	32	0.2%	0.32%	-.12
Asian/Filipino	795	4.7%	5.44%	-.74
Black or African American	2,223	13.0%	9.5%	+3.5
Hispanic or Latino	10,874	63.8%	55.2%	+8.6
Native Hawaiian or other Pacific Islander	64	0.38%	0.35%	+0.03
White	2,397	14.1%	27.06%	-12.96
Some other race	71	0.42		N/A
More than one race	588	3.5%	2.1%	+1.4
<b>Total of 8 cells above (Orange cells should = 100%)</b>	<b>17,044</b>	<b>100%</b>	<b>100%</b>	
Males	7,435	43.6%	49.48%	-5.88
Females	9,577	56.2%	50.52%	+5.68
Unknown	32	0.2%	0	N/A
<b>Total of 3 cells above (Orange cells should = 100%)</b>	<b>17,044</b>	<b>100%</b>	<b>100%</b>	
Current or former foster youth	197	1.1	0.6%	+0.5
Individuals with disabilities	1030	4.7%	5.9%	-3.8
Low-income students	13,545	40% <sup>1</sup>	19.0%	+21
Veterans	278	1.6%	4.48%	-2.8
*AB540	176	1.0%	1.1%	-.1

\*AB540/Dreamer students represent approximately half the non-resident student population at SBVC.

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS**

**GOAL A.**

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Table 2A

Target Populations	Current gap, year	Goal*	Goal Year
Males	-5.8, 2014	No gap	<b>2020</b>
Students with disabilities	-3.8, 2014	No gap	<b>2020</b>
Veterans	-2.8, 2014	No gap	<b>2020</b>

**Methodology and Analysis**

Data for this section assesses the primary service area for SBVC. Sources include the regular U.S. Census Bureau reports (2009-2013) and the 5-year American Community Survey (ACS) estimates. (Maps of the service area are shown in Figures 1a and 1b of Attachment A.)

**Ethnicity:** These data come from Table ACS\_13\_5yr\_DP05, and provide statistics for the SBVC primary service area. As shown in the table, SBVC serves an increasingly large number of Hispanic students. The campus has been a Hispanic Serving Institution (HSI) for nearly two decades. White students are less represented on the campus than they are in the service area. This identifies an ongoing trend that started 30 years ago. At that time (during the 1980s), the student population was over 60 percent non-Hispanic white, while Hispanics represented just over 15% of enrolled students. This relationship has reversed as has the residential makeup of the surrounding community has become more Hispanic. Neighborhoods that remain predominantly White tend to be further from the campus, and white students tend to choose other campuses that may be approximately the same distance from their homes. This has accelerated the process of ethnic transition on campus.

**Gender:** Using Table ACS\_13\_5yr\_DP05, the primary service area adult population by gender was calculated for persons who are 18 years or older. Enrollment data shows that men are less represented than women are. Using the 80% rule, men are a disproportionately impacted group. Using women as the reference group, males are only 77% of female enrollment. Therefore, they fall below the 80% threshold.

**Students with Disabilities:** Table ACS\_13\_5ys\_DP02 provides data for disability status of the civilian noninstitutionalized population in the primary service area. Students with disabilities are underrepresented on campus compared to their numbers in the community. Using the disproportionality index method, these students are disproportionately impacted.

**Economically Disadvantaged:** Table ACS\_13\_5ys\_DP02 provides data on poverty levels by ZIP Code. This table identified the percentage of college-aged residents below the poverty line. The data shows that students below the poverty line are more highly represented on campus than they are in the community. Students were compared to similar households that fall below the poverty line.

**Foster Youth:** Table ACS\_13\_5yr\_B09018 provided data for foster youth or other unrelated youth under the age of 18 years. As a group, foster youth are disproportionately impacted as indicted by the proportionality index measure.

**Veterans:** According to Table ACS\_13\_5yr\_DP02, civilian veterans represent 4.48% within the primary service area. Only 1.6% of the students enrollment at SBVC are veterans. Veterans are disproportionately impacted based on the proportionality index measure. The percentage difference is large and needs to be addressed.

**ACTIVITIES: A. ACCESS**

**A.1**

• **Activity Types**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups**

ID	Target Group	# of Students Affected
A.1	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540/Dreamer students, first generation college students, and males	10,000 prospective students

• **Activity Implementation Plan**

Targeted outreach and recruitment to high school, middle school, and elementary students and parents, community, faith-based organizations, and local agencies. Special emphasis on increasing college access for Black and Latino males, English Language Learners, and Learning Communities (First-Year Experience, Valley-Bound Commitment, Tumaini, Puente, and Guardian Scholars)

ID	Planned Start and End Dates	Student Equity Funds	Other Funds**
A.1	Fall 2015-Spring 2016	\$26,500	

• **Link to Goal**

To increase college access for Black and Latino males, English language learners, and learning communities (First-Year Experience), Valley-Bound Commitment, Tumaini, Puente, and Guardian Scholars)

• **Evaluation**

(1) The Office of Research, Planning, and Institutional Effectiveness (ORPIE) will maintain a count of visits and calculate the yield rate (using contact cards to track the enrollment of students from our targeted populations); (2) Administer point-of-contact surveys with questions that ask whether the session was helpful and informative; (3) conduct an analysis of demographics for contacted students. Currently, approximately 17% (1600) students enroll in SBVC directly after graduation from high school—70% of these students are Black or Latino.

**A.2**

• **Activities**

X	Outreach	Student Equity Coordination/Planning	Instructional Support Activities
	Student Services or other Categorical Program	Curriculum/Course Development or Adaptation	Direct Student Support
	Research and Evaluation	Professional Development	

• **Target Student Groups:**

ID	Target Group	# of Students Affected
A.2	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540/Dreamer students, first generation college students, and males	3,000 prospective students

• **Activity Implementation Plan**

Hire two professional experts for outreach (access) and a third to assist with offsite classes, which connect to offering offsite classes at the feeder high schools.

ID	Timelines	Student Equity Funds	Other Funds**
A.2	Fall 2015-Spring 2016	\$40,000	

• **Link to Goal**

To assist with setting up offsite classes, which connect to 6 classes at the feeder high schools with high populations of African Americans, Hispanics/Latinos, foster youth, AB540/Dreamer students, first-generation college students, males, and veterans.

• **Evaluation**

(1) Students who enroll in off-site courses at SBVC feeder high schools will be tracked using contact cards and email lists to determine the yield rate. The yield rate will be calculated as the percentage of high school students who attend SBVC as full-time students after graduating divided by the total number of contacts. (2) Enrollment statistics will be analyzed to determine the demographic make-up of contacted students from each feeder high school. (3) Surveys will be conducted to assess student satisfaction with course content and delivery. (4) Interviews will be conducted with professional experts to gain their perspectives on how to improve course content and delivery.

• **Activity Types**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected\*:**

ID	Target Group	# of Students Affected
A.3	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	9,000

• **Activity Implementation Plan**

Develop a Student Ambassador program for peer-to-peer advising and outreach that trains our current student workers to support students in our targeted populations. Student ambassadors will be placed in strategic locations to include the proposed new Student Services Success Centers, Financial Aid, the Welcome Center, the Veterans Resource Center, Outreach, and the Dreamers Resource Center.

ID	Timelines	Student Equity Funds	Other Funds**
A.3	Fall 2015-Spring 2016	\$30,000	

• **Link to Goal**

The goal is to train our current student workers to support students in our targeted populations. Student ambassadors will be placed in strategic locations to include the proposed new Student Services Success Centers, Financial Aid, the Welcome Center, the Veterans Resource Center, Outreach, and the Dreamers Resource Center.

• **Evaluation**

(1) Conduct a focus group to assess student worker knowledge regarding campus services for our targeted populations. (2) Distribute point-of-contact surveys for students in targeted populations to assess their satisfaction with the student ambassador program. (3) Interview student ambassadors for their perspectives on how service delivery might be improved.

**A.4**

• **Activity Types**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected\*:**

ID	Target Group	# of Students Affected
A.4	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	2500

• **Activity Implementation Plan**

Student Equity conferences and workshops focused on closing the achievement gap and increasing access for targeted groups from our feeder high schools. This would include conferences that focus on the following topics: Leadership, The Dream Act (to Include ESL students), Males and Women in Career and Technical Education Careers, Guardian Scholars, Students with Disabilities, and/or veterans.

ID	Timelines	Student Equity Funds	Other Funds**
A.4	Fall 2015-Spring 2016	\$50,000	

• **Link to Goal**

To increase college access by hosting Student Equity conferences and workshops that focus on: leadership, The Dream Act, men and women in career and technical education careers, Guardian Scholars, students with disabilities, and/or veterans from our feeder high schools.

• **Evaluation**

(1) ORPIE will maintain a database to track the number of conferences and workshops. Student Services will maintain sign-in sheets with the number of participants—these counts will be included in the database. (2) Point-of-contact surveys will be distributed to participants for their feedback about the value of the conferences and workshops.

**A.5**

• **Activity Types**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected\*:**

ID	Target Group	# of Students Affected
A.5	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	15,000

• **Activity Implementation Plan**

To purchase and distribute marketing materials such as brochures, table banners, and other promotional items for student support services that will provide visibility and access for our targeted population to utilize the following support student services programs: CalWORKs, EOPS, STAR, Veterans, foster youth, and DRC.

ID	Timelines	Student Equity Funds	Other Funds**
A.5	Fall 2015-Spring 2016	\$20,000	

• **Link to Goal**

To increase enrollment and participation of students from targeted populations in student support services and categorical programs.

• **Evaluation**

(1) ORPIE will maintain a database to assess the levels of awareness and participation rates within student support services and categorical programs. (2) Survey data from the campus climate survey and other program and departmental surveys will be included in the database. (3) Monitor applications to assess how prospective students are learning about the campus and whether there is an increase in those who learn about the campus from marketing materials.

**A.6**

• **Activity Types**

X	Outreach		Student Equity Coordination/ Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected\*:**

ID	Target Group	# of Students Affected
A.6	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	700

• **Activity Implementation Plan**

Provide CalWORKs and EOP&S students with transportation vouchers.

ID	Timelines	Student Equity Funds	Other Funds**
A.6	Fall 2015-Spring 2016	\$20,000	

• **Link to Goal**

Remove the lack of transportation as a barrier for CalWORKs and EOP&S students. Afford students without vehicles with the ability to travel to school and/or work.

• **Evaluation**

(1) Survey the students who receive transportation vouchers to determine whether they significantly improved the student’s ability to get to school and back. (2) Compare the grades and persistence rates of student who received the vouchers with those who did not receive vouchers.

**A.7**

• **Activity Types**

X	Outreach		Student Equity Coordination/ Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group & # of Each Affected\*:**

ID	Target Group	# of Students Affected
A.7	Disabled Students	1030

• **Activity Implementation Plan**

Provide American Sign Language (ASL) interpretation to DSPS students who participate in shared governance and extracurricular activities.

ID	Timelines	Student Equity Funds	Other Funds**
A.7	Fall 2015-Spring 2016	\$5,000	

• **Link to Goal**

The ASL interpretation will increase retention, building community, morale, and campus involvement of disabled students.

• **Evaluation**

(1) Distribute surveys to the deaf students who participate in sponsored activities for their assessment of the effectiveness of the services.  
 (2) Interview the staff, and faculty of the ASL/DSPS program to assess their perspective on the effectiveness of the ASL interpretation program.

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## Success Indicator: Course Completion

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## CAMPUS-BASED RESEARCH: COURSE COMPLETION

**B. COURSE COMPLETION.** Table 1b shows the ratio of credit courses that students complete, compared to the number of courses in which they are enrolled in courses on the census day. Course completion rates were calculated by dividing the number of students with passing grades by the number of students enrolled at census.

Table 1b					
Rate of Course Completion	Number of courses students enrolled in & were present in on census day in base year	Number of courses in which students earned an A, B, C, or credit out of ←	The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in base year	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	311	224	72%	66%	+6
Asian	1751	1296	74%	66%	+8
Black or African American	8937	5273	59%	66%	-7
Hispanic or Latino	34265	22272	65%	66%	-1
Native Hawaiian or other Pacific Islander	327	193	59%	66%	-7
White	6484	4733	73%	66%	+7
Some other race	N/A	N/A	N/A	66%	N/A
More than one race	N/A	N/A	N/A	66%	N/A
<b>All Students</b>	<b>53498</b>	<b>35041</b>	<b>*</b>		
Males	23286	15136	65%	66%	-1
Females	30070	19846	66%	66%	0
Unknown				66%	
Current or former foster youth	492	261	53%	66%	-13
Students with disabilities	1851	1166	63%	66%	-3
Low-income students	20041	12729	64%	66%	-2
Veterans	2382	1572	66%	66%	0
AB540	86	60	70%	66%	+4

		1	2		3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as %	Percentage expressed as decimal 25% becomes .25	Multiply	the # of courses students enrolled in & were present in on census day in base year	= Number of Students "Lost"
Largest Gap	Current or former foster youth	13	.13	X	492	= 64
Second Largest	Black	7	.07	X	8937	= 626
Third Largest	Native Hawaiian or other Pacific Islander	7	.07	X	327	= 23

### Methodology and Analysis

All course grades for the 2014-15 academic year were queried from the SBCCD Datatel data warehouse system. To calculate success rates, the total number of grades was used as the denominator; passing grades were used as the numerators. The pass rates were calculated for all campus sub-populations. Passing grades constituted all grades of A, B, C, or credit-only credit courses were counted. The 80% methodology was used to identify disproportionately impacted groups.

**Ethnicity**—African-American and Pacific Islanders fall slightly below the 80% mark, when using Asians as the reference group. Therefore, these groups are identified as disproportionately impacted on this measure: overall course completion.

No other groups were found to have disproportionate impact.

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION**

**GOAL B.**

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

<b>Target Populations</b>	<b>Current gap, year</b>	<b>Goal</b>	<b>Goal Year</b>
Current or former foster youth	13, 2014	No gap	<b>2020</b>
Black	7, 2014	No gap	<b>2020</b>
Native Hawaiian or other Pacific Islander	7, 2014	No gap	<b>2020</b>

**ACTIVITIES: B. COURSE COMPLETION**

**B.1**

• **Activity Types**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected\*:**

<b>ID</b>	<b>Target Groups</b>	<b>Number of Students Affected</b>
B.1	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	70

• **Activity Implementation Plan**

The campus will develop a First-Year Experience (FYE) program with cohorts for African Americans, Hispanics/Latinos, Foster Youth, Native Hawaiian or other Pacific Islander, AB540 students, first-generation college students, males and females.

ID	Planned Start and End Dates	Student Equity Funds	Other Funds**
B.1	Fall 2015-Spring 2016	\$45,000	

• **Link to Goal**

The FYE program will successfully transition first year students into college and connect first year college students with student support services on campus to ensure student success.

• **Evaluation**

(1) The Office of Research and Planning will distribute point-of-contact surveys to determine where student see the strengths and weaknesses of the FYE program; (2) Pre & Post-test surveys will be administered to targeted groups to assess the effectiveness of the program; (3) researchers will use course grades for the full-year to compare program participants to a comparable group of non-participants.

**B.2**

• **Activity Types**

	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected\*:**

ID	Target Group	Number of Students Affected
B.2	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	500

• **Activity Implementation Plan**

Provide resources and services such as book vouchers, mentoring and leadership opportunities, academic preparedness, transfer readiness, graduation/certificate awareness, supplemental instruction, tutoring, and a range of integrated educational and student support services to the following programs: foster youth, Puente, Tumaini, AB 540, Veterans, FYE, and Valley-Bound Commitment.

ID	Timelines	Student Equity Funds	Other Funds**
B.2	Fall 2015-Spring 2016	\$80,000	

• **Link to Goal**

Increase the success rates of students from targeted populations each semester/term compared to the previous academic year.

• **Evaluation**

(1) Maintain sign-in sheets with the number of students served and assess their success rate after each semester. Currently, FYE and Valley Bound require mid-semester report. (2) Staff members will be interviewed to assess the effectiveness of the mid-semester reporting process.

**B.3**

• **Activity Types**

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected\*:**

ID	Target Group	Number of Students Affected
B.3	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	2500

• **Activity Implementation Plan**

Purchase and provide the StrengthsQuest training to all first year students such as First-Year Experience, Valley-Bound Commitment, AB540/Dreamers, EOPS/CARE, CalWORKs, DSPS, Guardian Scholars, Puente, Tumaini and veterans.

ID	Timelines	Student Equity Funds	Other Funds**
B.3	Fall 2015-Spring 2016	\$5,100	\$10,000 (SSSP)

• **Link to Goal**

The StrengthsQuest training focuses on the positive talents that engage students; this will assist in increasing the hope indicator which research has shown to increase retention amongst targeted student populations.

• **Evaluation**

(1) ORPIE will maintain a record of the number of StrengthsQuest workshops held; (2) use sign-in sheets at each workshop to maintain a database with all participants; (3) distribute pretest and post-test surveys for participants to assess the value of the workshops; (4) track the course success data for student participants, and compare them to a similar group of non-participants; (5) measure whether students are more aware of how their strength can lead to success.

• **Activity Types**

X	Outreach		Student Equity Coordination/ Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected\*:**

ID	Target Group	Number of Students Affected
B.4	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	2500

• **Activity Implementation Plan**

Provide student success kits that includes: backpack, binder, notebooks, calculator, pens, pencils, Scantrons, green books, flash drive, etc. to EOPS, CalWORKs, STAR, foster youth, Puente, Tumaini, FYE, Valley-Bound Commitment, AB 540, Veteran students.

ID	Timelines	Student Equity Funds	Other Funds**
B.4	Fall 2015-Spring 2016	\$135,000	

• **Link to Goal**

To provide students with the necessary school supplies and academic resources to increase student success as well as, eliminate a financial barrier that negatively affect student success.

• **Evaluation**

(1) Maintain sign-in sheets with the number of students served and assess their success rate after each semester. (2) Conduct a focus group with students to determine whether they view success kits as making a meaningful contribution to their academic success.

• **Activity Types**

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected\*:**

ID	Target Group	Number of Students Affected
B.5	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	500

• **Activity Implementation Plan**

Provide a speaker that will hold workshops to encourage SBVC students to continue their education and focus on student success; community engagement on “Black Lives Matter,” and partner with local high school’s clubs/organizations such as Black Student Union and MEChA.

ID	Timelines	Student Equity Funds	Other Funds**
B.5	Fall 2015-Spring 2016	\$10,000	\$5,000 Diversity Committee; \$5,000 ASG

• **Link to Goal**

The speaking engagement for students will provide encouragement for our targeted populations to continue their education and stay the course toward completing their educational and career goals.

• **Evaluation**

(1) Maintain sign-in sheets to record the number of participants; (2) Distribute email surveys for participants to assess the effectiveness of the workshops.

• **Activity Types**

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected\*:**

ID	Target Group	Number of Students Affected
B.6	SBVC faculty and staff	10,000

• **Activity Implementation Plan**

Provide a speaker for SBVC faculty and staff to discuss the importance of student equity. The RP Group presenters will focus on Student Success and Student Equity to discuss challenges faculty and staff face with our disproportionately impacted groups and provide interventions for our targeted populations to increase student success.

ID	Timelines	Student Equity Funds	Other Funds**
B.6	Fall 2015-Spring 2016	\$10,000	

• **Link to Goal**

The speaker working with faculty and staff will offer research backed methods to increase student success among targeted populations.

• **Evaluation**

(1) Maintain sign-in sheets with the number of participants. (2) Distribute point-of-contact surveys for participants to assess the value of the workshops. (3) Conduct a follow-up focus group with faculty to gauge whether they (or their colleagues) have implemented any of the recommendations of the RP Group presenters.

• **Activity Types**

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected\*:**

ID	Target Group	Number of Students Affected
B.7	Foster Youth	197

• **Activity Implementation Plan**

Development of a Guardian Scholars Program to increase the success of foster youth on campus. Assign a full-time counselor to coordinate the Guardian Scholars Program and have a Guardian Scholars Liaisons in every student service office. Increase the number of foster youth who register, persist, and take advantage of student support services. There will be targeted outreach to foster youth to increase their participation in learning communities and other student support services on campus.

ID	Timelines	Student Equity Funds	Other Funds**
B.7	Fall 2016-Spring 2016	\$10,000	\$150,000 SSSP funds; \$60,000 FKCE funds; \$10,000 YESS funds

• **Link to Goal**

The Guardian Scholars Program work with foster youth on developing life skills training and boosting academic performance with the objective of achieving self-sufficiency, and assisting with college degree or certificate completion. A Guardian Scholars liaison will be assigned in each student support program to assist foster youth with enrolling in college and student support programs.

• **Evaluation**

(1) Maintain a database to assess program participation rates in the Guardian Scholars Program. (2) Point-of-contact pre- and post-surveys for targeted groups to determine the perceived effectiveness of, and satisfaction with, the Guardian Scholars Program. (3) Compare retention rates of program participants with a comparable group of non-participants.

• **Activity Types**

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected\*:**

ID	Target Group	Number of Students Affected
B.8	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	300

• **Activity Implementation Plan**

Provide a Summer Bridge Program that assists the targeted population with successful transition into college. The Summer Bridge Program will consist of extensive workshops that focus on mentoring and leadership opportunities, academic preparedness, transfer readiness, graduation/certificate awareness, supplemental instruction, tutoring, and a range of integrated educational and student support services.

ID	Timelines	Student Equity Funds	Other Funds**
B.8	Fall 2016-Spring 2016	\$10,000	

• **Link to Goal**

Increase the number of the targeted populations that successfully transition into college, as well as increase overall course success rate for Summer Bridge Program participant.

• **Evaluation**

(1) Maintain a database with information on high school students who participate in the Summer Bridge Program to determine the number who enroll in the college (calculate the yield rate); (2) Distribute point-of-contact surveys to all participants; (3) Assess retention rates and course success rates for participants rates compared to a similar group of non-participants.

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# Success Indicator: ESL and Basic Skills Completion

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**San Bernardino Valley College**  
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## Catalog 2015-16

Your future starts here.

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

The cover features a collage of images: a large photo of two graduates, a student holding a diploma, a student in a wheelchair, and a baseball player.

## CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

**C. ESL AND BASIC SKILLS COMPLETION.** Table 1c. Shows the ratio of students by population group who completed a degree-applicable course after completing the final ESL or basic skills course in the same subject. Progress rates in Table 1c were calculated by dividing the number of students in the cohort with passing grades in degree-applicable courses by the number of students in the total cohort. Table 1c includes all basic skills courses. Individual subjects can be found in the Attachments section in Tables 1.1c, 1.2c, 1.3c, and 1.4c.

Table 1c. Rate of ESL and Basic Skills Completion					
Target Populations	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
Combined total of all ESL and basic skills courses Fall 2012 to Spring 2015					
American Indian / Alaska Native	0	0	0	50%	n/a
Asian	33	18	55%	50%	+5
Black or African American	96	36	38%	50%	-12
Hispanic or Latino	578	311	54%	50%	+4
Native Hawaiian or other Pacific Islander	4	1	25%	50%	N/A
White	84	37	44%	50%	-6
Some other race	n/a	n/a	n/a	50%	n/a
More than one race	20	6	30%	50%	-20
Unknown (ethnicity)	1	0	0	50%	N/A
<b>All Students</b>	<b>816</b>	<b>409</b>	<b>*</b>		
Males	358	171	48%	50%	-2
Females	457	237	52%	50%	+2
Unknown (gender)	1	1	100%	50%	N/A
Current or former foster youth	28	12	43%	50%	-7
Individuals with disabilities	56	26	46%	50%	-4
Low-income students	662	356	54%	50%	+4
Veterans	84	27	32%	50%	-18
AB540	1	0	0	50%	N/A

Combined total of all ESL and basic skills course		1	2	3	4	
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as %	Percentage expressed as decimal	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	Number of Students "Lost"
Largest Gap	Veterans	18	<u>.18</u>	x	84	= 15
Second Largest	Black or African-American	12	<u>.12</u>	x	96	= 12
Third Largest	Current of Former Foster Youth	7	<u>.07</u>	x	28	= 2
Fourth Largest	White	6	<u>.06</u>	x	84	= 5

### Methodology and Analysis

Individual student data from the 2014 Scorecard report (using the 2009-10 cohort) was download from the California Community College website. Success rates were calculated for students in first-level degree-applicable courses for those students who had completed a final level basic skills course. Table 1c combines all basic skills courses. Disaggregated data for individual basic skills subjects can be found in the Attachments section Tables 1.2c, 1.3c, 1.4c.

**Ethnicity:** Using the 80% rule with Asian students as the reference group, two ethnic groups are found to be disproportionately impacted: African-Americans for all basic skill combined (72%) – see attachments section for separate Math and English measures), White students for math (63%); and Pacific Islanders (45%) (a very small sample size).

**Gender:** In general women are more successful in basic skills courses than men. The major difference between genders is with reading. There are very small differences in math, English writing. No differences are large enough to trigger disproportionate impact.

**Students with Disabilities:** For students with disabilities, reading turns out to be a significant obstacle. Disabled students succeed at a rate that is far below the rate of other students. This is not true for math or English writing.

**Economically Disadvantaged:** Low-income students represent a large percentage of the campus population. Those who are identified in the sample as low income achieve success in basic skills courses at a rate that is relatively the same as other students in the sample.

**Foster Youth:** Foster youth pass at a rate lower than the Scorecard cohort average. The amount is not large enough to trigger disproportionate impact. Using the proportionate index measure foster youth represent 3.4% of the scorecard cohort and 2.9% of the student who receive passing grade. Again, although they fall short, the different is not large enough for disproportionate impact  $2.9 / 3.4 = 85\%$ . See the Attachment section for an analysis of individual subjects: math, English, Reading, and ESL.

**Veterans:** Veterans are disproportionately impacted. They pass at rate of 64% of the Scorecard average.

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION**

**GOAL C.**

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Populations	Current gap, year	Goal*	Goal Year
Veterans	-18,2014	<i>No gap</i>	<b>2020</b>
African Americans	-12,2014	<i>No gap</i>	<b>2020</b>
Foster youth	-7,2014	<i>No gap</i>	<b>2020</b>

**ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION**

**C.1**

• **Activity Types**

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected\*:**

ID	Target Groups	Number of Students Affected
C.1	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	3,000

• **Activity Implementation Plan**

Provide supplemental instruction (Learning COMPASS) to non-STEM majors.

ID	Planned Start and End Dates	Student Equity Funds	Other Funds**
C.1	Fall 2015-Spring 2016	\$100,000	

• **Link to Goal**

Learning COMPASS seeks to use supplemental instruction (SIs) for non-STEM majors, basic skills courses, and in the Radio, Television and Film Department. The SI's will work with basic skills faculty to increase the success of students in the targeted population by focusing in tutoring and retention.

• **Evaluation**

Maintain a sign-in sheet with the number of participants and assess the student success rate after each semester. Point-of-contact surveys for participants to assess the value of the student support services.

**C.2**

• **Activity Types**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected\*:**

ID	Target Group	Number of Students Affected
C.2	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	3,000

• **Activity Implementation Plan**

Provide campus wide training for all supplemental instruction. To include training for faculty and students who participate in SI.

ID	Timelines	Student Equity Funds	Other Funds**
C.2	Fall 2015-Spring 2016		

• **Link to Goal**

To train multiple supplemental instructors from various disciplines to increase student success, retention, and persistence through a variety of quality academic support programs/tools to our targeted population.

• **Evaluation**

Interviews will be conducted with selected supplemental instructors to determine the effectiveness of training.

**C.3**

• **Activity Types**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected\*:**

ID	Target Group	Number of Students Affected
C.3	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	2,500

• **Activity Implementation Plan**

Collaborate with the Writing Lab to provide additional tutorial services for basic skills courses, academic workshops, and advertising and marketing materials.

ID	Timelines	Student Equity Funds	Other Funds**
C.3	Fall 2015-Spring 2016	\$15,500	

• **Link to Goal**

Partnering with the Writing Lab will increase math and English assessment scores, improve student success and retention in basic skills courses, increase access and student traffic in the Writing Lab for our targeted population.

• **Evaluation**

(1) Sign-in sheets will be maintained to calculate participation rates in all basic skills subjects, (2) Surveys will be distributed to target populations to assess the value and satisfaction of each workshop, (3) measure the increase participation of students utilizing the Writing Lab specifically.

**C.4**

• **Activity Types**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected\*:**

ID	Target Group	Number of Students Affected
C.4	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	1,700

• **Activity Implementation Plan**

We will partner with the Reading Lab to provide Reading Plus (a software package to aid students in acquiring reading skills) for all Reading and Study Skills Department developmental courses.

ID	Timelines	Student Equity Funds	Other Funds**
C.4	Fall 2015-Spring 2016	\$34,000	Reading and Study Skills Department \$15,000

• **Link to Goal**

Improve student success and retention in basic skills reading and study skills classes. Reading Plus will prepare our targeted population for success in the English composition sequence and across other disciplines, requiring reading, writing, and critical thinking skills.

• **Evaluation**

(1) Survey students who use the Reading Plus program to assess program effectiveness; (2) Assess the course success rate of students who utilize Reading Plus in their basic skills reading courses where the program is used; (3) Maintain a record of students who make use of the Reading Plus Program in study-skills classes, and (4) track their overall course success rates.

• **Activity Types**

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected\*:**

ID	Target Group	Number of Students Affected
C.5	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	

• **Activity Implementation Plan**

Provide an overnight (24 hours) reserve textbook check out by increasing the number of basic skills textbooks available for students to check out overnight (24 hours).

ID	Timelines	Student Equity Funds	Other Funds**
C.5	Fall 2015-Spring 2016	\$40,000	

• **Link to Goal**

The 24-hour circulation will guarantee access to students visiting the library during the day.

• **Evaluation**

(1) Maintain a record of the number of students who use library circulation after regular hours to assess usage of the service. (2) Survey students who use the after-hours services to assess the usefulness of the services—analyze the satisfaction rates separately for the target populations.

• **Activity Types**

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected\*:**

ID	Target Group	Number of Students Affected
C.6	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	5,000

• **Activity Implementation Plan**

Provide 24 hours tutoring (Smarthinking) by increasing the number of students using virtual academic support services.

ID	Timelines	Student Equity Funds	Other Funds**
C.6	Fall 2015-Spring 2016	\$30,000	

• **Link to Goal**

The 24-hour tutoring will guarantee access to students utilizing academic support services during the day and night.

• **Evaluation**

(1) Record the number of students who use the 24-hour tutoring services after regular campus hours and track their course success—analyze results for students in targeted populations separately; (2) Survey students who use the after-hours services to assess the usefulness of the services—analyze the satisfaction rates separately for target populations.

• **Activity Types**

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected\*:**

ID	Target Group	Number of Students Affected
C.7	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	300

• **Activity Implementation Plan**

Provide 30 laptops in English 914 (Basic Skills course).

ID	Timelines	Student Equity Funds	Other Funds**
C.7	Fall 2015-Spring 2016	\$30,000	

• **Link to Goal**

The laptops will afford access technology, establish a controlled classroom environment and support a variety of vital skills that are used in the course.

• **Evaluation**

Assess the course success of students who have access to the laptops and compare them to similar students who do not have access to these computers.

• **Activity Types**

Provide Alpha Gamma Sigma (AGS) Delta Chapter at SBVC to attend the Alpha Gamma Sigma State Convention. The Conference will give AGS students exposure to professional networking, business and academic communication, and knowledge about the transfer process.

	Outreach	X	Student Equity Coordination/ Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected\*:**

ID	Target Group	Number of Students Affected
C.8	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	30

- **Activity Implementation Plan**

ID	Timelines	Student Equity Funds	Other Funds**
C.8	Fall 2015-Spring 2016	\$5,000	

- **Link to Goal**

The Conference will allow AGS students to gain exposure to professional networking, business and academic communication, and knowledge about the transfer process.

- **Evaluation**

Distributed surveys to students to determine what they gained from the conference. The questions on the surveys will address students' perspectives on the benefits of attending the conference and what they learned.

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## Success Indicator: Degree and Certificate Completion

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## CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

**D. DEGREE AND CERTIFICATE COMPLETION.** Tables 1d and 2d show the percentage of students by population group the who receive degrees or certificates. They are compared to the number of students in that group from the same Student Success Scorecard cohort.

AA/AS Degrees	The number of students in the 2008-09 Student Success Scorecard Cohort.	The number of students in the 2008-09 Student Success Scorecard Cohort who earn AA/AS degrees with 6 years	The rate of degree and certificate completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	**n/a				
Asian	83	10	12%	12	0
Black or African American	347	29	8%	12	-4
Hispanic or Latino	1129	140	12%	12	0
Native Hawaiian or other Pacific Islander	25	4	16%	12	+4
White	306	45	15%	12	+3
Some other race	139	12	8%	12	-5
More than one race	54	9	16%	12	+4
<b>All Students</b>	<b>2083</b>	<b>250</b>	<b>*12</b>		
Males	880	79	9%	12	-3
Females	1185	166	14%	12	+2
Unknown	18	2	11%	12	-1
Current or former foster youth	n/a	n/a	n/a	n/a	n/a
Individuals with disabilities	93	8	9%	12	-3
Low-income students	1696	204	12	12	0
Veterans	53	9	17%	12	+5
AB540					

\*\*American Indian/Alaskan Natives represent a very small percentage of the campus population—see the awards table in the Attachments section. They were almost absent from the Scorecard sample, thus could not be measured in this and other tables.

Table 2d					
Certificates	The number of students in the 2008-09 Student Success Scorecard Cohort.	The number of students in the 2008-09 Student Success Scorecard Cohort who earned a certificate with 6 years	The rate of degree and certificate completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native					
Asian	83	4	5%	5%	0
Black or African American	347	20	5%	5%	0
Hispanic or Latino	1129	46	4%	5%	-1
Native Hawaiian or other Pacific Islander	14	1	7%	5%	+2
White	306	22	7%	5%	+2
Some other race	139	5	3%	5%	-2
More than one race	55	2	3%	5%	-2
<b>All Students</b>	<b>2083</b>	<b>100</b>	<b>*4%</b>	5%	
Males	880	47	5%	5%	0
Females	1185	52	4%	5%	-1
Unknown	17	1	2%	5%	-3
Current or former foster youth	na	n/a	n/a	5%	n/a
Individuals with disabilities	401	45	11%	5%	+9
Low-income students	1696	85	5%	5%	
Veterans	47	13	28%	5%	+23
AB540	0	0	0	5%	N/A

**Note:** Percentages for foster youth, veterans, and AB540 students were calculated for campus data, not from scorecard cohort data.

### Methodology and Analysis

Tables 1d and 2d use the criteria outlined in the Scorecard to establish a cohort for determining graduation rates. The cohort was tracked over six years. The tables show the number of first-time students who enrolled during the 2009-10 academic year, completed 6 units, and took a degree or certificate applicable math or English course within their first three years. The percentages represent the number of student who earned a degree or certificate within six years divided by the number of students in the total cohort.

**Ethnicity:** For AA/AS degrees, African-American students are disproportionately impacted using the 80% rule with white students as the reference group (53%). For Certificates, Asians (71%), African-American (71%), and Hispanic (57%) students are disproportionately impacted.

**Gender:** Men are disproportionately impacted (64%) on AA/AS achievement compared to women.

**Foster Youth:** Students in this group have not been identified long enough to be tracked six years on this measure.

**Students With Disabilities:** Students with disabilities are disproportionately impacted on the achieving AA/AS degrees (75%) using the Scorecard cohort average as the reference.

**Veterans:** Veterans in the sample tended to graduate at a higher rate than the scorecard cohort average.

**AB540:** students in this group have not been identified long enough to be tracked six years on this measure.

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION**

**GOAL D.**

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

AA/AS		1	2	3	4	
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	= Number of Students "Lost"
Largest Gap	African Americans	-4	<u>.04</u>	x	347	= 58
Second Largest	Males	-3	<u>.03</u>	x	880	= 26
Third Largest	Individuals with disabilities	-3	<u>.03</u>	x	93	= 3

Target Populations (AA/AS)	Current gap, year	Goal*	Goal Year
African Americans	-4,2014	No gap	2020
Males	-3,2014	No gap	2020
Individuals with disabilities	-3,2014	No gap	2020

Certificates		1	2	3	4		
Equity Gap	Student Group	Gap in comparison to the average, expressed as percentage %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	=	Number of Students "Lost"
Largest Gap							
Hispanic or Latino	1%	<u>.01</u>	x	1129	=	11	
Females	1%	<u>.01</u>	x	1185	=	12	

Target Populations Certificates	Current gap, year	Goal*	Goal Year
	-1,2014	<i>No gap</i>	<b>2020</b>
	-1,2014	<i>No gap</i>	<b>2020</b>

**ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION**

**D.1**

• **Activity Types**

Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
Research and Evaluation	X	Professional Development		

• **Target Student Groups & # of Each Affected\*:**

ID	Target Groups	Number of Students Affected
D.1	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	1,000

• **Activity Implementation Plan**

Professional Development for faculty and staff who work with targeted at-risk populations that consist of FYE staff and faculty trainings to integrate assignments, team teaching, basic skills training, and stipends for faculty who work with at-risk populations outside of the classroom. This would include supplemental instruction, tutoring, and working in learning communities.

ID	Planned Start and End Dates	Student Equity Funds	Other Funds**
D.1	Fall 2015-Spring 2016	\$60,000	

• **Link to Goal**

Faculty and staff collaboration will provide distribution counseling; develop syllabi and curriculum in order to create themes in the classroom, counseling, tutoring, and experimental activities to ensure student success and an increase in students' obtaining degrees and certificates.

• **Evaluation**

(1) Maintain a record of the number of faculty and staff who attended training workshops—calculate attendance rates; (2) Conduct a focus group with FYE faculty members to assess their strategies for effectively aligning course syllabi and class assignments. Assess student success in courses with participating faculty and compare them to a similar group of students.

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# Transfer

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## CAMPUS-BASED RESEARCH: TRANSFER

**E. TRANSFER.** Table 1e shows the percentage of students by population group who transfer after completing a minimum of 12 units and attempting a transfer level course in mathematics or English. The students were tracked for six years.

Transfer	Number of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English.	Number of students from the cohort who actually transferred within six years.	The transfer rate	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian /Alaska Native					
Asian	83	15	18%	20%	-2
Black or African American	347	80	23%	20%	3
Hispanic or Latino	1129	192	17%	20%	-3
Native Hawaiian or other Pacific Islander	25	5	20%	20%	0
White	306	77	25%	20%	5
Some other race	139	28	20%	20%	0
More than one race	n/a	n/a	n/a		n/a
<b>All Students</b>	<b>2083</b>	<b>407</b>	<b>*20</b>		
Males	880	167	19	20%	-1
Females	1185	237	20	20%	0
Unknown	18	4	23%	20%	3
Current or former foster youth	19	5	26%	20%	+6
Individuals with disabilities	93	8	9%	20%	-11
Low-income students	1696	305	18%	20%	-2
Veterans	113	33	29%	20	+9
AB540	3	N/A	N/A	N/A	N/A

\*Data for this table comes from Scorecard cohorts and represents six-year success rates. Students records were taken from the 2008-09 to 2013-14 cohort.

Transfer		1	2		3		4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of first-time students who enrolled in 2011 and named transfer as their matriculation goal.	=	Number of Students "Lost"
Largest Gap	Students with Disabilities	-11	<u>.11</u>	x	93	=	34
Second Largest	Hispanic Students	-3	.03	x	1129	=	34
Third Largest	Low-income students	-2	.02	x	169		3

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER**

**GOAL E.**

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

<b>Target Populations</b>	<b>Current gap, year</b>	<b>Goal*</b>	<b>Goal Year</b>
Students with Disabilities	-11,2014	<i>No gap</i>	<b>2020</b>
Hispanic Students	-3,2014	<i>No gap</i>	<b>2020</b>
Low-income students	-2,2014	<i>No gap</i>	<b>2020</b>

**Methodology and Analysis**

Tables 1e uses the criteria outlined in the Student Success Scorecard to establish a cohort for determining transfer rates. The cohort was tracked over six years. The tables show the number of first-time students who enrolled during the 2009-10 academic year, completed six units, and took a degree or certificate applicable math or English course within their first three years. The percentages represent the number of students who earned a degree or certificate within six years divided by the number of students in the total cohort.

**Ethnicity:** Asian (72%) and Hispanic (68%) students are disproportionate impacted on transfer rates using White students as the reference group.

**Gender:** Transfer rates between men and women were only slightly different, with women being 1% higher than men. There is not disproportionate impact. However, there is a large gap in absolute numbers because women outnumber men in the student population. Therefore, there are a significantly larger number of women than men who transfer in the Scorecard sample. This is also true in the general student population.

**Students with Disabilities:** Students with disabilities are disproportionately impacted for transfer. Using the proportionality index method, students with disabilities represent 4.4% of the students in the cohort, and 2.0% of the successful students. The success rate is well below their proportionate representation (44%).

**Economically Disadvantaged:** Students who are economically disadvantaged in the cohort transfer at a rate only slightly lower than the student average. The gap is not large enough for them to be considered disproportionately impacted using the proportionality index measurement.

**Foster Youth:** Foster youth were not identified in the Chancellor’s Scorecard cohort, so researchers queried a similar group of students. The students in this group had a higher transfer rate than students in the comparable cohort.

**Veterans:** Veterans, like foster youth and AB540 students, were not identified in the state Scorecard cohort. Students identified as veterans were queried to form a comparable sample. The students in the sample transfer at a rate 13% higher than those in the Chancellor’s Scorecard cohort.

**ACTIVITIES: E. TRANSFER**

**E.1**

• **Activity Types**

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected\*:**

ID	Target Groups	Number of Students Affected
E.1	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	3,000

• **Activity Implementation Plan**

Host a HBCU college fair to increase transfer rates by providing admission workshops and on-site admissions from out-of-state universities.

ID	Planned Start and End Dates	Student Equity Funds	Other Funds**
E.1	Fall 2015-Spring 2016	\$10,000	

• **Link to Goal**

Increase transfer rates amongst targeted population by providing admission workshops and on-site admissions from the nine HBCU campuses who signed articulation agreements with the CA Community College Chancellor’s Office.

• **Evaluation**

(1) Maintain sign-in sheets with the number of participants; (2) Distribute point-of-contact surveys for participants to assess the value of the college fair; (3) Record the number of SBVC students who apply to an HBCU within a month of the fair; (4) record the number of SBVC student who are admitted to HBCU campuses.

**E.2**

• **Activity Types**

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected\*:**

ID	Target Groups	Number of Students Affected
E.2	African Americans, Foster Youth, Veterans, AB540 students, first generation college students, and males	35

• **Activity Implementation Plan**

To create an additional cohort for the SBVC Umoja Program (Tumaini) for the purpose of enhancing student support services, and increasing transfer and graduation rates and for African Americans students.

ID	Planned Start and End Dates	Student Equity Funds	Other Funds**
E.2	Fall 2015-Spring 2016	\$10,000	

• **Link to Goal**

To increase transfer and graduation rates and student support services for our targeted populations.

• **Evaluation**

(1) Maintain a count of participants in the Tumaini program (to monitor any increases in the participation rate); (2) Maintain a record of student support services for Tumaini student (counselor visits, tutor visits, etc.); (3) Track the course success of participants—compare 2015-2016, 2016-17 measures to previous years; (4) Compare the performance of Tumaini students to a comparable group of non-Tumaini students.

**E.3**

• **Activity Types**

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected\*:**

ID	Target Groups	Number of Students Affected
E.3	Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	35

• **Activity Implementation Plan**

To create an additional cohort for our Puente program to increase transfer and graduation rates and student support services for Hispanic/Latino students.

ID	Planned Start and End Dates	Student Equity Funds	Other Funds**
E.3	Fall 2015-Spring 2016	\$10,000	

• **Link to Goal**

To increase transfer and graduation rates and student support services for our targeted populations.

• **Evaluation**

(1) Maintain a count for the number of participants in the Puente Program (to monitor any increases in the participation rate); (2) Track the use of support services (counselor visits, tutor visits, etc.); (3) Assess course success for Puente participants. (3) Compare success rates for 2015-2016, 2016-17 to previous years; (4) compare student success rate to non-Puente students.

**E.4**

• **Activity Types**

	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation	X	Professional Development		

• **Target Student Groups & # of Each Affected\*:**

ID	Target Group	Number of Students Affected
E.4	African Americans, Foster Youth, Veterans, AB540 students, first generation college students, and males	30

• **Activity Implementation Plan**

Send students from our Tumaini learning community to a Historical Black College University (HBCU) college tour.

ID	Timelines	Student Equity Funds	Other Funds**
E.4	Fall 2015-Spring 2016	\$20,000	

• **Link to Goal**

Provide access and admission workshops to our targeted population to increase transfer rates. The Tumaini students will be identified through the two linked courses: Student Development and African American History.

• **Evaluation**

(1) Distribute a survey to students who participate in the HBCU college tour; (2) Record the number of SBVC Tumaini students who apply to an HBCU within a month for the tour; (3) Record the number of Tumaini students who are admitted to HBCU campuses.

**E.5**

• **Activity Types**

	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation	X	Professional Development		

• **Target Student Groups & # of Each Affected\*:**

ID	Target Group	Number of Students Affected
E.5	Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	30

• **Activity Implementation Plan**

Send students from Puente to attend The Hispanic Association of Colleges and Universities (HACU) national conference to increase transfer rates by providing admission workshops for out-of-state universities.

ID	Timelines	Student Equity Funds	Other Funds**
E.5	Fall 2015-Spring 2016	\$20,000	

• **Link to Goal**

Provide access and admission workshops to our targeted population to increase transfer rates. The Puente students will be identified through the two linked courses: Student Development and English.

• **Evaluation**

(1) Maintain a sign-in sheet with the number of students who participate in the conference; (2) Distribute a point-of-contact survey for participants to assess the value of the workshops; (3) Maintain a count of the number of students who applied to a college; and, (4) maintain a record of the number of students who were accepted to a four-year college.

Table 1: Summary of Disproportionate Impact (DI) by Protected Status and Outcome.

	Access	Course Success	Success Rate			Degree Completion Rate	Certificate	Transfer Rate	DI
			Math	English	Reading				
<b>Gender</b>									
Female	No	No	No	No	No	No	No	No	0
Male	Yes	No	No	No	Yes	Yes	No	No	3
<b>Ethnicity</b>									
Asian	No	No	No	No	No	No	Yes	No	1
African American	No	Yes	Yes	Yes	No	Yes	Yes	Yes	6
Hispanic	No	No	No	No	No	No	Yes	Yes	2
+Native American	Yes	No	N/A	N/A	No	N/A	N/A	No	
+Pacific Isl.		Yes	Yes	n/a	n/a	n/a	n/a	n/a	2
White	Yes	No	Yes	No	Yes	No	No	No	3
Multi-ethnicity	No	No	Yes	N/A	No	No	No	No	1
Missing	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Disability	Yes	No			Yes	No	No	Yes	3
Economically Disadvantaged	No	No	No	No	No	No	No	Yes	1
Foster Youth	Yes	No	Yes	No	No	No	No	No	2
Veteran	Yes	No	Yes	Yes	Yes	No	No	No	4
AB540	N/A	No	N/A	Yes	No	No	N/A	N/A	1
<b>Total DP</b>	<b>6</b>	<b>2</b>	<b>6</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>30</b>

+These groups have very small sample sizes in the Scorecard data set. AB540 students have not been tracked long enough to calculate six-year transfer and graduation rates.

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# Summary Budget

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The budget for this Student Equity Plan contains items funded through general fund as well as several other categorical program budgets. The funding for the Student Equity Plan uses resources from the Student Success Services and Programs (SSSP/Matriculation), the Counseling budget, the Outreach budget, the Student Success Center, Enrollment Management, as well as items that are funded via other individual department/program budgets.

The Student Equity budget that is outlined in this summary includes figures that the college intends to allocate to increase access and student success among our stated targeted populations. The figures that appear in this Student Equity Plan are grouped based on the following areas: Staffing, Support for Veterans, Support for Foster Youth, Support for First Year College students, Support for Categorical Programs, Support for Basic Skills, and Support for Activities.

The following is a summary of the major budget areas that SBVC intends to use Student Equity funds to support:

1. Staffing \$507,000
2. Professional and Student Development \$100,000
3. Activities \$230,000
4. Support of Categorical Programs \$ 209,524
5. Support for Basic Skills (Instruction) \$300,000

***Total Anticipated Resources: \$1,346,524***

The following list of activities and actions that SBVC intends to implement:

***Staffing: \$507,000***

- Director of First-Year Experience; First-Year Experience Counselor; Secretary II for Student Equity and SSSP; Sr. Student Services Technician; Adjunct Counselors; Professional Experts for Outreach; Researchers

***Professional and Student Development: \$100,000***

- Professional Development for staff and faculty to work with targeted populations
- Send the FYE male cohort, Brothers Club and Tumaini students to the annual A2MEND Conference that focus on student success among African American males

## **Activities and Actions: \$230,000**

### Student Equity Conferences--

- Male/Senior Day Conference for feeder high Schools to focus on transfer and CTE programs
- Dreamers Conference for AB 540 students and parents from feeder high schools
- Guardian Scholars Conference for Foster Youth
- Student Leadership Conference
- DSPS Conference for Feeder High Schools
- Provide targeted outreach and recruitment to high school, middle school, and elementary students and parents, community, and faith based organizations, and local agencies. Special emphasis on increasing college access for Black and Latino males, English Language Learners, and Learning Communities (First-Year Experience, Valley-Bound Commitment, Tumaini, Puente, and Guardian Scholars)
- Develop a Student Ambassador program for peer-peer advising and outreach that trains our current student body to support students in our targeted populations
- Pilot Programs and Outreach to at-risk students (tutoring, supplemental instruction, marketing, outreach, etc.)
- Development of First-Year Experience with Cohorts for Males, Foster Youth, and other target populations
- Development of a Summer Bridge Program for FYE, VBC, Foster Youth, and other target populations
- Development of Guardian Scholars program for Foster Youth
- Purchase and provide the StrengthsQuest training to all first year students and in categorical programs
- Provide two speaking engagements; one speaker (from RP Group) will target Student Equity in relation to faculty and staff. One speaker to encourage students from our targeted population to continue their education and focus on student success and community engagement on “Black Lives Matter”
- Provide additional resources and assistance to Veterans geared towards helping veterans transitioning from service member to student, such as, workshops, counseling, tutors, and other student support services
- Send Tumaini to attend a HBCU college tour to increase transfer rates by providing awareness of requirements for out-of-state universities
- Send Puente to attend The Hispanic Association of Colleges and Universities (HACU) national conference to increase transfer rates by providing awareness of requirements for out-of-state universities
- Host a HBCU college fair to increase transfer rates by providing awareness of requirements for out-of-state universities
- Host a Spring Transfer/Career Fair

### ***Support for Categorical Programs: \$209,524***

- Provide signs, banners, A-frames, brochures, flyers, and marketing to advertise categorical programs
- Provide additionally staffing, professional development, student employment for stated categorical programs
- Provide student success kits (backpack, binder, notebooks, calculator, pens, pencils, Scantrons, green books, flash drives)
- Additional cohort for Tumaini and Puente
- Provide basic skills textbooks to Puente, Tumaini, FYE, VBC, Dreamers, Foster Youth, and Veterans
- To provide counseling services that will allow program participants to increase their understanding of an educational goal plan and establishing educational career markers for STAR students
- Provide CalWORKs and EOP&S students with transportation vouchers
- Provide DSP&S with American Sign Language interpreters for shared governance and extra-curricular activities

### ***Support for Basic Skills: \$300,000***

- Provide supplemental instruction (Learning COMPASS) to non-STEM majors.
- Provide training for all faculty and students who utilizes supplemental instruction
- Pilot a Summer Bridge program for targeted populations to increase math and English assessment scores
- Additional textbooks in the Library Reserve section. Provide an overnight (24 hours) reserve textbook check out system for students to access academic and basic skills materials
- Provide 24 hour tutoring (Smarthinking) to all our targeted populations.
- Provide 30 laptops in English 914 (Basic Skills course) to access technology, establish a controlled classroom environment and support a variety of vital skills that are used in the course.
- Provide Alpha Gamma Sigma (AGS) Delta Chapter at SBVC to attend the Alpha Gamma Sigma State Convention.
- Purchase Reading Plus software for basic skills
- Provide additional tutors and marketing for the Writing Center. Afford students enrolled in basic skills courses access to additional academic support

### ***Total Anticipated Resources: \$1,346,524***

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## Summary Evaluation

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The SBVC evaluation plan, to assess the effectiveness of student equity activities, includes both quantitative and qualitative tools. It will provide campus planners with the information they need to determine whether programs and activities are making adequate progress toward achieving student equity *goals*. There are numerous goals set forth in this plan. Each goal is linked to a set of activities. Evaluation processes, that include measurable objectives, accompany each goal.

The evaluation process defines success indicators along with the methodology for measurement. Quantitative indicators will be used to measure (1) student success rates in courses and instructional programs; (2) program participation rates; and (3) yield rates for outreach activities. Qualitative indicators will be employed to supplement quantitative measures by assessing student engagement and attitudes about the efficacy of programs and activities.

### Assessment of Quantitative Indicators:

Each fall, Scorecard data will be extracted from the California Community College Chancellor's website to assess disproportionate impact for all groups on access and student success as indicated in the body of this plan. For those groups that are not identified in the Chancellor's Scorecard dataset (AB540 students, veterans, and foster youth), internal lists will be developed and maintained to query the students from the Scorecard cohorts. Course-level data will be analyzed to determine where barriers exist by looking at course enrollment and withdrawal patterns. Focus groups will supplement these findings as discussed in the section below. Students will be tracked through basic skills, transfer, and CTE programs using MIS data and data queried directly from SBCCD Datatel data warehouse. Degrees and certificates will be assessed each year to assess changes in existing achievement gaps with awards. Data in this report and in the SBVC strategic plan (2014-15) will serve as a baseline for measuring progress.

Sign-in sheets will be maintained to assess participation rates and attendance at all activities. Course success data for students who participate in activities will be tracked to determine whether their attendance and participation is correlated with increased enrollment and course success. Support program activities will be assessed separately to determine which of these programs contribute most to student success and engagement.

For students contacted by outreach staff at high schools and community centers, sign-in sheets will be used to track subsequent enrollment; yield rates will be calculated from these data. For students who participate in strengths training, pre-test and post-test surveys will be administered at the beginning and end of each session to assess levels of engagement, resilience, and self-efficacy. For students who attend tutoring and courses with supplemental instructors, course success will be measured. Success rates for students in all targeted groups

(or those who participate in student support programs) will be tracked and compared to campus averages.

### **Qualitative Analysis:**

As discussed in the section above, qualitative methods will be used to supplement quantitative data analysis by provided more in-depth meaning to the data.

Open-ended questions on surveys will allow respondents to express opinions. These data will be analyzed for qualitative meaning. We will make a special effort to include open-ended questions on all surveys. Pre-test and post-test surveys will be used for the strengths training sessions and other appropriate activities.

Focus groups and individual interviews are planned for students and staff members at the beginning and end of each semester. The data from faculty and staff who deliver services, as well as feedback from students who receive the services, will provide program administrators with the aim of improving service delivery, participation and engagement. Focus groups will be conducted with successful students as well as students who withdraw from courses to supplement quantitative analysis of enrollment and discontinuation patterns. The aim is to identify boosters and barriers to success.

Reports will be generated to summarize findings on a regular cycle. Table 1e provides a timetable for evaluation activities.

## Summary Evaluation Schedule and Process

Table 1e: Evaluation Timetable (Fall 2015 to Spring 2017)

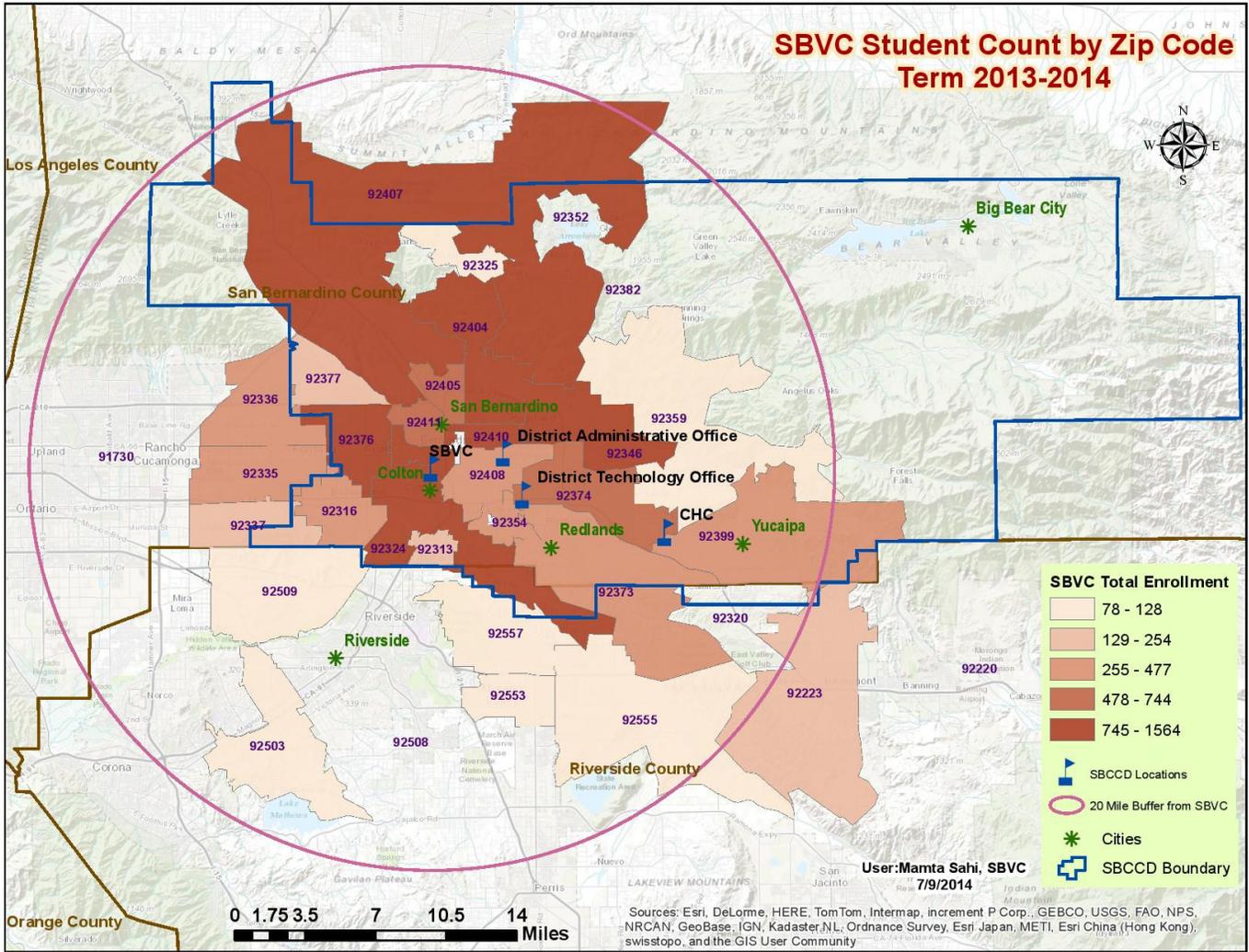
Scheduled Time	Activity	Reports	Presentation/ Discussion
December 2015 near the end of Fall Semester	Pretest surveys administered to all veterans, foster youth, and first year college students (sampled from FYE and Valley Bound students). These surveys will measure current levels of engagement and commitment to school.	Report to the Student Equity Contact Coordinator in February 2016.	Present finding to student services staff –discuss implications
May 2016 point of contact effectiveness surveys are administered at several points throughout the year	Distribute surveys to measure effectiveness of activities and services	Analyze the survey results and report to the Student Equity Contact Coordinator	
May 2016 Near the end of Spring Semester	Post-test surveys to all veterans, foster youth, and first year college students (sampled from FYE and Valley Bound students) These surveys will measure current levels of engagement and commitment to school among these groups.	Report to the Student Equity Contact Coordinator that	Present findings analyzing pretest-posttest results to all program staff at the beginning of semester 2016
May/June 2016 After grades for spring semester have been submitted	Research Assistants will query course success data to track specific students (veterans, foster youth, FYE, Valley Bound)– to compare their achievement gaps.	Generate a report for the Student Equity Contact Coordinator. Present results to the EMC, SSC and Instructional Deans	Present findings to student services staff (VP, Deans, and counseling staff)
May/June 2016 End of Spring Semester 2016	Focus groups with students who participated in support programs	Present general summary of results	Present findings to student services staff (VP, Deans, and counseling staff)

May/June 2019 End of Spring Semester 2016	Focus groups with participating faculty and staff	Present general summary of results	Report to the Student Equity Contact Coordinator
Fall 2016 (September)	Analysis of Scorecard data	Written summary for: VP of Student Services Board of Trustees Student Equity Contact Coordinator	Make campus presentations. Specific presentation to faculty and staff of support programs
Spring 2016	Analyze awards data from Spring 2015 graduation	Written summary for: VP of Student Services Board of Trustees Student Equity Contact Coordinator	
Spring 2016	Update all campus student equity measures --Program Learning Outcomes and core competencies	Strategic Plan and Educational Master Plan	
Summer 2016	Pretest-posttest survey analysis for strengths training- Conduct focus groups with strengths training participants	Written report for Written summary for: VP of Student Services Student Equity Contact Coordinator	Present findings analyzing pretest-posttest results to all program staff at the beginning of semester 2016
Spring 2016	Sign-in sheets and contact records will be analyzed to assess yield-rate for outreach efforts	Written report for Written summary for: VP of Student Services Student Equity Contact Coordinator	Present results to outreach staff for discussion
**April 2016 campus-wide administration of the CCSSE	To measure student engagement among all students on campus	Campus wide report	Campus-wide forum to present results Presentation to instructional deans

\*\*CCSSE is not funded by Student Equity funds but will serve as an additional measure of engagement.

# Attachments

Figure 1a. Map of service area and high enrollment ZIP Codes.



**Note:** The blue boundary line shows the district service area. The two major campuses, (SBVC) and (CHC), are identified with blue flag symbols.

Figure 1b. Map of student enrollment by ZIP code.

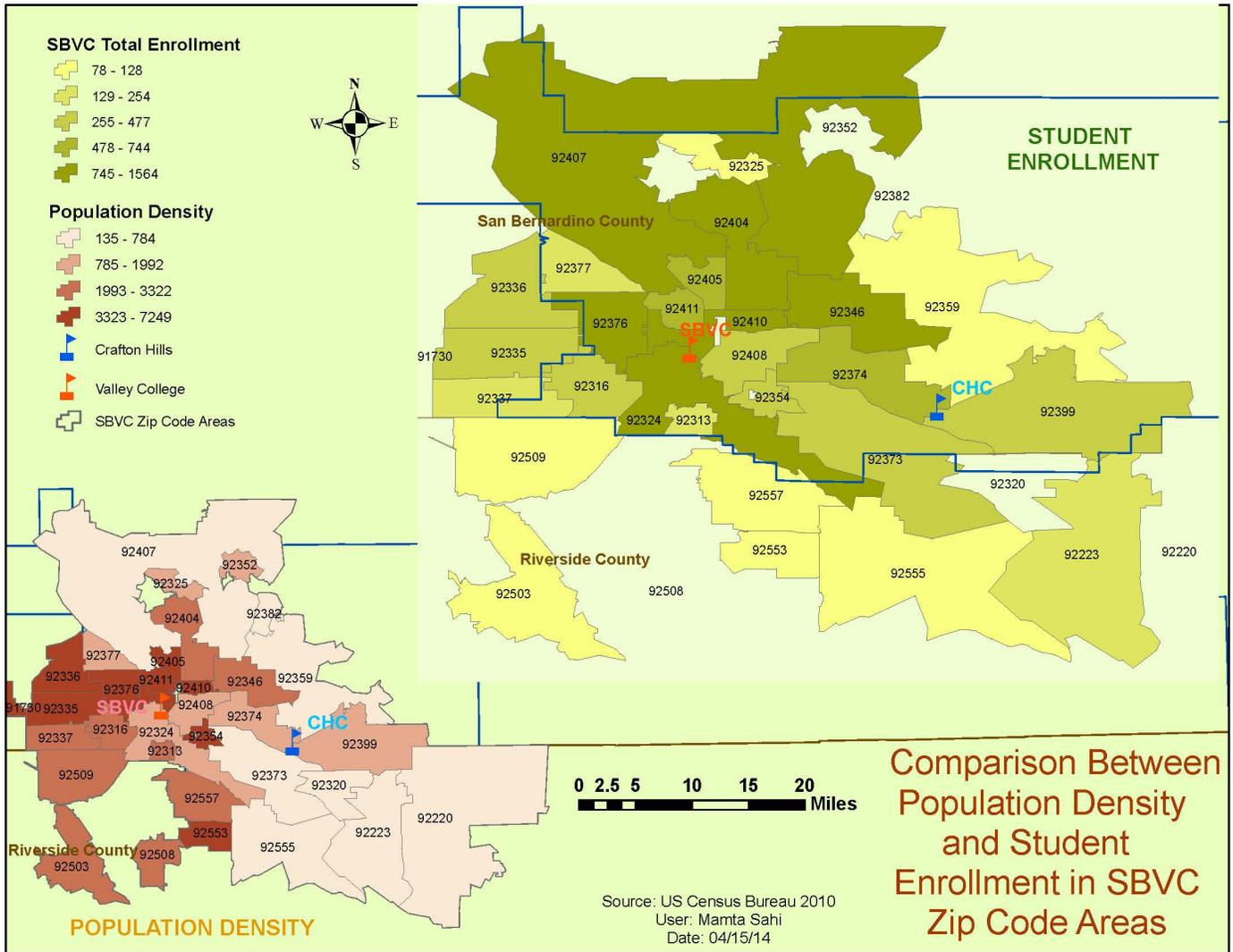


Figure 1c. Campus map of student services and advising locations

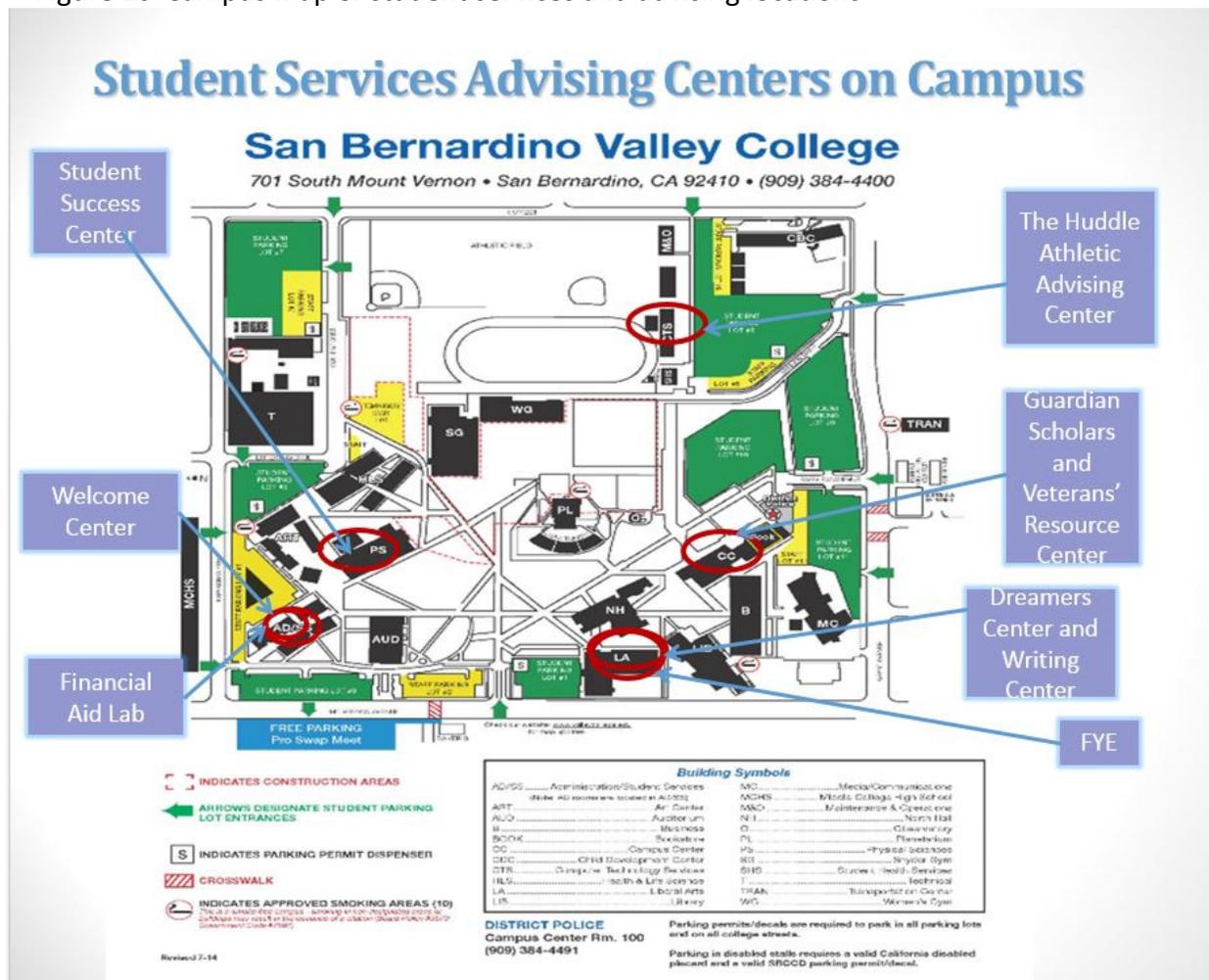


Table 1.1c. Shows the ratio of students by population group who completed a degree-applicable math course after completing the final basic skills math course in the sequence. Progress rates in Table 1.1c were calculated by dividing the number of students in the cohort with passing grades in the degree-applicable math courses by the number of students in the total cohort

Table 1.1C Basic Skills Math					
MATH-952/962 -> MATH-090 Mathematics Fall 2012 to Spring 2015	The # of students who complete a final ESL or basic skills course with an A, B, C or credit - Scorecard Cohort 2008 - 2014	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	0	0	0	50%	N/A
Asian	14	9	64%	50%	+14
Black or African American	41	14	34%	50%	-16
Hispanic or Latino	207	115	56%	50%	+6
Native Hawaiian or other Pacific Islander	2	1	50%	50%	0
White	43	17	40%	50%	-10
Some other race	N/A	N/A	N/A	50%	N/A
More than one race	9	4	44%	50%	-6
Unknown (ethnicity)	1	0	0	50%	N/A
<b>All Students</b>	<b>317</b>	<b>160</b>	<b>*</b>		
Males	139	69	50%	50%	0
Females	178	91	51%	50%	+1
Unknown (gender)	0	0	0	50%	N/A
Current or former foster youth	14	5	36%	50%	-14
Individuals with disabilities	25	14	56%	50%	+6
Low-income students	257	142	55%	50%	+5
Veterans	37	12	32%	50%	-18
AB540	1	0	0%	50%	n/a

MATH-952/962 -> MATH-090		1	2	3	4	
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit =	Number of Students "Lost"
Largest Gap	<b>Veterans</b>	<b>18</b>	<u>.18</u>	<b>x</b>	<b>37</b>	<b>= 7</b>
Second Largest	<b>Black or African-American</b>	<b>16</b>	<u>.16</u>	<b>x</b>	<b>41</b>	<b>= 7</b>
Third Largest	<b>Current of Former Foster Youth</b>	<b>14</b>	<u>.14</u>	<b>x</b>	<b>14</b>	<b>= 2</b>
Fourth Largest	<b>White</b>	<b>10</b>	<u>.10</u>	<b>x</b>	<b>43</b>	<b>= 4</b>

Table 1.2c. Shows the ratio of students by population group who completed a degree-applicable English course after completing the final basic skills Reading course in the sequence. Progress rates in Table 1.1c were calculated by dividing the number of students in the cohort with passing grades in the degree-applicable English courses by the number of students in the total cohort

Table 1.2c. Reading Success Rates					
Target Populations	Number of students who complete a final ESL or basic skills course with an A, B, C or credit – Scorecard Cohort 2008 - 2014	The number of students that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
Reading 950/951 - > English 015 English - Reading Fall 2012 to Spring 2015					
American Indian /Alaska Native	0	0	0	47%	N/A
Asian	1	1	100%	47%	N/A
Black or African American	18	8	44%	47%	-3
Hispanic or Latino	68	34	50%	47%	+3
Native Hawaiian or other Pacific Islander	0	0	0	47%	N/A
White	8	3	38%	47%	-9
Some other race	N/A	N/A	N/A	47%	N/A
More than one race	2	0	0	47%	N/A
Unknown (ethnicity)	0	0	0	47%	N/A
<b>All Students</b>	<b>97</b>	<b>46</b>	<b>*</b>		
Males	36	14	39%	47%	-8
Females	61	32	52%	47%	+5
Unknown (gender)	0	0	0	47%	N/A
Current or former foster youth	5	3	60%	47%	+13
Individuals with disabilities	11	2	18%	47%	-29
Low-income students	83	44	53%	47%	+6
Veterans	14	2	14%	47%	-33
AB540	N/A	N/A	N/A	47%	N/A

Reading 950/951 - > English 015		1	2	3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit = Number of Students "Lost"

Largest Gap	<b>Veterans</b>	<b>33</b>	<u>.33</u>	<b>x</b>	<b>14</b>	<b>=</b>	<b>5</b>
Second Largest	<b>Students with Disabilities</b>	<b>29</b>	<u>.29</u>	<b>x</b>	<b>11</b>	<b>=</b>	<b>3</b>
Third Largest	<b>White</b>	<b>9</b>	.09	<b>x</b>	<b>8</b>	<b>=</b>	<b>1</b>
Fourth Largest	<b>Males</b>	<b>8</b>	.08	<b>x</b>	<b>36</b>	<b>=</b>	<b>3</b>

Table 1.3c. Shows the ratio of students by population group who completed a degree-applicable English course after completing the final basic skills English writing course in the sequence. Progress rates in Table 1.1c were calculated by dividing the number of students in the cohort with passing grades in the degree-applicable English courses by the number of students in the total cohort

Table 1.3c. English Writing Success Rate					
Target Populations ENGL-914 -> ENGL-015 English - Writing Fall 2012 to Spring 2015	The # of students who complete a final ESL or basic skills course with an A, B, C or credit— Scorecard Cohort 2008 - 2014	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
<b>Example Group</b>	<b>1457</b>	<b>247</b>	<b>17%</b>	<b>24%</b>	<b>-7**</b>
American Indian / Alaska Native	0	0	0	50%	N/A
Asian	18	8	44%	50%	-6
Black or African American	37	14	38%	50%	-12
Hispanic or Latino	296	158	53%	50%	+3
Native Hawaiian or other Pacific Islander	2	0	0	50%	N/A
White	32	16	50%	50%	0
Some other race	N/A	N/A	N/A	50%	N/A
More than one race	9	2	22%	50%	-28
Unknown (ethnicity)	0	0	0	50%	N/A
<b>All Students</b>	<b>394</b>	<b>198</b>	<b>*</b>		
Males	181	88	49%	50%	-1
Females	212	109	51%	50%	+1
Unknown (gender)	1	1	100%	50%	N/A
Current or former foster youth	7	3	43%	50%	-7
Individuals with disabilities	19	10	53%	50%	+3
Low-income students	315	166	53%	50%	+3
Veterans	32	12	34%	50%	-16
AB540	N/A	N/A	N/A	50%	N/A

ENGL-914 -> ENGL-015		1	2	3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or
				=	Number of Students "Lost"

			credit				
Largest Gap	<b>Veterans</b>	<b>16</b>	<u>.16</u>	x	<b>32</b>	=	<b>5</b>
Second Largest	<b>Black or African American</b>	<b>12</b>	<u>.12</u>	x	<b>37</b>	=	<b>4</b>
Third Largest	<b>Current or Former Foster Youth</b>	<b>7</b>	<u>.07</u>	x	<b>7</b>	=	<b>1</b>
Fourth Largest	<b>Asian</b>	<b>6</b>	<u>.06</u>	x	<b>18</b>	=	<b>1</b>

Table 1.4c. Shows the ratio of students by population group who completed a degree-applicable English course after completing the final basic skills ESL course in the sequence. Progress rates in Table 1.1c were calculated by dividing the number of students in the cohort with passing grades in the degree-applicable English courses by the number of students in the total cohort

Table 1.4 ESL Success Rates Comparison					
Target Populations <i>ESL-941 -&gt; ENGL-015 ESL - Writing Fall 2012 to Spring 2015</i>	The # of students who complete a final ESL or basic skills course with an A, B, C or credit - Scorecard Cohort 2008 - 2014	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
<b>Example Group</b>	<b>1457</b>	<b>247</b>	<b>17%</b>	<b>24%</b>	<b>-7**</b>
American Indian / Alaska Native	0	0	0	63%	n/a
Asian	0	0		63%	n/a
Black or African American	0	0	0	63%	n/a
Hispanic or Latino	7	4	57%	63%	-6
Native Hawaiian or other Pacific Islander	0	0	0	63%	n/a
White	1	1	100%	63%	n/a
Some other race	n/a	n/a	n/a	63%	n/a
More than one race	0	0	0	63%	n/a
Unknown (ethnicity)	0	0	0	63%	n/a
<b>All Students</b>	<b>8</b>	<b>5</b>	<b>*</b>		
Males	2	0	0	63%	n/a
Females	6	5	83%	63%	+20
Unknown (gender)	0	0	0	63%	n/a
Current or former foster youth	2	1	50%	63%	-13
Individuals with disabilities	1	0	0	63%	n/a
Low-income students	7	4	57%	63%	-6
Veterans	1	1	100%	63%	n/a
AB540	n/a	n/a	n/a	63%	n/a

ESL-941 -> ENGL-015		1	2	3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit
				=	Number of Students "Lost"

Largest Gap	<b>Current or Former Foster Youth</b>	<b>13</b>	<u>.13</u>	x	<b>2</b>	=	<b>&lt;1</b>
Second Largest	<b>Hispanic</b>	<b>6</b>	.06	x	<b>7</b>	=	<b>&lt;1</b>
Third Largest	<b>Low-Income</b>	<b>6</b>	.06	x	<b>7</b>	=	<b>&lt;1</b>

### Graduation Count For All Students

Tables 1g, 2g, and 3g show the total graduation counts for all SBVC students in 2014-15. Notice that there are a very small number of “American Indians or Alaska Native” and “Native Hawaiian or Other Pacific Islander” students who graduated among the total student population. Several of the tables in the previous sections have “0” or N/A for these groups. The data in the tables from the sections above comes from the California Community College Chancellor’s Scorecard cohort data. The chancellor’s Scorecard data is a subset of this population and has the same low representation of these groups. For this reason, several of the measures have no American Indian or Pacific Islander students in the scorecard cohort.

Table 1g All SBVC Awards For Men 2014-15 (Degrees and Certificates)											
Summary for Men 2014-15	Nonresident alien	Hispanic Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more Races	Race/Ethnicity Unknown	Total	PY Total
Awards < 1 academic year	0	44	0	3	6	0	23	3	0	79	86
Awards of at least 1 but < 2 academic years	0	58	0	12	16	0	40	4	0	130	157
Associate's degree	2	207	0	27	50	2	77	4	3	372	274
Awards of at least 2 but < 4 academic years	0	1	0	0	1	0	0	0	0	2	1
<b>Total</b>	<b>2</b>	<b>310</b>	<b>0</b>	<b>42</b>	<b>73</b>	<b>2</b>	<b>140</b>	<b>0</b>	<b>3</b>	<b>583</b>	<b>518</b>

Notice how few “American Indians or Alaska Native” and “Native Hawaiian or Other Pacific Islander” graduated among all students in the general student population at SBVC. This provides insight into why so few students from these groups were in the Scorecard cohort.

Table 2g All SBVC Awards For Women 2014-15 (Degrees and Certificates)

Summary for Women 2014-15	Nonresident alien	Hispanic Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more Races	Race/ Ethnicity Unknown	Total	PY Total
Awards < 1 academic year	0	63	1	7	13	0	10	4	2	100	84
Awards of at least 1 but < 2 academic years	0	31	0	5	27	0	16	3	1	83	72
Associate's degree	0	373	7	35	60	1	114	15	6	611	541
Awards of at least 2 but < 4 academic years	0	4	1	1	0	0	5	1	0	12	9
Total	0	471	9	48	100	1	145	23	9	806	706

Table 3g Total Awards for 2013-14 and 2014-15

Grand Total	Nonresident alien	Hispanic Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more Races	Race/ Ethnicity Unknown	Total
2013-14	2	639	5	80	160	11	282	26	19	1224
2014-15	2	781	9	90	173	3	285	34	12	1389

**2015-16 Student Equity Plan Summary Budget  
for fiscal year July 1, 2015 - June 30, 2016**

**District:** San Bernardino Community College  
**College:** San Bernardino Valley College

**Multi-college districts that use any portion of the Student Equity allocation to conduct equity-related activities at the district level must incorporate a description of those activities into at least one of their colleges' plan narrative, and also include related expenditures in that college's Summary Budget spreadsheet.**

**Attach the completed Summary Budget to the Student Equity Plan narrative. Email a copy of the entire plan (narrative and budget spreadsheet) and send two printed copies of the entire plan (one with original signatures) by mail, postmarked no later than Monday, November 23, 2015.**

**Email to:**

studentequity@cccco.edu

**Mail to:**

Patty Falero, Student Services and Special Programs Division  
California Community Colleges Chancellor's Office  
1102 Q Street, Suite 4400  
Sacramento, CA 95811-6539

For technical questions related to adding lines to the spreadsheet or other format or entry questions, contact:  
Barbara Kwoka at bkwoka@cccco.edu

For questions related to allowable expenditures, contact:  
Debra Sheldon - dsheldon@cccco.edu

**This workbook contains 3 protected spreadsheets in the following order:**

- 1 Do First
- 2 Part I: Student Equity Funding
- 3 Part II: Planned Student Equity Expenditures

**Basic instructions:**

You may enter data in spreadsheets 2-3. Use the tab key to move around in each spreadsheet. At the bottom of some of the spreadsheets (or the back of the page if printed) are Specific Entry for certain cells or Other Instructions. You will be able to enter whole numbers only (no cents).

If you need additional rows to complete your data entry in Part II, you can unlock the spreadsheet by entering the **password budget1516**, and add additional rows. **However, care must be taken to insert rows in a way to ensure that the formulas in the totals and subtotals are correct and intact.** Please contact Barbara Kwoka at bkwoka@cccco.edu with any questions about the spreadsheet format.

 Yellow highlighted cells allow you to enter a value, either by selecting from a drop down list or typing in the cell.

 Blue colored cells indicate a pre-populated cell and cannot be modified.

 Gray colored cells indicate a formula and cannot be modified.

**To print entire workbook: Go to File, Print, Entire Workbook. Select double-sided. You do not need to include this instruction page with the plan.**

<b>2015-16 Student Equity Plan Summary Budget</b>
San Bernardino Community College
San Bernardino Valley College

**Part I: Student Equity Funding**

*Enter whole numbers only*

**Total 2015-16 College Student Equity Allocation** \$ 1,346,524

**If applicable, for Multi-College Districts, Total 2015-16 Student Equity Allocation Reserved at the District Level**

**Part II: 2015-16 Planned Student Equity Expenditures** \$ 1,346,524

**Balance 2015-16 College Student Equity Allocation** \$ -

**2014-15 Student Equity Plan Summary Budget.  
Part I: Funding  
Specific Entry Instructions**

This completed budget worksheet is an attachment to and part of the college Student Equity Plan narrative.

**cell:**

- F9 Enter your college's 2015-16 Student Equity Allocation. Due to legislative requirements, the CCCCCO only calculates allocations by district. The district determines the amount allocated to each college. Colleges in multi-college districts will need to obtain their college allocation from the district office.
- F12 Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in at least one of their colleges' plans, and also include related expenditures in the Summary Budget spreadsheet. If your college is 1) part of a multi-college district, and 2) the district has chosen to conduct and fund equity related activities at the district level, and 3) the district has decided to report those activities and expenditures as part of your college plan, enter the amount of the Student Equity allocation reserved at the District level to be used for those activities. Colleges will need to obtain this information from their district office.
- F14 This cell will populate once the Part II Planned SE Expenditures section has been completed.
- F17 This cell is the sum of: Total 2015-16 Student Equity Allocation plus Allocation Reserved at the District Level minus Part II: Planned SE Expenditures.
  - 0 If all of the college 2015-16 Student Equity funds have been accounted for on this plan, then the balance should be zero.
  - + If the balance is positive, then the planned expenditures do not fully expend the allocation. The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.
  - If the balance is negative, then then planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. **The Summary Budget cannot be submitted if balance is negative.**

**2015-16 Student Equity Plan Summary Budget**  
 San Bernardino Community College  
 San Bernardino Valley College

**Part II: Planned Student Equity (SE) Expenditures**

Report planned expenditures of the college Student Equity allocation by object code as defined by the California Community Colleges Budget and Accounting Manual (BAM). Although they appear in the CCC BAM, not all expenditures categories are eligible Student Equity expenditures. Eligible and ineligible expenditures for Student Equity funds are listed below. The Activity ID and the \$ amounts to be reported under the categories: Outreach, Student Services & Categoricals, Research and Evaluation, SE Coordination & Planning, etc. must match the Activity ID and amount(s) reported for that activity in the Student Equity Plan narrative for each success indicator (Access, Course Completion, etc.).

BAM can be found at: <http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalStandards/BudgetandAccountingManual.aspx>

BAM Codes	Classification		Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
1000	<b>Academic Salaries: Position Title(s)</b>	<b># of Hours</b>										
	Director of First Year Experience	40.00		\$ 10,000	\$ 14,500	\$ 5,000	\$ 20,000	\$ 5,000	\$ 10,000	\$ 5,000	\$ 29,000	98,500
	First Year Experience Counselor	40.00		\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 70,000	80,000
	Non-Instruction Hourly (FYE)	23.00		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 54,000	54,000
	Non-Instruction Hourly (FYE)	23.00		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 54,000	54,000
	Non-Instruction Hourly (SSC)	23.00		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,000	\$ -	30,000
	Non-Instruction Hourly (Instruction)	40.00		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 74,000	\$ -	74,000
	Non-Instruction Hourly (Tumaini)	15.00		\$ -	\$ 1,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	1,000
	Non-Instruction Hourly (STAR)	60.00		\$ -	\$ 15,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	15,000
	Stipends	25.00		\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ -	\$ -	\$ -	5,000
	Non-Instruction Hourly (FYE)	40.00		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	5,000
<b>Subtotal</b>				\$ 15,000	\$ 35,500	\$ 5,000	\$ 20,000	\$ 10,000	\$ 10,000	\$ 109,000	\$ 212,000	<b>\$ 416,500</b>
2000	<b>Classified and Other Nonacademic Salaries: Position Title(s)</b>	<b># of Hours</b>	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Secretary II	40.00		\$ -	\$ -	\$ -	\$ 41,000	\$ -	\$ -	\$ -	\$ -	41,000
	Senior Student Services Technician	40.00		\$ 10,000	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 46,000	66,000
	Non-Student Inst Aide (Writing Lab)	20.00		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,000	\$ -	15,000
	Professional Expert (Outreach)	40.00		\$ 40,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	40,000
	Professional Expert (DSPS)	20.00		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	5,000
	Researcher	20.00		\$ -	\$ -	\$ 13,000	\$ -	\$ -	\$ -	\$ -	\$ -	13,000
	Researcher	10.00		\$ -	\$ -	\$ 7,000	\$ -	\$ -	\$ -	\$ -	\$ -	7,000
<b>Subtotal</b>				\$ 50,000	\$ 10,000	\$ 20,000	\$ 41,000	\$ -	\$ -	\$ 15,000	\$ 51,000	<b>\$ 187,000</b>

**2015-16 Student Equity Plan Summary Budget**  
 San Bernardino Community College  
 San Bernardino Valley College

**Part II: Planned Student Equity (SE) Expenditures**

3000	Employee Benefits	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Director of First Year Experience									\$ 18,000	18,000
	First Year Experience Counselor				\$ -	\$ -		\$ -	\$ -	\$ 18,000	18,000
	Secretary II		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 18,000	18,000
	Senior Student Services Technician				\$ -		\$ -	\$ -	\$ -	\$ 18,000	18,000
	Adjunct Counselor		\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	\$ 5,500	5,500
	Adjunct Counselor		\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	\$ 5,500	5,500
	<b>Subtotal</b>		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 83,000	\$ 83,000
4000	Supplies & Materials	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Non-Instructional Supplies		\$ 20,000	\$ 50,000	\$ -	\$ 10,000	\$ -	\$ -	\$ 10,000	\$ 10,000	100,000
	Non-Instructional Supplies (Foster Youth)			\$ 3,000							3,000
	Textbooks (Foster Youth)			\$ 5,000							5,000
	Textbooks (Veterans)			\$ 7,000							7,000
	Textbooks (Tumaini)			\$ 5,000							5,000
	Textbooks (FYE)			\$ 50,000							50,000
	Textbooks (Puente)		\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -		5,000
	Printing		\$ 2,000	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,000	10,000
	Reading Plus Software		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 34,000	\$ -	34,000
	Textbooks (Library)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,000	30,000
	Software (Library)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	5,000
	<b>Subtotal</b>		\$ 22,000	\$ 130,000	\$ -	\$ 10,000		\$ -		\$ 48,000	\$ 254,000
5000	Other Operating Expenses and Services	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Consultants (Black Lives & RP Speakers)		\$ -		\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000	20,000
	Consultants (FYE)			\$ 20,000							20,000
	Travel		\$ -	\$ -	\$ -	\$ -	\$ -	\$ 112,924	\$ -	\$ 40,000	152,924
	Promotions		\$ -	\$ 20,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	20,000
	Postage		\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	10,000
	Buses (FYE)		\$ -	\$ 30,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	30,000
	Rentals		\$ -	\$ 20,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	25,000
	Strengths Quest (SHC)									\$ 5,100	5,100
	Buses (Puente)			\$ 3,000							3,000
	Travel (Puente)			\$ 2,000							2,000
	Other Expenses & Fees (Puente)			\$ 10,000							10,000
	Buses (Tumaini)			\$ 3,000							3,000
	Travel (Tumaini)			\$ 8,000							8,000
	Other Expenses & Fees (Tumaini)			\$ 3,000							3,000

<b>2015-16 Student Equity Plan Summary Budget</b>
San Bernardino Community College
San Bernardino Valley College

**Part II: Planned Student Equity (SE) Expenditures**

Buses (Veterans)			\$ 3,000							3,000
Travel (Veterans)			\$ 3,000							3,000
Other Expenses & Fees (Veterans)			\$ 3,000							3,000
Buses (Foster Youth)			\$ 3,000							3,000
Other Expenses & Fees (Foster Youth)			\$5,000							5,000
Travel (Foster Youth)			\$ 4,000							4,000
Other Expenses & Fees (STAR)			\$ 5,000							5,000
Buses (EOPS)			\$ 4,000							4,000
Advertising (EOPS)			\$ 5,000							5,000
Advertising (Writing Lab)								\$ 5,000		5,000
Advertising (Veterans)			\$ 4,000	\$ -	\$ -	\$ -	\$ -			4,000
<b>Subtotal</b>		\$ -	\$ 100,000	\$ -	\$ 10,000		\$ 112,924		\$ 55,000	<b>\$ 356,024</b>

<b>2015-16 Student Equity Plan Summary Budget</b>
San Bernardino Community College
San Bernardino Valley College

**Part II: Planned Student Equity (SE) Expenditures**

6000	Capital Outlay	Activity ID	Outreach	Student Services & Categoryals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Computer Equipment (English)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,000	\$ -	\$ 30,000
	<b>Subtotal</b>		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,000	\$ -	\$ 30,000
7000	Other Outgo	Activity ID	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Other Student Aid (CalWORKs)		\$ -	\$ 14,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 14,000
	Other Student Aid (EOPS)		\$ -	\$ 6,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,000
	<b>Subtotal</b>		\$ -	\$ 20,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,000
<b>Grand Total</b>			\$ 87,000	\$ 295,500	\$ 25,000	\$ 81,000	\$ 10,000	\$ 122,924	\$ 154,000	\$ 449,000	\$ 1,346,524

<b>2015-16 Student Equity Plan Summary Budget</b>
San Bernardino Community College
San Bernardino Valley College

**Part II: Planned Student Equity (SE) Expenditures**

**Student Equity Plan 2015-16 Budget  
Part II: Planned SE Expenditures  
Other Instructions**

**A complete list of eligible and ineligible uses of student equity funds is available on the CCCC website at <http://extranet.cccc.edu/Divisions/StudentServices/StudentEquity.aspx>.** Funding listed for specific activities in the plan narrative, must also be entered into the Summary Budget spreadsheet. Equity funds are intended to augment programs or services for students. Districts and colleges cannot use equity funds to supplant funding for programs, positions or services funded from another source, prior to the availability of equity funds in the 2014-15 FY. Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in one or several of their college's plans, and also include related expenditures in the Summary Budget spreadsheet for that college or colleges. The spreadsheet has a separate signature page from the narrative that requires the signature of the district chief business officer and the district chancellor or chief executive officer, since districts are the legal fiscal agent for student equity funds.

**Eligible expenditures:**

1. Targeted outreach to potential student groups and communities identified in the Student Equity Plan as being from disproportionately impacted groups, including targeted publications and outreach materials.
2. Student services and student services categorical programs that directly support improved outcomes on success indicators for target populations prioritized in the Student Equity Plan.
3. Research and evaluation related to improving student equity.
4. Hiring a student equity program coordinator and staff directly supporting and implementing student equity activities.
5. Support for student equity planning processes.
6. Food and beverages for equity-related planning meetings, professional development or student gatherings.
7. Professional development, including funding of consultants to educate faculty and staff on the effects of inequities and strategies to reduce them; methods for detecting and researching inequities and their effects on college programs and local communities; improving the use of data, and effective practices and methods for addressing and improving outcomes for under-served students.
8. Developing or adapting academic or career-related programs, curriculum and courses to improve student equity outcomes.
9. Providing embedded tutoring, counseling support for learning communities, and other instructional support services that do not generate FTES.
10. In-State travel in support of student equity. Out-of-state travel for college employees or students will be considered on a case-by-case basis, with prior approval from the Chancellor's Office.
11. Computers and related peripherals to be used primarily by students, excluding large scale technology projects.
12. Other Direct Student Support including books, miscellaneous supplies and materials for students, student transportation, and child care.

**Ineligible Expenditures:**

1. Construction, maintenance or purchase of buildings -- Student Equity funds may not be used for the construction, remodeling, renovation, maintenance or purchase of buildings.
2. Gifts -- Public funds, including Student Equity funds, may not be used for gifts or monetary awards of any kind.
3. Stipends for Students -- Student Equity funds cannot be used to pay stipends to students for participation in student equity activities.
4. Computers and related technology to be used primarily by faculty and staff, office supplies and furniture -- Student Equity funds cannot be used for purchasing computers for use by employees, office supplies or furniture (desks, chairs, bookcases, etc.)
5. Other Administrative, Faculty or Staff Salaries and Benefits -- Student Equity funds cannot be used to pay for any staff or administrative overhead costs that do not directly support Student Equity described in the college's approved plan, such as budget office staff, business office staff, etc.
6. Political or Professional Dues, Memberships, or Contributions -- Student Equity funds cannot be used for these fees or expenses.
7. Rental of Off-Campus Space -- Student Equity funds may not be to pay for off-campus space.
8. Legal and Audit Expenses -- Student Equity funds may not be used to pay for legal or audit expenses.
9. Indirect Costs -- Student Equity funds may not be used to pay for indirect costs, such as heat, electricity, or janitorial services.
10. Unrelated Travel Costs -- Student Equity funds may not be used for the cost of travel not directly related to Student Equity activities or functions.
11. Vehicles -- Student Equity funds may not be used to purchase or lease vehicles.
12. Clothing -- Student Equity funds may not be used to purchase clothing such as jackets, sweatshirts, tee shirts, or graduation regalia (with the exception of required work uniforms for students).
13. Courses -- Student Equity funds may not be used to pay for the delivery of courses, including tutoring and supplemental instruction that generate FTES.
14. Unrelated Research -- Student Equity funds may not be used for institutional research that is not directly related to evaluating or improving Student Equity outcomes.
15. Supplanting -- Student Equity funds may not be used to supplant general or state categorical (restricted) district funds expended on Student Equity activities prior to the availability of Student Equity funding beginning in FY 2014-15. Any direct student support provided should supplement, not supplant any services provided to students currently participating in college categorical programs and any other federal, state, and county programs.

## Demers, Dora

---

**From:** Gilbert, Jeremiah A  
**Sent:** Monday, November 23, 2015 3:22 PM  
**To:** Demers, Dora  
**Subject:** Re: Faculty Vacancy Process Update

I vote to approve.

Jeremiah A. Gilbert, Ph.D.  
President, Academic Senate  
Professor, Mathematics  
San Bernardino Valley College  
jgilbert@valleycollege.edu

---

**From:** Demers, Dora  
**Sent:** Monday, November 23, 2015 3:16 PM  
**To:** Gilbert, Jeremiah A  
**Subject:** RE: Faculty Vacancy Process Update

Hi Jeremiah,  
Since you won't be at the meeting, how do you vote on the Student Equity Plan?

*Dora Demers*

8573

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**From:** Gilbert, Jeremiah A  
**Sent:** Monday, November 23, 2015 2:00 PM  
**To:** Demers, Dora <ddemers@sbccd.cc.ca.us>; SBVC College Council <sbvccollegecouncil@sbccd.cc.ca.us>;  
President.asg.sbvc@outlook.com  
**Subject:** Faculty Vacancy Process Update

Dear College Council,

I am unable to make Wednesday's meeting but wanted to give everyone an update on the Faculty Vacancy Process that was approved by both the Academic Senate and College Council (see attached). After vigorous discussion, a motion was made and passed in Senate to move forward with the process as it was approved, meaning any positions that are satisfied by it should be funded. To my knowledge, there are only three faculty positions that have not been funded that fall within the 2-year range of the process: Real Estate, Aeronautics, and Biology.

## Demers, Dora

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**From:** Bastedo, David M.  
**Sent:** Monday, November 16, 2015 2:55 PM  
**To:** Shabazz, Ricky L; Miller, Sarah C.  
**Cc:** Demers, Dora; SBVC College Council; President.asg.sbvc@outlook.com; Eation, Grayling L; Valdemar, Mary E; Conley, Johnny J  
**Subject:** Re: Student Equity Plan to College Council for Review/Comments/Vote

I vote AYE

Dave Bastedo

---

**From:** Shabazz, Ricky L  
**Sent:** Monday, November 16, 2015 1:32 PM  
**To:** Miller, Sarah C.  
**Cc:** Demers, Dora; SBVC College Council; President.asg.sbvc@outlook.com; Eation, Grayling L; Valdemar, Mary E; Conley, Johnny J  
**Subject:** Re: Student Equity Plan to College Council for Review/Comments/Vote

Sarah et al.,

Any suggestions for clarity and or edits should be sent to Dr. Smith and Johnny. Thank you.

Sent from Ricky Shabazz

On Nov 16, 2015, at 12:24 PM, Miller, Sarah C. <[smiller@sbccd.cc.ca.us](mailto:smiller@sbccd.cc.ca.us)> wrote:

In view of Ricky's explanation I'm good so far as representation goes. Thank you for the explanation. I also vote in favor of the plan itself, which I found commendable.

However, I still have a concern about the figures on page 19 and a variety of similar nitpicky minutia. Is there a place I can send such items without the entire college council having to received them?

---

**From:** Shabazz, Ricky L  
**Sent:** Monday, November 16, 2015 8:49 AM  
**To:** Miller, Sarah C. <[smiller@sbccd.cc.ca.us](mailto:smiller@sbccd.cc.ca.us)>; Demers, Dora <[ddemers@sbccd.cc.ca.us](mailto:ddemers@sbccd.cc.ca.us)>; SBVC College Council <[sbvccollegecouncil@sbccd.cc.ca.us](mailto:sbvccollegecouncil@sbccd.cc.ca.us)>; [President.asg.sbvc@outlook.com](mailto:President.asg.sbvc@outlook.com); Eation, Grayling L <[geation@sbccd.cc.ca.us](mailto:geation@sbccd.cc.ca.us)>; Valdemar, Mary E <[mvaldema@sbccd.cc.ca.us](mailto:mvaldema@sbccd.cc.ca.us)>  
**Cc:** Conley, Johnny J <[jconley@sbccd.cc.ca.us](mailto:jconley@sbccd.cc.ca.us)>  
**Subject:** RE: Student Equity Plan to College Council for Review/Comments/Vote

Colleagues,

Sarah's concerns are dually noted. The Student Equity Template was sent to the college from the State Chancellor's Office which requires who signs the plan. In the case of CSEA, the union appoints the members to the college's committees. I believe that Mary Valdemar

**Demers, Dora**

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**From:** Beavor, Aaron V.  
**Sent:** Monday, November 23, 2015 1:03 PM  
**To:** Hunter, Diane S.; Demers, Dora; SBVC College Council; President.asg.sbvc@outlook.com  
**Cc:** Conley, Johnny J  
**Subject:** RE: Student Equity Plan to College Council for Review/Comments/Vote

I Vote aye

---

**From:** Hunter, Diane S.  
**Sent:** Monday, November 23, 2015 7:56 AM  
**To:** Demers, Dora <ddemers@sbccd.cc.ca.us>; SBVC College Council <sbvccollegecouncil@sbccd.cc.ca.us>; President.asg.sbvc@outlook.com  
**Cc:** Conley, Johnny J <jconley@sbccd.cc.ca.us>  
**Subject:** RE: Student Equity Plan to College Council for Review/Comments/Vote

p. 11 3<sup>rd</sup> paragraph. The name is The Writing Center (not writing lab). -dh

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**From:** Demers, Dora  
**Sent:** Friday, November 06, 2015 1:59 PM  
**To:** SBVC College Council; [President.asg.sbvc@outlook.com](mailto:President.asg.sbvc@outlook.com)  
**Cc:** Conley, Johnny J  
**Subject:** Student Equity Plan to College Council for Review/Comments/Vote

Good Afternoon Colleagues,

Attached please find the Student Equity Plan submitted by Johnny Conley to College Council. Although this will be placed on the agenda for the November 25, 2015 meeting, which is a day before the Thanksgiving Holiday, Dr. Fisher would like you to review and make any comments or revisions by **November 17, 2015**. When replying with your comments or revisions, please **"reply to all"** so that everyone is able to see your comments or revisions.

In addition, Dr. Fisher would like everyone to vote electronically by **November 24, 2015**. Please vote by placing an "X" by your choice below. When voting, please **"reply to all"** so that everyone is able to see your vote.

X  
 AYE

NO

ABSTAIN

If you have any questions, please feel free to give me a call at x8573.

Thank you!

## Demers, Dora

---

**From:** Burnham, Lorrie A.  
**Sent:** Monday, November 23, 2015 3:40 PM  
**To:** Demers, Dora  
**Subject:** RE: Student Equity Plan to College Council for Review/Comments/Vote

Aye

Lorrie Burnham M.S.  
Department Chair of Biological Science  
Department Chair of Pharmacy Technology  
San Bernardino Valley College  
701 S. Mount Vernon  
San Bernardino, Ca. 92401  
Office: 909 384-8561  
Fax: 909 384-9725

----- Original message -----

**From:** "Demers, Dora" <ddemers@sbccd.cc.ca.us>  
**Date:** 11/23/2015 3:39 PM (GMT-08:00)  
**To:** "Burnham, Lorrie A." <lburnham@sbccd.cc.ca.us>  
**Subject:** FW: Student Equity Plan to College Council for Review/Comments/Vote

Hi Lorrie,

Just following up on the last of the votes for the Student Equity Plan. Please let me know your vote by tomorrow.  
Okay, thank you!

*Dora Demers*

☎8573

---

**From:** Demers, Dora  
**Sent:** Friday, November 06, 2015 1:55 PM  
**To:** SBVC College Council <sbvccollegecouncil@sbccd.cc.ca.us>; 'President.asg.sbvc@outlook.com' <President.asg.sbvc@outlook.com>  
**Cc:** Conley, Johnny J <jconley@sbccd.cc.ca.us>  
**Subject:** Student Equity Plan to College Council for Review/Comments/Vote

Good Afternoon Colleagues,

Attached please find the Student Equity Plan submitted by Johnny Conley to College Council. Although this will be placed on the agenda for the November 25, 2015 meeting, which is a day before the Thanksgiving Holiday, Dr. Fisher would like you to review and make any comments or revisions by **November 17, 2015**. When replying with your comments or revisions, please **"reply to all"** so that everyone is able to see your comments or revisions.

## Demers, Dora

---

**From:** Miller, Sarah C.  
**Sent:** Thursday, November 12, 2015 12:53 PM  
**To:** Demers, Dora  
**Subject:** RE: Student Equity Plan to College Council for Review/Comments/Vote

In addition, Dr. Fisher would like everyone to vote electronically by **November 24, 2015**. Please vote by placing an "X" by your choice below. When voting, please **"reply to all"** so that everyone is able to see your vote.

AYE

NO

ABSTAIN

**What, exactly are we voting yea or nay on. Is there a motion?**



**From:** Cota, Marco A. C.  
**Sent:** Thursday, November 12, 2015 11:55 AM  
**To:** Demers, Dora <ddemers@sbccd.cc.ca.us>; SBVC College Council <sbvccollegecouncil@sbccd.cc.ca.us>; President.asg.sbvc@outlook.com  
**Cc:** Conley, Johnny J <jconley@sbccd.cc.ca.us>  
**Subject:** RE: Student Equity Plan to College Council for Review/Comments/Vote

---

**From:** Demers, Dora  
**Sent:** Friday, November 06, 2015 1:59 PM  
**To:** SBVC College Council <[sbvccollegecouncil@sbccd.cc.ca.us](mailto:sbvccollegecouncil@sbccd.cc.ca.us)>; [President.asg.sbvc@outlook.com](mailto:President.asg.sbvc@outlook.com)  
**Cc:** Conley, Johnny J <[jconley@sbccd.cc.ca.us](mailto:jconley@sbccd.cc.ca.us)>  
**Subject:** Student Equity Plan to College Council for Review/Comments/Vote

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AYE

NO

ABSTAIN

If you have any questions, please feel free to give me a call at x8573.

Thank you!

**Dora Demers**

Administrative Secretary

Office of the President

San Bernardino Valley College

701 South Mount Vernon Avenue

San Bernardino, CA 92410

Phone: 909-384-8573 Fax: 909-889-7821

[ddemers@sbccd.cc.ca.us](mailto:ddemers@sbccd.cc.ca.us)

**Demers, Dora**

---

**From:** Hamdy, Rania E  
**Sent:** Saturday, November 14, 2015 3:45 PM  
**To:** Demers, Dora; SBVC College Council; President.asg.sbvc@outlook.com  
**Cc:** Conley, Johnny J  
**Subject:** Re: Student Equity Plan to College Council for Review/Comments/Vote

----- Original message-----

**From:** Demers, Dora  
**Date:** Fri, Nov 6, 2015 1:59 PM  
**To:** SBVC College Council: [President.asg.sbvc@outlook.com](mailto:President.asg.sbvc@outlook.com);  
**Cc:** Conley, Johnny J;  
**Subject:** Student Equity Plan to College Council for Review/Comments/Vote

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X AYE

NO

ABSTAIN

If you have any questions, please feel free to give me a call at x8573.

Thank you!

**Dora Demers**

Administrative Secretary

Office of the President

San Bernardino Valley College

701 South Mount Vernon Avenue

San Bernardino, CA 92410

Phone: [909-384-8573](tel:909-384-8573) Fax: [909-889-7821](tel:909-889-7821)

[ddemers@sbccd.cc.ca.us](mailto:ddemers@sbccd.cc.ca.us)

## Demers, Dora

---

**From:** Hector, Leticia M  
**Sent:** Tuesday, November 17, 2015 1:51 PM  
**To:** Bastedo, David M.; Shabazz, Ricky L; Miller, Sarah C.  
**Cc:** Demers, Dora; SBVC College Council; President.asg.sbvc@outlook.com; Eation, Grayling L; Valdemar, Mary E; Conley, Johnny J  
**Subject:** RE: Student Equity Plan to College Council for Review/Comments/Vote

I vote AYE

Leticia Hector  
Communication Studies & RTVF, Faculty Chair  
Curriculum, Faculty Chair  
San Bernardino Valley College  
909-384-8618  
lhector@valleycollege.edu

---

**From:** Bastedo, David M.  
**Sent:** Monday, November 16, 2015 2:55 PM  
**To:** Shabazz, Ricky L; Miller, Sarah C.  
**Cc:** Demers, Dora; SBVC College Council; President.asg.sbvc@outlook.com; Eation, Grayling L; Valdemar, Mary E; Conley, Johnny J  
**Subject:** Re: Student Equity Plan to College Council for Review/Comments/Vote

I vote AYE

Dave Bastedo

---

**From:** Shabazz, Ricky L  
**Sent:** Monday, November 16, 2015 1:32 PM  
**To:** Miller, Sarah C.  
**Cc:** Demers, Dora; SBVC College Council; [President.asg.sbvc@outlook.com](mailto:President.asg.sbvc@outlook.com); Eation, Grayling L; Valdemar, Mary E; Conley, Johnny J  
**Subject:** Re: Student Equity Plan to College Council for Review/Comments/Vote

Sarah et al.,  
Any suggestions for clarity and or edits should be sent to Dr. Smith and Johnny. Thank you.

Sent from Ricky Shabazz

On Nov 16, 2015, at 12:24 PM, Miller, Sarah C. <[smiller@sbccd.cc.ca.us](mailto:smiller@sbccd.cc.ca.us)> wrote:

In view of Ricky's explanation I'm good so far as representation goes. Thank you for the explanation. I also vote in favor of the plan itself, which I found commendable.  
However, I still have a concern about the figures on page 19 and a variety of similar nitpicky minutia.

## Demers, Dora

---

**From:** Hrdlicka, Rick  
**Sent:** Monday, November 09, 2015 2:42 PM  
**To:** Demers, Dora; SBVC College Council; President.asg.sbvc@outlook.com  
**Cc:** Conley, Johnny J  
**Subject:** RE: Student Equity Plan to College Council for Review/Comments/Vote

The cost estimate of \$30,000 for 30 Laptop computers for English is insufficient. The cost would be closer to \$45,000 for 30 laptops and a storage cart.

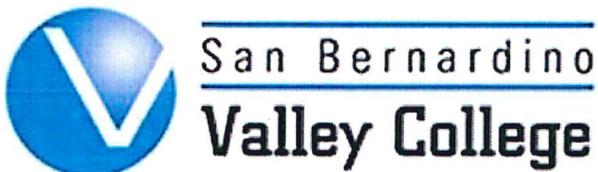
X AYE

NO

ABSTAIN

Rick Hrdlicka  
Director  
Campus Technology Services  
[San Bernardino Valley College](#)  
[San Bernardino Community College District](#)  
909-384-8656  
[rhrdlicka@sbccd.cc.ca.us](mailto:rhrdlicka@sbccd.cc.ca.us)

For Technical Support Contact the Help Desk: <http://stac.valleycollege.edu> or (909)384-4357



*SBVC Mission: San Bernardino valley College provides quality education and services that supports a diverse community of learners.*

---

**From:** Demers, Dora  
**Sent:** Friday, November 06, 2015 1:59 PM  
**To:** SBVC College Council <[sbvccollegecouncil@sbccd.cc.ca.us](mailto:sbvccollegecouncil@sbccd.cc.ca.us)>; President.asg.sbvc@outlook.com  
**Cc:** Conley, Johnny J <[jconley@sbccd.cc.ca.us](mailto:jconley@sbccd.cc.ca.us)>  
**Subject:** Student Equity Plan to College Council for Review/Comments/Vote

Good Afternoon Colleagues,

## Demers, Dora

---

**From:** Hunter, Diane S.  
**Sent:** Monday, November 23, 2015 7:56 AM  
**To:** Demers, Dora; SBVC College Council; President.asg.sbvc@outlook.com  
**Cc:** Conley, Johnny J  
**Subject:** RE: Student Equity Plan to College Council for Review/Comments/Vote

p. 11 3<sup>rd</sup> paragraph. The name is The Writing Center (not writing lab). -dh

---

**From:** Demers, Dora  
**Sent:** Friday, November 06, 2015 1:59 PM  
**To:** SBVC College Council; President.asg.sbvc@outlook.com  
**Cc:** Conley, Johnny J  
**Subject:** Student Equity Plan to College Council for Review/Comments/Vote

Good Afternoon Colleagues,

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In addition, Dr. Fisher would like everyone to vote electronically by **November 24, 2015**. Please vote by placing an "X" by your choice below. When voting, please **"reply to all"** so that everyone is able to see your vote.

X  
 AYE

NO

ABSTAIN

If you have any questions, please feel free to give me a call at x8573.

Thank you!

Dora Demers  
Administrative Secretary  
Office of the President  
San Bernardino Valley College  
701 South Mount Vernon Avenue  
San Bernardino, CA 92410  
Phone: 909-384-8573 Fax: 909-889-7821  
[ddemers@sbccd.cc.ca.us](mailto:ddemers@sbccd.cc.ca.us)

## Demers, Dora

---

**From:** Huston, Celia J.  
**Sent:** Thursday, November 12, 2015 11:53 AM  
**To:** Demers, Dora  
**Subject:** RE: Student Equity Plan to College Council for Review/Comments/Vote

AYE

Celia J. Huston, M.L.S., Ph.D.  
Professor, Library and Learning Support Services  
Faculty Co-Chair, Accreditation and SLOs  
San Bernardino Valley College  
701 S. Mt. Vernon  
San Bernardino, Ca 92410

---

**From:** Shabazz, Ricky L  
**Sent:** Thursday, November 12, 2015 11:52 AM  
**To:** Demers, Dora <ddemers@sbccd.cc.ca.us>; SBVC College Council <sbvccollegecouncil@sbccd.cc.ca.us>;  
President.asg.sbvcc@outlook.com  
**Subject:** RE: Student Equity Plan to College Council for Review/Comments/Vote

AYE

NO

ABSTAIN

“Everyone is tested by life, but only a few extract the strength and the wisdom from their most trying experiences. These are the ones that we call leaders!”

Ricky Shabazz, Ed.D.  
Vice President of Student Services  
San Bernardino Valley College  
[rshabazz@valleycollege.edu](mailto:rshabazz@valleycollege.edu)  
(909) 384-4473



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

---

**From:** Demers, Dora  
**Sent:** Thursday, November 12, 2015 11:18 AM

## Demers, Dora

---

**From:** Kinde, Haragewen A.  
**Sent:** Friday, November 13, 2015 11:44 AM  
**To:** Demers, Dora; SBVC College Council; [President.asg.sbvc@outlook.com](mailto:President.asg.sbvc@outlook.com)  
**Cc:** Conley, Johnny J  
**Subject:** RE: Student Equity Plan to College Council for Review/Comments/Vote

### *Haragewen A. Kinde, Ed.D.*

*Vice President of Instruction  
San Bernardino Valley College  
701 S. Mt. Vernon Avenue  
San Bernardino, CA 92410  
(909) 384-8265*

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

---

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**Sent:** Friday, November 06, 2015 1:59 PM  
**To:** SBVC College Council; [President.asg.sbvc@outlook.com](mailto:President.asg.sbvc@outlook.com)  
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AYE

NO

ABSTAIN

If you have any questions, please feel free to give me a call at x8573.

Thank you!

## Demers, Dora

---

**From:** Miller, Sarah C.  
**Sent:** Monday, November 16, 2015 8:12 AM  
**To:** Demers, Dora; SBVC College Council; President.asg.sbvc@outlook.com  
**Cc:** Conley, Johnny J  
**Subject:** RE: Student Equity Plan to College Council for Review/Comments/Vote

As the representative for CSEA on College Council I have voted against adoption of the plan without changes to the signature page.

The signature page certifies the classified senate's participation in preparation of the plan. The body that represents classified staff in shared governance is CSEA not the Classified Senate. The portion of California Education code that designates the exclusive representative (bargaining unit) is pasted below.

a) Notwithstanding any other provision of law, when a classified staff representative is to serve on a college or district task force, committee, or other governance group, the **exclusive representative** of classified employees of that college or district shall appoint the representative for the respective bargaining unit members. The exclusive representative of the classified employees and the local governing board may mutually agree to an alternative appointment process through a memorandum of understanding. A local governing board may consult with other organizations of classified employees on shared governance issues that are outside the scope of bargaining. These organizations shall not receive release time, rights, or representation on shared governance task forces, committees, or other governance groups exceeding that offered to the exclusive representative of classified employees. (b) A local governing board shall determine a process for the selection of a classified staff representative to serve on those task forces, committees, or other governance groups in a situation where no exclusive representative exists.

---

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**To:** SBVC College Council <sbvccollegecouncil@sbccd.cc.ca.us>; President.asg.sbvc@outlook.com  
**Cc:** Conley, Johnny J <jconley@sbccd.cc.ca.us>  
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AYE

NO

ABSTAIN

If you have any questions, please feel free to give me a call at x8573.

Thank you!

**Dora Demers**

Administrative Secretary

Office of the President

San Bernardino Valley College

701 South Mount Vernon Avenue

San Bernardino, CA 92410

Phone: 909-384-8573 Fax: 909-889-7821

[ddemers@sbccd.cc.ca.us](mailto:ddemers@sbccd.cc.ca.us)

## Demers, Dora

---

**From:** Ferri-Milligan, Paula  
**Sent:** Wednesday, November 18, 2015 8:38 AM  
**To:** Hector, Leticia M; Bastedo, David M.; Shabazz, Ricky L; Miller, Sarah C.  
**Cc:** Demers, Dora; SBVC College Council; [President.asg.sbvc@outlook.com](mailto:President.asg.sbvc@outlook.com); Eation, Grayling L; Valdemar, Mary E; Conley, Johnny J  
**Subject:** RE: Student Equity Plan to College Council for Review/Comments/Vote

I vote AYE  
Paula

---

**From:** Hector, Leticia M  
**Sent:** Tuesday, November 17, 2015 1:51 PM  
**To:** Bastedo, David M.; Shabazz, Ricky L; Miller, Sarah C.  
**Cc:** Demers, Dora; SBVC College Council; [President.asg.sbvc@outlook.com](mailto:President.asg.sbvc@outlook.com); Eation, Grayling L; Valdemar, Mary E; Conley, Johnny J  
**Subject:** RE: Student Equity Plan to College Council for Review/Comments/Vote

I vote AYE

Leticia Hector  
Communication Studies & RTVF, Faculty Chair  
Curriculum, Faculty Chair  
San Bernardino Valley College  
909-384-8618  
[lhector@valleycollege.edu](mailto:lhector@valleycollege.edu)

---

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**Subject:** Re: Student Equity Plan to College Council for Review/Comments/Vote

I vote AYE

Dave Bastedo

---

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**Cc:** Demers, Dora; SBVC College Council; [President.asg.sbvc@outlook.com](mailto:President.asg.sbvc@outlook.com); Eation, Grayling L; Valdemar, Mary E; Conley, Johnny J  
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AYE

NO

ABSTAIN

"Everyone is tested by life, but only a few extract the strength and the wisdom from their most trying experiences. These are the ones that we call leaders!"

Ricky Shabazz, Ed.D.  
Vice President of Student Services  
San Bernardino Valley College  
rshabazz@valleycollege.edu  
(909) 384-4473



San Bernardino  
**Valley College**

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

---

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**Sent:** Thursday, November 12, 2015 11:18 AM  
**To:** SBVC College Council <sbvccollegecouncil@sbccd.cc.ca.us>; President.asg.sbvc@outlook.com  
**Cc:** Conley, Johnny J <jconley@sbccd.cc.ca.us>  
**Subject:** FW: Student Equity Plan to College Council for Review/Comments/Vote

*Dora Demers*

x8573

---

**From:** Smith, James E  
**Sent:** Thursday, November 12, 2015 11:09 AM  
**To:** Demers, Dora <ddemers@sbccd.cc.ca.us>  
**Subject:** RE: Student Equity Plan to College Council for Review/Comments/Vote

**Demers, Dora**

---

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**Subject:** FW: Student Equity Plan to College Council for Review/Comments/Vote

*Dora Demers*

x8573

---

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**Sent:** Thursday, November 12, 2015 11:09 AM  
**To:** Demers, Dora <[ddemers@sbccd.cc.ca.us](mailto:ddemers@sbccd.cc.ca.us)>  
**Subject:** RE: Student Equity Plan to College Council for Review/Comments/Vote

[Here's my vote](#)

---

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**Sent:** Friday, November 06, 2015 1:59 PM  
**To:** SBVC College Council; [President.asg.sbvc@outlook.com](mailto:President.asg.sbvc@outlook.com)  
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AYE

NO

ABSTAIN

If you have any questions, please feel free to give me a call at x8573.

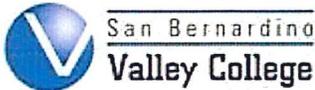
## Demers, Dora

---

**From:** Stark, Scott R  
**Sent:** Monday, November 16, 2015 11:21 AM  
**To:** Demers, Dora; SBVC College Council; President.asg.sbvc@outlook.com  
**Cc:** Conley, Johnny J  
**Subject:** RE: Student Equity Plan to College Council for Review/Comments/Vote

AYE

Scott Stark  
Vice President, Administrative Services



Administrative Services • [sstark@valleycollege.edu](mailto:sstark@valleycollege.edu) • Phone 909-384-8958  
701 S. Mount Vernon, San Bernardino CA 92410

---

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**To:** SBVC College Council <[sbvccollegecouncil@sbccd.cc.ca.us](mailto:sbvccollegecouncil@sbccd.cc.ca.us)>; President.asg.sbvc@outlook.com  
**Cc:** Conley, Johnny J <[jconley@sbccd.cc.ca.us](mailto:jconley@sbccd.cc.ca.us)>  
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\_\_\_ AYE

\_\_\_ NO

\_\_\_ ABSTAIN

If you have any questions, please feel free to give me a call at x8573.

Thank you!

**Demers, Dora**

---

**From:** Weiss, Kathryn G.  
**Sent:** Thursday, November 12, 2015 5:13 PM  
**To:** Demers, Dora; SBVC College Council; President.asg.sbvc@outlook.com  
**Cc:** Conley, Johnny J  
**Subject:** RE: Student Equity Plan to College Council for Review/Comments/Vote

Kay Weiss  
Dean, Arts and Humanities  
San Bernardino Valley College

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

---

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**Sent:** Friday, November 06, 2015 1:59 PM  
**To:** SBVC College Council; President.asg.sbvc@outlook.com  
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AYE

NO

ABSTAIN

If you have any questions, please feel free to give me a call at x8573.

Thank you!

Dora Demers  
Administrative Secretary



San Bernardino  
Valley College

Office of the President

NOV 19 2015

Office of the Vice President

NOV 17 2015

Student Services

REQUEST FOR ONE-TIME URGENT EMERGING NEEDS

FUNDING APPLICATION

Name: Raymond Carlos Phone: 8253

Dept. /Div.: Office of Student Life Position: Director

Total funds requested: \$6,702 Date requested to receive funds: ASAP

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):

New staff in the office needs training on current approaches to student discipline to ensure compliance with Title V and Educational code. Topics that will be covered include underpinning legal concepts of student conduct, current student conduct culture and "nuts and bolts" of meeting with students to facilitate a conduct process. Strategic planning goal number: 2.9.3.

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

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

This is a need that is now being addressed with a permanent Director. A strong campus conduct office may deter recidivism and low retention on campus. The Student Life Budget lacks resources for staff development and/or attending conference to stay current with current regulations.



San Bernardino  
Valley College

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

\$6,702-Send staff (3) to required student conduct training. (\$605-registration [3] \$1,815; \$195 per night for lodging [2 rooms at 5 nights] \$1950; \$600 flights [3] \$1800; \$100 Parking and Transportation to airport and conference [3] \$300; \$279 Meals not included in conference [3] \$837)

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

Applicant's Signature: Raymond Carlo

Date: 11/17/15

Division Dean/Supervisor Approval: \_\_\_\_\_

Date: \_\_\_\_\_

Appropriate Vice President's Approval: VJB

Date: 11/18/15

**College Council use only: Recommendation**

Date received: \_\_\_\_\_

Date of Committee Action: \_\_\_\_\_

Approve     Deny    Amount \$ \_\_\_\_\_

Comments:

President's Approval: \_\_\_\_\_

Date: \_\_\_\_\_

# *ASCA 2016*

Association for Student Conduct Administration

# *Annual Conference*

*Growing the Profession*

*February 3 - 6, 2016*

*Tradewinds Resort*

*St. Pete Beach, FL*

*@ASCA2016*

## 2016 ASCA Annual Conference Tentative Schedule at a Glance

Start Time	End Time	Event
<b>Wednesday, February 3, 2016</b>		
8:30 AM	5:00 PM	Pre-Conference Sessions
6:45 PM	9:00 PM	Conference Opening, Keynote Speaker: Irshad Manji
9:00 PM	10:00 PM	Opening Reception
<b>Thursday, February 4, 2016</b>		
7:30 AM	8:30 AM	Continental Breakfast* with the COPs and Committees
8:30 AM	10:00 AM	Featured Speaker: Susan Komives
10:30 AM	11:30 AM	Concurrent Session 1
11:45 AM	12:45 PM	Concurrent Session 2
12:45 PM	1:30 PM	Lunch on your Own
1:45 PM	3:15 PM	Featured Speaker: Legislative Update
3:45 PM	4:45 PM	Concurrent Session 3
5:00 PM	6:00 PM	Diversity and Inclusion Summits
6:30 PM	8:00 PM	Dinner on your Own
8:30 PM	10:00 PM	President's Diversity and Inclusion Reception
<b>Friday, February 5, 2016</b>		
7:45 AM	8:45 AM	Coffee and Conversations
9:00 AM	10:00 AM	Concurrent Session 4
10:15 AM	12:15 PM	Business Meeting and Brunch*
12:45 PM	1:45 PM	Concurrent Session 5
2:15 PM	3:45 PM	Featured Speaker: TBA
4:15 PM	5:15 PM	Concurrent Session 6
5:30 PM	8:00 PM	Dinner on your Own
<b>Saturday, February 6, 2016</b>		
7:30 AM	8:30 AM	ASCA Foundation Fun Run
8:00 AM	9:00 AM	Continental Breakfast*
9:00 AM	10:00 AM	Concurrent Session 7
10:15 AM	11:15 AM	Concurrent Session 8
11:15 AM	12:45 PM	Lunch on your Own
12:45 PM	1:45 PM	Concurrent Session 9
2:15 PM	3:45 PM	Featured Speakers: Case Law Update
4:15 PM	5:15 PM	Concurrent Session 10
6:15 PM	7:00 PM	Sunset Reception
7:00 PM	12:00 AM	Closing Banquet* and Social

\* indicates meal is provided

2016 ASCA Annual Conference Programs

Sessions	Presenters
What Happens Here: Implementing an Effective Campus Climate Survey for Sexual Violence	Kelly Gray
13 Risk Factors Of Sexual Violence: Implications for Education, Compliance and Sanctions	Amy Murphy, Brian van Brunt
A Different Branch: Recent Developments In Organizational Due Process	Seann Gallagher, Gentry McCreary
Academic Restorative Justice	Jessica Kuecker, Grotjohn, Libby Spotts
African American Male Summit	
Am I Really All Alone Here? (Roundtable)	Heather Kilbath, Kifisy Severino
Gendering the Rules: Creating a Masculinity Prevention Program to Address Sexual Misconduct	Daniel Malave, Jeffrey Broggi, Halston Fleming
AODH: Providing an Alternative Path for Repeat Offenders	Denny Sheha, Sharon Cole, David Mellen
Are We Too White? Race, The Measure of Departmental Diversity (Roundtable)	Patricia Cardoso, DeVaughn King
Assessing Writing Threats in Emails and Creative Fiction	Brian van Brunt
At Ease: Working with Veterans in the Conduct Process	Ryan Van Dusen, Sofia Chapman
Best Practices for Behavioral Intervention Case Management, Assessment and Outreach	Maureen Grewe
Bringing Restorative Justice to Your Campus: What's Next? (Roundtable)	Molly Pierson, Anthony Williams
Building a Strong Foundation Through a Culture of Assessment	Douglas Bell
Generalization and Education: A comprehensive approach for addressing academic Integrity	Domenic Thomas, Terri Scanlon
Clery Compliance: Why You Should Care	Kathleen Quinn, Michael Parkinson
Community colleges and sexual misconduct prevention and response: Notes from the Journey	Marty Healer
Conduct, Conflict Resolution, Development Theory... and the Administration	Kathryn Conlon
Create and Evaluate A Qualitative Look at Sexual Misconduct Committee Training	Danielle Morrison, Justin Brown, Bob Wilczynski, Dana Walton-Maculay
Crime and Punishment: Educational Sanctions in Title IX Responses that Change Behavior	Brian Mislter, Aaron Boe
Data Driven Decisions: Assessment Creation from Start to Finish	Jennifer Cooper
Designing a National Benchmark Study to Assess Student Conduct Inputs and Outcomes	Jim Neumeister

\*NOTE: These programs are tentative and subject to change\*

November 13, 2015

2016 ASCA Annual Conference Programs

Evidence Based Practices for Title IX and Student Conduct	Kathryn Conlon
Feeling Caught in the Weeds? Miracle Grow Your Conductor Approach!	John Grant, Mark Franks
Finishing Work-Life Balance in Student Conduct (Roundtable)	Devin Daush
FIRE Presents Campus Rights 2016: Lawsuits, Legislation, and Green Lights	Will Greeley
Flip that Conductor Process How UW ResLife Renovated a Conductor Process	Anton Zehnito
Getting Victims to Actively Participate in Conductor and Criminal Proceedings	Mary Zuchovicki, Narelle Spier
Grow the capacity of your sexual misconduct hearings with chairperson skill development	Brian Tomlinson, Maria Himon
Growing A Good Story: Responding to Media as a Conductor Practitioner	Lance Watson, Michael Nefduski
Growing a Title IX Team on your campus	Jeffery Steinfeld, Monica Bloom, Lee Morrison
Growing Academic Integrity: Accountability through Educational Intervention Methods and Faculty Partnerships	Itella Faranesh
Growing Black Male Student Success: Strategies for Support, Engagement, and Completion	Ryan Holmes, Tamara King
Growing our educational mission in a world driven by compliance (Roundtable)	Erik Wessel
Growing our passion: Incorporating self-care into our professional practice	Ellen Herlon Fingado, Lance Watson, Behdan Zarycky
Growing Professional Colleagues: Practical Advice for using ASCA's Student Conductor Training Materials	Jennifer Cooper, Karen Boyd, Mandy Hamblen
Growing Support for International Students in Conductor	Anton Zehnito
Growing support: A discussion on Title IX post-arrest and responses from Institutions (Roundtable)	Brittany McDaniel, Kirsten Anderson
Growing the Profession that is Rooted in Diversity	James Bond, Jason Casares
Growing the Profession: Navigating "Full Participation" of Attorneys and Non-Attorney Advocates	Robert Banker, Thomas Hardiman
How Do We Know it's Effective? - Learning Outcomes and Educational Sanctions	Julie Dreper Davis
How to Effectively Conductor a Resource Audit	Jordan Dreper, Anne Newman, Jackie Moran
How to Play Chess Instead of Checkers: Creating Your Strategic Outreach Plan	Erin Kitchell, Abby Hagan
How a conductor officer - What will they do to my kids?	Julie Dreper Davis, Andrea Seabert Olson
Improving our Student Conductor Delivery to International Students	Jill Gleghorn

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2016 ASCA Annual Conference Programs

International Student Conduct: A survey of student conduct outside of the USA	Jill Creighton, Robert Leary, Jordan McInden
Investigator Competencies - An Overview for Sexual Misconduct Cases	Michael Henry, W. Scott Lewis
Let us "Serenade" You: A Hazing Case Study	Christopher Tourath, Jess Vargee, Lori Johnson
Leveraging Student Conduct Mandated AOD Education	Patrick Moore
Leveraging Student Conduct to Help Men Re-Think Gender Socialization	Chris Fiorello, Matthew Saruggs, Mick Earley
Many Issues, Many Hats: Unpacking Complex Student Cases in Community College Settings	Allison Lau, Karen Paez
Measuring Student Learning & Creating a Culture of Assessment in Student Conduct	Julie Ann Snyder, Jeremy Zilmer, Jeffrey Kegolis
More Likely Than Not: Student Conduct, Tom Brady and the NFL	Michael Nelduski, Lance Watson
Navigating and Growing in the new director role (Roundtable)	Regina Curran, Laura Whitney
Next Best Practices: Growing Our Greek Investigation Models	Holly Taylor, Carter Gilbeir
Online Student Conduct Format & Informal processes in the online world	Joseph Allen, Christina Jaquez, Dolan Williams
Orientation: What to say, How to share it	Lisa MacDonald, Mark Metevier
Pre-Admissions Review Panel	Ashleigh Wade, Lindsay Kowalski, Brenda Velisse
Probation/Release Programs - A Growing Trend in Student Conduct	Kristin Olson, Ryan Cook, Britan Stephenson
Rebuilding the Conduct Board Experience: Assessment Models that Work	Tamika Wordlow, Melissa Scott
Respect, Death, & Tradition: Exploring Greek Life Hazing and Violence	Jason Meriwether, Tamika Wordlow
RESTARt: Re-framing & Engaging Student Thoughts & Actions through Resources & Techniques	Caithlin Butler
Restorative Justice and Back on TIRAG: An Intentional Therapeutic Community on Campus	Laura Matthews, Joan Scully, Matt Saruggs
Restorative Justice: Connecting Behavior to Community	Molly Pearson, Anthony Williams
SAVE Our Campus: Analyzing the Effectiveness of Online Sexual Violence Programs	Jordan Dreaper, Ashley Tobin, Kevin Pitt
Secondary Trauma, Self-Care and Student Conduct Practice	Marihei Compion, Jason Thibodeaux, Corey Benson, Bob Alsten
Self-Injurious Behaviors and Institutional Protocols: Working Through Conflicting Governmental Policies	Sarah Buchanan, Cynthia Vasquez-Barnes
Service for All, Equal Access for Students Involved in Title IX Incidents	Brian Glick, Shana Ware

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November 13, 2015

2016 ASCA Annual Conference Programs

Sexual Misconduct Interviews and Investigations: Managing Space, Non-Verbals, Bids, and Your Approach	Jason Casares
Skills Necessary to be a Culturally Competent Title IX Investigator	Jason Casares, Jacyln Calovine
Step Up Stigs	Katrin Donoghue
Strengthening Your Roots: Developing a Successful Partnership between Housing and Student Conduct	Rosemarie Timothy, Bret Blance
Student Conduct and Title IX Investigations and Adjudications - Similarities and Differences (Roundtable)	Kristen Kawczynski, Sarah Clegg
Student Conduct Collaborators: A Case Study at Saint Louis University	Tyler De Shon
Supporting Intentional Student Success: The Role of Student Conduct Administrators	Sandra Rhoten
Supporting Off-Campus Students' Developmental Needs while Addressing Derivational Behavior	Patricia Cardose, Ryan Boucher, Sally Litowski
Team Motivation, Building, Growing, and Cultivating Successful Work Groups	Paula Smith, Christopher Haug
The Benefits and Challenges of Working with Campus Security (Roundtable)	Andre Claron
The Bridge to Somewhere: Developing Your CA from Para to Professional	Dominic Thomas
The Circle of Inclusive Accountability	Kristin Olson, Ryan Smith, Maggie Lea
The Dean Goes to Richmond: Growing an Advocate Role in State Legislation	Brent Ericson
The Evolution of Modern Era Historically Black Colleges and Universities (Roundtable)	Jared Pote, Laravel Alexander
The Importance of CAS Reviews in Today's Conduct Office	Katherine Weathers, Tyler De Shon
The Influence of the Campus and Conduct System Environment on Student Learning	Steve Janosik, Matthew Simpson
The Rationale Behind Effective Rationale Statements	Jeffrey Stefanski, Martha Compton, Jill Creighton, Seann Kalagher
The Suspended Suspension: Exploring an Alternative to Institutional Separation	Erin Breiner
Title IX & Restorative Justice: From Mandates to Community Growth	Ryan Holmes, Rick Shafer
Two Perspectives on FIRE's Stand Up For Speech Litigation Project	Martha Compton, Will Greeley
Using your Campus Bill to Evaluate Risk of Violence in Stalking Cases	Laurel Bennett
Virtual Reality: How Students' Self-Perception of Invisibility Online Impacts College Campuses	Ashley Tobin, Kevin Pitt, Jordan Dreaper
We're On the Same Team: Student Affairs and Athletic Case Management Model	Patricia Cardose, Derek Doughty
Women of Color Summit	

\*NOTE: These programs are tentative and subject to change\*

November 13, 2015

### ***Student Conduct Boot Camp***

Ellen Herion Fingado, DePaul University

Lance Watson, University of Kansas

Bohdan Zaryckyj, University of Massachusetts Lowell

Jaclyn Calovine, Babson University

This full day Pre-Conference session will focus on the fundamental concepts professionals new to student conduct will need in their “tool box” to successfully handle issues related to student conduct. Topics that will be covered include historical background and underpinning legal concepts of student conduct, current student conduct culture and “nuts and bolts” of meeting with students to facilitate a conduct process. This session will include interactive case studies and role plays in order to hone skills learned during the session. At the conclusion of the day, the participants will be able to begin the process of developing their own student conduct philosophy. Lastly, the seasoned professionals who facilitate this session can serve as a resource during the conference to assist the new professionals in their conference experience and continue the professional development.

### ***Title IX/Clery/VAWA Compliance***

Andrea Goldblum, Kenyon College

Alison Kiss, Clery Center

Dennis Gregory, Old Dominion University

Seann Kalagher, Quinnipiac University

The areas in higher education that seem to be changing most quickly, and receiving daily attention in the news, are Title IX and Clery compliance. Conduct officers are on the front lines, responsible for handling sexual violence cases fairly, with sensitivity, and in a timely manner. They are often caught between the competing demands of students and families on both sides of a situation; public perception; university risk management; and government scrutiny and intervention. They need adequate training to balance these competing demands and meet their responsibilities for reporting, response, compliance and education/training. This session will provide in-depth training on Title IX, Clery and VAWA, and provide insight into the issues and ongoing development of the regulations. Information provided will be applicable to all types of institutions.

## Demers, Dora

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**From:** Demers, Dora  
**Sent:** Tuesday, December 01, 2015 4:07 PM  
**To:** Fisher, Gloria M.  
**Cc:** Pasillas, Karol A  
**Subject:** FW: Recommendation --Conference request for student life staff

FYI.

*Dora Demers*

x8578

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**From:** Hamdy, Rania E  
**Sent:** Tuesday, December 01, 2015 3:59 PM  
**To:** Demers, Dora <ddemers@sbccd.cc.ca.us>; Fisher, Gloria M. <gfisher@sbccd.cc.ca.us>  
**Subject:** Recommendation --Conference request for student life staff

Hi Dr. Fisher,

My apologies for missing the last college council meeting on Wednesday. I have been looped in on the conference request for Ray, Justine and Amanda to attend an out of state student life related conference on conduct—I am happy to hear that college council approved this request.

I would like to recommend that professional development funding not be used for this conference because of the short time-line of approval. And because as I understand the conference attendance for all 3 employees is close to \$7,000 and it will require board approval—adding POD into this will slow down the process, add another layer of approval and only provide additional minimal funding

The POD committee, per our guidelines—can only fund a total of \$1,000 per conference—if multiple employees are attending the same conference, the \$1,000 is divided amongst them.

Hope this additional info helps.

Thank you—Respectfully,

Rania

[Rania Hamdy, MA | Professional & Organizational Development](#)

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# 909-384-8623 ✉ [rhamdy@valleycollege.edu](mailto:rhamdy@valleycollege.edu) | [Vist our website](#)

PROGRAM REVIEW NEEDS 2014-2015 FUNDING WORKSHEET

	BUDGET	Amount	Dept	Scenario 1	Scenario 2	Your Scenario	Comments
1	WST-establish budget	\$10,000.00		\$10,000	\$10,000	\$10,000	On Going Approved
2	Anthro-establish budget	\$600.00		\$600	\$600	\$600	On Going Approved
3	Dance-establish budget	\$2,000.00		\$2,000	\$2,000	\$2,000	On Going Approved
4	Welding-1-budget increase	\$11,860.00		\$11,860	\$11,860		One Time Augment
5	Culinary-budget increase	\$20,000.00					Completed
6	Biology-lab supplies	\$28,000.00		\$28,000	\$28,000		One Time Augment
7	Polit-model UN club	\$3,438.00		\$3,438	\$3,438		One Time Augment
8	Soc-establish budget	\$300.00		\$300	\$300	\$300	On Going Approved
9	Child Dev-establish budget	\$600.00		\$13,500	\$13,500	\$13,500	On Going Approved
10	Chemistry-lab supplies	\$15,000.00		\$15,000	\$15,000		One Time Augment
11	Writing Ctr-budget increase	\$8,000.00		\$8,000	\$8,000		One Time Augment
12	Auto collision-supplies	\$14,000.00		\$14,000	\$14,000		One Time Augment
13	Counseling-adjunct	\$104,000.00					Rescinded by Student Services
14	Auto tech-replace Perkins prof expt	\$45,000.00		\$45,000	\$45,000		One Time Augment
15	Theatre-productions	\$10,000.00		\$10,000	\$10,000		One Time Augment
16	Library-student workers	\$5,000.00			\$5,000		One Time Augment
17	Welding-2 budget increase (lottery decr)	\$29,212.00			\$29,212		One Time Augment
18	Biology-field research	\$2,060.00			\$2,060		One Time Augment
19	Geogr/Geol-field trips	\$3,000.00			\$3,000		One Time Augment
20	RTVF-media acad interns	\$16,000.00			\$16,000		One Time Augment
21	Welding-3 budget increase (supplies)	\$8,400.00			\$8,400		One Time Augment
22	Geology-tutors	\$2,500.00			\$2,500		One Time Augment
23	Library-LearnExpr	\$5,000.00			\$5,000		One Time Augment
24	Geography-tutors	\$4,000.00			\$4,000		One Time Augment
25	Biology-microscope maintenance	\$6,300.00			\$6,300		One Time Augment
26	Chemistry-maintenance	\$10,000.00			\$10,000		One Time Augment
27	Nursing-maintenance	\$3,000.00			\$3,000		One Time Augment
28	Geology-supplies	\$1,000.00			\$1,000.00		
29	Biology-specimens/supplies	\$1,200.00			\$1,200.00		
30	Library-binding	\$2,000.00			\$2,000.00		
31	Biology-journal subscription	\$1,625.00			\$1,625.00		
32	Sci Div-equipment maintenance	\$20,000.00			\$20,000.00		
33	Pharm Tech-establish budget	\$1,225.00		\$1,225	\$1,225	\$1,225	On Going Approved
	<b>BUDGET TOTAL</b>	<b>\$394,320.00</b>	<b>FUNDED TOTAL</b>	<b>\$162,923</b>	<b>\$283,220</b>	<b>\$ 27,625.00</b>	

**PROGRAM REVIEW NEEDS 2014-2015 FUNDING WORKSHEET**

	<b>EQUIPMENT</b>	<b>Amount</b>	<b>Dept</b>	<b>Scenario 1</b>	<b>Scenario 2</b>	<b>Your Scenario</b>	<b>Comments</b>
1	Auto tech-steam rack hoist	\$8,000.00			Funded		Completed
2	Bio-microscopes	\$390,000.00		\$ 390,000.00	\$207,000		
3	Anthro-skeletal models	\$5,125.00			\$ 5,125.00		
4	Culinary-fryer, ovens, steamer	\$100,000.00					
5	lib-barcode scanners	\$1,500.00			\$1,500.00		
6	Auto collision-tools	\$26,400.00			\$26,400.00		
7	Chem-FTIR	\$54,000.00			\$54,000.00		
8	Music-pianos	\$7,000.00			\$7,000.00		
9	Electronics-test equipment	\$55,000.00			\$55,000.00		
10	WST-lab equipment	\$3,000.00			\$3,000.00		
11	Geol-utility cart	\$750.00			\$750.00		
12	HVAC-AC refrig trainers	\$79,500.00			\$79,500.00		
13	Diesel-alignment machine	\$50,000.00					
14	GeoGIS-relief maps	\$1,500.00					
15	Diesel-drum machine	\$25,000.00					
16	Physics-multimeters	\$900.00					
17	Theatre-sharkstooth scrim	\$1,228.00					
18	Diesel-flywheel grinder	\$37,000.00					
19	Theatre-muslin drop	\$635.00					
20	Kin-steppers	\$27,000.00					
21	Diesel-engine	\$86,000.00					
22	Auto tech-alignment hoist	\$25,000.00					
23	Physics-force tables	\$1,760.00					
24	Auto tech-scantool update	\$3,000.00					
25	Kin-recumbent bikes	\$27,000.00					
26	Auto collision-aluminum mig	\$12,000.00					
27	WST-valve models	\$13,000.00					
28	Kin-rowing machine	\$3,200.00					
29	Chem-pipettes	\$10,000.00					
30	PharmTech-digital thermometers	\$500.00					
31	Kin-revolv stepper	\$27,000.00					
32	Physics-balances	\$2,125.00					
33	Kin-benches	\$18,000.00					
34	Bio-kidney model	\$1,750.00					
35	PharmTech-hotplates	\$4,200.00					
36	PharmTech-capsule equip	\$10,500.00					
37	Kin-mats	\$6,000.00					
38	Bio-ear bones	\$150.00					
39	Physics-oscilloscopes	\$16,350.00					
40	PharmTech-conical grad cyl	\$1,875.00					

**PROGRAM REVIEW NEEDS 2014-2015 FUNDING WORKSHEET**

41	Kin-Jacobs ladder	\$27,000.00					
42	Anthro-stone tool kit	\$320.00					
43	Anthro-calipers	\$225.00					
44	Anthro-flash cards	\$385.00					
45	Anthro-DNA models	\$225.00					
46	Soc-world map	\$250.00					
47	PharmTech-digital balances	\$4,500.00					
48	Bio-balances	\$675.00					
49	Physics-Vernier lab equipment	\$82,515.00					
50	Bio-pelvis model	\$550.00					
51	Bio-EKG	\$7,000.00					
52	Bio-spirometer	\$10,000.00					
	<b>EQUIPMENT TOTAL</b>	<b>\$1,276,593.00</b>	<b>FUNDED TOTAL</b>	<b>\$ 390,000.00</b>	<b>\$ 439,275.00</b>	<b>\$ -</b>	

	<b>TECHNOLOGY</b>	<b>Amount</b>	<b>Dept.</b>	<b>Scenario 1</b>	<b>Scenario 2</b>	<b>Your Scenario</b>	<b>Comments</b>
1	Color Printers	\$3,000.00	Chemistry	\$3,000.00	\$3,000.00		
2	Print Release Station	\$5,500.00	Library Lab	\$5,500.00	\$5,500.00		from Profits
3	10 Additional Laptops	\$13,500.00	Criminal Justice	\$13,500.00	\$13,500.00		13.5 / 5yr
4	Database Software	\$6,000.00	Grants	\$6,000.00	\$6,000.00		funded by dept
5	9 Additional Computers	\$13,500.00	Nursing	\$13,500.00	\$13,500.00		13.5 / 5yr
6	Put 20 computers in Rotation	\$30,000.00	DSPS	\$30,000.00	\$30,000.00		30/5yr
7	15 iPads	\$7,500.00	GIS		\$7,500.00		
8	Desktop & Backup Drive	\$3,000.00	PharmTech		\$3,000.00		
9	2 Mac, 4 iPads, 4 Laptops	\$11,500.00	DSPS		\$11,500.00		
10	3 Laptops and Stands	\$4,500.00	Child Dev		\$4,500.00		
11	Scate Ignate Software	\$500.00	Sociology		\$500.00		
12	15 Laptops	\$30,000.00	Geology/Ocean		\$30,000.00		1.5 yr
13	Clickers	\$4,000.00	Sociology		\$4,000.00		
14	15 Laptops and Cart	\$25,000.00	Sociology		\$25,000.00		22.5 / 5yr
15	40 Seat Computer Lab	\$160,500.00	Psychology				25k yr
	<b>TECHNOLOGY TOTAL</b>	<b>\$318,000.00</b>	<b>FUNDED TOTAL</b>	<b>\$ 71,500.00</b>	<b>\$ 157,500.00</b>	<b>\$ -</b>	

**PROGRAM REVIEW NEEDS 2014-2015 FUNDING WORKSHEET**

	<b>FACILITIES &amp; SAFETY</b>	<b>Amount</b>	<b>Dept.</b>	<b>Scenario 1</b>	<b>Scenario 2</b>	<b>Your Scenario</b>	<b>Comments</b>
1	Ventilation/Sound in HLS 213, 218, 222, & 230	\$1,300,000.00	Science				Funded (Fund 41)
2	Lighting and AC/Heating in HLS 134, 135, 230 & 235	see above	Science				Funded (Fund 41)
3	Fix Noisy Fan/Ventilation in HLS 213	see above	Science				Funded (Fund 41)
4	Install Baseball Safety Netting Between Baseball and Soccer Field	\$60,000.00	PE				Funded (Bond)
5	Install Sound Proofing between Welding Lab and Machine Tech	\$10,000.00	Applied Technology				Funded Program Review 13-14
6	Drop Ceiling for HVAC Lab	\$20,000.00	Applied Technology	\$20,000	\$20,000		
7	Higher Level of Security for the Health Science Department Office Area	\$30,000.00	Science	\$30,000	\$30,000		
8	Area for Storage and to Cut Steel for Welding Lab	\$250,000.00	Applied Technology				Impractical project-can elaborate at college council
9	Room Darkening Shades for Art 107 & 114	\$300.00	Arts and Humanities	\$300	\$300		
10	Additional Space for Student Success Center		Science				Impractical Project- No Space available, should be addressed in FMP
11	Additional Space for Nursing Labs/Modification of Existing HLS	\$256,000.00	Science	\$256,000			
12	Replace Noisy AC in Machine Tech Classroom	\$8,000.00	Applied Technology				Maintenance Project
13	Drop Ceiling for Diesel Classrooms and Lighting	\$20,000.00	Applied Technology				
14	Water Supply Technology Office Space	\$5,000.00	Applied Technology				
15	Move Projector Screens in HLS 2nd Floor Rooms		Science				
16	Replace Football Field Artificial Turf	\$400,000 - \$600,000	PE				
17	Replace Track Surface	\$300,000 - \$400,000	PE				
18	Dedicated Classroom/Lab for Pharmacy Technology	\$122,000.00	Science				
19	Renovation Office Space for Pharmacy Technology Faculty	\$1,000.00	Science				
20	Additional Lighting in Art 129 & 131	\$2,213.00	Arts and Humanities				
21	New Dance Studio or Modification of Existing Classroom	\$19,500.00	Arts and Humanities				
22	Replace Keyed Switch with a Normal Off/On Switch in PS Building	\$300.00	Science				
23	Additional valve stations in T101	\$20,000.00	Applied Technology				
24	Fenced and Shelter Area for Welding Lab	\$35,000.00	Applied Technology				
25	Dedicated Lab Space for Water Supply Technology		Applied Technology				
26	HLS 218 Needs Biosafety Cabinets not Fume Hoods		Science				
27	Move Alarm for 2nd Floor of HLS Building from Nursing Office		Science				
28	Door Between HLS 130 & 131	\$10,000.00	Science				
29	Benches on Second Floor for HLS for Students		Science				
30	Dropped Ceilings in HLS 218 & 217	\$35,000.00	Science				
31	BIO Gardens Maintenance		Science				
32	Directory for Faculty and Staff in HLS		Science				
33	Conference Room for Humanities Division		Arts and Humanities				
34	Repair the Soccer Field	\$400,000.00	PE				
35	Repair the Baseball Field	\$300,000.00	PE				
36	Install Awning for CTS Carts	\$45,000.00	CTS				
37	Install Drop Ceiling in Machine Tech Classroom	\$20,000.00	Applied Technology				
	<b>FACILITIES AND SAFETY TOTAL</b>	<b>\$2,969,313.00</b>	<b>FUNDED TOTAL</b>	<b>\$ 306,300.00</b>	<b>\$ 50,300.00</b>	<b>\$ -</b>	

	<b>TOTAL OF ALL REVIEWS</b>	<b>\$4,958,226.00</b>	<b>TOTAL FUNDED AMOUNT</b>	<b>\$ 930,723.00</b>	<b>\$ 930,295.00</b>	<b>\$ 27,625.00</b>
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- 1.** Not to exceed 10% increase, everything included. Administrative Services will work with department to reduce scope if possible in order to proceed with purchase.
- 2.** Administrative Services will not proceed with installation or construction unless it can be installed to code, safely, while remaining functional for the intended purpose.
- 3.** If requested items are discovered to be purchased or installed already, Administrative Services may skip over and add next items in priority order that fit within the allocation.
- 4.** Excepting facilities list, all items must be purchased and installed this fiscal year. No carry over.
- 5.** To keep maximum expenditure at \$1M, the funded list maximum is set at \$930,000.

**PROGRAM REVIEW NEEDS 2014-2015 ONE-TIME FUNDING WORKSHEET**

	<b>BUDGET</b>	<b>Amount</b>	<b>Dept</b>	<b>Scenario 1</b>	<b>Scenario 2</b>	<b>Your Scenario</b>	<b>Comments</b>
1	WST-establish budget	\$10,000.00		\$10,000	\$10,000	\$10,000	On Going Approved
2	Anthro-establish budget	\$600.00		\$600	\$600	\$600	On Going Approved
3	Dance-establish budget	\$2,000.00		\$2,000	\$2,000	\$2,000	On Going Approved
4	Welding-1-budget increase	\$11,860.00					Funded from Restricted Lottery
5	Culinary-budget increase	\$20,000.00					Completed
6	Biology-lab supplies	\$28,000.00					Funded from Restricted Lottery
7	Polit-model UN club	\$3,438.00		\$3,438	\$3,438		One Time Augment
8	Soc-establish budget	\$300.00		\$300	\$300	\$300	On Going Approved
9	Child Dev-establish budget	\$600.00		\$13,500	\$13,500	\$13,500	On Going Approved
10	Chemistry-lab supplies	\$15,000.00					Funded from Restricted Lottery
11	Writing Ctr-budget increase	\$8,000.00		\$8,000	\$8,000		One Time Augment
12	Auto collision-supplies	\$14,000.00					Funded from Restricted Lottery
13	Counseling-adjunct	\$104,000.00					Rescinded by Student Services
14	Auto tech-replace Perkins prof expt	\$45,000.00		\$45,000	\$45,000		One Time Augment
15	Theatre-productions	\$10,000.00		\$5,000	\$5,000		Partially Funded from Restricted Lottery
16	Library-student workers	\$5,000.00			\$5,000		One Time Augment
17	Welding-2 budget increase (lottery decr)	\$29,212.00					Funded from Restricted Lottery
18	Biology-field research	\$2,060.00			\$2,060		One Time Augment
19	Geogr/Geol-field trips	\$3,000.00			\$3,000		One Time Augment
20	RTVF-media acad interns	\$16,000.00			\$16,000		One Time Augment
21	Welding-3 budget increase (supplies)	\$8,400.00					Funded from Restricted Lottery
22	Geology-tutors	\$2,500.00			\$2,500		One Time Augment
23	Library-LearnExpr	\$5,000.00			\$5,000		One Time Augment
24	Geography-tutors	\$4,000.00			\$4,000		One Time Augment
25	Biology-microscope maintenance	\$6,300.00			\$6,300		One Time Augment
26	Chemistry-maintenance	\$10,000.00			\$10,000		One Time Augment
27	Nursing-maintenance	\$3,000.00			\$3,000		One Time Augment
28	Geology-supplies	\$1,000.00					Funded from Restricted Lottery
29	Biology-specimens/supplies	\$1,200.00					Funded from Restricted Lottery
30	Library-binding	\$2,000.00			\$2,000.00		
31	Biology-journal subscription	\$1,625.00					Funded from Restricted Lottery
32	Sci Div-equipment maintenance	\$20,000.00			\$20,000.00		
33	Pharm Tech-establish budget	\$1,225.00		\$1,225	\$1,225	\$1,225	On Going Approved
	<b>BUDGET TOTAL</b>	<b>\$394,320.00</b>	<b>FUNDED TOTAL</b>	<b>\$89,063</b>	<b>\$167,923</b>	<b>\$ 27,625.00</b>	

**PROGRAM REVIEW NEEDS 2014-2015 ONE-TIME FUNDING WORKSHEET**

	<b>EQUIPMENT</b>	<b>Amount</b>	<b>Dept</b>	<b>Scenario 1</b>	<b>Scenario 2</b>	<b>Your Scenario</b>	<b>Comments</b>
1	Auto tech-steam rack hoist	\$8,000.00			Funded		Completed
2	Bio-microscopes	\$390,000.00		\$ 390,000.00	\$207,000		
3	Anthro-skeletal models	\$5,125.00			\$ 5,125.00		
4	Culinary-fryer, ovens, steamer	\$100,000.00					
5	lib-barcode scanners	\$1,500.00			\$1,500.00		
6	Auto collision-tools	\$26,400.00			\$26,400.00		
7	Chem-FTIR	\$54,000.00			\$54,000.00		
8	Music-pianos	\$7,000.00			\$7,000.00		
9	Electronics-test equipment	\$55,000.00			\$55,000.00		
10	WST-lab equipment	\$3,000.00			\$3,000.00		
11	Geol-utility cart	\$750.00			\$750.00		
12	HVAC-AC refig trainers	\$79,500.00			\$79,500.00		
13	Diesel-alignment machine	\$50,000.00			\$50,000.00		
14	GeoGIS-relief maps	\$1,500.00			\$1,500.00		
15	Diesel-drum machine	\$25,000.00			\$25,000.00		
16	Physics-multimeters	\$900.00			\$900.00		
17	Theatre-sharktooth scrim	\$1,228.00			\$1,228.00		
18	Diesel-flywheel grinder	\$37,000.00			\$37,000		
19	Theatre-muslin drop	\$635.00					
20	Kin-steppers	\$27,000.00					
21	Diesel-engine	\$86,000.00					
22	Auto tech-alignment hoist	\$25,000.00					
23	Physics-force tables	\$1,760.00					
24	Auto tech-scantool update	\$3,000.00					
25	Kin-recumbent bikes	\$27,000.00					
26	Auto collision-aluminum mig	\$12,000.00					
27	WST-valve models	\$13,000.00					
28	Kin-rowing machine	\$3,200.00					
29	Chem-pipettes	\$10,000.00					
30	PharmTech-digital thermometers	\$500.00					
31	Kin-revolv stepper	\$27,000.00					
32	Physics-balances	\$2,125.00					
33	Kin-benches	\$18,000.00					
34	Bio-kidney model	\$1,750.00					
35	PharmTech-hotplates	\$4,200.00					
36	PharmTech-capsule equip	\$10,500.00					
37	Kin-mats	\$6,000.00					
38	Bio-ear bones	\$150.00					
39	Physics-oscilloscopes	\$16,350.00					
40	PharmTech-conical grad cyl	\$1,875.00					

**PROGRAM REVIEW NEEDS 2014-2015 ONE-TIME FUNDING WORKSHEET**

41	Kin-Jacobs ladder	\$27,000.00					
42	Anthro-stone tool kit	\$320.00					
43	Anthro-calipers	\$225.00					
44	Anthro-flash cards	\$385.00					
45	Anthro-DNA models	\$225.00					
46	Soc-world map	\$250.00					
47	PharmTech-digital balances	\$4,500.00					
48	Bio-balances	\$675.00					
49	Physics-Vernier lab equipment	\$82,515.00					
50	Bio-pelvis model	\$550.00					
51	Bio-EKG	\$7,000.00					
52	Bio-spirometer	\$10,000.00					
	<b>EQUIPMENT TOTAL</b>	<b>\$1,276,593.00</b>	<b>FUNDED TOTAL</b>	<b>\$ 390,000.00</b>	<b>\$ 554,903.00</b>	<b>\$ -</b>	

	TECHNOLOGY	Amount	Dept.	Scenario 1	Scenario 2	Your Scenario	Comments
1	Color Printers	\$3,000.00	Chemistry	\$3,000.00	\$3,000.00		
2	Print Release Station	\$5,500.00	Library Lab	\$5,500.00	\$5,500.00		from Profits
3	10 Additional Laptops	\$13,500.00	Criminal Justice	\$13,500.00	\$13,500.00		13.5 / 5yr
4	Database Software	\$6,000.00	Grants	\$6,000.00	\$6,000.00		funded by dept
5	9 Additional Computers	\$13,500.00	Nursing	\$13,500.00	\$13,500.00		13.5 / 5yr
6	Put 20 computers in Rotation	\$30,000.00	DSPS	\$30,000.00	\$30,000.00		30/5yr
7	15 iPads	\$7,500.00	GIS	\$7,500.00	\$7,500.00		
8	Desktop & Backup Drive	\$3,000.00	PharmTech	\$3,000.00	\$3,000.00		
9	2 Mac, 4 iPads, 4 Laptops	\$11,500.00	DSPS	\$11,500.00	\$11,500.00		
10	3 Laptops and Stands	\$4,500.00	Child Dev	\$4,500.00	\$4,500.00		
11	Scate Ignate Software	\$500.00	Sociology	\$500.00	\$500.00		
12	15 Laptops	\$30,000.00	Geology/Ocean	\$30,000.00	\$30,000.00		1.5 yr
13	Clickers	\$4,000.00	Sociology		\$4,000.00		
14	15 Laptops and Cart	\$25,000.00	Sociology		\$25,000.00		22.5 / 5yr
15	40 Seat Computer Lab	\$160,500.00	Psychology				25k yr
	<b>TECHNOLOGY TOTAL</b>	<b>\$318,000.00</b>	<b>FUNDED TOTAL</b>	<b>\$ 128,500.00</b>	<b>\$ 157,500.00</b>	<b>\$ -</b>	

**PROGRAM REVIEW NEEDS 2014-2015 ONE-TIME FUNDING WORKSHEET**

	FACILITIES & SAFETY	Amount	Dept.	Scenario 1	Scenario 2	Your Scenario	Comments
1	Ventilation/Sound in HLS 213, 218, 222, & 230	\$1,300,000.00	Science				Funded (Fund 41)
2	Lighting and AC/Heating in HLS 134, 135, 230 & 235	see above	Science				Funded (Fund 41)
3	Fix Noisy Fan/Ventilation in HLS 213	see above	Science				Funded (Fund 41)
4	Install Baseball Safety Netting Between Baseball and Soccer Field	\$60,000.00	PE				Funded (Bond)
5	Install Sound Proofing between Welding Lab and Machine Tech	\$10,000.00	Applied Technology				Funded Program Review 13-14
6	Drop Ceiling for HVAC Lab	\$20,000.00	Applied Technology	\$20,000	\$20,000		
7	Higher Level of Security for the Health Science Department Office Area	\$30,000.00	Science	\$30,000	\$30,000		
8	Area for Storage and to Cut Steel for Welding Lab	\$250,000.00	Applied Technology				Impractical project-can elaborate at college council
9	Room Darkening Shades for Art 107 & 114	\$300.00	Arts and Humanities	\$300	\$300		
10	Additional Space for Student Success Center		Science				Impractical Project- No Space available, should be addressed in FMP
11	Additional Space for Nursing Labs/Modification of Existing HLS	\$256,000.00	Science	\$256,000			
12	Replace Noisy AC in Machine Tech Classroom	\$8,000.00	Applied Technology				Maintenance Project
13	Drop Ceiling for Diesel Classrooms and Lighting	\$20,000.00	Applied Technology	\$20,000			
14	Water Supply Technology Office Space	\$5,000.00	Applied Technology				
15	Move Projector Screens in HLS 2nd Floor Rooms		Science				
16	Replace Football Field Artificial Turf	\$400,000 - \$600,000	PE				
17	Replace Track Surface	\$300,000 - \$400,000	PE				
18	Dedicated Classroom/Lab for Pharmacy Technology	\$122,000.00	Science				
19	Renovation Office Space for Pharmacy Technology Faculty	\$1,000.00	Science				
20	Additional Lighting in Art 129 & 131	\$2,213.00	Arts and Humanities				
21	New Dance Studio or Modification of Existing Classroom	\$19,500.00	Arts and Humanities				
22	Replace Keyed Switch with a Normal Off/On Switch in PS Building	\$300.00	Science				
23	Additional valve stations in T101	\$20,000.00	Applied Technology				
24	Fenced and Shelter Area for Welding Lab	\$35,000.00	Applied Technology				
25	Dedicated Lab Space for Water Supply Technology		Applied Technology				
26	HLS 218 Needs Biosafety Cabinets not Fume Hoods		Science				
27	Move Alarm for 2nd Floor of HLS Building from Nursing Office		Science				
28	Door Between HLS 130 & 131	\$10,000.00	Science				
29	Benches on Second Floor for HLS for Students		Science				
30	Dropped Ceilings in HLS 218 & 217	\$35,000.00	Science				
31	BIO Gardens Maintenance		Science				
32	Directory for Faculty and Staff in HLS		Science				
33	Conference Room for Humanities Division		Arts and Humanities				
34	Repair the Soccer Field	\$400,000.00	PE				
35	Repair the Baseball Field	\$300,000.00	PE				
36	Install Awning for CTS Carts	\$45,000.00	CTS				
37	Install Drop Ceiling in Machine Tech Classroom	\$20,000.00	Applied Technology				
	<b>FACILITIES AND SAFETY TOTAL</b>	<b>\$2,969,313.00</b>	<b>FUNDED TOTAL</b>	<b>\$ 326,300.00</b>	<b>\$ 50,300.00</b>	<b>\$ -</b>	

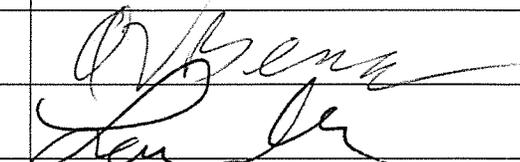
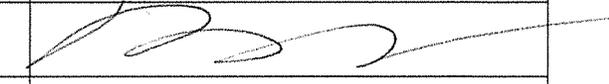
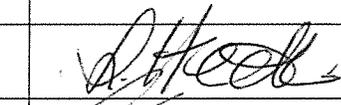
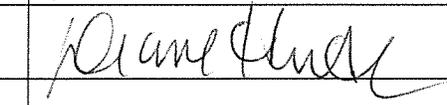
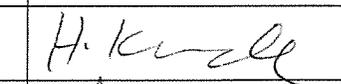
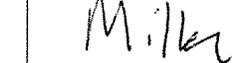
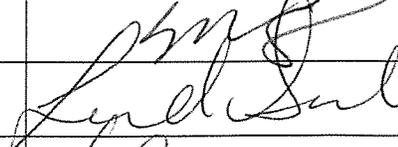
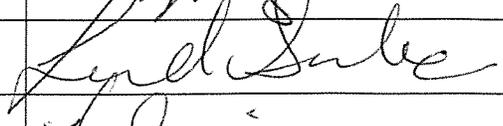
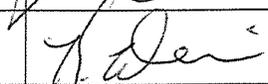
	<b>TOTAL OF ALL REVIEWS</b>	<b>\$4,958,226.00</b>	<b>TOTAL FUNDED AMOUNT</b>	<b>\$ 933,863.00</b>	<b>\$ 930,626.00</b>	<b>\$ 27,625.00</b>
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# COLLEGE COUNCIL MEETING – SIGN IN

**DATE: November 25, 2015**

**TIME: 1:00PM – 3:00 PM**

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

<b>NAME</b>	<b>DEPARTMENT</b>	<b>SIGNATURE</b>
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)**

<b>NAME</b>	<b>DEPARTMENT</b>	<b>SIGNATURE</b>
<i>Ray Carlos</i>	<i>Student Life</i>	<i>Ray Carlos</i>
<i>Johnny Gine</i>	<i>PAC</i>	

Verbal

VOTING RECORD – COLLEGE COUNCIL MEETING – DATE 11/25/15

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:
<u>Alvin Fisher</u>				
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 11-25-15

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:
<u>Aaron Beaver</u>	May 13 To approve Minutes	ASCA ASG	one time 167	one time 203K
First	Kay	Kay W.		
Second	SCOTT	RICK H.		SARA
AYES	✓	✓	✓	✓
NOES				
Abstentions				
Absent				
Motion Carried or Failed	Passed	Passed	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 11-25-15

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:
<u>Aaron Beaver</u>	ADD Line Item 18-19			
First				
Second				
AYES	✓			
NOES				
Abstentions				
Absent				
Motion Carried or Failed	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 11-25-15

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:	EMOTION:
<u>Lorrie Burnham</u>	Motion to Approve Minutes	Agg minutes	ASG ASCA	SUPPOT + "100" SERVING = List for 2015	
First					
Second					
AYES			✓		
NOES					
Abstentions	✓	✓			
Absent					
Motion Carried or Failed	Passed	Passed	Approved	Approved	

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 11/25/15

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:	MOTION:
<u>Lorrie Burnh</u>	Page 1 Program Review seen 2	Page 2 Program Review 1-17 seen 2	Technology 134, 250	Therapist Add'l & music by Wheel grinder	facilities 6, 7, & 9
	Lorrie	Paula	Sarah		
Second	Paula	Lorrie			
AYES	✓	✓	✓	✓	✓
NOES					
Abstentions					
Absent					
Motion Carried or Failed	Approved	Approved	Approved	Approved	Approved

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 11-23-15

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:	MOTION:
<i>Maria Lita</i>	<i>Motion: Minutes</i>	<i>Motion: Minutes</i>	<i>Motion: Student</i>	<i>Motion: Fund for Budget</i>	<i>Motion: Fund for Equip</i>
First					
Second					
AYES			✓	✓	✓
NOES	✓	✓			
Abstentions					
Absent					
Motion Carried or Failed					

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

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

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

VOTING RECORD – COLLEGE COUNCIL MEETING – DATE 11-25-15

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:
<u>Mason, Lita</u>	<u>Fund (2nd)</u>	<u>Fund (1st)</u>	<u>Officer's Salary</u>	
First				
Second	✓			
AYES		✓		
NOES			✓	
Abstentions				
Absent				
Motion Carried or Failed				

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

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

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



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

Member NAME (PLEASE PRINT) <i>Faulkner</i>	MOTION:	MOTION:	MOTION:	MOTION:
First	<i>Tech Plan</i>			
Second	<i>-</i>			
<b>AYES</b>	<i>X</i>			
NOES				
Abstentions				
Absent				
Motion Carried or Failed				

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

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

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

VOTING RECORD -- COLLEGE COUNCIL MEETING -- DATE 11-25-15

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:
<i>Letricia Hester</i>	<i>Budget</i>	<i>Equip.</i>	<i>Tech.</i>	<i>Fire &amp; Safety</i>
First				
Second				
<b>AYES</b>	<i>Aye</i>	<i>Aye</i>	<i>Aye</i>	<i>Aye</i>
NOES				
Abstentions				
Absent				
Motion Carried or Failed				

*Tech. Equip. Public*

*Aye*

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 11/25/15

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:
Rick <del>Hardida</del>	Minutes 5/15	minutes Aug 27	<del>55</del> 55	One Time
First				
Second				
AYES	yes	yes	yes	yes
NOES				
Abstentions				
Absent				
Motion Carried or Failed	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 11/25/15 Part 2

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION: <i>Group</i>	MOTION:	MOTION:
<i>Pick</i>	<i>Facilities</i>	<i>Technology</i>	<i>Add #10</i>	<i>SBTC - Chatter</i>	
<i>Hand Pick</i>	<i>59,300</i>	<i>134,250</i>	<i>Approved #19</i>	<i>Group</i>	
First					
Second					
AYES	<i>X</i>	<i>X</i>			
NOES			<i>X</i>	<i>P</i>	
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

pg. 1

VOTING RECORD - COLLEGE COUNCIL MEETING - DATE 11/25/15

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:
Diane Hunter	\$6700.00 1x urgent need	approving budget pg 1	pg. 2 items approve equipment	pg. 3 <del>equipment</del> technology \$34,250.00
First				
Second				
AYES	✓	✓	✓	✓
NOES				
Abstentions				
Absent				
Motion Carried or Failed				

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

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

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pg. 2

VOTING RECORD - COLLEGE COUNCIL MEETING - DATE 11/25/15

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:
D. Hurdan	Put back on #18 + #19 pg. 2 equiv	Support for committee charter		
First		in more groups		
Second				
AYES	✓	✓		
NOES				
Abstentions				
Absent				
Motion Carried or Failed				

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

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

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VOTING RECORD – COLLEGE COUNCIL MEETING – DATE 11/25/15

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:	MOTION:
<u>Hennigman</u>	May 13 minutes	Aug 26 minutes	5 student life hour in 8 urgent emergency needs	MOTION: prog. needs assessmt	MOTION: technology plan
First					
Second					
AYES		✓	✓ 8/25	4 y/s ① y/s ② y/s ③ y/s	5 y/s ✓
NOES					
Abstentions	✓				
Absent					
Motion Carried or Failed					

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

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Sarah Miller

VOTING RECORD - COLLEGE COUNCIL MEETING - DATE Nov. 25<sup>th</sup>

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:	MOTION:
Miller	Met 13 <sup>th</sup> M. needs	Aug 26 <sup>th</sup> got 28 Mins	try to get up to 100 was passed	Budget passed 10/16/11	post cur for 10/25/11 up to 100 was passed
	Do not know	long	pass		
	Abanchn	got	and water		
AYES					
NOES					
Abstentions	me	Bealder Brenken			
Absent					
Motion Carried or Failed	Passed	Passed	Passed	passed	passed

got 28<sup>th</sup> meeting mins to be ad -

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

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

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VOTING RECORD – COLLEGE COUNCIL MEETING – DATE 11-24-15

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:	MOTION:
<u>James Smith</u>	minutes 1	minutes 2	conference	Budget	<del>Budget 2</del>
First					
Second	Me				
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 11-24-15

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:
<u>James Smith</u>	<u>check</u> <u>134,250</u>		<u>801P</u>	
First	<u>sarah</u>			
Second				
AYES	X	X	X	
NOES				
Abstentions				
Absent				
Motion Carried or Failed				

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

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

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VOTING RECORD - COLLEGE COUNCIL MEETING - DATE NOV-25-2015  
SCOTT STARK

Member NAME (PLEASE PRINT)	MOTION: # 1	MOTION: # 2	MOTION: # 3	MOTION: # 4	MOTION: # 5	MOTION: # 6	MOTION: # 7	MOTION: # 8	MOTION: # 9
<u>SCOTT STARK</u>	Motioned MAY 13	NOIP AUG 26	<del>NOIP OCT 28</del> URGENT & EMERGENCY NEED	PROGRAM REVIEW	BUDGET EQUIP TECH	TECH FACILITY			TECH COMMITTEE GROUP DISCUSSION BOARD
First			NOIP						
Second	SCOTT		PICK H.						
AYES	X	X	X	X	X	X	X	X	X
NOES									
Abstentions									
Absent									
Motion Carried or Failed									

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

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REVISION OF EQUIPMENT TO INCLUDE CIRE 18 & 19

Linda Suber

VOTING RECORD - COLLEGE COUNCIL MEETING - DATE 11/24/15

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:
	May 13	Aug 26	Oct 28 Tabled	Student Equity
First				
Second				
AYES	✓	✓	✓	✓
NOES			✓	
Abstentions				
Absent				
Motion Carried or Failed				

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

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VOTING RECORD – COLLEGE COUNCIL MEETING – DATE 11/25

Member NAME (PLEASE PRINT) <i>Hayden</i>	MOTION: <i>May Minutes</i>	MOTION: <i>Ag Min</i>	MOTION: <i>Student Life Training</i>	MOTION: <i>fund PR budget</i>	MOTION: <i>fund PR equip.</i>
First					
Second					
AYES		✓		✓	
NOES					✓
Abstentions	✓				
Absent					
Motion Carried or Failed					

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

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

Member NAME (PLEASE PRINT)	MOTION:	MOTION:	MOTION:	MOTION:
<u>Key Klein</u>	fund PR tech	fund facilities	add 37,000 + 435,000 to fund	supply tech computer plan for sleep apportion
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