

DISTRICT ASSEMBLY AGENDA

April 5, 2016
3:00pm
Location: ATTC

Attendance: See Sign In Sheet

| TOPIC | DISCUSSION |
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| Call to Order -Stanskas | |
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| Chancellor's Report | |
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| <p>Approval of Minutes – 3/1/16</p> <p>Once approved, minutes and materials will be posted on the District web-site: http://www.sbccd.org/District_Faculty_-_a_-_Staff_Information-Forms/District_Committee_Minutes/District_Assembly</p> | |
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| <p>OLD BUSINESS Click here to view CCLC Policies & Procedures</p> <ol style="list-style-type: none"> 1. Policies & Procedures for 2nd Read and Approval <ul style="list-style-type: none"> o BP/AP 3820 Gifts and Donations o AP 4102 Career and Technical Education Programs (1st read Dec) o BP/AP 5015 Residence Determination (1st read Dec) | |
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| <p>NEW BUSINESS Click here to view CCLC Policies & Procedures</p> <ol style="list-style-type: none"> 1. Policies & Procedures for 1st Read <ul style="list-style-type: none"> o BP 3225 Awards o BP/AP 3225 Institutional Effectiveness o BP/AP 3501 Campus Security and Access o BP/AP 3540 Sexual and Other Assaults on Campus o BP/AP 4300 Field Trips & Excursions o AP 5012 International Students o BP 5205 Student Accident Insurance o BP/AP 6150 Designation of Authorized Signatures o BP/AP 6200 Budget Preparation o BP/AP 6320 Investments o BP 6800 Occupational Safety 2. Policies & Procedures Deemed Academic & Professional Submitted for Information <ul style="list-style-type: none"> o BP/AP 5140 Disabled Student Programs and Services o AP 5011 Admission and Concurrent Enrollment of HS and Other Young Students o BP/AP 5035 Withholding of Student Records o BP/AP 5052 Open Enrollment 3. District Assembly Nominations & Elections (constitution attached with nomination form) 4. Approval of Questions for Committee Evaluation (attached) | <p style="text-align: center;">Flow Chart for Changes to Board Policies or Administrative Procedures</p> <pre> graph TD A[Chancellor's Cabinet] --> B[District Assembly] B --> C{Academic and Professional Matter?} C -- Yes --> D[Academic Senates] C -- No --> E[District Assembly Representatives] D --> F[Joint Senate Conference Committee] E --> G[Bring to Constituency For Input] F --> H[District Assembly information only] G --> I[District Assembly review and recommendation] H --> J[Chancellor] I --> J J --> K[Board of Trustees] E -.-> M1[Month 1] G -.-> M1 I -.-> M2[Month 2] H -.-> M3[Up to 3 Months] </pre> |
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INFORMATION

1. AP 2510 Collegial Consultation (updated SBVC Mission Statement as approved by the Board 3/10/16)
2. Board of Trustees Meet & Greet with District Assembly
 - o April 14, 2016 @ CHC LRC 231 @ 1-2pm

REPORTS

- o AB 86 Update
- o Human Resources Update
- o Calendar Committee Update
- o Non-Credit Updates from Senates
- o District Budget & Enrollment Update
- o Staffing Plan Update
- o Academic Senates
- o Classified Senates
- o Student Senates

WRITTEN DISTRICT REPORTS

- o EDCT (attached)
- o District Budget & Enrollment Update (attached)

PUBLIC COMMENTS

District Assembly welcomes public comment on any issue within the jurisdiction of the District. Comments must be limited to five (5) minutes per speaker and twenty (20) minutes per topic if there is more than one speaker. At the conclusion of public comment, staff may be asked to review a matter or for that matter to be put on a future agenda. As a matter of law, members may not discuss or take action on matters raised during public comment unless the matters are properly noticed for discussion or action in Open Session. Anyone who requires a disability-related modification or accommodation in order to participate in the public meeting should contact the Chancellor's Office at (909) 382-4091 as far in advance of the meeting as possible.

FUTURE AGENDA ITEMS

- AB 86 Update
- District Strategic Plan Update (February)
- Educational & Facilities Master Plan Update (February)
- District Budget & Enrollment Update (April)
- Policy & Procedure Tracking Software (May)
- Annual approval of 6-year AP/BP review schedule (September)
- Fiscal Services Update (written reports Feb, May, Aug, Nov)
- KVCR Update (written reports Feb, July)
- Police Department Update (written reports Apr, Sept)
- TESS Updates (written reports May, Oct)
- Human Resources Update (written reports Jan, Apr, July, Oct)
- EDCT Update (written reports Apr, Dec)

ADJOURN

DISTRICT ASSEMBLY

Minutes

March 1, 2016
3:00pm
Location: ATTC

Attendance: See Sign In Sheet

| TOPIC | DISCUSSION |
|---|---|
| Call to Order -Stanskas | Allen called the meeting to order at 4:11pm |
| Chancellor's Report | Chancellor reported on the state's institutional research partnership that has funding of \$150,000, which the District will participate in. Had a meeting with Assemblymember Brown's office regarding the State's budget. Statutory cola is less than ½ perent which cannot cover the cost of . Looked at full time faculty to convert adjunct positions to full time faculty. Block grant has doubled and will put into discretionary to use later for other ongoing costs. Early retirement incentive update. |
| Approval of Minutes – 2/2/16 Once approved, minutes and materials will be posted on the District web-site: http://www.sbccd.org/District_Faculty_-_a-Staff_Information-Forms/District_Committee_Minutes/District_Assembly | Briggs motioned, Marshall seconded to approve the minutes of February 2, 2016. Garcia, Holbrook, and Subero abstained. All other members present approved. |

OLD BUSINESS

Click Here to access the policies for review [View files](#)

1. Policies & Procedures for 2nd Read and Approval

- o BP/AP 7250 Educational Administrators
- o AP 3435 Discrimination and Harassment Complaints and Investigations (old to new format) (send to HR)
- o AP 3540 Sexual and Other Assaults on Campus (brand new) (send to Police)
- o AP 3720 Computer and Network Use (old to new format) (send to TESS)
- o BP/AP 2710 Conflict of Interest
- o AP 2712 Conflict of Interest Code
- o BP/AP 3500 Campus Safety
- o BP/AP 3518 Child Abuse Reporting
- o BP/AP 3810 Claims Against the District
- o AP 4021 Program Discontinuance
- o AP 4022 Course Approval
- o BP/AP 4026 Philosophy and Criteria for International Education

2. Consideration to approve the composition of the hiring committee for the president recruitment only as follows:

Composition:

- (1) ASG
- (1) CSEA
- (1) CTA
- (3) Academic Senate
- (2) Classified Senate
- (1) Chancellor’s Selection
- (3) Manager’s appointment
- (1) SBVC Foundation
- (1) Staff/Confidential
- (1) Community member

Levesque moved, Gilbert seconded a motion to approve the APs and BPs on the list except for BP/AP 7250 and AP 3435.

- It was suggested a link to the working policies and procedures be posted to the District Assembly webpage. It was requested that all comments be embedded in redline within the document.
- Holbrook opposed. All other members present approved.

Briggs motioned, Holbrook seconded a motion to pull AP 3435 Discrimination and Harassment Complaints and Investigations for revision and to be brought back to District Assembly when completed.

- Unanimous approval.

BP/AP 7250 Educational Administrators was pulled to clarify the expansion of the President’s recruitment screening committee.

Weiss motioned, Gilbert seconded a motion to approve the revised language in the AP as follows:

- 3. For President Recruitment, the Screening Committee shall consist fifteen (15) members. The members will consist of (1) ASG; (1) CSEA; (1) CTA; (4) Academic Senate; (2) Classified Senate; (3) Manager’s Association appointment (one recommended to be a Vice President); (1) Foundation Board member; (1) Staff/Confidential; (1) Community member. Based on unforeseeable circumstances, if a member is unable to participate or continue, the committee can be comprised of less than 15 committee members.
- Unanimous approval.

NEW BUSINESS

Click Here to access the policies for review [View files](#)

1. Policies & Procedures for 1st Read

2. Board would like to invite members of District Assembly to a Meet & Greet Reception prior to an upcoming board meeting.

Chancellor Baron, on behalf of the Board of Trustees, invited District Assembly members to a Meet & Greet with Board members to learn more about the function of District Assembly. It was suggested that Board members meet with District Assembly members on campus and also for Board members to attend before a District Assembly meeting.

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| <p>REPORTS</p> <ul style="list-style-type: none"> ○ Policy & Procedure Software Testing ○ Calendar Committee Update ○ Non-Credit Updates from Senates ○ Doing What Matters Initiative Update (Alan Braggins) ○ Academic Senates ○ Classified Senates ○ Student Senates <p>WRITTEN DISTRICT REPORTS</p> <ul style="list-style-type: none"> ○ Human Resources | <p>Stacey is testing policy & procedure tracking software and will report back once the testing with vendors has been complete.</p> <p>Alan Braggins shared an update on Doing What Matters Initiative.</p> <p>Allen & Gilbert gave updates from the Academic Senates.</p> |
| <p>PUBLIC COMMENTS</p> <p>District Assembly welcomes public comment on any issue within the jurisdiction of the District. Comments must be limited to five (5) minutes per speaker and twenty (20) minutes per topic if there is more than one speaker. At the conclusion of public comment, staff may be asked to review a matter or for that matter to be put on a future agenda. As a matter of law, members may not discuss or take action on matters raised during public comment unless the matters are properly noticed for discussion or action in Open Session. Anyone who requires a disability-related modification or accommodation in order to participate in the public meeting should contact the Chancellor's Office at (909) 382-4091 as far in advance of the meeting as possible.</p> | <p>None</p> |
| <p>FUTURE AGENDA ITEMS</p> <ul style="list-style-type: none"> • Policies & Procedures per review cycle spreadsheet • AB 86 Update • District Strategic Plan Update • Educational & Facilities Master Plan Update • District Budget & Enrollment Update (April) • AP 4102 Career and Technical Education Programs (return for 2nd read to April DA meeting) • Annual approval of 6-year AP/BP review schedule (September) • Fiscal Services Update (written reports Feb, May, Aug, Nov) • KVCR Update (written reports Feb, July) • Police Department Update (written reports Apr, Sept) • TESS Updates (written reports May, Oct) • Human Resources Update (written reports Jan, Apr, July, Oct) • EDCT Update (written reports Apr, Dec) | <p>District Assembly would like an update on the Staffing Plan at the April meeting.</p> |
| <p>ADJOURN</p> | <p>Meeting adjourned at 4:28pm</p> |

DISTRICT ASSEMBLY CONSTITUTION

ARTICLE 1: NAME

This organization shall be known as the District Assembly of the San Bernardino Community College District and shall be referred to as the Assembly in these Articles.

ARTICLE 2: PURPOSE

The purpose of the Assembly will be to provide a forum for sharing responsibilities of governance in the San Bernardino Community College District hereafter known as the District, to make recommendations to the Chancellor regarding policy and procedure and to ensure that each appropriate constituent group participates in the decision-making process.

ARTICLE 3: MEMBERSHIP

There will be 3 types of Members in the Assembly:

SECTION 1: GENERAL MEMBERSHIP

The General Membership shall be elected from the recognized constituent groups as defined below:

- a. The Faculty of Crafton Hills College will elect 4 members of the Assembly.
- b. The Faculty of San Bernardino Valley College will elect 6 members of the Assembly.
- c. The Classified Staff of the District (as defined by the Board of Governors of the California Community Colleges Minimum Standards for Staff Participation in Governance, dated January 10, 1991) will elect 6 members of the Assembly. Representation of the Classified Staff from the 3 District areas will be as follows:

From the Central Services Staff: 1 member
From Crafton Hills College Staff: 2 members
From San Bernardino Valley College Staff: 3 members

- d. The Management Staff of the District (as defined by the Board of Governors of the California Community Colleges Minimum Standards for Staff Participation in Governance, dated January 10, 1991) will elect 6 members of the Assembly. Representation of the Management Staff from the 3 District areas will be as follows:

From the Central Services Staff: 1 member
From Crafton Hills College Staff: 1 member
From San Bernardino Valley College Staff: 1 member

- e. The ASB from San Bernardino Valley College and Crafton Hills College will each elect one primary member of the Assembly and one alternate member, who will serve when the primary member is unable to attend. The ASB Student Senate President will appoint an individual and an alternate to serve on the Assembly and it will be ratified by the Student Senate. Then both names will be forwarded to the Assembly designee.

SECTION 2: STANDING MEMBERSHIP

The Ex Officio Membership is made up of those individuals whose position in the collegiate structure of the District makes their presence in the Assembly essential to the successful completion of its goals.

The Standing Membership will consist of:

The Chancellor of the District
The President of Crafton Hills College
The President of San Bernardino Valley College
The President of the CHC Academic Senate
The President of the SBVC Academic Senate
The President of the CHC Classified Senate
The President of the SBVC Classified Senate
The President of the CHC Student Body Assoc.
The President of the SBVC Student Body Assoc.

SECTION 3: VESTED MEMBERSHIP

a. COLLECTIVE BARGAINING AGENCIES

The President/Designee of each recognized Collective Bargaining Agency will be a Vested Member of the Assembly and will represent its members in the Assembly.

b. ADVOCACY GROUPS

Identified Advocacy Groups shall consist of recognized memberships that share common goals and ideals. Moreover, their membership must make up a part of the employee pool in the District. Each identified Advocacy Group shall be represented by one Vested Member elected from a slate of candidates nominated from the membership of that Advocacy Group.

Any Advocacy Group made up of employees of the District may apply to be recognized.

The responsibility of determining which Advocacy Groups, as defined above, are recognized and how the representatives are elected rests with the Assembly. At the end of each academic year, the Assembly President will notify the District Advocacy Groups of the opportunity to be recognized for the subsequent year.

As long as the Advocacy Group remains active in the District, it may retain its position on the Assembly by annually re-electing its representative.

SECTION 4: QUALIFICATIONS OF MEMBERSHIP

The Assembly shall be the sole judge of the qualifications of its members.

SECTION 5: FILLING VACANCIES

In the event of a vacancy in the General Membership (as defined in Article 3, Section 1), a replacement Member will be selected by a caucus of the remaining members of the recognized constituent group. The replacement members will serve until the next regular election.

In the event of a vacancy in one of the represented Advocacy Groups in the Vested Membership (defined in Article 3, Section 3 b) a replacement member will be selected by a special election conducted by that Advocacy Group. The replacement will serve until the next regular election.

ARTICLE 4: ELECTIONS

SECTION 1: ELECTIONS COMMITTEE

Elections for membership in the Assembly will be conducted by the Elections Committee chaired by the Vice President of the Assembly. Elections will be conducted according to the principles of the Brown Act.

SECTION 2: GENERAL MEMBERSHIP

The General Membership is made up of elected representatives from the constituent groups that are identified and defined under Article 3, Section 1: General Membership.

The Classified Staff and the Management Staff are further defined as being primarily employed at the Central Services site, Crafton Hills College, or San Bernardino Valley College. If a Staff member divides his/her time between 2 or more of the identified areas, the Staff member must select one area for the purpose of representation in the election for the General Membership of the Assembly.

SECTION 3: VESTED MEMBERSHIP

The Vested Membership filled by election is made up of representatives from the identified Advocacy Groups that have petitioned the Assembly for representation. Each recognized Advocacy Group will elect a single representative from a slate of candidates nominated from that Advocacy Group.

SECTION 4: NOMINATIONS

- a. Any full-time (50% or more) employee of the District can be nominated for General Membership by the written application of three peers.
- b. Each nominated candidate must agree to serve before being placed on the ballot for election.

SECTION 5: TERM OF OFFICE

The term of office for the elected members shall be two (2) years. For the sake of continuity in the membership of the Assembly, terms will be staggered, with half of the members elected each year.

SECTION 6: DATE OF ELECTION

Elections will be held in the Spring of each year. Service in the Assembly will commence with the first official faculty meeting following elections.

SECTION 7: ELECTIONS COMMITTEE – RULES AND PROCEDURES

The following rules and procedures will be in effect:

1. Upon close of nominations, a ballot will be mailed via District mail to each member of the Constituent Advocacy Group.
2. All contract members (50% or more) of the Constituent or Advocacy Group are eligible to vote.
3. Ballots shall be returned to designated areas, on each campus and the District Office, as determined by the Elections Committee.

4. Ballot envelopes must be signed by the voter. Ballots in unsigned envelopes will not be counted.
5. Voters must place their ballot in the designated receptacle and sign a voter registration list at the voting area.
6. Ballots will be opened, signatures validated, and counted by the Elections Committee.
7. Results of the election will be posted at each voting area.

ARTICLE 5: OFFICERS (REVISED 11/4/97)

SECTION 1: DUTIES

Officers of the Assembly shall be President, Vice President, and Recorder. The President and Vice President shall be elected from the Membership. The Recorder's position shall be filled by the Executive Administrative Assistant to the Chancellor. All members, with the exception of the Chancellor and the College Presidents, are eligible to hold office. Duties of the elected officers shall be:

a. President of the Assembly:

The President will preside at all meetings and will, in consultation with the Executive Council, set the agenda for the meetings. The President will represent the Assembly whenever it becomes necessary for the views of the Assembly to be presented orally to the Board of Trustees or any other body. The following responsibilities are representative of the Assembly needs and may be amended by the Assembly as needed:

1. Work with the Chancellor, respective senates, College Councils, and other District representative bodies to identify key issues to be dealt with by the Assembly.
2. Participate as an active member of the District Budget Committee.
3. Report important Assembly activities to the Academic Senate at the school the President represents.
4. Work with the Assembly ad hoc committees to ensure assigned tasks are completed in a timely manner.
5. Report important Assembly activities to the District Board.
6. Participate in shared governance activities at each campus as invited.
7. Participate in governance activities at the District, including but not limited to participating on management evaluation committees.
8. Co-chair the Calendar Committee [or designate a co-chair from the Assembly].

b. Vice President of the Assembly:

The Vice President will serve in the capacity of President in the absence of the President and will chair the Elections Committee. The following additional responsibilities are representative of the Assembly needs and may be amended by the Assembly as needed:

1. Meet with the Assembly Executive Committee to assist in setting the agenda.
2. Report important Assembly activities to the Academic Senate at the school the Vice President represents.
3. Participate as an active member of the District Training Committee.
4. Work with the Assembly ad hoc committees to ensure assigned tasks are completed in a timely manner.

5. Participate in shared governance activities at each campus as invited.
6. Participate on campus committees that require input from the Assembly .
7. Participate in governance activities at the district, including but not limited to participating on management evaluation committees.

c. Recorder:

The recorder shall be responsible for records and minutes of the meetings and for the distribution of the minutes to the membership in a timely manner. The minutes shall record all formal action taken by the Assembly and shall reflect the essence of the discussion concerning issues brought before the Assembly.

SECTION 2: ELECTION OF OFFICERS

Officers will be elected from the Membership at the first meeting following the election of Members in the spring. Elected Officers will assume the duties of office at the beginning of the academic year. Voting membership will consist of those members who will serve as members of the Assembly for the upcoming academic year.

SECTION 3: TERM OF OFFICE

Officers will serve a term of one (1) year. Officers may succeed themselves in office.

SECTION 4: VACANCIES IN OFFICE

In the event that the Office of President becomes vacant, the Vice President shall assume the duties of President for the remainder of the term and a new Vice President will be elected. In the event of a vacancy in the Office of Vice President the vacant office will be filled by an election at the first regular meeting following the notice of vacancy. A vacancy in the Recorder's position will be filled by the Chancellor.

SECTION 5: REMOVAL FROM OFFICE

Any motion to suspend the term of any Officer of the Assembly shall become the first item of business at the next regularly scheduled meeting. A special quorum of two-thirds of the membership is required before the motion may be brought to a vote. A two-thirds majority of those members present and voting and constituting at least 51% of the total membership is required for passage of the motion to suspend the term of office.

ARTICLE 6: EXECUTIVE COUNCIL

SECTION 1: MEMBERSHIP

The Executive Council of the Assembly shall consist of the Chancellor, the two College Presidents, the two Academic Senate Presidents, the two Classified Senate Presidents, one student representative and the Officers of the Assembly. Meetings of the Executive Council will be chaired by the President of the Assembly.

SECTION 2: MEETINGS

The Executive Council shall meet as often as necessary but at least once before each regular Assembly meeting and shall set the agenda for the regular meetings. More frequent meetings may be scheduled by the President of the Assembly if deemed necessary.

SECTION 3: AGENDA

Agenda items may be submitted to the Executive Council by any member of the Assembly or any employee of the SBCCD. Agenda items must be submitted in writing. Those items that require Assembly action must include a written summary and supporting documents.

ARTICLE 7: MEETINGS

SECTION 1: REGULAR AGENDA MEETINGS

Meetings will be held on the first Tuesday of each month during the regular academic year. Regular Assembly meetings will be held at the District Office. Unless otherwise specified, meetings will commence at 3:00 pm. If an issue to be addressed by the Assembly is of particular importance to either campus, the meeting will be held on that campus or on each campus in two consecutive months. Announcements of Assembly meetings on the campus will be made at least two weeks prior to the meeting, if possible.

SECTION 2: SPECIAL AGENDA MEETINGS

“Special meetings” may be called by the President of the Assembly. Members of the Assembly must be notified of “special meetings” in a timely manner. The meeting notice must identify the reasons for the “special meeting” and only the specific issue identified may be discussed and/or acted on at this meeting. No other business will be conducted.

SECTION 3: QUORUM

- a. At Regular Agenda Meetings a Quorum shall consist of the members present 10 minutes following the time the regular meeting is scheduled to start.
- b. At Special Agenda Meetings a Quorum shall consist of at least two (2) members from each recognized constituent group (as defined in Article 3, section 1).
- c. Once a Quorum has been established, the meeting shall be terminated only by a successful motion to adjourn the meeting.

SECTION 4: OPEN MEETINGS

All meetings of the Assembly are open. An opportunity for public comment will be a consistent item on the agenda.

SECTION 5: CONDUCT OF BUSINESS

All business shall be conducted in a manner consistent with the spirit of Shared Governance. Decisions will be reached by consensus whenever possible. When consensus cannot be reached, issues of a general concern will be decided by a simple majority vote. Voting shall be by voice or show of hands when appropriate. A secret ballot shall be available on demand. Each member shall have one vote.

SECTION 6: DISPOSITION OF ISSUES

In the spirit of Shared Governance, the Chancellor will normally accept the recommendations of the Assembly in matters of District policy and procedures; and, when appropriate, forward these recommendations to the Board of Trustees. If the Chancellor does not agree with the Assembly recommendations, both views will be forwarded to the Board of Trustees in writing, and copies of the written recommendations will be presented to the members of the Assembly.

SECTION 7: REGULAR ATTENDANCE

Regular attendance by the Membership of the Assembly is essential to the success of the aims and goals of the Assembly. The Assembly may establish rules and procedures to encourage prompt and regular attendance.

SECTION 8: PARLIAMENTARY PROCEDURE

Roberts Rules of Order (revised) shall govern the parliamentary proceedings at all meetings unless otherwise provided for herein.

ARTICLE 8: COMMITTEES

The Assembly shall have the right to establish committees in order to conduct the business of the Assembly. Committee membership will be appointed by the Executive Council of the Assembly and will be ratified by the Assembly as a whole.

ARTICLE 9: DISTRICT RESPONSIBILITIES

SECTION 1: FACULTY AND STAFF PARTICIPATION (Revised 11/7/00)

The success of the mission of the Assembly depends on the effective participation of all of the constituent groups. To provide the time necessary for the Assembly to do its work, the District allocates to the Assembly reassigned time equivalent to .9 FTE, to be used as follows:

| | |
|--------------------------------|----------|
| President of the Assembly | 0.4 FTE |
| Vice President of the Assembly | 0.1 FTE* |

The remaining 0.4 reassigned time is to be used at the discretion of the Executive Committee and can be granted to members who take on special tasks.

Classified staff who are elected to these offices and for whom reassigned time is impractical will be compensated with an appropriate stipend, to be determined by the Executive Committee and reviewed by that committee annually. Faculty who are elected to these offices can elect either the stipend described above or the reassigned time.

SECTION 2: SUPPORT PERSONNEL

The success of the mission of the Assembly depends on the effective communication of the Assembly with the various constituencies represented by Assembly membership. In order to accomplish this goal of effective communication, the District will provide clerical assistance for 20 hours per week and appropriate office space.

ARTICLE 10: AMENDMENTS

Any Assembly member may propose an amendment. Amendments to the Constitution must be submitted in writing to the Executive Council for review prior to its presentation to the whole Assembly. The first presentation to the full Assembly shall constitute the First Reading where the proposed amendment can be debated. No vote may be taken on a proposed amendment until the next regular meeting following the First Reading. The provision for First Reading may be waived by the unanimous approval of the whole Assembly. Amendments to the Constitution of the District Assembly will require a two-thirds majority vote of the members present and voting for approval. The approving vote must constitute at least 51% of the total membership of the Assembly.

Revised Spring 2005



District Assembly Nomination Form

DUE NO LATER THAN 12pm April 12, 2016 to snikac@sbccd.org

The following positions are open for nomination. The membership shall be elected from the recognized constituent groups as defined below (and in the [Constitution](#))

| <u>Crafton Hills College</u> | <u>San Bernardino Valley College</u> | <u>District Offices</u> |
|------------------------------|--------------------------------------|-------------------------|
| Two (2) Faculty | Four (4) Faculty | One (1) Classified |
| One (1) Classified | One (1) Classified | One (1) Management |
| One (1) Student | One (1) Student | |
| One (1) Student alternate | One (1) Student alternate | |
| One (1) Management | Two (2) Management | |

The District Assembly of the San Bernardino Community College District is seeking nominees for the Assembly. The purpose of the Assembly will be to provide a forum for sharing responsibilities of governance in the San Bernardino Community College District hereafter known as the District, to make recommendations to the Chancellor regarding policy and procedure and to ensure that each appropriate constituent group participates in the decision-making process. Any full time (50% or more) employee of the District can be nominated for General Membership by the written application of three peers. Each nominated candidate must agree to serve before being placed on the ballot for election. The term of office for the elected members shall be two (2) years, commencing the first official faculty meeting following elections.

For more information in District Assembly, see our webpage at http://www.sbccd.org/District_Faculty_-_a-Staff_Information-Forms/District_Committee_Minutes/District_Assembly

Name of candidate _____

Candidate signature _____

Candidate Site _____

Three signatures from candidate's constituency:

1. Name _____

Signature _____

2. Name _____

Signature _____

3. Name _____

Signature _____

Welcome

The District Assembly provides a forum for effective communication among representatives of the Academic Senates, Faculty Association, California School Employees Association (CSEA), the Associated Students, and the Management. The District Assembly is an advisory group to the Chancellor. Please take a few minutes to complete the evaluation.

* 1. How long have you served continuously on this committee?

- 1st year
- 2 years
- 3 years
- 4+ years

* 2. On how many other committees did you serve this year?

- 0
- 1
- 2
- 3
- 4
- 5+

* 3. Did you serve as chair or convener of this committee this year?

- Yes
- No

* 4. Do you expect to serve on this committee again next year?

- Yes
- No

* 5. What is your primary function at SBCCD?

- Faculty
- Classified (CSEA)
- Confidential
- Supervisor/Manager (non-CSEA)
- Student

* 6. Please indicate how often the committee's processes, interactions, and outcomes during the year reflected each of the following characteristics:

Collaborative: sharing, inclusive, open to input, respectful of diverse opinions, characterized by meaningful dialogue

- Almost always
- Often
- Sometimes
- Seldom
- Almost Never
- No Opinion

* 7. Transparent: Open, easy to understand, clearly defined, characterized by effective and meaningful communication with the District community

- Almost always
- Often
- Sometimes
- Seldom
- Almost Never
- No Opinion

* 8. Evidence-Based: Reliant upon relevant, accurate, complete, timely qualitative and/or quantitative information; not based solely on assertion, speculation, or anecdote

- Almost always
- Often
- Sometimes
- Seldom
- Almost Never
- No Opinion

* 9. Effective: Working properly and productively toward the committee's intended results

- Almost always
- Often
- Sometimes
- Seldom
- Almost Never
- No Opinion

* 10. Efficient: Performing well with the least waste of time and effort; characterized by serving the committee's specified purposes in the best possible manner

- Almost always
- Often
- Sometimes
- Seldom
- Almost Never
- No Opinion

* 11. Please indicate extent to which you agree/disagree with the following statements about your service on this committee overall this year.

I feel comfortable contributing ideas.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

* 12. My ideas are treated with respect, whether or not others agree with them.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

* 13. I have had sufficient opportunity to provide input into committee recommendations.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

* 14. Please rate the following aspects of the committee's work overall this year.

Clarity of the committee's charge

- Very Good
- Good
- Fair
- Poor
- Very Poor
- No Opinion

* 15. Quality of communication within the committee

- Very Good
- Good
- Fair
- Poor
- Very Poor
- No Opinion

* 16. Quality of information flow from the committee to the constituency groups

- Very Good
- Good
- Fair
- Poor
- Very Poor
- No Opinion

* 17. Quality of information flow from the constituency groups to the committee

- Very Good
- Good
- Fair
- Poor
- Very Poor
- No Opinion

* 18. Quality of communication by the committee with the District community as a whole

- Very Good
- Good
- Fair
- Poor
- Very Poor
- No Opinion

* 19. Access to data needed for deliberations

- Very Good
- Good
- Fair
- Poor
- Very Poor
- No Opinion

* 20. Access to meeting space

- Very Good
- Good
- Fair
- Poor
- Very Poor
- No Opinion

* 21. Access to other resources needed for the committee to work effectively

- Very Good
- Good
- Fair
- Poor
- Very Poor
- No Opinion

* 22. Training or mentoring for you as a committee member

- Very Good
- Good
- Fair
- Poor
- Very Poor
- No Opinion

* 23. Establishment of expectations or norms for committee members and convener(s)

- Very Good
- Good
- Fair
- Poor
- Very Poor
- No Opinion

* 24. Adherence to expectations or norms for committee members and convener(s)

- Very Good
- Good
- Fair
- Poor
- Very Poor
- No Opinion

25. Please enter this committee's most significant accomplishment this year:

26. Please enter the improvement most needed by this committee in its processes, interactions, outcomes, or other aspect of its work:



***Report of the Economic Development
and Corporate Training Division
District Assembly, April 5, 2016***



Prepared by:

*Matthew Isaac, Ph.D.
Associate Vice Chancellor
Economic Development and Corporate Training (EDCT)*

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Workforce Development

Industry Driven Regional Collaborative (IDRC) Grant Application: The Professional Development Center (PDC) has submitted a grant application with the California Community Colleges Chancellor's Office for \$279,928 to train and provide 168 parolees and probationers with stackable certificates for jobs in the Global Trade and Logistics sector. Working with our community partners, a comprehensive program including certification in career readiness, logistical processes, safety, and forklift operations has been created. We are proposing to train 56 individuals in this class. A second training leading to a certificate in forklift operations will be offered to 112 participants.

The City of San Bernardino is home to 10% of San Bernardino County's population. It houses 23% of the County's parolees. The result is that a disproportionate share of unskilled workers and parolees in the Inland Empire reside in the City of San Bernardino. As one can imagine, parolees and probationers face a range of barriers in seeking employment. Many parolees have been out of school for years and may not know of the courses or programs available nor understand the specialized skills needed for jobs in the region's more stable high-wage, high-skill growth industries. However, without intervention and transitional support, including skills training, an average of 47.7% of the ex-offenders will return to prison within 1 year and 59.8% within 3 years.

Recently released parolees and probationers are in need of jobs. Local area employers such as Ardent Mills, Burlington, Celestica, Inc., California Steel, Inc., Gerard Daniel Worldwide, Winpak, and many others have a tremendous need for skilled job applicants to fill vacant positions. Industry recognized certificates are beneficial to the employer because they indicate a job candidate has the skills to perform that task. Industry recognized certificates are especially important to the parolee looking for work because they demonstrate the parolee is committed and serious about making a change.

Since 2013, the San Bernardino Community College District (SBCCD) has partnered with the California Department of Corrections and Rehabilitation (CDCR), the California State Reentry Initiative (CSRI) and Caltrans to provide transitional work experience to 16 parolees each day who perform highway litter abatement, graffiti removal, or landscaping. This program has been highly successful. However, there are many other ex-offenders who need formal skills training to transition back into society.

Contracts Awarded

- Received a \$25,000 (not to exceed) contract from Evolution Fresh/Starbucks company (Rancho Cucamonga) for developing and offering several customized training programs for their employees.
- PDC received a \$10,000 contract from East Valley Water District to provide skills upgrade training in computer skills, leadership skills, mechanical craft and welding to approximately 15 employees.
- The PDC's contract with the California Manufacturing Technology Consortium (CMTC) was extended by one quarter for \$18,750 and EDCT is considered for inclusion into CMTC's new grant proposal.

- EDCT initiated a partnership with Lynam Industries that resulted in Lynam donating materials for San Bernardino Valley College's Welding Department. These materials will be used for Welding classes. Deanna Krehbiel is leading this partnership.

Programs and Services Offered

- In the last quarter, the Professional Development Center (PDC) through its Employment Training Panel (ETP) program alone offered 15,749 hours of training to incumbent and displaced workers in the region. With funding from ETP, Industry Driven Regional Collaborative (IDRC), and the Trade Adjustment Assistance (TAACCCT) grants, the PDC has provided short-term job-training to 506 workers in order to lead them to employment.
- The Professional Development Center currently serves the human capital development needs of 57 companies in the Inland Empire.
- Evolution Fresh/Starbucks company contracted with SBCCD's EDCT department to deliver emotional intelligence, computer training, and leadership skills training under their ETP grant to help fulfill their contractual agreement. EDCT will provide training on-site to approximately 16 full-time individuals.
- A new partnership is developed between EDCT and OHL Company to provide specialized training to improve job performance of 57 of their employees in January 2016.
- The EDCT's Trade Adjustment Assistance Community College and Career Training (TAACCCT) project has completed its first Mechanical Craft training. Fifteen participants received 136 hours of training.

Submitted by: Robert Levesque, Director, Workforce Development
 Professional Development Center (PDC), EDCT
 Phone: (909) 382-4039

Career Technical Education (CTE) Community Collaborative

- As a result of the successful delivery of curriculum design and professional development in Nanotechnology for the teachers of the Norton Elementary School for two years, the Norton School through the San Bernardino City Unified School District is now in the process of contracting with the EDCT's CTE Community Collaborative department to offer Aquaponics/Hydroponics program. The EDCT CTE Community Collaborative is being contracted to offer this program for \$25,000.
- The EDCT Community Collaborative is being contracted to deliver more sessions of the STEM Certificate for Educators in collaboration with the California State University of San Bernardino (CSUSB). The gross revenue to EDCT for offering this program is \$23,000. Over 90 educators and administrators are enrolled in this program. Our CTE Community Collaborative provides the curriculum and instruction in collaboration with CSUSB.

- EDCT’s CTE Community Collaborative was awarded a \$6,050 contract by the San Bernardino County Superintendent of Schools to provide STEM professional development training for their staff. This project is led by Wendy Zinn, Manager, CTE Community Collaborative.
- A partnership Memorandum of Understanding (MOU) was signed by EDCT and the Curiosity Quest that designated EDCT to serve as an Educational Liaison for future Curiosity Quest Problem Solvers.
- The CTE Community Collaborative program was awarded \$14,500 mini-grant by the Small Business Deputy Sector Navigator (DSN) hosted by the Victor Valley Community College District. The funds will be utilized to produce a Curiosity Quest Problem Solver episode which will focus on the theme “creating your own business.”
- The CTE Community Collaborative program was also the recipient of a \$13,000 mini-grant from the Health Deputy Sector Navigator hosted by the Desert Community College District. The funds will be used to offer an “Allied Health Boot Camp” at Crafton Hills College.
- The CTE Community Collaborative was awarded \$5,000 mini-grant by Sempra Gas Company to develop a Curiosity Quest Problem Solver episode focusing on energy.

Submitted by: Wendy Zinn, Manager
 CTE Community Collaborative, EDCT
 Phone: (909) 382-4083

Office of the Information Communication Technology (ICT)/Digital Media

- The Deputy Sector Navigator (DSN), Alan Braggins, of the Regional Office of the ICT Digital Media hosted by EDCT, made presentations at the UAV Education Curriculum Planning Meeting and the IE Cyber Community Meeting.
- The Office of the ICT Digital Media Deputy Sector Navigator (DSN) hosted and facilitated a Cyber Security Faculty Training Institute for high school faculty on December 8th and 9th at the Donald F. Averill Applied Technology Training Center (ATTC). Thirty (30) high school faculty members attended the Cyber Security training.

Submitted by: Alan Braggins, Deputy Sector Navigator
 Regional Information Communication Technology/Digital Media, EDCT
 Phone: (909) 382-4067

Entrepreneurship Institute of San Bernardino (EIOSB)

The Entrepreneurship Institute’s winter/spring entrepreneurship training program is well underway. A cohort of 10 aspiring entrepreneurs is currently being prepared with the required skills and knowledge

necessary for them to start their own business ventures upon completion of the training. They are primarily trained and mentored by the master entrepreneur and Professor of Business, Bruce Underwood, and Michael Assumma, Professor and Business Department Head, San Bernardino Valley College. This joint program, offered by EDCT Division and San Bernardino Valley College, is held at the Donald F. Averill Applied Technology Training Center (ATTC).

Non-credit Entrepreneurship Training: In partnership with the San Bernardino Valley College Business Department and the EIOSB, the EDCT Foundation proposed and won two mini-grants from the Small Business Deputy Sector Navigator and Statewide Sector Navigator of the California Community Colleges Chancellor's Office. A \$7,500 was awarded to the Entrepreneurship Institute to design curriculum for a Non-credit Certificate in Entrepreneurship. The Entrepreneurship Institute is currently working with the San Bernardino Valley College Business Department in order to propose and establish a non-credit certificate program in Entrepreneurship for aspiring entrepreneurs in this region. Similarly, the EIOSB was also awarded a \$5,000 mini-grant to develop a non-credit Entrepreneurship Training Certificate Program for youths. The funds are currently being used in collaboration with the SBVC Business Department to develop both of these programs.

Submitted by: Bruce Underwood, Professional Expert/Coordinator
Entrepreneurship Institute of San Bernardino (EIOSB), EDCT
Phone: (909) 382-4037

Economic Development and Corporate Training Foundation

US Department of Labor Tech Hire H1B Visa Grant Application: The Economic Development and Corporate Training Foundation (EDCT Foundation) on behalf of San Bernardino Valley College and in partnership with Los Angeles Community College District, California State University Dominguez Hills, California State University Pomona, California State University San Bernardino, Loyola Marymount University, regional unified school districts, regional workforce investment boards, regional business communities, and community-based organizations developed the SoCal TechHire Consortium and applied for a \$5 million grant on March 11, 2016.

This consortium targets the Information Technology (IT) and IT related industries, such as Cyber Security and Broadband, which are industries that are using a significant number of H-1B visas to hire foreign workers. More specifically, this program focuses on the drone industry, which involves mobile app design and coding, programming, digital design, geographic information systems, global positioning systems, and data analytics and administration.

The drone industry and its IT related aspects are targeted because it is one of the fastest growing industries in the nation. Additionally, it is becoming one of the most important industries in the nation, with the use of drones ranging from commerce, logistics, and law enforcement, to fire safety and national security. The recent mass shooting in San Bernardino, CA highlighted the reality of national security issues that our country is facing, and drones can play significant and integral role in addressing these challenges.

Drones, known as Unmanned Aerial Vehicles (UAVs), are simply aircraft without a human pilot aboard. Their flights can be controlled either by a pilot on the ground, operating the aircraft remotely or

autonomously by an onboard computer or robot. According to a 2013 report by the Association for Unmanned Vehicle Systems International (a group representing 7,500 individual members and 600 corporations), FAA approval of commercial drones could lead to the creation of 70,000 new U.S. jobs within the next three years, attain an economic impact of \$82 billion by 2025 and create 100,000 new U.S. jobs by 2025.

This consortium will serve special populations with barriers to training and employment opportunities and incumbent workers. Within these groups, this program specifically targets minorities such as at-risk African-American and Hispanic youths, and first-generation youth and young adults with limited English proficiency.

Other Grants Applied: The EDCT Foundation submitted grant proposals to Walmart Foundation, Bank of America Foundation, and to the Tourism/Retail/Hospitality Sector Navigator.

The EDCT Foundation secured funding for the Chair of the Foundation Board and the Director of the Foundation from the Annenberg Alchemy to attend their Leadership Seminar.

Programs Offered: The EDCT Foundation in partnership with the Port of Los Angeles hosted the “Port of LA Trade Connect Regional Trade Forum” at the San Bernardino International Airport (SBIA) on March 2, 2016 from 9:00 a.m. to 12 Noon. The Forum was attended by over 200 regional participants. This Regional Forum is coordinated by Ashley Gaines, EDCT Foundation Director

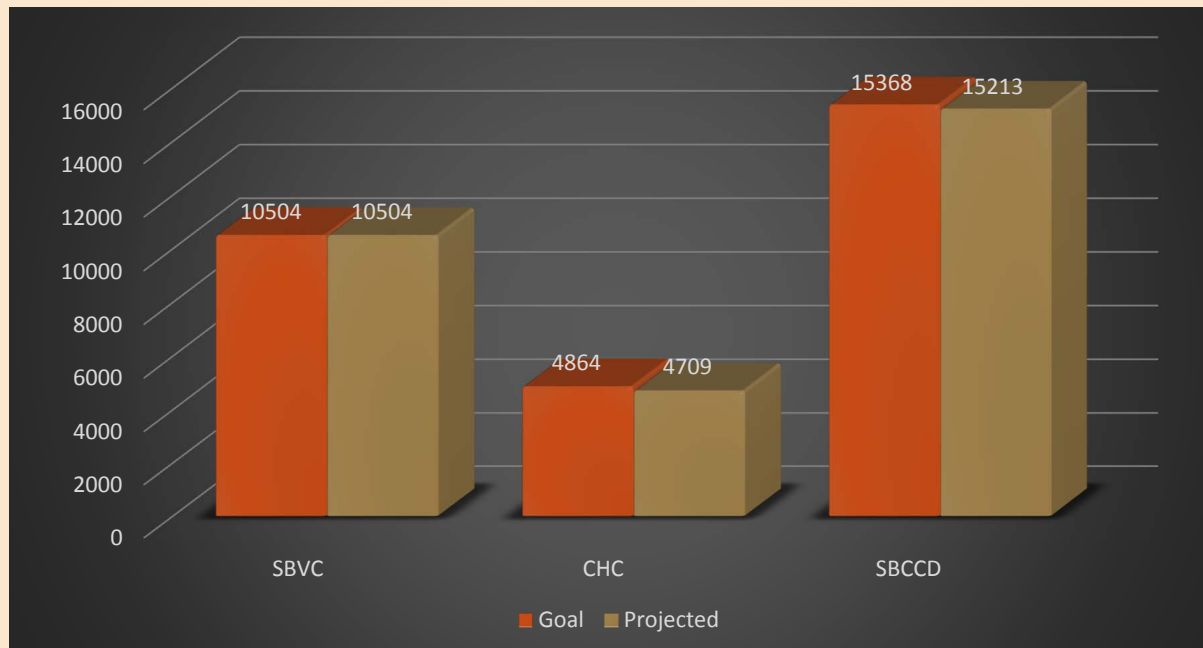
The EDCT Foundation hosted its *First Annual Holiday Celebration* on December 4th at the Donald F. Averill Applied Technology Training Center. Nearly 100 people from the community mostly representing some of the businesses that the PDC serves as well as other public and private sector organizations joined in the Celebration.

Submitted by: Ashley Gaines, Interim Director
Economic Development and Corporate Training Foundation
Phone: (909) 382-4074

FY 2016-17 Governor's Proposed Budget

| | |
|--|--|
| Growth | 2% (This is the growth that we expected and are utilizing within our multi-year forecast!) |
| COLA | .47% (This lower-than-expected COLA, combined with the lack of a base allocation increase, will make it difficult for districts to address increasing operating costs.) |
| Student Equity & SSSP | Same level of funding we are receiving for 2015-16. |
| One-time Funding (General Operating) | No additional one-time funding for general operating support. |
| Physical Plant & Instructional Equipment (Block Grant) | There is a very significant increase of almost 100%, which is great news. Similar to 2015-16, we will have the flexibility to distribute funds among maintenance, instructional equipment, and drought response activities with no local match required. |
| Proposition 39 – Energy Efficiency | Proposition 39 includes an increase in funding of about 16% from the current fiscal year. |
| Tuition Fees | No increases in tuition fees for our students! |

Projected Enrollments – FY 16





DISTRICT ENROLLMENT MANAGEMENT COMMITTEE
(DEMC)
Recommendation 2016-01, Revised

Date: March 21, 2016

To: Chancellor’s Cabinet, District Budget Committee, & Dr. Lisa Norman, Vice Chancellor of Human Resources

From: Jose Torres, District Enrollment Management Committee Chair

Subject: DEMC Recommendation 2016-01, Revised – FTES Projections for 2016-17

As tasked by provision 2 of DEMC Recommendation #2016-01, FTES projections are to be “monitored closely and revised if necessary”. As fiscal stewards of the district, Business & Fiscal Services staff, along with the college VPs of Administrative Services, have initiated necessary changes based on the emerging trend toward less than expected growth through 2015-16.

The projections are offered with the following provisions:

1. They are the revised basis for development of the Fall 2016 schedules and marketing plans.
2. They will be monitored closely and revised if necessary.
3. They should inform the DBC in the development of the 2016-17 Resource Allocation Model as indicated on the attached Exhibit A.
4. They should figure prominently in the development of the district’s staffing plan.

| | From State Growth | Actual | Funded | Additional Growth | Overcap | Total Funded | Unfunded | Notes |
|--------------------------------------|-------------------|--------|--------|-------------------|---------|--------------|----------|---|
| San Bernardino Valley College | | | | | | | | |
| 15-16 | 3.83% | 10,504 | 10,504 | 0.00% | 0 | 10,504 | 0 | Based on latest FTES Projections as of 03/07/16 |
| 16-17 | 2.00% | 10,714 | 10,714 | 0.00% | 0 | 10,714 | 0 | SBVC to grow 2% as stated in the State budget |
| Crafton Hills College | | | | | | | | |
| 15-16 | 2.37% | 4,709 | 4,709 | 0.00% | 0 | 4,709 | 0 | Based on latest FTES Projections as of 03/07/16 |
| 16-17 | 2.00% | 5,010 | 4,803 | 4.39% | 155 | 4,958 | 52 | CHC to grow to established 5,010 FTES goal |
| SBCCD Total | | | | | | | | |
| 15-16 | 7.60% | 15,213 | 15,213 | 0.00% | 0 | 15,213 | 0 | |
| 16-17 | 2.00% | 15,724 | 15,517 | 1.00% | 155 | 15,672 | 52 | Unfunded FTES funded from District Reserves |

These changes are to be reviewed and ratified by the DEMC at its next meeting.

Attachments

- Exhibit A: FTES Projections to Inform RAM Guidelines for 2016-17
- Exhibit B: Enrollment Management FTES Projections - By College, V9



DISTRICT ENROLLMENT MANAGEMENT COMMITTEE (DEMC)
 Recommendation 2016-01, Revised – Exhibit A

**FTES Projections to Inform
 Resource Allocation Model (RAM) Guidelines for 2016-17**

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

-
1. The SB361 State Base Allocation revenue for each college shall be passed directly on to that college.
-
2. The district's non-credit FTES allocation revenue shall be passed directly to the college that produced the non-credit FTES.
-
3. The district's state credit FTES allocation revenue shall be divided between the two colleges as follows:

| Valley | Crafton Hills |
|--|--|
| a. 10,714 total projected funded FTES | a. 4,803 total projected funded FTES |
| b. Valley will carry any excess over 10,714 as Unfunded FTES | b. All district unfunded FTES will be carried by Crafton (207 projected unfunded FTES) |
| c. 69.05% of district total funded FTES of 15,517 | c. 30.95% of district total funded FTES of 15,517 |

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

| Valley | Crafton Hills |
|---|---|
| No additional overcap since Valley will be fully funded for the credit FTES | Overcap will be absorbed by Crafton as it carries all unfunded FTES (projected overcap of 155 FTES) |

5. Other eligible revenues received by the district shall be divided between the two colleges in accordance with the relative FTES numbers achieved by the colleges as in item 3. above.
-
6. Site-specific revenues will remain with the college concerned.
-
7. District growth levels/targets may be recommended by District Budget Committee and approved/modified by Chancellor's Cabinet.
-
8. Districtwide assessments shall be divided between the two colleges based on FY 2016-17 projected actual FTES (not funded FTES).

| Valley | Crafton Hills |
|------------------------------------|---------------------------------|
| 10,714 actual FTES | 5,010 actual FTES |
| 68.14% of district total of 15,724 | 31.86% district total of 15,724 |



DISTRICT ENROLLMENT MANAGEMENT COMMITTEE (DEMC)
 Recommendation 2016-01, Revised – Exhibit B

San Bernardino Community College District
 Enrollment Management FTES Projection - By College

FY 2016-17 V9

Goals:

- 1 Budget State growth to both colleges for growth and financial stability
- 2 Provide Crafton additional growth to achieve financial stability
- 3 Provide Valley additional growth to maintain financial stability
- 4 Distribution of FTES are recommended to Chancellor's Cabinet by District Budget Committee

| San Bernardino Valley College | | | | | | | | | |
|-------------------------------|----------------------------|--------|--------|----------------------------|-----------|--------------|----------|--|--|
| Fiscal Year | From State Growth (Goal 1) | Actual | Funded | Additional Growth (Goal 3) | Overcap * | Total Funded | Unfunded | Notes | |
| 13-14 | | 9,902 | 9,502 | | - | 9,502 | 400 | | |
| 14-15 | 2.00% | 10,117 | 10,117 | 0.17% | - | 10,117 | - | | |
| 15-16 | 3.83% | 10,504 | 10,504 | 0.00% | - | 10,504 | - | Based on latest FTES Projections as of 03/07/16 | |
| 16-17 | 2.00% | 10,714 | 10,714 | 0.00% | - | 10,714 | - | SBVC would like to grow 2% as stated in the State budget | |
| 17-18 | 2.00% | 11,035 | 10,928 | 1.00% | 107 | 11,035 | - | Additional growth is split to both colleges as equal percentages | |
| 18-19 | 2.00% | 11,366 | 11,256 | 1.00% | 109 | 11,365 | - | 1 Additional growth is split to both colleges as equal percentages | |
| 19-20 | 2.00% | 11,707 | 11,592 | 1.00% | 113 | 11,705 | - | 2 Additional growth is split to both colleges as equal percentages | |
| 20-21 | 2.00% | 12,058 | 11,939 | 1.00% | 116 | 12,055 | - | 3 Additional growth is split to both colleges as equal percentages | |

| Crafton Hills College | | | | | | | | | |
|-----------------------|----------------------------|--------|--------|----------------------------|-----------|--------------|----------|---|--|
| Fiscal Year | From State Growth (Goal 1) | Actual | Funded | Additional Growth (Goal 2) | Overcap * | Total Funded | Unfunded | Notes | |
| 13-14 | | 4,499 | 4,072 | | - | 4,072 | 427 | | |
| 14-15 | 2.00% | 4,600 | 3,728 | 0.24% | 594 | 4,322 | 278 | | |
| 15-16 | 2.37% | 4,709 | 4,709 | 0.00% | - | 4,709 | - | Based on latest FTES Projections as of 03/07/16 | |
| 16-17 | 2.00% | 5,010 | 4,803 | 4.39% | 155 | 4,958 | 52 | CHC would like to grow in order to reach the established 5,010 FTES | |
| 17-18 | 2.00% | 5,160 | 5,057 | 1.00% | 48 | 5,105 | 55 | Additional growth is split to both colleges as equal percentages | |
| 18-19 | 2.00% | 5,315 | 5,207 | 1.00% | 51 | 5,258 | 57 | Additional growth is split to both colleges as equal percentages | |
| 19-20 | 2.00% | 5,474 | 5,363 | 1.00% | 52 | 5,415 | 59 | Additional growth is split to both colleges as equal percentages | |
| 20-21 | 2.00% | 5,638 | 5,523 | 1.00% | 54 | 5,577 | 61 | Additional growth is split to both colleges as equal percentages | |

| San Bernardino Community College District | | | | | | | | | |
|---|----------------------------|--------|--------|---------------------------------|-----------|--------------|----------|---|--|
| Fiscal Year | From State Growth (Goal 1) | Actual | Funded | Additional Growth (Goals 2 & 3) | Overcap * | Total Funded | Unfunded | Notes | |
| 13-14 | | 14,401 | 13,574 | | - | 13,574 | 827 | | |
| 14-15 | 2.00% | 14,717 | 13,845 | 4.37% | 594 | 14,439 | 278 | | |
| 15-16 | 7.60% | 15,213 | 15,213 | 0.00% | - | 15,213 | - | Unfunded FTES funded from District Reserves | |
| 16-17 | 2.00% | 15,724 | 15,517 | 1.00% | 155 | 15,672 | 52 | | |
| 17-18 | 2.00% | 16,195 | 15,985 | 1.00% | 155 | 16,140 | 55 | | |
| 18-19 | 2.00% | 16,681 | 16,463 | 1.00% | 160 | 16,623 | 58 | | |
| 19-20 | 2.00% | 17,181 | 16,955 | 1.00% | 165 | 17,120 | 61 | | |
| 20-21 | 2.00% | 17,696 | 17,462 | 1.00% | 170 | 17,632 | 64 | | |

Notes:

- * Overcap is the additional FTES the District could recapture if other Districts do not grow enough during the year. Overcap is usually known at recalculation (Recalc) around February of each year.
- * Overcap FTES are estimates based on ACBO budget workshops and/or other information received by the District



*SAN BERNARDINO COMMUNITY
COLLEGE DISTRICT*



*HUMAN RESOURCES STAFFING
PLAN*

2015-2018

San Bernardino Community College District

Staffing Plan

EXECUTIVE SUMMARY

To meet the mission and strategic plan of any institution requires appropriate staffing levels. Assessing staffing needs includes analyzing retention and attrition rates as well as unforeseen changes that endemically occur over time. One of the most important factors in developing an effective plan is the recognition that skills and knowledge will be lost without appropriate replacement of staff that can lead to chaotic change and disruption for any institution. A staffing plan that is functional not only provides for a replacement of staff but a blueprint to guide an institution to strategically plan for staffing changes. In turn, it also contains an embodied approach of input from all constituents impacted by such change.

San Bernardino Community College District is situated in a diverse community located in a metropolitan area within the Inland Empire. Providing higher education for more than 24,000 students per year within San Bernardino County, the District has a tremendous impact and influence on the growth and development within the community. As a part of the District, the Economic Development and Corporate Training (EDCT) and KVCR provide for training to business entities and television as well as radio broadcasting, respectively.

With the recognition that high quality education derives from highly effective staff, the Human Resources Department is a strategic partner in the commitment of maximizing human capital that leads to student success. In this effort, the department strives to implement, support and add value to improve the welfare of employees, empowerment, growth, development, and retention while providing the highest level of customer service to those we serve. With a commitment to this effort, the Human Resources department, in collaboration with key stakeholders in the District, has designed a three-year staffing plan to prepare and guide us in our effort toward reaching excellence.

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HISTORICAL OVERVIEW

Established in 1926, San Bernardino Community College District has enjoyed a 90-year history of serving the educational needs of the community. As one of the 113 community colleges in California, it serves approximately 24,000 students each year. Both colleges within the district, San Bernardino Valley College (SBVC) and Crafton Hills College (CHC) serve a rich and diverse population of students.

From inception, the District recognized the importance of providing educational opportunities in higher education at minimum costs. With this endeavor, attaining an Associate's Degree, Certificate or stand-alone courses in various areas including technical and occupational fields are provided at the District. Students who attend the college are afforded opportunities to participate in more than 65 clubs and organizations or participate in competitive athletic programs.

Mission Statement

The mission of the San Bernardino Community College District (SBCCD) is to transform lives through the education of our students for the benefit of our diverse communities.

This mission is achieved through the District's two colleges, San Bernardino Valley College (SBVC) and Crafton Hills College (CHC); the Economic Development and Corporate Training Center (EDCT); and public broadcast system KVCR TV-FM by providing to the students and communities we serve; high quality, effective and accountable instructional programs and services.

Program Review and Constituency Input

An effective approach toward assessing performance requires a review of programs, staffing and budgets that is cyclical, recursive and iterative. Through the program review process, assessing performance that involves the identification of strengths and weaknesses in order to work toward improvement is essential to the review process.

The program review process is instituted each year at each of the college campuses as well as the District office. As with planning, designing, and preparing for change, the review process brings together key stakeholders in various departments to discuss program needs, related staffing and budget needs, as well as the incorporation of legal changes that may have an impact on future plan designs. Based on the various needs that may exist, a prioritization approach is used to ensure programs and staff with the greatest needs are budgeted and moved forward in the process.

The program review process begins during the month of August each year at SBVC and during (month) at CHC. The District Office institutes the review process in January of each year. Important to each review is the involvement of key stakeholders at both campuses and within the District Office to ensure the assessment of future needs including staffing, programs/activities as well as budget needs are being addressed.

Full-Time Faculty Obligation Number (FON)

The growth in funded credit Full Time Student Equivalents (FTES) and the apportionment of staffing is defined in California Code of Regulations (CCR) Title 5 Section 51025. This requires an analysis to determine the number of full-time faculty from the prior year in proportion to the amount of growth in funded credit FTES. This regulation dictates the specific minimum number of full-time faculty in proportion to the allotted FTES, which is known as the faculty obligation number (FON).

Due to recent funding changes, SBCCD has experienced significant growth in the FON. This growth requires a balance with student enrollment within the two colleges. With increased enrollment, the FON is anticipated to increase over multi-year projections (see Table G).

75/25 Ratio

The California Education Code Section 87482.6 and State Assembly Bill 1725 set target percentages of credit instruction hours taught by faculty. The ratio of sections taught by full-time faculty has been established at 75%, with the remaining 25% of credit instruction hours being taught by part time faculty. SBCCD has worked toward meeting this expectation over the past several years but due to various reasons has not met this ratio. Statewide, it has been determined that most colleges have not met this obligation since inception (Crawford, 2014). With the changes in the new funding model and SBCCD receiving higher funding to fulfill the expectation for increased student enrollment, this has increased the need for full-time faculty over the next few years. The District desires to meet the ratio but recognizes that with increased student enrollment, recruitment and hiring efforts will need to increase to meet the ratio while finding a balance with part time faculty.

50% Law

The funding allocation model for California Community College districts is based on the legal expectation defined by Education Code (ECS) Section 84362 that requires all community college districts to spend at least half of their “current expense of education” for “salaries of classroom instructors.” To meet the 50% law, the District addresses projections of staffing in relation to funding. The District will continue to work toward meeting the requirement of the law.

Strategic Plan

Strategic Priorities

The California Community Colleges provide workforce training, basic courses in English and math, certificate and degree programs, and preparation for transfer to four-year institutions. The strategic priorities of the California Community College system (CCC) are:

- A. College Awareness and Access
- B. Student Success and Readiness
- C. Partnerships for Economic and Workforce Development
- D. System Effectiveness
- E. Resource Development

The SBCCD Board of Trustees, through their Board Imperatives, incorporates the strategic priorities of the California Community College system. The Board is committed to excellence and effectiveness in all the operations and entities that comprise the San Bernardino Community College District. It is committed to student success, retention and access, and to prudent management of all the District's resources.

The Board strives for and expects informed and excellent governance and leadership from themselves and from all the key leaders of the District. To that end, the Board has established four Board Imperatives:

- Institutional Effectiveness
- Learning-Centered Institution for Student Access, Retention and Success
- Resource Management for Efficiency, Effectiveness and Excellence

Enhanced and Informed Governance, and Leadership Understanding and acknowledging those Board Imperatives as well as the priorities of the CCC system, the SBCCD Strategic Planning committee's work resulted in the four goals set out here and discussed in detail in this publication:

Goal 1: Student Success: Provide the programs and services necessary to enable all students to achieve their educational and career goals.

Goal 2: Enrollment and Access: Increase access to higher education for populations in our region.

Goal 3: Partnerships of Strategic Importance: Invest in strategic relationships and collaborate with partners in higher education, PK-12 education, business and workforce development, government, and other community organizations.

Goal 4: District Operational Systems: Improve the District systems to increase administrative and operational efficiency and effectiveness.

Budget Considerations

EMPLOYEE POSITION SALARIES & BENEFITS

SBCCD has budgeted for 758 positions for Fiscal Year 2015-16. Based on the current position schedule, our salaries and benefits will continue to increase over the next five years due to step and column increases as well as increased in retirement benefits.

Table A. Position types with salaries and benefits

| Position Category | 2016 | 2017 | 2018 | 2019 | 2020 |
|------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Academic Adjunct Faculty | 11,979,802 | 12,177,277 | 12,374,752 | 12,572,227 | 12,769,702 |
| Academic Full-Time Faculty | 23,368,499 | 24,155,198 | 24,804,728 | 25,448,682 | 26,083,909 |
| Academic Management | 5,576,170 | 5,865,566 | 6,010,418 | 6,144,239 | 6,234,183 |
| Academic Non-instructional | 5,868,293 | 6,192,446 | 6,378,992 | 6,566,826 | 6,756,534 |
| Board Member | 133,592 | 133,592 | 133,592 | 133,592 | 133,592 |
| Classified Child Development | 1,084,075 | 1,093,052 | 1,099,194 | 1,100,748 | 1,100,748 |
| Classified Confidential | 1,331,353 | 1,445,398 | 1,496,910 | 1,535,229 | 1,558,831 |
| Classified Contract | 27,269,535 | 27,905,234 | 28,168,675 | 28,327,283 | 28,369,399 |
| Classified Management | 8,246,648 | 8,498,353 | 8,634,755 | 8,726,398 | 8,762,646 |
| Grand Total | 84,857,967 | 87,466,116 | 89,102,016 | 90,555,224 | 91,769,543 |

Equity and Diversity

The California Community College Student Equity plan requires a comparison between a community college’s student population and the primary service area adult population. Accordingly, the methodology for identifying whether or not the District has a higher or lower proportion of student and/or employee groups used in the SBCCD staffing plan was the proportionality index.

Methodology

The proportionality index “...compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group” (Michalowski, 2014). The proportionality index is calculated by dividing the column percentage in the outcome group (employees) by the column percentage in the original cohort (students). A ratio of 1.0 indicates that the subgroup is present in the original cohort and in the outcome group at the same rate. A ratio less than 1.0 indicates that the proportion of students from the

ethnic subgroup is less prevalent than the proportion of employees, and a ratio greater than 1.0 indicates that the proportion of students is more prevalent than the proportion of employees. Disproportionate impact may be present if the ratio is less than 1.0. A common standard for identifying disproportionate impact is when the ratio is less than .80, which indicates that a substantially lower proportion of students than employees in the referenced ethnic subgroup.

The student population for fall 2014 was compared to the employee population for Fall 2014 because the most current demographic information available for the District was Fall 2014. Students were considered to be enrolled in the District if they earned a grade on record (GOR) at either San Bernardino Valley College or Crafton Hills College. A GOR is defined as a grade of A, B, C, D, F, I, NP, P, or W.

Table B: Fall 2014 San Bernardino Community College District (SBCCD) Students and Employees by Ethnicity and Proportionality Index.

| Ethnicity | Fall 2014 SBCCD Student Population | | Fall 2014 SBCCD Employee Population | | Proportionality Index |
|-------------------|------------------------------------|-------|-------------------------------------|-------|-----------------------|
| | # | % | # | % | |
| Asian | 874 | 4.7 | 124 | 10.1 | 2.149 |
| African American | 1,782 | 9.6 | 136 | 11.1 | 1.156 |
| Hispanic | 10,882 | 58.8 | 281 | 22.9 | 0.389 |
| Native American | 51 | 0.3 | 10 | 0.8 | 2.667 |
| Pacific Islander | 60 | 0.3 | 4 | 0.3 | 1.000 |
| Two or More Races | 710 | 3.8 | 6 | 0.5 | 0.132 |
| Caucasian | 4,091 | 22.1 | 657 | 53.5 | 2.421 |
| Unknown | 67 | 0.4 | 9 | 0.7 | 1.750 |
| Total | 18,517 | 100.0 | 1,227 | 100.0 | |

Table C: Fall 2014 San Bernardino Valley College (SBVC) Students and Employees by Ethnicity and Proportionality Index.

| Ethnicity | Fall 2014 SBVC Student Population | | Fall 2014 SBVC Employee Population | | Proportionality Index |
|-------------------|-----------------------------------|-------|------------------------------------|-------|-----------------------|
| | # | % | # | % | |
| Asian | 581 | 4.6 | 84 | 11.2 | 2.435 |
| African American | 1,539 | 12.2 | 101 | 13.5 | 1.107 |
| Hispanic | 8,269 | 65.4 | 179 | 24.0 | 0.367 |
| Native American | 26 | 0.2 | 5 | 0.7 | 3.500 |
| Pacific Islander | 44 | 0.4 | 3 | 0.4 | 1.000 |
| Two or More Races | 406 | 3.2 | 1 | 0.1 | 0.031 |
| Caucasian | 1,727 | 13.7 | 368 | 49.3 | 3.599 |
| Unknown | 51 | 0.4 | 6 | 0.8 | 2.000 |
| Total | 12,643 | 100.0 | 747 | 100.0 | |

Table D: Fall 2014 Crafton Hills College (CHC) Students and Employees by Ethnicity and Proportionality Index.

| Ethnicity | Fall 2014 CHC Student Population | | Fall 2014 CHC Employee Population | | Proportionality Index |
|-------------------|----------------------------------|--------------|-----------------------------------|--------------|-----------------------|
| | # | % | # | % | |
| Asian | 293 | 5.0 | 32 | 8.4 | 1.680 |
| African American | 243 | 4.1 | 24 | 6.3 | 1.537 |
| Hispanic | 2,614 | 44.5 | 76 | 19.9 | 0.447 |
| Native American | 25 | 0.4 | 4 | 1.0 | 2.500 |
| Pacific Islander | 16 | 0.3 | 0 | 0 | 0.000 |
| Two or More Races | 304 | 5.2 | 4 | 1.0 | 0.192 |
| Caucasian | 2,365 | 40.3 | 238 | 62.5 | 1.551 |
| Unknown | 16 | 0.3 | 3 | 0.8 | 2.667 |
| Total | 5,876 | 100.0 | 381 | 100.0 | |

Analysis

San Bernardino Community College District (SBCCD) serves a higher proportion of Hispanic students and students with two or more races in comparison to the representation in the SBCCD employee population. On the other hand, SBCCD proportionally employs a higher Native American, Asian, and Caucasian population than the proportion of students who enroll at the District. Statistically, the same proportion of African American and Pacific Islander students are represented in the employee population.

San Bernardino Valley College (SBVC) serves a higher proportion of Hispanic students and students with two or more races in comparison to the representation in the SBVC employee population. On the other hand, SBVC proportionally employs a higher Native American, Asian, and Caucasian population than the proportion of students who enroll at the District. Statistically, the same proportion of African American and Pacific Islander students are represented in the employee population.

Crafton Hills College (CHC) serves a higher proportion of Hispanic students and students with two or more races in comparison to the representation in the CHC employee population. On the other hand, CHC proportionally employs a higher African American, Native American, Asian, and Caucasian population than the proportion of students who enroll at the District.

Tables B – D illustrate the trend from fall 2010 to fall 2014 of how well the proportion of student ethnic groups is represented by employees for each college and the District. The

charts indicate that there are a higher proportion of employees than students for each college and the District for Asians, African Americans, Native Americans, Pacific Islanders, and Caucasian students. The area where each college and the district consistently have had disproportionate impact in the proportion of employees in relation to the proportion of students is for Hispanic students and students with two or more races.

Recommendations

Based on the foregoing data, the District has set out to meet specific goals to address the recognized gaps in staffing. In specific, disproportionality exists among Hispanic students and students with two or more races in comparison to faculty and staff. The District has embarked on a comprehensive, integrated approach toward addressing this gap. As a result the District's Equal Employment Opportunity (EEO) Plan specifically addresses this gap and is a focused goal that the EEO Advisory Committee will be working toward improving. In these efforts, the work will include:

- The District will maintain a variety of programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities (Section 53024.1 (e)).
- The District's hiring procedures require applicants for all positions demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students in a manner specific to the position (Section 53024.1(I)).
- The District's publications and website convey its diversity and commitment to equal employment opportunity. (53024.1(j)).
- The District provides cultural awareness training to members of the campus community (53024.1 (d)).

While this list is not exhaustive, it includes key areas of focus and commitment to meet the goal of improving our efforts toward building a more diverse staff to meet the needs of a diverse student population.

Staffing Levels

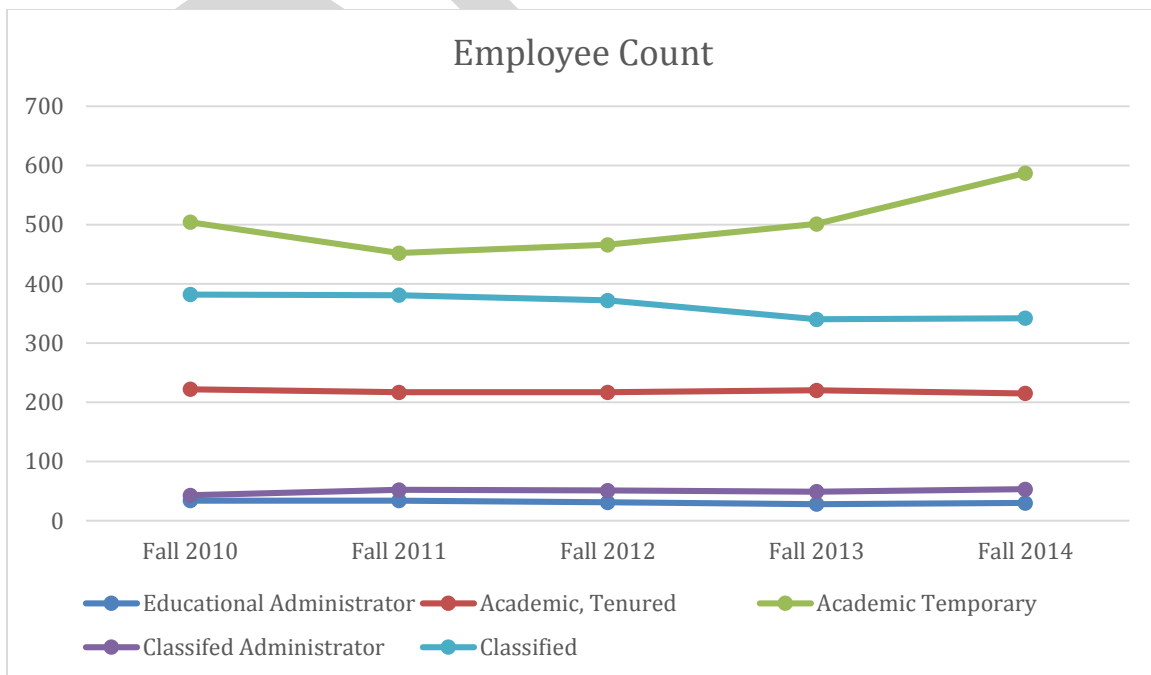
Table E illustrates the number and percent of employees in the SBCCD from fall 2010 to fall 2014. The data indicates that from fall 2010 to fall 2014 there has been a decrease in the number of educational administrators (n = -4, -12%), full-time faculty (n = -7, -3%), and classified staff (n = -40, -10%). The largest proportional decrease occurred among classified staff (10%), followed by educational administrators (12%), and full-time

faculty (3%). Conversely, the two employee categories where there was an increase was for part-time faculty (n = 83, 20%) and classified administrators (n = 10, 23%). The number of classified administrators has remained relatively the same from fall 2011 to fall 2014. The classification of confidential employees, which is included in the employee category of classified, has ranged between nine (9) employees to thirteen (13) employees from 2010 to present, dependent on the number of vacancies between that time frame.

Table E: San Bernardino Community College Number and Percent of Employees by Employee Category from fall 2010 to fall 2014.

| Employee Category | Fall 2010 | | Fall 2011 | | Fall 2012 | | Fall 2013 | | Fall 2014 | |
|----------------------------------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|
| | # | % | # | % | # | % | # | % | # | % |
| Educational Administrator | 34 | 2.9 | 34 | 3.0 | 31 | 2.7 | 28 | 2.5 | 30 | 2.4 |
| Academic, Tenured / Tenure Track | 222 | 18.7 | 217 | 19.1 | 217 | 19.1 | 220 | 19.3 | 215 | 17.5 |
| Academic, Temporary | 504 | 42.5 | 452 | 39.8 | 466 | 41.0 | 501 | 44.0 | 587 | 47.8 |
| Classified Administrator | 43 | 3.6 | 52 | 4.6 | 51 | 4.5 | 49 | 4.3 | 53 | 4.3 |
| Classified | 382 | 32.2 | 381 | 33.5 | 372 | 32.7 | 340 | 29.9 | 342 | 27.9 |
| Total | 1,185 | 100.0 | 1,136 | 100.0 | 1,137 | 100.0 | 1,138 | 100.0 | 1,227 | 100.0 |

Figure 1. Employee count by position type



[WDKA1]

Recommendations

Staffing levels across all permanent classifications have remained relatively flat over the past five (5) years. This stagnation has largely been due to the economic downturn in the economy beginning with the 2009-10 year. With the stabilization of the economy within the state, it is anticipated that the educational system will see a slight increase of growth over time.

In review of each classification, educational administrators have decreased from 34 in 2010 to 30 by the fall of 2014. Academic, Tenured/Tenure Track decreased from 222 from the fall of 2010 to 215 by the fall of 2014. Classified employees have also shown a decrease from 382 to 342 from 2010 to 2014. The two classifications that have shown an increase over the last several years was Academic Temporary, which increased from 504 to 587 during the same time period and Classified Administrators increased from 43 in fall 2010 to 53 in fall 2014. Although the District did not experience a reduction in force during the economic downturn, a growth in Academic Temporary was recognized by approximately 84 adjunct assignments. Due to economic conditions throughout the state, this condition was demonstrative across most community college Districts (Bohn, Reyes, & Johnson, 2013).

The District recognizes the importance toward creating a balanced staff to address the needs of the campuses. With that said, there are several approaches that are currently and will continue to be addressed over the next one (1) to three (3) years including:

- Assessing growth of student population(s) in relation to staffing;
- Addressing a balanced approach within all departments inclusive of faculty needs, support staff, and management;
- Utilizing the Program Review process systematically to address staffing needs and adjustments;
- Department reorganization and restructure plans based on changes in legislation, grants, and funding models;
- Address a structured Early Retirement Incentive Plan in 2015-16 to focus on converting academy temporary positions to full time faculty and using cost savings to create new, full-time faculty positions.

Employee Growth and Attrition

Table F and Figure 2 illustrate the number and percent of employees by employee category and age from fall 2010 to fall 2014. The percent of educational administrators 55 years old or older increased from 38% in fall 2010 to 53% in fall 2014. Similarly, the percent of FT Faculty 55 years old or older increased from 42% in fall 2010 to 47% in fall 2014 and the percent of classified administrators 55 years old or older increased from 33% in fall 2010 to 42% in fall 2014.

Table F: San Bernardino Community College Number and Percent of Employees by Employee Category and Age from fall 2010 to fall 2014.

| Employee Category | Fall 2010 | | Fall 2011 | | Fall 2012 | | Fall 2013 | | Fall 2014 | |
|----------------------------------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|
| | # | % | # | % | # | % | # | % | # | % |
| Educational Administrator | | | | | | | | | | |
| 35 to 39 | 3 | 8.8 | 3 | 8.8 | 1 | 3.2 | 1 | 3.6 | 4 | 13.3 |
| 40 to 44 | 6 | 17.6 | 7 | 20.6 | 7 | 22.6 | 3 | 10.7 | 2 | 6.7 |
| 45 to 49 | 5 | 14.7 | 4 | 11.8 | 2 | 6.5 | 4 | 14.3 | 3 | 10.0 |
| 50 to 54 | 7 | 20.6 | 4 | 11.8 | 5 | 16.1 | 4 | 14.3 | 5 | 16.7 |
| 55 to 59 | 8 | 23.5 | 10 | 29.4 | 8 | 25.8 | 7 | 25.0 | 6 | 20.0 |
| 60 to 64 | 3 | 8.8 | 4 | 11.8 | 6 | 19.4 | 5 | 17.9 | 4 | 13.3 |
| 65 to 69 | 1 | 2.9 | 1 | 2.9 | 2 | 6.5 | 4 | 14.3 | 5 | 16.7 |
| 70+ | 1 | 2.9 | 1 | 2.9 | 0 | 0.0 | 0 | 0.0 | 1 | 3.3 |
| Total | 34 | 100.0 | 34 | 100.0 | 31 | 100.0 | 28 | 100.0 | 30 | 100.0 |
| Full-Time Faculty | | | | | | | | | | |
| 18 to 34 | 10 | 4.5 | 10 | 4.6 | 13 | 6.0 | 13 | 5.9 | 11 | 5.1 |
| 35 to 39 | 21 | 9.5 | 21 | 9.7 | 17 | 7.8 | 16 | 7.3 | 19 | 8.8 |
| 40 to 44 | 27 | 12.2 | 24 | 11.1 | 26 | 12.0 | 24 | 10.9 | 28 | 13.0 |
| 45 to 49 | 32 | 14.4 | 29 | 13.4 | 29 | 13.4 | 27 | 12.3 | 24 | 11.2 |
| 50 to 54 | 39 | 17.6 | 36 | 16.6 | 33 | 15.2 | 37 | 16.8 | 33 | 15.3 |
| 55 to 59 | 44 | 19.8 | 48 | 22.1 | 48 | 22.1 | 48 | 21.8 | 40 | 18.6 |
| 60 to 64 | 31 | 14.0 | 29 | 13.4 | 29 | 13.4 | 33 | 15.0 | 38 | 17.7 |
| 65 to 69 | 15 | 6.8 | 15 | 6.9 | 17 | 7.8 | 13 | 5.9 | 12 | 5.6 |
| 70+ | 3 | 1.4 | 5 | 2.3 | 5 | 2.3 | 9 | 4.1 | 10 | 4.7 |
| Total | 222 | 100.0 | 217 | 100.0 | 217 | 100.0 | 220 | 100.0 | 215 | 100.0 |
| Part-Time Faculty | | | | | | | | | | |
| 18 to 34 | 84 | 16.7 | 76 | 16.8 | 68 | 14.6 | 87 | 17.4 | 115 | 19.6 |
| 35 to 39 | 55 | 10.9 | 52 | 11.5 | 54 | 11.6 | 51 | 10.2 | 62 | 10.6 |
| 40 to 44 | 56 | 11.1 | 51 | 11.3 | 53 | 11.4 | 73 | 14.6 | 82 | 14.0 |
| 45 to 49 | 60 | 11.9 | 46 | 10.2 | 63 | 13.5 | 62 | 12.4 | 67 | 11.4 |
| 50 to 54 | 74 | 14.7 | 66 | 14.6 | 67 | 14.4 | 60 | 12.0 | 67 | 11.4 |
| 55 to 59 | 73 | 14.5 | 71 | 15.7 | 64 | 13.7 | 70 | 14.0 | 75 | 12.8 |
| 60 to 64 | 54 | 10.7 | 38 | 8.4 | 41 | 8.8 | 47 | 9.4 | 50 | 8.5 |
| 65 to 69 | 28 | 5.6 | 29 | 6.4 | 33 | 7.1 | 29 | 5.8 | 39 | 6.6 |
| 70+ | 20 | 4.0 | 23 | 5.1 | 23 | 4.9 | 22 | 4.4 | 30 | 5.1 |
| Total | 504 | 100.0 | 452 | 100.0 | 466 | 100.0 | 501 | 100.0 | 587 | 100.0 |

| Employee Category | Fall 2010 | | Fall 2011 | | Fall 2012 | | Fall 2013 | | Fall 2014 | |
|---------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | # | % | # | % | # | % | # | % | # | % |
| Classified Administrator | | | | | | | | | | |
| 18 to 34 | 3 | 7.0 | 4 | 7.7 | 2 | 3.9 | 6 | 12.2 | 4 | 7.5 |
| 35 to 39 | 6 | 14.0 | 6 | 11.5 | 7 | 13.7 | 10 | 20.4 | 8 | 15.1 |
| 40 to 44 | 6 | 14.0 | 8 | 15.4 | 6 | 11.8 | 8 | 16.3 | 11 | 20.8 |
| 45 to 49 | 5 | 11.6 | 4 | 7.7 | 6 | 11.8 | 2 | 4.1 | 3 | 5.7 |
| 50 to 54 | 9 | 20.9 | 11 | 21.2 | 9 | 17.6 | 7 | 14.3 | 5 | 9.4 |
| 55 to 59 | 4 | 9.3 | 8 | 15.4 | 8 | 15.7 | 5 | 10.2 | 10 | 18.9 |
| 60 to 64 | 6 | 14.0 | 5 | 9.6 | 8 | 15.7 | 5 | 10.2 | 4 | 7.5 |
| 65 to 69 | 2 | 4.7 | 3 | 5.8 | 2 | 3.9 | 2 | 4.1 | 4 | 7.5 |
| 70+ | 2 | 4.7 | 3 | 5.8 | 3 | 5.9 | 4 | 8.2 | 4 | 7.5 |
| Total | 43 | 100.0 | 52 | 100.0 | 51 | 100.0 | 49 | 100.0 | 53 | 100.0 |
| Classified Staff | | | | | | | | | | |
| 18 to 34 | 101 | 26.4 | 92 | 24.1 | 75 | 20.2 | 62 | 18.2 | 62 | 18.1 |
| 35 to 39 | 33 | 8.6 | 40 | 10.5 | 44 | 11.8 | 35 | 10.3 | 38 | 11.1 |
| 40 to 44 | 51 | 13.4 | 45 | 11.8 | 43 | 11.6 | 41 | 12.1 | 38 | 11.1 |
| 45 to 49 | 51 | 13.4 | 51 | 13.4 | 52 | 14.0 | 50 | 14.7 | 47 | 13.7 |
| 50 to 54 | 67 | 17.5 | 62 | 16.3 | 54 | 14.5 | 48 | 14.1 | 46 | 13.5 |
| 55 to 59 | 45 | 11.8 | 48 | 12.6 | 58 | 15.6 | 62 | 18.2 | 65 | 19.0 |
| 60 to 64 | 21 | 5.5 | 28 | 7.3 | 33 | 8.9 | 30 | 8.8 | 36 | 10.5 |
| 65 to 69 | 10 | 2.6 | 11 | 2.9 | 7 | 1.9 | 7 | 2.1 | 6 | 1.8 |
| 70+ | 3 | .8 | 4 | 1.0 | 6 | 1.6 | 5 | 1.5 | 4 | 1.2 |
| Total | 382 | 100.0 | 381 | 100.0 | 372 | 100.0 | 340 | 100.0 | 342 | 100.0 |
| Grand Total | 1,185 | 100.0 | 1,136 | 100.0 | 1,137 | 100.0 | 1,138 | 100.0 | 1,227 | 100.0 |

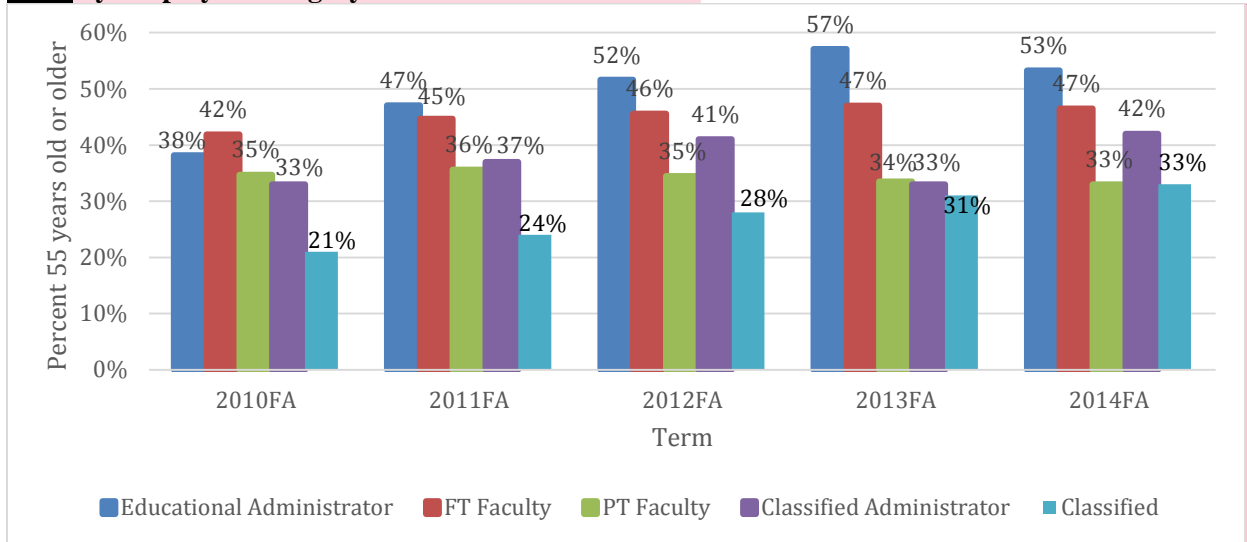
[WDKA2]

Recommendations

The District’s demographic data indicates a significant number of employees across all classifications that can retire over the next one (1) to five (5) years. Based on this analysis the District worked to address various methods to mitigate attrition over time to prevent a significant loss of knowledge and expertise that can be disruptive to District. During the 2015-16 year the District began assessing the possibility of a Supplemental Executive Retirement Plan (SERP). However, given the need to replace 100% of the positions inclusive of the current 80 vacancies would create a financial and human capacity loss to the District. As a result, the District has undergone an Early Retirement Incentive Plan as previously mentioned, in the effort to incentivize employees who are looking toward retirement between this year and next. This model will help to mitigate attrition and

provide cost savings to the District in order to convert faculty positions and create new positions to meet the faculty obligation number (FON) as required by the state.

Figure 2: San Bernardino Community College District Percent of Employees 55 years old or older by Employee Category from fall 2010 to fall 2014.



[WDKA3]

Faculty Obligation Number (FON)

As based on the California Code of Regulations (CCR) title 5 section 51025, districts are required to increase the number of full time faculty over the prior year in proportion to the amount of growth in funded credit FTES. Over the past few years, the District has maintained in proportional alignment with the FON despite the economic downturn. As the state has worked toward restoring funding for community college districts, a new funding model has come into place that has looked at increasing growth among FTES, which leads to an increase in the FON.

The data below demonstrates the increase in the FON and the impacts within both campuses as well as District wide. With the change in the funding model, the District is anticipated to increase faculty positions from the current 216.77 during current year to 249.77 in the 2016-17. The is anticipate growth is based on adding or converting new positions and filling approximately 17 vacancies

Table G. Faculty Obligation Data fall 2014 and 2015

| Fall 2014 | | | | | | |
|---------------|-------------------|---------------|-------------------|--|---|---|
| College | Actual FON Count | | | RAM Allocation FY 14-15 By College | State Requirements By College (Based on RAM) | |
| | Full-Time Faculty | Total Faculty | Percent Full-Time | | District Requirement 194.80 Full-Time | Full-Time Variance from State Requirement |
| Valley | 143.78 | 312.72 | 45.98% | 68.76% | 133.94 | 9.84 |
| Crafton | 69.55 | 162.16 | 42.89% | 31.24% | 60.86 | 8.69 |
| Totals | 213.33 | 474.88 | 44.92% | 100.00% | 194.80 | 18.53 |

| Fall 2015 | | | | | | |
|---------------|-------------------|---------------|-------------------|--|---|---|
| College | Actual FON Count | | | RAM Allocation FY 15-16 By College | State Requirements By College (Based on RAM) | |
| | Full-Time Faculty | Total Faculty | Percent Full-Time | | District Requirement 207.80 Full-Time | Full-Time Variance from State Requirement |
| Valley | 141.91 | 328.99 | 43.13% | 68.35% | 142.03 | (0.13) |
| Crafton | 72.52 | 169.91 | 42.69% | 31.65% | 65.77 | 6.76 |
| Totals | 214.43 | 498.89 | 42.98% | 100.00% | 207.80 | 6.63 |

| Estimate for Fall 2016 | | | | | | |
|------------------------|--------------------------------|---------------------|--------------------------------|--------------------------------|---------------------------|-------------------|
| College | Full-Time Faculty Fall 2015 | Estimated Additions | Vacancies as of 10/05/15 | Estimated Full-Time Faculty | Estimated Total Faculty * | Percent Full-Time |
| Valley | 141.91 | 8.00 | 15.00 | 164.91 | 351.99 | 46.85% |
| Crafton | 72.52 | 3.00 | 2.00 | 77.52 | 174.91 | 44.32% |
| Totals | 214.43 | 11.00 | 17.00 | 242.43 | 526.89 | 46.01% |

| RAM Allocation | | State Requirements By College (Based on RAM) | |
|----------------|------------------------|--|--|
| College | FY 16-17 By College | District Requirement 237.93 Full- Time ** | Full-Time Variance from State Requirement |
| Valley | 68.35% | 162.63 | 2.28 |
| Crafton | 31.65% | 75.30 | 2.22 |
| | 100.00% | 237.93 | 4.50 |

Recommendations

The District is working toward meeting the FON through various efforts. These have included the following:

- Engage in more active recruitment through job fairs and events;
- Collaborate with different universities, businesses and school districts to encourage future employment at the District;
- Early Retirement Incentive for conversion of Academic Temporary and adding new positions;
- Utilize Program Review process to assess ongoing needs in relation to faculty growth in various departments.

As the District continues to work toward meeting the FON, it recognizes the importance of maintaining a balanced budget. In addition, as the student population increases so does the various factors to support their needs grow, which requires a balance of support and management staff. As previously shared, staffing amongst all classifications have decreased across the district over the last several years due to the economy. It is our intent to find solutions to the FON while providing the highest quality of support and service to the students we serve.

Future Considerations

- *Non-credit courses*

In 2015, changes to funding were implemented under Education Code §84757 that enhanced and expanded funding for non-credit courses. These courses have been identified to “provide a demonstrated pathway to enrollment in credit programs, entry or re-entry into the job market, and critical citizenship and workforce skills for New Americans” (CCLC). Courses that are applicable for enhanced funding must qualify

under Community Development and College Preparation (CDCP) as well as positive attendance for apportionment funding. The nine (9) noncredit education categories that may qualify for funding includes:

- Elementary and secondary basic skills
- English as a second language
- Programs for adults with disabilities
- Short-term career technical education
- Immigrant education (citizenship and workforce preparation)
- Parenting
- Older adult programs
- Health and safety
- Home economics

SBCCD is reviewing the process for applying and potentially expanding the noncredit course offerings. This will directly impact potential new growth in staff, facilities and curricula surrounding these programs in the near future.

▪ ***Educational Master Plan & Facilities Master Plan***

SBCCD has begun the process for a Facilities and Educational Master plan (EMP) to address to meet the changing needs within the campus communities and at the District. The facilities master plan at the campuses is focused on ways to improve and potentially expand educational space environments to meet capacity needs as well as innovative structures that will enhance student experiences and address facility needs that focus on expansion to accommodate both student and staffing growth. Capacity needs are based on the school system’s enrollment projections, housing data trend analysis, and other relevant information.

As with the Facilities Master Plan, the Educational Master is a long-range plan to target student learning and success. It helps to provide a roadmap for a sound educational structure for learners within a global, 21st century. Based on this blueprint, allocation of funds, which will correlate with program review as well as the District Strategic Planning process, will assist in the systemic approach implemented across the District.

▪ ***Equal Employment Opportunity Plan***

In December 2015, the State Chancellor’s office took action to amend the funding model for distribution of Equal Employment Opportunity (EEO) funds to “*increase compliance in meeting the legal EEO requirements and provide our students with the educational benefits of a diverse workforce.*” Nine multiple methods have been identified as meeting the requirements and have been delineated by “pre-hiring, hiring, and post-hiring,” methods. Minimally, all districts must have an EEO Advisory Committee and updated

EEO plan to qualify for receipt of the EEO Fund (Multiple Method 1), which must be submitted once every three (3) years.

As each district is working toward transitioning to the new model, they will receive allocated funds for the 2015-16 year, which was similar to last year, based on FTES. In addition, penalty money assessed from the FON has been included in the EEO Fund pursuant to Education Code, Section 87482.7 and will be distributed to each district that demonstrates at least five (5) of the multiple methods. Starting in the 2016-17 year, all districts are required to meet all nine (9) methods in order to receive funds, and not penalty, for non-participation. EEO funds are to be solely used for the following purposes (Education Code 87108 and Title 5, Section 53030):

- Outreach and recruitment;
- In-service training on equal employment opportunity;
- Accommodations for applicants and employees with disabilities pursuant to Title 5, Section 53025;
- Activities designed to encourage students to become qualified for, and seek, employment as community college faculty or administrators; and
- Other activities to promote equal employment opportunity

SBBCD has established a three year EEO plan (2015-18) as well as advisory committee that will be working toward ensuring the District is meeting the required nine multiple methods.

Summary of Data Analysis

SBCCD has committed to working in a collegial manner to address our staffing needs. In working toward a common purpose to transform the lives of our diverse student population, the District realizes the focused approach and concerned efforts that is needed to be successful in this endeavor. As specified, methodology is geared toward isolating each area that impacts staffing needs and providing an integrated approach that addresses budget, the EEO plan and the Program Review process, which identifies our needs in moving forward. Included in this process is a review of our demographic data to ensure we are planning, preparing, and recruiting for vacant and newly created positions.

This District's focused approach will involve a yearly review of the staffing plan to make needed changes. In moving forward, our efforts will include diversity among our staff efforts that focus on the following:

- The District will maintain a variety of programs to support newly-hired employees such as mentoring, professional development, and leadership opportunities (Section 53024.1 (e)).

- The District's hiring procedures require applicants for all positions demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students in a manner specific to the position (Section 53024.1(I)).
- The District's publications and website convey its diversity and commitment to equal employment opportunity. (53024.1(j)).
- The District provides cultural awareness training to members of the campus community (53024.1 (d)).

Further, it will address staffing needs that focus on the following:

- Assessing growth of student population(s) in relation to staffing;
- Addressing a balanced approach within all departments inclusive of faculty needs, support staff, and management;
- Utilizing the Program Review process systematically to address staffing needs and adjustments;
- Department reorganization and restructure plans based on changes in legislation, grants, and funding models;
- Address a structured Early Retirement Incentive Plan in 2016-17 to focus on converting academy temporary positions to full time faculty and using cost savings to create five (5) new faculty positions.

It has taken into consideration employee growth and attrition based on current demographic data with the focus to make planned, systematic adjustments to mitigate mass attrition. In turn, it will address increasing faculty to meet the FON in the following ways:

- Engage in more active recruitment through job fairs and events;
- Collaborate with different universities, businesses and school districts to encourage future employment at the District;
- Early Retirement Incentive for conversion of Academic Temporary and adding new positions;
- Utilize Program Review process to assess ongoing needs in relation to faculty growth in various departments.

Finally, as the District engages in forward-thinking approaches based on trends and changes in the system, areas that will impact staffing include non-credit, the EMP and EEO Plans. With all of these efforts set forth, it is our endeavor and expectation to provide a prepared and highly qualified staff to transform the lives of the students we serve.

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