

SBVC College Council MINUTES**Date: March 25, 2015****Location: President's Conference Room, ADSS-207****Time: 1:00 PM – 3:00 PM**

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

Diane Hunter
 Celia Huston
 Haragewen Kinde
 Sheri Lillard - **A**
 Sarah Miller
 Ricky Shabazz
 James Smith
 Scott Stark - **A**

Guest(s):
 None

TOPIC	DISCUSSION and ACTION
Call to Order:	President Fisher called the meeting to order at 1:03 p.m.
Approval of the February 25, 2015 amended minutes	<p>President Fisher stated the first order of business is to discuss the amendment of the minutes for February 25, 2015. She advised the group at this meeting we did not have a staff member present to take minutes, just the recorder running. She thought Scott was recording the voting of the ayes, noes, etc..., but he did not. We do not have a record on the audio tape of who voted for what and do not want to move forward with the approval of these minutes from our last meeting without amending them to record the proper votes and motions carried.</p> <p>The items have been indicated in red on the minutes that were not on the audio tape when transcribed by Suzan Hall. Starting on the third page under the Ad Hoc Committee update, the group determined it was <u>Diane</u> who stated "observed that every single student club meets this criteria". The fourth page <u>not known</u> who stated...I wonder if this was discussed.</p> <p>Sarah was not present at this meeting but had a question about a statement by Gray on the bottom of page 5 in which <u>Gray offered clarification about CSEA and Classified Senate</u>. This really worry's her because ED CODE, section 70901.2, actually designates CSEA as that portion or the group that officially represents Classified Staff in all governances. We do indeed have a delineation of duties. The best way she can describe it is that Classified Senate acts as an arm of CSEA and defers to CSEA. We, CSEA, is the official voice of the Classified Staff in shared governance.</p>

Approval of the February 25, 2015 amended minutes - Continued

She can provide a copy of ED CODE if that is necessary. Also, a copy of the MOU if anybody finds that helpful. The two roles are not at all similar to those of CTA and Academic Senate. Because Academic Senate is that body that the faculty has designated for the 10 plus one. We do not have anything like that and there is a whole other body of law that touches on what it is that the Academic Senate does, which does not exist in reference to a Classified Senate. She is worried about the clarity of those goals.

President Fisher asked Sarah what she suggested the group do.

Sarah would like to hear the audio tape to ascertain what was actually said in regards to that issue since it is a very important one. It has been one that has been very hard for us to clarify this and repeated effects have been made to do so, including a tort claim filed by CSEA to protect our rights. Repeatedly, the Classified Senate was thought as of appointee or body that should participate when, in fact, that would be CSEA. We had a really recent example of this, still even after a tort claim having been filed, when the Classified Senate was the only classified body for whom representation was solicited for the Adhoc Committee on Accreditation. The 70901.2 became effective in 2001 and this has been a constant problem for us even to a point of CSEA filing, on behalf of chapter 2 where won a tote claim. It is a terribly important issue and she would like to examine the audio tape.

President Fisher stated she is more than welcome to examine the audio tape. We have had this discussion in the past during College Council with respect to what the role is of Classified Senate as compared to the role of clear delineation of CSEA. So, if we need to make clarify statements in the documentation as it pertains to College Council, she is happy to entertain that and she did not have a problem at all with this.

Sarah asked if it would be helpful at all to provide a copy of the EDCO to the members, which is very plainly worded.

President Fisher said that would be great but she does not know that you are meeting with resistance here. It is the matter of educating the members so that they will know clearly what your roll is in being appointed the CSEA representative for the President of CSEA on College Council.

Sarah stated not just her role but the role of CSEA. She would like the opportunity to bring that to the members.

Approval of the February 25, 2015 amended minutes - Continued

President Fisher stated that would be wonderful, but she was making a statement to the body of College Council that they know now that you have been appointed to this committee to serve as the CSEA representative.

Sarah said she thinks that was understood. Her point was that there is a confusion over the roles of CSEA and Classified Senate. Again, CSEA is the voice of Classified Staff in shared governance according to ED CODE 70901.2.

President Fisher stated we have that recorded and she thanked Sarah very much. Let's pursue what we started here regarding the verbiage in red in the middle of page five under Ad Hoc Committee Update.

Leticia said she stated as such as part of the requirements we need to clearly...at this meeting.

The next sections on the minutes we need to record the proper votes and motions carried. Jeremiah was asked do we take a re-vote since the audio recorder did not capture each member votes or do we go back to members present and acquire the missing information and voting information? What is the procedure to follow?

Jeremiah stated the process was followed in terms of a motion, second etc...We just need to record who made the motions and who the ayes and noes, and abstentions were. We either need to go by memory or we need to redo the vote. We had the vote and it passed, so technical just figuring out who ayes, noes and abstentions were. He felt it would be better to contact members present at this meeting and obtain information needed and what they voted.

Starting on page 9, under the agenda item Upcoming/Filling Vacant Positions, motion to approve the hiring of a one year temporary full time contract faculty member under the grant to teach and write curriculum, the group stated a faculty member motion but not sure who. Everyone present at this meeting today that were present at the meeting on February 25th meeting voted "Ayes". The group thought Diane and Algje were the two "Noes". Not sure of "Abstentions".

Also, on page 9, the group suggested listening to the recorder again, because they did not recall a motion being taken or carried on the replacement of faculty in the Accounting and Business Administration department.

The final item in red on page 10, the group thought it was Rania who second this motion.

Approval of the February 25, 2015 amended minutes - Continued	After further discussion by the group, it was determined that in order to record the proper votes and motions carried at this meeting, we would <u>contact the members present, and confirm what their votes were on these motions.</u> Upon all information confirmed by members present at this meeting, the amended minutes will be brought back to the group for approval.
Approval of the March 11, 2015 minutes	Tabled
<p>Upcoming/Filling Vacant Positions: – G. Fisher</p> <ul style="list-style-type: none"> ➤ President’s Office – G. Fisher <ul style="list-style-type: none"> General Fund <u>Replacements</u> - Director of Marketing & PR (non-faculty position) - Director of Development & Community Relations (SBVC Foundation) (non-faculty position) ➤ VPI Office – H. Kinde <ul style="list-style-type: none"> Grant Funded <u>Replacement</u> - Student Success Center Secretary I (non-faculty position) 	<p>President Fisher stated the next order of business is regarding upcoming vacancies. It is almost after the fact, but she wanted to make sure that everything comes to this body even if it is a position of one that we know we must fill. She is not talking about faculty positions. We narrowed this down to classified positions and that also includes management level positions. There are two positions that are currently posted that she wanted to bring to your attention. One is the Director of Marketing & PR. We currently have an interim in place for over a year. It is a non-faculty position and as we promised, it is now indicated next to the position, so there is no question as to whether it is faculty or classified.</p> <p>The second position is the Director of Development & Community Relations (SBVC Foundation), which is the Foundation Director’s position. We have at this time Kevin Dooley who has come to us from CCS, which is a company that provided Mr. Dooley as our consultant bases to pull our Foundation together and build it up to something that is thriving. He has done a good job. Meanwhile, the contract will end May 8, 2015 and we must have a Director of Foundation. I’m bringing it to you so you will know about it and there are no surprises that this position has been posted. This is not the order of business, but I think we are on track now for making sure we have the conversations here to give you an opportunity to weigh in if you have any questions or concerns.</p> <p>In regards to these two positions, Director of Marketing & PR and the Director of Development & Community Relations (SBVC Foundation), Gloria entertained a motion to approve moving forward to fill these vacancies. Rick moved, James second. No discussion and the group voted as follows:</p> <p>AYES: Fisher, Gilbert, Cota, Hrdlicka, Hunter, Huston, Kinde, Miller, Shabazz and Smith. NOES: None ABSTENTIONS: None ABSENT: Beavor, Hamdy, Lillard and Stark. ARRIVED LATE: Bastedo, Hector, and Jaramillo Motion carried</p>

<p>Upcoming/Filling Vacant Positions: – G. Fisher - Continued</p> <ul style="list-style-type: none"> ➤ President’s Office – G. Fisher General Fund <u>Replacements</u> <ul style="list-style-type: none"> - Director of Marketing & PR (non-faculty position) - Director of Development & Community Relations (SBVC Foundation) (non-faculty position) ➤ VPI Office – H. Kinde Grant Funded <u>Replacement</u> <ul style="list-style-type: none"> - Student Success Center Secretary I (non-faculty position) 	<p>Haragewen advised the group she had a vacancy. The Tutorial Coordinator in the Student Success Center retired. The position posted and that position is being filled. The result is that it is creating a vacancy in the Secretary I position. The position is grant funded and cannot operate without a secretarial support. She wanted to bring this to the group’s attention.</p> <p>President Fisher entertained a motion to approve the SSC Secretary I position. Sarah moved, Jeremiah second. No discussion and the group voted as follows:</p> <p>AYES: Fisher, Gilbert, Cota, Hrdlicka, Hunter, Huston, Kinde, Miller, Shabazz and Smith. NOES: None ABSTENTIONS: None ABSENT: Beavor, Hamdy, Lillard and Stark. ARRIVED LATE: Bastedo, Hector, and Jaramillo Motion carried</p>
<p>Educational Summit, April 1st – J. Smith</p>	<p>James advised the group that we have an April 1st event where we will have faculty, staff, and community members on campus. They will talk about their feelings about the campus and what they would like to see as a vision for the campus. A brief introduction will be given that looks at the mission from the state of preparing people for career technical educational courses, transfers, basic skills, etc. The ideal is what do people see as the current image of the campus. When counselors recommend Valley College, what do they recommend it for or, if they do not recommend it and recommend another institution, what is in their mind? We want to know what is the image from the community external point of view? What is the image of the campus from the people who are on the campus, faculty and staff? Where do those things line up and where are they different? A couple of the table topics: What is the current time and what do they see as the ideal time for the campus. Then, we will discuss what areas of growth and what facilities we need to acquire to make the campus what people want to see in terms of the ideal campus. This contributes to information that we will have when we review the mission statement.</p> <p>One of the things we have to do this year for Accreditation is to review our mission statement. We will look at the vision and the image that faculty, staff, and the community have of the campus. We will think about how we are going to revise the mission statement. It also gives us an idea of where the community, faculty, staff, and students see the campus now, where they see the campus going, and what they think needs to be done in order to get the campus to that. We will have a couple of hours to do that during the summit.</p>

<p>Educational Summit, April 1st - Continued</p>	<p>President Fisher advised the group, if they are available, it is really important that you attend and participate in the summit. Encouraged everyone to attend. This is a real opportunity for us to collect some accurate information of what we are doing and where we are going. She thank James for providing this information.</p>
<p>Grant Concept Approval Forms:</p> <ul style="list-style-type: none"> ➤ Cultivating Diversity in a 2+2+2 Collaboration ➤ SBVC/RCC Culinary Arts Program Enhancement Grant 	<p>President Fisher stated she had done this in the past but she thinks it should be a part of our agenda, particularly when we have departments that are applying for grants. Frequently, applications are on a very short timeline and we do not have a great deal of time for discussion. Although we have not defined a process of how we will actually engage in dialogue or when that will take place, she feels you should at least know about some of the grants that just recently came to her for signature. They come to her in most part in the form of what is called the Grant Concept Approval form. Dr. Kathleen Rowley, Director of Grants, prepares this document after she has reviewed all aspects of it. One of the requirements in reporting to me is that she be able to articulate what the impact to SBVC is and should it be awarded. The first one she wanted to present to the group is the 2+2+2 collaboration, titled Cultivating Diversity. It's presented by the US Department of Agriculture. We are talking about \$292,000 plus dollars. This would be a partnership with UCR - Riversides Natural Agriculture Sciences Department and the MCHS. We feel as if we would stand a good chance at being successful. It only involves the standard use of our facilities for students and faculty. There are no real expected demands, no new staff positions will be required. The project is primarily in support of student participation and summer research and science at UCR, faculty development of SBVC, MCHS together with UCR. That is the snap shot and she thinks this is a wonderful opportunity. It is not going to impact us. Our students get an opportunity to work with UCR.</p> <p>President Fisher is bringing this item to the group as an information item.</p> <p>Celia asked would faculty from SBVC be teaching anything from our facilities or will UCR be coming to our campus to teach on our campus?</p> <p>President Fisher stated no. We are providing facilities for students, standard use of our facilities in that regard.</p> <p>James advised the group that the courses will be at UCR, but it will give our students and MCHS students the chance to go to UCR and work with faculty there on their research projects, which some of the projects are fairly advanced. It will</p>

Grant Concept Approval Forms: Continued

- Cultivating Diversity in a 2+2+2 Collaboration
- SBVC/RCC Culinary Arts Program Enhancement Grant

give our students a good experience with faculty there. It's similar to the STEM tradition, even though it is through the Department of Agriculture. His understanding is that all the instruction will occur at UCR.

Diane asked if we are getting money for doing nothing or is the money for transportation?

James stated the money is mainly for transportation and food. He believes that they are going to be able to stay on campus in the dormitory, so some funds will go to that.

President Fisher asked the group if they were comfortable receiving the information here? If they had any additional questions, they could certainly ask them of her or they can contact Dr. Rowley for details.

Rick stated this grant seems very simple and that it is not requiring us to hire anyone, etc. When we get to the ones where we are hiring people, then that is when it gets complicated. We should look at those types of grants.

President Fisher felt that was a good line of demarcation. If the grant is fairly straight-forward and does not impact our faculty and staff or budget (some call for matching funds), then fine. She receives other grants that do involve SBVC and she is looking at those to see if there is any reassigned time for faculty members, stipends, or some compensation which would involve union issues. It is not just College Council, it has to start in a conversation with CTA before it gets to College Council. That is the MOU that is going to be put in place very soon; she recognizes that.

President Fisher shared another grant with the group, so they would have two examples. She does not have a Grant Concept Approval form here, knowing that we have an existing CTE Enhancement grant. This grant came out of the result of the Budget Act of 2014. It is a substantial amount of money and RCC District has been designated the fiscal agent for this enhancement fund. We have partnered with them; 60% of the fund came to SBVC and it is already in place and working in large amounts in a variety of departments: GIS Program, Automotive Technology, Diesel, Auto Collision and Farm Tech. Now with regards with the remaining 40%, we, SBVC, are moving forward with requesting \$126,689.00 for an additional set of multiple programs: Graphic Arts, HVAC, Machine Technology, Welding, Culinary Arts, RTVF and more for Auto Collision. She does not have the

Grant Concept Approval Forms: Continued

- Cultivating Diversity in a 2+2+2 Collaboration
- SBVC/RCC Culinary Arts Program Enhancement Grant

particulars and will not get the particulars, but she does understand that there will be a need for some writing of curriculum which means this involves faculty. This will go through CTA review to be delineated. She had asked for the information, but did not receive what she hoped to receive prior to this meeting. I had enough to at least tell you that this is one that is moving forward. It will be connected to the one we already have. It is just more money and a broader reach of programs that desperately need the funding. We need to make certain that it does not have a negative impact on any of our faculty and staff.

President Fisher asked group if they had any questions and that she will put them on the agenda as information items. If it is going to CTA, she will let the group know.

Leticia asked in regards to the programs mentioned that would require curriculum, are the requests coming from those programs to be added to the grant?

President Fisher stated yes. The programs have already weighed in and had to identify what their needs were, which is part of the proposal. She does not have the details. They identified the amount of monies that they are requesting to do "x" and part of "x" is updating curriculum or creating certificates.

Leticia just wanted to make sure that the departments are aware of this and it was coming from them.

President Fisher confirmed "yes". It is her understanding that the Dean has solicited the information from each of the departments mentioned and they want to be on board and willing too, and many of them already are.

Haragewen stated that the CTE grants, before they get submitted, the faculty has been consulted. We want to make sure we have content experts that would do that and, especially, be completely familiar with all the CTE grants to revamp our programs. Faculty are from day one involved in the planning.

President Fisher advised the group this was the information on these grants and if there is any other information that comes forward she will be happy to share it with the group. If you have any questions, feel free to speak to our Grant Manager.

AP 2510 Collegial Consultation – G. Fisher

- Talking Points – Expectations of the manner in which shared governance committees are run on our campus

President Fisher stated the Talking Point document was distributed at the last meeting for Collegial Consultation. She asked that you review the document since we did not have time at the last meeting. Has anyone had time to review this and like to start the conversation?

No response from the group and President Fisher stated we can table this item. We are in the process of updating the Collegial Consultation Committee list that contains all the committee members, days of the week the committee meets, the time that it meets and the meeting place. We have been making some changes along the way and we have not consistently been moving those changes over to the AP 2510. Myself and Jeremiah have gone down the road about this whole new way of updating the BP and AP that is taking place at the District level but at the local level we have to identify our own committees. It is different from the way Crafton has theirs set up. I am hoping that you take the time to review the document and whether it has any value in terms of giving us any direction as we move through to verify the committee charge and membership. We started this conversation and I will bring it back for discussion. It has to do with plans for the next fiscal year; how should committee chairs deal with the issue of certain members of committees not attending? It is not the responsibility of the committee chair to act like a police person. It is a matter of making the appointee party, the person who appointed the committee member to the committee aware of the fact that maybe there is a schedule change, and it has not been communicated and that is why they are not attending. There are concerns in various areas in which members are not attending meetings. This is a way to look at it and see if we want to help to have better representation at our Collegial Consultation Committee meetings.

Rick mentioned that it is very frustrating.

Dave mentioned that the District does not care that we are paying someone for nothing. He does not know why someone does not put some teeth into it.

President Fisher is looking at this group to put some teeth into it as a committee.

Sarah stated that there was a previous discussion of this issue at one of the meetings she attended before as a designated CSEA. It was discussed, at that time, that it is management's role to enforce the contract that they have with CTA. Committee attendance is a portion of those duties under that contract that the management co-chair was going

AP 2510 Collegial Consultation – G. Fisher Continued

- Talking Points – Expectations of the manner in which shared governance committees are run on our campus

to be contacting those members who were not in attendance to find out why. She has to endorse what Dave just said; its management's role to expect from its employees what they are contracted to do. It is not my role, certainly as a member of this body, to do that and she does not have the power to do that. The only one that has the power to do that is management. It is really different for classified staff members whose job descriptions do not usually involve membership or service upon a governance committee. For CTA, that is part of those duties which faculty are reviewed and, whether or not they are attending their shared governance committee and contributing, is part of their job performance.

Dave questioned if management is looking for us to help them figure out how to do this?

President Fisher said no, but she is looking at this body to agree that is what is going to happen. We are going to take a firm stand on committee participation, not just show up.

Diana stated the language in the contract is participation; attendance is not required. She is not trying to disagree with you, but she will double check the language. Some of the reasons include many things that are beyond are control as faculty members and beyond this bodies control. The prime example is the changing the time of this meeting that prevents some of us from being here. Things like this do happen on committees all the time. Schedules change and faculty chairs often have to find last minute replacements for people. She does know quite a few faculty that do participate, but they physically cannot be present at the meeting. Yet they do things like proof read documents, prepare documents, participate by email, access Cloud and do all sorts of valuable work. She feels like she needs to defend them and she does not feel it is everyone. You should not assume because they are not there, they are not participating.

Dave said if you are one of the chairs and you know someone is not attending or participating.

Diana said it is not the chairs responsibility.

Dave questions is there a management person on the committee?

President Fisher said there is a manager on each committee. It takes her circular back to what she said that this document is important because it reflects the location, time, who is on the committee, and what manager is on the committee. We have a document which is reference and is posted for anyone to view

AP 2510 Collegial Consultation – G. Fisher Continued
Talking Points – Expectations of the manner in which shared governance committees are run on our campus

anytime. So when say you want to change a committee meeting time, you can view the document and see that it collides with another meeting time and it cannot be done. This happened already with the Budget Committee already.

Dave said you should not be able to change the meeting time from one year to the next.

President Fisher advised that most committee assignments are for a two year period. She said these were all great points and particular taking notice of the participation aspect of it because it is important to recognize.

Leticia stated it is not an easy situation. She commented even for a manager to start calling up members not attending; do they call a member if they have not attended one day? Also, are all members being called who are not attending meetings?

Dave stated we are talking about the members who have been on roasters for years and have not made one meeting.

Leticia stated something needs to be communicated that says what is going to be taken place and when does this take place. It is a hard issue and if one person gets a call and someone else does not get a call regarding attendance, then they might say, Why are they picking on me?

President Fisher stated for these reasons were the point of starting this discussion.

Sarah mentioned there are duty equities in the manner in which this is approached. If people fill there are inequities, then that is an issue you take up with their unions because that is what the unions deal with. Again, we had this conversation in this body and what was determined at that time it was the managements role to be the enforcers of employer of the contracts they have with those particulars employees. She does realize there are other ways of participating beside attendance, but there are lots of people that do not attend, nor do they participate in any manner.

Ricky stated the difficulty that he sees is yes we can use a general term like management. If that person does not directly report to that manager, then that becomes a challenge. What I have seen done in cases like this, is a letter typically comes out of the President's office, like this is an expectation as part of your contract and you understand you have not been living up to that expectation. That person who is not participating may not report directly to that manager.

AP 2510 Collegial Consultation – G. Fisher Continued
Talking Points – Expectations of the manner in which shared governance committees are run on our campus

President Fisher appreciate Sarah's comments and the accuracy of her memory. She asked Debby if she could pull up the minutes and Debby reminded her the document that you have was one that the group requested, "Talking Points". The group said we had all this conversation and we will create some talking points per the discussed at a previous meeting, then we will come back and try to narrow it down because all these pieces came forward. Granted it is the management responsibility but that is just a statement. It runs into the kinds of concerns that could arise, such as like Dr. Shabazz just pointed out, if that is not your manager and there coming up and telling you that you did not do this, that or other, how is that going to be received. Is it appropriate or doe that manager have to go find the other manager, so that manager can deal with the employee. Not sure how that plays.

Leticia stated it just seems the issue is that we have people show up to meetings all the time and there just as helpful as the ones not coming at all. Again, I think the bigger issue is how big of an issue is this on our campus. We want to talk about it and if this is a big issue, and the majority of our committees are not being well attended, I think the question is "why". Try to identify what is lacking here. Why do faculty choose not to participate or is it just a handful of faculty?

Dave stated especially since they get to choose which committee they serve on.

Leticia said exactly and we cannot avoid the conflict of schedules sometimes, but is this a smaller issue or bigger issue. That is what she would like to find out.

Dave stated it is a big issue and what percentage sits on your committee?

Leticia and Haragewen stated about 90%. There are a couple that never come.

Rick stated there were a few members on his committee who contacted him in the beginning of the year who said they were not going to attend but if you need me to do anything then let him know.

President Fisher advised the group to review the talking points and she will bring this item back for further discussion. This "Talking Point" document was attached to your meeting minutes of March 11th. It was a document that the group asked to be put together with all the points discussed at that meeting to be brought back at future meeting to be discussed further. Debby will resend this document back out to the group again.

AP 2510 Collegial Consultation – G. Fisher Continued
Talking Points – Expectations of the manner in which shared governance committees are run on our campus

Sarah wanted to address what was said about what if that is not the manager. It is not all that complicated. We are all employed by the District, not by are managers or by any individual or any person. An expression of expectation in regards to faculties' duties from their employer as an opening might be the easiest and best way. That way it is not one person and it is not someone manager, because everyone is employees of the District.

President Fisher advised Sarah she understood her point that it should not be this body, but the District. But it would be this body to make the recommendation that I take forward to District. District needs to be more prescriptive in terms of the policy so it is consistent with the contract. This body would need to make that recommendation, so we do have a role. We did start the points of talking and she would like to bring these back to decide what we want to do and have something put in place for the next fiscal year.

James advised the group in the survey data some committees have 90% attendance and there are some that not that they do not get anything done but it effects moral. It becomes a moral issue at some point, if they can get away with it why should I.

Gabriel understood that it is part of their constitution and bylaws that we attend these meetings. He commended at the beginning of fall semester we were having problems because I was going off an old document similar to that in which all the meetings and times were just not there. It was hard for me to find out who the managers were heading up the committee itself so he could assigned the Directors to attend the meetings. Then I received another updated form from Joseph there advisor in which that was not to the tee. We were sending out the Directors but when they were arriving to the committee meeting, the date and time was not happening. He believes the document is a life saver especially within Student Government because it give us a place to go to attend these meetings and he was glad that it was being brought up.

President Fisher thank Gabriel for these meaning full comments. We can only encourage people to attend are shared governance meetings, if they can be assured of the date, time, location and who they might contact to the offering.

Celia stated we are focusing a lot on faculty. I chaired two of the big committees on campus and there are a lot of classified and students that do not show up at the meeting to. Whatever we address, needs to address everybody.

<p>AP 2510 Collegial Consultation – G. Fisher Continued Talking Points – Expectations of the manner in which shared governance committees are run on our campus</p>	<p>President Fisher stated she thinks we went down that path because there was a focus on contractual requirement under CTA. But there is also a commitment that you are going to be on a committee and you are going to serve. Thank you very much for that Celia.</p> <p>We will bring this back for further discussion. The Collegial Committee list is posted on the website and the Talking Points were emailed to you. We want to update this document and make sure it is accurate. We will revisit it, but if we get it accurate now, than it will be easier to work from going into the next fiscal year.</p>
<p>Governance Handbook – G. Fisher</p>	<p>President Fisher advised the group we have been working on the shared governance handbook for a while and I have asked you to review it. If there was anything more you wanted to add or make comment to, I asked that you get them to me. I have not received nothing. It is going to go to print.</p> <p>Celia advised that her committee meets tomorrow and she has not had a chance to present it to her committee. It is the first time since last asked about this document.</p> <p>Rick also stated his committee does not meet until next week.</p> <p>President Fisher does not have a problem with that. If she can sense some type of commitment to us finalizing this document. It should not be just hanging out here. Sarah you did not have the benefit of the opportunity regarding this document since you are now representing CSEA. We will make sure that you get this document. We will bring it back to the next meeting which is in two weeks. It has been through, I do not know how many pass through, but I think we our very near a final document. It went to Senate when Algie was here.</p> <p>Celia said it went to Senate and we were asked to look at it and bring things back.</p> <p>President Fisher clarified to the group that Stacy Garcia received all the feedback and she made the changes in the document. This is what we are left with and that is why I am bringing back to this group. We have put in all the changes and everything that was submitted. Now we have done nothing. We need to go back to see if she inputted everything or anything that you did not intent is within the document. We need to get it done. So, that this document will come back in two weeks. Is there anyone who will not have the opportunity to meet with their Constituent Group?</p>

<p>Governance Handbook – G. Fisher Continued</p>	<p>Sarah stated the CSEA Chapter meeting takes place monthly.</p> <p>President Fisher does not know what Colleen had done in the past, but asked Sarah to take a look at the document so she can weigh in at the next meeting. Meantime, the group can send their changes or comments or anything they see that is inaccurate to Suzan Hall.</p> <p>President Fisher mention to the group that she has a goal that we vacate this room around 2:30 p.m. today, since the Academic Senate will be holding their meeting in this room today at 3:00 p.m.</p>
<p>Ad hoc Committee Update - Membership Inclusion of BFSAA and LFSAA - J. Gilbert</p>	<p>Jeremiah provided a handout of the revised document to the group. This document went out and he changed the name. Previously, there were some notes from the Committee and then it came to this body and some suggestions were made. He has incorporated those and the notes that he received from Algie, since she represented Jeremiah at that meeting. Basically, it was a change in language so this is consistent of the employee/faculty/organization/association for consideration for requirements and process.</p> <p>The first bullet point under requirement was a suggested addition.</p> <p>Bullet point number two under process was revised to state must be align with College Council three functions.</p> <p>Previously, Membership suggestion at the bottom of the page, it was suggested that the Director of Marketing & Public Relations and Director of Grant Development be added at the last meeting. He did not see a motion, so left it as a suggestion.</p> <p>This revised document is just incorporating the changes from the February 25th meeting that Algie was representative for Jeremiah. He does not know where it left off.</p> <p>Rick stated in bullet number three in requirements, if it could be "Minimum <u>active</u> membership. Not just minimum membership, since people could put anything on paper. Their minutes should reflect an active membership.</p> <p>Jeremiah stated he could change that to state such.</p> <p>Celia asked how big is College Council going to get? She does not know if anybody else has notice that the larger we get, the longer the meetings are and the less we get done. Just an observation and she does not know what a solution is.</p>

Ad hoc Committee Update - Membership Inclusion of BFSAA and LFSAA - J. Gilbert Continued

President Fisher did not know what the rationale was in including the Director of Marketing & PR.

James said it was because one of the charges of this committee is communication and another is planning. The Marketing & PR Director would be a representative to contribute to communication and the Grants Director to contribute to planning.

President Fisher said we will have to take a vote on that to see what the body fills about including those two positions, so we can get to a discussion.

Jeremiah said we could also considered those two positions as advisory members, whether than voting members.

Sarah questioned that she cannot tell from this whether membership would be advisory or voting.

Jeremiah stated under the process number four, if they met the process and followed the process they would be appointed to an advisory role for a year. Upon review they could become a voting member, if their membership was active and they stout to be a voting member. That was the thinking behind that.

Sarah asked if we are going to require those things under bullet two under requirements, what evidence of the existence of those things do we require in order to get or met those requirements? How do we know that?

Celia said they would have paper copies, have a website that contain those things including their minutes. Meeting schedule and their attendance. At least they would have paper minutes that they could show us, if they are running a formal meeting.

Sarah stated when she attended the meetings before and there was a group seeking membership, someone asked about their constitution and basically were told "no". So, she does happen to wonder how we know this.

James stated in our adhoc committee meeting that people would have to submit that.

Sarah stated that we should probably should indicate that.

Jeremiah stated that under bullet two it states with bylaws, charge, minutes, regular meetings, which that is what the idea was behind that one.

President Fisher said that it is probable sufficient and we would review those documents and make a determination.

Ad hoc Committee Update - Membership Inclusion of BFSAA and LFSAA - J. Gilbert Continued

David said in bullet number 4 not sure what a consistent designee is.

Rick stated that the same person would be attending.

Jeremiah clarified for instance when he cannot attend a meeting than his VP is his designee. He just does not randomly assign anybody. That was the thinking behind that.

Rick said so we do not get someone who does not know are procedure or ongoing conversations, etc...

Dave said he sees what is being said but it is not clear when you just read it out per bullet number 4.

President Fisher asked the group if there are any other changes to the document, other than bullet number 3 where it is to be change to "Minimum active membership". In terms of the membership suggestion; it is just a suggestion. We can vote on the document. How do we want to handle this membership suggestion? Do we want to change to be membership advisor or do we want to vote on it separately?

Jeremiah said we should vote on it separately. Since the intent of the adhoc committee was to develop the requirements and process. These fell outside of that. As we were reviewing the charge of the committee and thought maybe these are two areas that might be memberships.

President Fisher entertained a motion to approve the Requirements and Process for College Council New Member Consideration, without the inclusion of membership suggestions; with the addition of "acting" following the word minimum at the third bullet. Rick moved, Diane second. No further discussion and the group voted as follows:

AYES: Bastedo, Cota, Fisher, Gilbert, Hrdlicka, Hunter, Kinde, Jaramillo, Shabazz and Smith.

NOES: None

ABSTENTIONS: Huston and Miller

ABSENT: Beavor, Hamdy, Lillard, Stark, and Hector-left meeting at 2:02

Motion carried

We will come back to the group and have a conversation about the suggested memberships. We will discuss the why's and why not's and take a vote. We will determine at that time to what capacity.

Strategic Planning (Goals 3 and 4) – J. Smith

➤ District Strategic Plan

James stated at each of our meetings he wanted to focus on the evaluation of our goals from the Strategic Plan. We are on 3 & 4 now and those have to do with Communication, Campus Culture, and Climate, goal three and the fourth goal is Leadership and Professional Development. At the next meeting we can take a look at some of the details here. Some of these things are related directly and will be decided when the Director of Foundation come on board. One of our goals was to have an active Alumni. The last few years we have not have any Alumni activities. The spirit of this goal is focus on internal communication. Things like regular updates from the Budget Committee. External communication to connecting to the community and remaining connected to the Alumni, the people who pass through.

James mentioned that we are also in the process of the District Strategic Plan. Final stages of bringing that together. The group received the first draft of a set of measurable adjectives to address the goals of student success, enrollment and access. He has been to a number of committees where we have reviewed this and he is going to give them his recommendation. There are a few things we wanted to adjust about the numbers. Most of the committees in general, people are not happy with the terminology of through put rate. One of the adjective here in 1.2.1 and 1.2.2 has to do with the success rate for students who start in basic skills and make it to transfer level. It seems to take all the energy away from the student and makes them almost a through put object. It is a funny term, but it is something that they have chosen, and nobody that he has talked to is happy with it. That is going to be one of his recommendation, to call it "success rate"; basic skills success rate. That is all for now on this topic.

Educational Master Plan – J. Smith

James stated that we are at a point that it is time to update the entire Educational Master Plan. The Educational Master plan (EMP) is document that is a composite of individual plans from every campus department. Everyone gets a one page sheet, an EMP. We use it in our Program Review and lots of other ways to have that basic granular level of planning at the department level. Some campuses use the EMP in the way we use the Strategic Plan. Our primary EMP is focus on instruction and academic programs; things related to academic programs for student success. Some EMP, like our Strategic Plan, deal with everything, like landscaping, tree maintenance or bathroom maintenance. Where our EMP does not, it focuses on the Instructional side. He has given the group the first 17 pages of the EMP, this is the generic part and everything after that is individual EMP sheets. But one of the weaknesses, since the last time we did this, we need to have an introduction and a body that is broader. That integrates some common themes from all the department plans as the first part. When we did this we did it as a requirement from the Accreditation and we put it together with what we knew at the time. The bar is higher now and we need to have something that is more sophisticated then what we did then. If you read through this there is lots of data on measure of demographics. but no unifying statement that pulls this together with other plans, and puts the individual departments together. Which brings him to the fact that it is in our planning model and the place where it is in are planning model, puts it in perspective. But the planning model is also on the agenda for this committee and probably need to deal with those two things at the same time. That is how this is going to be structure, but after we look at the big picture. Where does it fit and where we want it to be. After we have done that, he is going to ask for some volunteers. He liked the way the adhoc committee worked on the membership smaller project; so maybe he can do this on this larger project to see how it works.

Ricky inquired in James explanation one of the things he did not hear is how all of those plan models are related to budget. Our resource allocation is related to the planning process.

James said that a lot of our plans do not refer to monies at all. They just say we want to do this and one day we will. But budget has to be integrated into here somehow. That is his report and he will follow-up next time.

President Fisher said that this has become even more important, because this plan is through this year and we will be updating the plan. This is a five year cycle plan. One of the things that they are going to be looking at down the road in

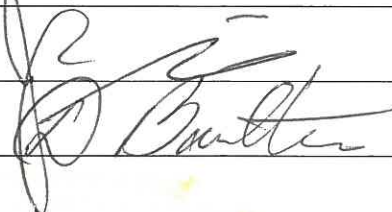



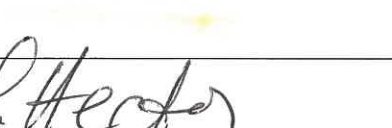



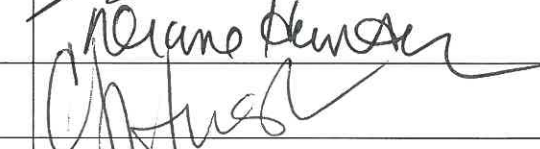

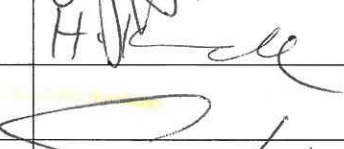




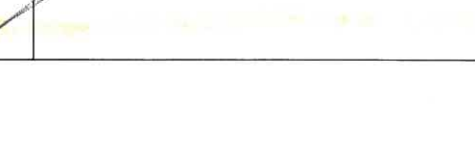
Educational Master Plan – J. Smith Continued	<p>conjunction with the EMP is the Facilities Plan. The two really work very closely together. The facilities plan is out of date. One of the high priorities here in terms of operating a facilities is the CTE Building and Parking Structure. Where are we going? Some of the challenges this institution without a solid Educational Master Plan to drive the planning for the foot print or interior of the CTE building. Do we just put in the same square footage, etc...in the CTE building? We are going to face some very hard decision in the future. Who are we? What is are identity. Dr. Smith just touched on that and will again at the Educational Summit. This is a pretty big deal and you will continue to hear about this. They also are going to be working on the EMP and Facilities Plan at the District level. It is important for are voices to drive them up. The sooner we get started the better. So we can get our collective thoughts together to influence and inform the document at the District level that will also pertain to us.</p> <p>James added that the last facilities plan was in 2006-2007. There has been a lot of facilities changes and upgrades. It is going to take some time for updating.</p>
Accreditation and Student Learning Outcomes – C. Huston	No Report
Campus Climate Survey – J.-Smith	No Report
Needs Request/Funding Cycle – S. Lillard	No Report
Program Review – S. Lillard	No Report
Committee Reports (start at 2:30 p.m.):	<p>Rick reported for the Technology Committee that the new mobile app for the campus is getting close; hoping for the 1st. It has all been through the testing. Students will be able to register, look at their schedule, and get a map of the campus with direction to the campus, directory – able to look up people phone numbers and room numbers. The Marketing Director has been leading the project; he has only been involved in the testing part. He advised and referred them to get a hold of the Marketing Director for the question asked about training on this new mobile app.</p> <p>Gabrielle reported for ASG that they are still working on the event and elections in B-100.</p>
OTHER:	
Adjournment:	Meeting adjourned at 2:35 p.m.
Next College Council Meeting: April 8, 2015	

COLLEGE COUNCIL MEETING – SIGN IN

DATE: March 25, 2015

TIME: 1:00PM – 3:00PM

LOCATION: President's Conference Room ADSS-207

NAME	DEPARTMENT	SIGNATURE
Dr. Gloria Fisher	President (Chair)	Present
Jeremiah Gilbert	Academic Senate President (Co-Chair & Academic Senate)	
Dave Bastedo	Faculty, Science (Technology)	
Aaron Beavor	Classified Senate President (Classified Senate)	
Marco Cota	Dean, Counseling (Matriculation) (Enrollment Management & Student Equity)	
Rania Hamdy	Professional Development Coordinator (Professional Development)	
Leticia Hector	Faculty, Speech (Curriculum)	
Gabriel Jaramillo	ASG VP designee for ASG President (Associated Student Government)	
Rick Hrdlicka	Campus Technology (Technology)	
Diane Hunter	CTA Representation (CTA)	
Celia Huston	Non-instructional faculty, Library (Accreditation/SLO's)	
Haragewen Kinde	VP, Instruction (Instruction/Accreditation)	
Sheri Lillard	Faculty, Chemistry (Program Review)	
Sarah Miller	Designee for CSEA President (CSEA)	
Rick Shabazz	VP Student Services (Student Services)	
James Smith	Dean, Research & Planning (Research & Planning)	
Scott Stark	VP Admin. Services (Administrative Services)	

(17 members)

MEETING GUEST – SIGN IN (Below)

NAME	DEPARTMENT	SIGNATURE

SBVC College Council MINUTES

Date: February 25, 2015

Location: President’s Conference Room, ADSS-207

Time: 1:00 PM – 3:00 PM

Gloria Fisher, SBVC President, Chair
 Algie Au representative for Jeremiah Gilbert, Academic Senate
 President, Co-Chair
 Dave Bastedo
 Marco Cota - **A**
 Gray Eaton
 Rania Hamdy
 Leticia Hector
 Rick Hrdlicka
 Diane Hunter

Celia Huston
 Haragewen Kinde
 Sheri Lillard - **A**
 Gabriel Jaramillo, Representative for Thomas
 Robles
 Ricky Shabazz- **A**
 James Smith
 Scott Stark
 Cassandra Thomas
Guest(s):
 Gloriann Chavez
 Eddie Sanker
 Tarif Halabi
 Linda Subero

TOPIC	DISCUSSION and ACTION
<p>Call to Order:</p>	<p>Dr. Fisher called the meeting to order. We have some old business to take care of. I hope you had an opportunity to review the minutes. The committee stated they had not received the minutes and approval was tabled until the March 4, 2015 meeting.</p> <p>Dr. Fisher recognized Algie Au as the representative for Jeremiah Gilbert, Academic Senate President. At times we will have a representative for someone who needs to be absent. But we also have someone who has been replaced, Gabriel Jaramillo for Thomas Robles, who cannot attend on a regular ongoing basis, I think we should just list the replacement’s name. Both Algie and Gabriel are voting members today.</p>
<p>Approval of the December 10, 2014 amended minutes</p>	<p>Tabled</p>
<p>Approval of the January 14, 2015 minutes</p>	<p>Tabled</p>
<p>Approval of the January 28, 2015 minutes</p>	<p>Tabled</p>
<p>Approval of the February 11, 2015 minutes</p>	<p>Tabled</p>

Guest Speaker: Discuss Welding back lab – Eddie Sanker

Dr. Fisher welcomed Eddie Sanker from Welding and Tarif Halabi from Electronics.

Eddie would like to have a policy in place that department chairs are required to sign off on all equipment purchased in their areas. I have a fume extractor that I believe to be the best. The best product is actually the lowest priced product in this case and I believe if someone in the department had been consulted, this would not have happened.

Scott stated the user group currently signs off and that includes, the dean, department chair, and faculty. The equipment used for this specification actually came from the Dean in welding. At the meeting where the decision was made, the minutes show this item was approved and came from welding and technology. The user group inputs on products way in advance. If the product fits and doesn't cost any more, we can get this item.

Eddie said when they were approached about their lab and asked if there was anything they wanted done, he and Achala actually designed the lab but in rough draft form. It was never meant to be taken as final.

James stated the input from the department chair is already included and maybe that's not the part that needs to be changed but the final recommendations need to be separated.

Eddie thought there would be a period where it would be discussed and users could make changes.

Scott said this is done before the bid in the design process so it has to happen early on. It can be difficult to make changes later on and an active user group is good.

Dr. Fisher said we can shore up what we do on campus to make certain our voices are heard. Eddie-we don't really need a policy because the mechanism is already in place. We need to ensure we are following our own process which is the total inclusion of the voices of the user group, but understanding that it's going to come as a recommendation even though they may say certain products are the best. The District has an approved vendor list and if they are not on the approved list that's not one we can select.

<p>Continued - Guest Speaker: Discuss Welding back lab – Eddie Sanker</p>	<p>Dr. Fisher wants this group to be more proactive and charged Scott to work with the District and report at the next meeting regarding what is the process, in writing and when is the last time the user group can make changes without significantly impacting. I will take it to Chancellor's Cabinet to begin the conversation there and I assure you I will find full support for what I bring forward because Crafton Hills College is going through some major building so they will have an interest in this conversation as well. She thanked Eddie for coming and for his extremely valuable comments.</p>
<p>Ad hoc Committee Update - Membership Inclusion of BFSAA and LFSAA - Algie Au, Representative for Jeremiah Gilbert</p>	<p>Algie referred to the handout distributed and stated the committee was charged to work on a process for those committee applicants and the process as spelled out on the application. I am excluding who is applying since this process must include everybody. They have bylaws already, they have a charge to what they do, they have some regularly recorded meetings and regular meetings they hold. That is one big requirement. Next is how big is the committee going to be? I think that twelve was mentioned as a good number. The president of the committee will come to the College Council meetings. Then you will have some kind of liaison. These are the basic requirements for those who would apply. For the process, they would have to contact this group, be added to the agenda and this group would have to make the official representation. This group has to decide whether they meet all the requirements. It's the applicant's responsibility to fulfill the requirements. This particular group will then be enrolled for one year. If, in the year, this group decides after observing the new participants, and they can sustain the number of members, they can become voting members. This gives you a period to observe the new participants and if they don't participate, they can be removed.</p> <p>Rania thought the advisory role was crucial. We didn't want someone to be voted in on College Council and just not show up at meetings. We wanted them to observe what College Council does and decide if it's beneficial to the club or organization. Is this something I need to be part of for a year and then report back? Once they have that advisory period then we can certainly vote after the year.</p> <p>.....observed that every single student club meets this criteria. Was that discussed?</p> <p>Algie said if they are interested and they conform.</p>

Continued - Ad hoc Committee Update - Membership Inclusion of BFSAA and LFSAA - Algie Au, Representative for Jeremiah Gilbert

.....I wonder if this was discussed. Would this include CHC as well as part of the District?

James said it was discussed and will also go to District Assembly and be discussed there.

Dr. Fisher stated I think it is internal on this campus and I'm not sure this needs to go to District Assembly. I would shy away from going to District Assembly with this and I don't think that was the intent. I want to re-emphasize the point Algie made about this not being about the individual organizations that came forward. The purpose of the Ad hoc committee was to consider anyone, any group or organization who might want to come in. I think it's worth a few minutes of conversation about clubs. This is a balanced committee and if it were to become unbalanced with student representation it would defeat the ability of this committee to make decisions. It's not a student committee. We have student representation. Students are welcome to attend. You are a member of ASG, Linda, and also a member of the Black Student Union. We have to be mindful of the purpose, mission and charge of College Council.

Rick stated it says charge. We talk about these charges and that comes down from College Council. Would we then have to approve the charge of the group that wants to join?

Dr. Fisher said yes, we would. Each committee that's listed we would have approved their charge.

Algie questioned are we talking about committees or about organizations/associations that could be clubs?

James clarified we are talking about organizations/associations.

Diane was wondering if somebody uses the established process and a new member applies, is that going to change our AP? Whatever we end up doing when it is finalized, we need to clarify where the existing committee is.

Algie asked if you would like to add something along the line of processes, maybe under 4 after the review. You have a year of them being in an advisory role and after that one year, you would want to review their charge and see if it fits By adding that language would that clarify?

Continued - Ad hoc Committee Update - Membership Inclusion of BFSAA and LFSAA - Algie Au, Representative for Jeremiah Gilbert

Dr. Fisher stated the way this is presented with organizations or associations and we went down the slippery slope with clubs, it could be interpreted we do not want student representation.

Rania clarified we were not thinking student clubs but employee associations and organizations only.

Linda, chair of ICC, stated they already have clubs and organizations. What I got is the staff members that have clubs and organizations are the ones here. I know this is not pertaining to the students. Students would overwhelm here and would defeat the purpose of our own clubs on campus.

James said together with employee clubs and organizations, we can also scratch District organizations and it will read for campus employee and faculty associations to specify it is for staff and faculty.

Algie will make that note for Jeremiah.

Rania said they were thinking if an organization is willing to go through all of this, when they come and do the initial presentation and if they fit the requirements of College Council, the planning, communication and management portion integrated into their presentation, they are willing to present all of the minutes, charge, bylaws and be in the advisory role for a year, do they really want to be on College Council? We will move forward in that process and then see how it goes and re-evaluate in a year.

Celia was thinking we could suddenly find we have a lot of organizations and associations on campus, and I was looking to see if there is something an organization had to do legally to become an association but there are apparently incorporated and unincorporated and it's not like they have to have any particular standing to be an association. I was trying to find out how we could define association.

Algie stated there are fee charging associations and there also those who do not charge a fee unless you become a member. I can add that in if this body wants. The most important part is they meet the requirements of the College Council and its functions and list those three functions.

Gray offered clarification about CSEA and Classified Senate. We have a duties delineation that defines our roles on the campus. Classified Senate is our collegial consultation to allow classified members to participate. CSEA's role is collective bargaining.

Continued - Ad hoc Committee Update - Membership Inclusion of BFSAA and LFSAA - Algie Au, Representative for Jeremiah Gilbert

Dr. Fisher stated there is a similar line between CTA and Academic Senate.

Algie asked if you want to add a process or not add a process?

James agreed with Leticia on making sure the charge is in line with the goals of our committee early on. It can happen when an elected official of the organization makes a presentation to College Council and state how they see their organization advancing the goals of College Council.

.....as part of the requirements we need to clearly indicate they need to convince us they fall within the three goals and there is still a voting process where we then decide after the presentation if they meet our goals and are deserving of one year advisory.

Rick said requirements to be considered could be added.

Dr. Fisher thanked Algie for her presentation. It will go back to the Ad hoc committee, come back to us and then we can consider the entire document which includes further recommendation.

James mentioned there are a couple of things we did not talk about here. Because communication is one of the primary elements we recommend the communication director, the person who is marketing/public relations also be included on the committee. That was unanimously accepted. I had another one which is grants as it is so connected to planning maybe we should include grants.

Dr. Fisher asked him to add this to the committee for discussion and bring back for consideration all together.

AP 2510 Collegial Consultation – Dr. Gloria Fisher

Dr. Fisher stated for whatever reason, when the AP 2510 document went forward, the change from Palm to Managers Meeting did not make its way to the printed copy so it was sent back. It will be going back again as an informational item with the correction.

Upcoming/Filling Vacant Positions: – Dr. Gloria Fisher

- VPI Office: – Dr. Haragewen Kinde
 - Administrative Assistance I - Instruction Office
 - Secretary I to Secretary II
 - **One Year Temporary fulltime faculty- Div. Grant**
 - **Replacement Faculty for Accounting and Business Administration departments**
- VPSS Office: – Marco Cota representative for Dr. Ricky Shabazz

General Fund

Replacements/retirements

- **Articulation Counselor (in process)**
- Director of Student Life
- Library Technical Support Assistant II (retirement)
- Secretary II (Financial Aid)
- Financial Aid Specialist II

New

- Financial Aid Coordinator
- Library Media Clerk

Haragewen stated the Instruction Office has a vacancy, the Administrative Curriculum Coordinator, and as a result, we are reorganizing our office. The plan is to put that Administrative Assistant Curriculum Coordinator position on hold and reorganize it with an Administrative Assistant and a Secretary II. That way the work load and efficiency of the office will be better.

Rick questioned Haragewen about putting one position on hold and creating two?

Haragewen said it would be a wash cost wise and the Secretary I would become a Secretary II.

Haragewen discussed the one year full time temporary faculty position. We are partnering with the EDTC who received a grant. It is called the Trade Adjustment Assurance Community College and Career Training so Valley College has received some funds in the area of curriculum development and working with the employers and industries in the area to upgrade our curriculum and write new. It's in the area of welding and machine technology. The Department's recommendation was to have one person so there will be continuity in the program. It is not a permanent position and this is just one year for the curriculum piece.

Dr. Fisher clarified this position is funded from the grant and not from general funds. This person would not move into a tenure track displacing the possibility of the new process. We are waiting to receive a recommendation from the Academic Senate on what the process will be for hiring permanent faculty. This is something we can decide in one year where we are. We can look at all the totality of the circumstances for all the positions, including this one. We need to follow our own process in terms of hiring.

Haragewen clarified it will be a one year full time temporary faculty member. The load will be teaching but also creating curriculum. She also said from the curriculum they are trying to create there will be a person who will address both areas. The courses in machine technology need updating so this is where the focus is going to be.

Haragewen discussed retirements and where they stand. There are two vacancies in the Business Administration department, one in Real Estate and one in Accounting in Business Administration, so this department is down to one full time faculty member in each area and filled with part time. We want to combine those positions and have one instructor who can do both.

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

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New

- Financial Aid Coordinator
- Library Media Clerk

Rick has a concern in filling the Business Administration position when it was a movement from management into this position.

Haragewen stated there was a faculty member who retired before this retirement so we filled it.

Cassandra has a pharmacy tech program that really could use a full time person and if that program doesn't get what it needs it will die.

Algie stated it might be beneficial for this position to be sustained for a little while since Senate is considering a process at this time.

Dr. Fisher made it very clear we are operating under a hiring freeze. That means just because a vacancy occurs we do not automatically fill that position with a replacement. It goes through the process we shaped out of desperation before since we had to do something. We are not there yet as we are waiting on Academic Senate. The process is being developed. We will bring it to this body for a recommendation to accept, reject or modify what is coming forward from Senate and then we will have something to move forward. If we don't make a decision about a policy or a practice, a procedure so everyone knows what we're doing we will be in the same place we were last time and you know how well that worked. It was awkward but there is a much better way to go there with clarity.

Dr. Fisher continued, as far as the secretary, I would like us to take a vote on that. It's not a position we have a choice. We must have an Administrative Assistant in the Office of Instruction.

Dr. Fisher entertained a motion to approve the hiring of an Administrative Assistant, placing the Administrative Curriculum Coordinator on hold and moving the Secretary I position to an upgrade to Secretary II and these are both in the Office of Instruction.

Rick moved, Cassandra second, discussion. No further discussion and the group voted as follows:

AYES: Fisher, Au, Bastedo, Eaton, Hamdy, Hector, Hrdlicka, Hunter, Huston, Kinde, Jaramillo, Smith, Stark, Thomas

NOES: None

ABSTENTIONS: None

ABSENT: Cota, Lillard, Shabazz

Motion carried

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

- VPI Office: – Dr. Haragewen Kinde
 - Administrative Assistance I - Instruction Office
 - Secretary I to Secretary II
 - One Year Temporary fulltime faculty- Div. Grant
 - Replacement Faculty for Accounting and Business Administration departments
- VPSS Office: – Marco Cota representative for Dr. Ricky Shabazz

General Fund

Replacements/retirements

- Articulation Counselor (in process)
- Director of Student Life
- Library Technical Support Assistant II (retirement)
- Secretary II (Financial Aid)
- Financial Aid Specialist II

New

- Financial Aid Coordinator
- Library Media Clerk

Dr. Fisher entertained a motion to approve the hiring of a one year temporary full time contract faculty member under a grant to teach and write curriculum.

....moved, David second

No further discussion and the group voted as follows:

AYES: Fisher.....

NOES: 2 opposed ???

ABSTENTIONS: ??

ABSENT: Cota, Lillard, Shabazz

Motion carried

Dr. Fisher asked if we need to vote on replacement of faculty in the Accounting and Business Administration department? I would suggest not but if you want to vote I will ask for a motion.

...moved we wait for the Senate process to come forward , ...second, discussion.

Linda stated she is in Business Administration I have to wait for someone to get into the accounting class so we don't have the faculty in accounting. I have to take whatever is open and right now I am taking an online class in accounting and it's very hard not to be in the classroom to do accounting. I am struggling as a student and have to take what's available and no hands on. For us as students, we need someone in accounting.

Dr. Fisher thanked her for her comments. We will take this into consideration seriously and look at where are the greatest needs.

Dr. Fisher went back to the motion Waiting for the Academic Senate process and use that to evaluate positions.

AYES:

NOES: None

ABSTENTIONS: 1???

ABSENT: Cota, Lillard, Shabazz

Motion carried

Dr. Fisher explained Ricky is at a conference and intended for Marco Cota to speak to the SS positions. I believe Ricky is the best person to give the explanation on what it is he is desiring to do. One position, the Articulation Counselor is in process and we are filling this position. I am not going to address the positions and will let him do that when he returns.

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

- VPI Office: – Dr. Haragewen Kinde
 - Administrative Assistance I - Instruction Office
 - Secretary I to Secretary II
 - **One Year Temporary fulltime faculty- Div. Grant**
 - **Replacement Faculty for Accounting and Business Administration departments**
- VPSS Office: – Marco Cota representative for Dr. Ricky Shabazz

General Fund

Replacements/retirements

- **Articulation Counselor (in process)**
- Director of Student Life
- Library Technical Support Assistant II (retirement)
- Secretary II (Financial Aid)
- Financial Aid Specialist II

New

- Financial Aid Coordinator
- Library Media Clerk

Upcoming/Filling Vacant Positions: – Dr. Gloria Fisher

- VPSS Office Continued – Dr. Ricky Shabazz

Categorical Funds Positions

Replacements/Retirements

- EOPS Counselor
- LD Specialist

New

- EOPS Counselor
- (3) SSSP Coordinator (SSSP Funding)
- Matriculation Coordinator (SSSP Funding)

2 Counselors (SSSP Funding)

Celia said she can speak to the Library Technical Support Assistant II and explained there is a retirement in the Library. It is an important position to replace as it is the only position and includes cataloging and organizing books and textbooks to be available for the students to check out.

Dr. Fisher said this is one of those positions like the Office of Instruction support staff but unlike any of the other positions. The recommendation from Academic Senate is regarding faculty positions and not classified. In College Council we went through our own process of prioritizing classified positions through looking at Program Review list and where these vacancies were created and what would be the greatest need.

Dr. Fisher asked for a motion to fill the position of Library Technical Support Assistant II. No further discussion.

Rick moved,second

AYES: Fisher, Au, Bastedo, Eaton, Hamdy, Hector, Hrdlicka, Hunter, Huston, Kinde, Jaramillo, Smith, Stark, Thomas

NOES: None

ABSTENTIONS: None

ABSENT: Cota, Lillard, Shabazz

Motion carried

Dr. Fisher stated she will leave the rest of the positions for Ricky to discuss.

Rania asked if we should wait on Financial Aid and some of these other positions until Ricky returns as they are just as important or should we vote so they can move forward.

Dr. Fisher asked if they wanted to go ahead but there was some confusion as to what the need is. The Financial Aid Coordinator would be an upgrade for one Specialist II position to a Financial Aid Coordinator and there will be three, possibly four coordinators, with each having a different responsibility. At the District level it is a generic job description.

Algie said there seem to be more questions than answers at this point.

Dr. Fisher stated it would be better to wait for Ricky to explain what the positions are and he can address the categorical positions and explain what those positions are. I think we need to wait.

<p>Bookstore Recovery Plan Presentation – Gloriann Chavez and Scott Stark</p>	<p>Scott referred to the Power Point presentation which is basically a spreadsheet introducing numbers. The Plan involves these points: increasing our sales, reducing the cost of goods sold, increase profits, personnel plan with a little bit of reorganization and a new point of sale system. The estimates are conservative. We are projected to grow 2% from the state and we scaled that back to 1%.</p> <p>Gloriann reported they sell most of the goods out of the store. Their largest competitor is online book sales. We need to concentrate on where else we can generate sales. 45% of our sales come from categorical funding and after a low, we are now seeing a 30% increase.</p>
<p>Continued - Bookstore Recovery Plan Presentation – Gloriann Chavez and Scott Stark</p>	<p>Gloriann went on to say they have a rental program but it's very laborious and with our new system, 80% could be rentals. Deficit projected this year is \$48,000 so it is turning around. We are looking at a reduction in freight costs for spring semester. We are losing money with inventory on hand and returns are a loss. We want to look at discounts to increase profits. We are looking at eliminating the 5% discount on textbooks as of July 1. Snacks are the second largest category of sales so we are looking at expanding that area. We worked with ASG this past semester on textbook rentals and also a snack gift card for students who are in need. We lost a full time person in the Bookstore who will not be replaced. We lost a full time person at CHC but they are looking at combining the Cafeteria and Bookstore Manager into one.</p> <p>Scott mentioned the key is increasing our sales, our profits, reducing the cost of the sales and maintaining with our existing staff, then next year is the first year we would see a profit. We have been working off past profits.</p> <p>Linda questioned the book loan program and said there are some books the students were not allowed to rent.</p> <p>Gloriann clarified some books are not available for rent but with the new system, more books will be available.</p> <p>Dr. Fisher thanked Gloriann and Scott and said we are just about out of time and we need to move on.</p>
<p>Accreditation and Student Learning Outcomes – Celia Huston</p>	<p>Tabled for March 11, 2015 Meeting</p>
<p>Campus Climate Survey – J. Smith</p>	<p>Tabled for March 11, 2015 Meeting</p>

Needs Request/Funding Cycle – S. Lillard	Tabled for March 11, 2015 Meeting
Program Review – S. Lillard	Tabled for March 11, 2015 Meeting
Strategic Planning – J. Smith	James briefly discussed the alignment page of our goals and objectives with those of the District and the Board Initiatives and Imperatives to see how they align. Please review the handout so we can discuss it at the next meeting.
Committee Reports (start at 2:30 p.m.):	
OTHER:	
Adjournment:	Dr. Fisher adjourned the meeting.
Next College Council Meeting: March 11, 2015	

DRAFT



San Bernardino
Valley College

Requirements and Process for College Council New Member Consideration (Revised 3/25/15)

The requirements to be considered for new membership for a campus employee/faculty organization/association seeking representation in College Council:

- Must meet requirements of College Council's three functions: planning, issue management, and communication
- Must represent an organization or association (with bylaws, charge, minutes, regular meetings)
- Minimum membership of at least 12
- President or consistent designee shall attend College Council meetings
- Community liaison component (desired but not required)

The process for new membership for campus employee/faculty organizations/associations:

1. Contact College Council to express interest and be added to an agenda
2. An elected official of the organization makes a presentation to College Council, including how the applicant organization's goal can align with College Council's three functions
3. Required documents are submitted as outlined above (bylaws, etc.)
4. Appointed to an advisory role for a year. Upon review, could become a voting member (if member has been active and is seeking a voting membership).

Note: Should this process be adopted, College Council's sign-in sheet should be revised to clearly indicate voting and advisory members.

Membership Suggestion:

Upon review of the charge of College Council, specifically the area of "communication," it is suggested that the Director of Marketing & Public Relations and Director of Grant Development be added to the membership of College Council.

(3) Communication, Culture, & Climate (Objectives)

Strategic Initiative 3: SBVC will promote a collegial campus culture with open lines of communication between all stakeholder groups on and off campus

Goal 3: Communication, Culture, and Climate	Benchmark 12-13 year	ISS	Annual Target	5-year-Goal	Campus Plans and Responsibility Center
3.1 Promote a sense of community and solidarity within the campus (students, staff, faculty)					(M&PR, MP, PDP,FD)
3.1.1 Sponsor regular alumni events.	No events		2 per year	4 per year	
3.1.1 Encourage campus organizations, alumni association, foundation, etc., to sponsor more faculty and staff type events (bowling with alumni, pizza night, happy hour)	No events		2 per year	4 per year	
3.1.2 Publicize campus events in local newspapers to improve the visibility of college sports, cultural events, and educational programs	2012-13 Count*		One news release a week	At least 52 news releases a year	(M&PR)
3.1.4 Provide Increased access to campus information	SBVC Website HP page-views: 2,364,121 Unique HP page-views (undup): 1,768,993		50% increase in website and social media traffic	Double the website and social media traffic	(M&PR, MP, PDP, MP, TP)
3.1.5 Increase the use of social networking tools, e.g., Facebook; Twitter ; LinkedIn, etc.	--Count for total weekly likes = 7,484, --Count for average weekly engaged users = 313.		50% increase in likes; 50% increase in engaged users;	Double the website and social media traffic	(M&PR, MP, PDP, MP, TP)
3.1.6 Provide a user-friendly website.	85% of students agree		1% increase per year	90% of students and employees will say	
3.2 Promote budgetary transparency (regular updates)					

3.2.1 Inform employees about the SBVC and District budget	<u>2012-13 CC Survey</u>			80% of employees will say that they are informed	
3.2.2 Provide regular campus communiques about budget and planning	Current count		Provide one budget summary a semester	Provide one budget summary a semester	(M&PR, BP)
3.2.3 Improve access to regular board of Trustees meeting updates	2012-13 count		Distribute board minutes after every meeting	Distribute board minutes after every meeting	(M&PR)
3.2.4 Hold campus-wide information forums	2012-13 count		Increase by 2 per semester	Minimum of 3 forums a semester	(M&PR, EMP, RP)
3.3 Disseminate committee minutes and all plans online	2012-13 count		<u>increase count of committee minutes by 25% a year</u>	100%	
3.4 Build community recognition and networks by capitalizing on the deep roots and history of the campus	Community survey 2013-14 (3.6)		Establish new benchmark w/t Fall 2014 community awareness survey		(M&PR, TP, RP)
3.5 Expand and enhance local business and community awareness of the campus	Community survey 2013-14 (3.6)		Increase community awareness by 5% with every survey	25% increase in awareness of campus and programs	(M&PR, MP)
3.6 Establish a SBVC historical archive in the library—accessible online					(M&PR, RP, librarian)
3.6.1 Conduct community surveys to measure awareness of campus and programs.	Golden & Golden 2005			Bi-annual community surveys	
3.7 Increase partnerships with local businesses and community organizations (also see 2.8)					(M&PR, MP, EP)
3.7.1 Partner with local vendors for services they can provide—encourage them to offer bids	Current partnership count		Increase count by 10% per year.	Increase count by 50% per year.	(BP)
3.7.2 Explore an Adopt-a-Business program			Present the idea to advisory group members		(M&PR, RP)
3.7.3 Explore an Adopt-a-Student Program for businesses			Present the idea to advisory group members		
3.7.4 Encourage all members of the campus community to participate in local community organizations	Distribute a survey to establish		Increase by 10% per year	Increase by 50%	(M&PR, SEP, PDP)
3.8 Build stronger relationship with the SBVC foundation			Increase the number of presentations to foundation board from campus; from foundation members to the campus		
3.9 Ensure good customer service in all campus offices	CC survey results				
			Improve branding responses by 20% a year	Increase by 100% the positive survey responses regarding branding	(M&PR)

	3.11 Work with District to streamline and expedite campus hiring practices					
	3.12 Improve campus morale	20% report high morale		Increase the number of employees who report high morale by 10% a year	Increase by 50%	
	3.13 Promote and embrace diversity (students, staff, and faculty)	83%		Increase satisfaction with diversity by 2% a year	Increase by 10%	(M&PR, TP, RP, SEP, EP)

Strategic Initiative 4: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.

(4) Leadership & Professional Development (Objectives)	Goal 4: Leadership and Professional Development	Benchmark 12-13 year	ISS	Annual Target	5-year-Goal	Campus Plans and Responsibility Center	
	4.1 Reduce the manager turnover--fewer interims/more permanent managers						
	4.1.1 Complete a district salary study and implement recommendations			Review the study			
	4.1.2 Identify and achieve recommended ratio of managers to FTES/FTEF						
	4.1.3 Increase the average tenure of managers	2012-13 measures					
	4.1.4 Provide career ladder information						
	4.1.5 Institute a mentorship program						
	4.2 Improve access to a wide variety of professional development activities that keep pace with a changing educational and technology environment						(PDP)
	4.2.1 Provide up-to-date training on campus policies and procedures			Provide ongoing workshops through professional development	Provide sessions each semester		(PDP)
	4.2.2 Provide ongoing training to faculty who teach online courses that keeps pace with emerging technology	Blackboard		Provide ongoing workshops through professional development	Provide sessions each semester		(PDP)
	4.2.3 Provide leadership training	Annual managers training and Classified Senate Leadership Conference (CCLC)		Provide annual training opportunities			
	4.2.4 Provide training in partnership with technology department	2012-13			10%	50%	
	4.3 Encourage faculty and staff to participate in professional organizations			Provide incentives for faculty and staff to attend conferences, workshops and other			(PDP, M&PR)
	4.3.1 Improve professional development publicity						
4.3.2 Maintain an up to date easily accessible professional development calendar						(PDP, M&PR)	

	4.4 Maintain a personal achievement inventory for faculty and staff					
	4.5 Establish partnerships with other community colleges				Add one per year	Five new partnerships

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

Goal 1: Student Success

Provide the programs and services necessary to enable all students to achieve their educational and career goals.

Objective 1.1

Increase student success while preserving access, enhancing quality, and reducing attainment gaps associated with income, race, ethnicity, age, and gender.

Objective 1.1.1: Increase the graduation rate from 16% to 20% by 2019-2020 as measured by the Student Success Scorecard.

Objective 1.1.2: Increase the transfer rate from 32% to 39% by 2019-2020 as measured by the Student Success Scorecard.

Objective 1.1.3: Increase the percent of students with a complete educational plan to 100% by 2019-2020 as measured by data collected in Ellucian.

Objective 1.1.4: Increase the percent of students who have completed their educational plan to 50% by 2019-2020 as measured by data collected in Ellucian.

Objective 1.2

Increase the number of students who complete developmental education programs and progress to successful completion of freshman-level courses.

Objective 1.2.1: Increase the three-year throughput rate from 20% to 29% by 2019-2020 as measured by the CCCC Basic Skills Progress Tracker.

Objective 1.2.2: Increase the three-year throughput rate from 20% to 29% by 2019-2020 as measured by the CCCC Basic Skills Progress Tracker.

Goal 2: Enrollment and Access

Objective 2.1

Increase our student population to improve the higher education participation rate and supply a well-equipped, educated workforce for our communities.

Objective 2.1.1: Increase the annual District-wide RFTES enrollment from 13,241 in 2012-2013 to 15,000 in 2019-2020 as measured by the RFTES generated by each College.

Objective 2.1.2: Increase the percent of community college students by the SBCCD (i.e. market share) to 74% by 2019-2020 as measured by community college enrollments by zip code.

Objective 2.2

Provide transfer career and technical, and developmental education access to meet student needs.

Objective 1.1.1: Increase the transfer course FTES generated in an academic year from 9,317 in 2012-2013 to 10,545 in 2019-2020 as measured by the total FTES generated by each College.

Objective 1.1.2: Increase the CTE course FTES generated in an academic year from 3,728 in 2012-2013 to 4,219 in 2019-2020 as measured by the total FTES generated by each College.

Objective 1.1.3: Increase the developmental course FTES generated in an academic year from 2,146 in 2012-2013 to 2,429 in 2019-2020 as measured by the total FTES generated by each College.

San Bernardino Valley College

EDUCATIONAL MASTER PLAN



(909) 384-4400
www.valleycollege.edu



San Bernardino
Valley College

Your future starts here.

President's Message



On behalf of the faculty, staff, and students of San Bernardino Valley College, I would like to invite you to read our Educational Master Plan. This document reflects the values, insight, and hard work of the entire campus community. We are very proud of this plan and are excited about the promise it holds for the future.

The Educational Master Plan is dynamic in nature. It will be reviewed and updated annually through a participatory process (along with the Strategic Plan) to incorporate emerging educational trends and the evolving needs of the students and communities we serve. It is a hallmark of SBVC to engage participants from every area of the college in the development and review processes of all projects. By coming together and effectively using data, we have been able to peel away the layers of complexity to discover what truly benefits our students.

I encourage you to draw from our Educational Master Plan as a guide as we continue in our efforts to improve instruction and services to our students and community.

Sincerely,

A handwritten signature in black ink that reads "Debra S. Daniels". The signature is written in a cursive, flowing style.

Debra S. Daniels, Ed.D.
President
San Bernardino Valley College

Acknowledgements

The San Bernardino Valley College Educational Master Plan was developed by a team of faculty, classified staff, managers and a student representative. The work began in early 2009 when the president and a dean began to review possible models for the plan. In August 2009 a committee was formed and selected a planning model. The committee met two or more times per month until May 2010 to develop a plan, host a campus-wide planning event (January 8, 2010), suggest, review, evaluate, and edit its efforts. Three weeks before May graduation the first draft of the plan was sent to the campus for its review.

The Educational Master Plan is a result of the dedicated work of the following individuals:

Dr. Ailsa Aguilar-Kitibuhr, Counselor
Dr. Susan Bangasser, Dean, Science
Damon Bell, Vice President, Student Services
Dr. Larry Buckley, Vice President, Instruction
Dr. Debra Daniels, College President
Dr. Diane Dusick, Professor, Radio/Television/Film Department
Jim Hansen, Vice President, Administrative Services
Barbara Nichols, Research Assistant to Director, Institutional Research
Samuel Padilla, Student Representative
Dena Peters, Administrative Secretary, Research, Planning, and Development
Dr. Zelma Russ, Dean, CalWORKS, Career College
Dr. Troy Sheffield, Dean, Research, Planning, and Development
Dr. James Smith, Director, Institutional Research
Dr. John Stankas, Associate Professor, Chemistry and Academic Senate President
Dr. Kay Weiss, Dean, Humanities

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Guide to the Educational Master Plan

The San Bernardino Valley College Educational Master Plan (EMP) is the official institutional document to provide information about the college for the next five years (2009-2014). The plan is neither static, nor a manifesto. The document will be updated each year, with the most current data, along with various phases of implementation plans and evaluations.

The nature of an Educational Master Plan is to provide an outline or direction for the college, but it is not designed to be a rigid script with little deviation. Rather, the reviews and updates each year will incorporate input from faculty and staff based on economic realities, preparedness of students, and assessment of academic progress. The nature of construction—whether or not it is a plan or a freeway—involves personnel, concepts, action plans, delays, modifications, detours, and maintenance.

In education, creation of an optimum learning environment does not mean that instructors abandon methods that are proven useful in favor of the latest techniques. Rather, a plan provides an impetus to faculty and staff to evaluate the goals, action plans, processes, and services necessary to teaching and learning and revise as necessary.

The plan is based on college and economic data and includes one-page summaries for each area (Administrative Services, Instruction and Student Services) organized by department, to support the mission and vision of the college. The summaries have been integrated into other planning efforts used for the spring 2010 program review, and to project needs for replacement of faculty and staff.

The themes (basic skills, innovation, online, partnerships, services, technology, talent and training) of the document emanated from the January 8, 2010 in-service event on planning. All college personnel attended the morning sessions, contributed recommendations, and participated in the summary of discussions held. The college will use the themes and actions (see Appendix), as clarified and expanded by the EMP Committee, in a practical way to support and articulate the mission and vision of the college.

THE PURPOSE OF THE PLAN

- To envision a clear direction to the district for integrated planning, basic skills and transfer, internal and external trends, and to support the college's attention to student learning.
- To fulfill the college's own accreditation 2008 self-study evaluation, which acknowledged the intention of the college to embark on an education master plan.

- To integrate planning, not only with the district and the state chancellor's office, but also with other college planning efforts, the work of collegial consultation committees, and the SBVC Strategic Plan.
- To provide a reference and justification for modification and expansion of facilities as reflected in the continual updating of the SBVC Facilities Master Plan.
- To maximize value of a low cost, high quality education close to home as a resource for many residents in the area.
- To inform stakeholders of the college's current situation and future plans.
- To serve as a public relations instrument to promote the college and communicate its strengths, capabilities and possibilities as the foremost community college in the region.

WHY PLAN?

Why is planning even necessary? Often planning may be viewed as onerous, tedious, and a waste of time. It requires additional work for personnel who are already busy. However, the result of a lack of planning can lead to:

- Reactive or crisis-driven decision-making
- Plans determined by budget constraints
- Inefficient use of resources: people, equipment, time, and projects
- Lack of direction or mission
- Conflict over resource allocation

INTENT OF THE SBVC EDUCATIONAL MASTER PLAN COMMITTEE

The Educational Master Plan Committee spent more than eight months developing a plan that could: be easily updated, respond to current realities, reflect future trends, and reduce duplicative work of other planning efforts. The committee met twice a month and reviewed plans of other colleges, adopted a model, held a college-wide planning event to obtain additional input beyond the one-page summaries, and integrated all discussions and findings into one document. The plan embodies a basic one-stop shop approach that is bottom-up, beginning with data, division and/or departmental goals, challenges, and actions plans. It is user friendly, easy to evaluate and change as necessary.

Section I: College Background

HISTORY OF SAN BERNARDINO VALLEY COLLEGE

Established in 1926, San Bernardino Valley College primarily serves the communities in western San Bernardino County. The college has lived through 14 US Presidents—Coolidge, Hoover, Roosevelt, Truman, Eisenhower, Kennedy, Johnson, Nixon, Ford, Carter, Reagan, Bush I, Clinton, and Bush II. It has also lived through 14 California governors. There have been 40 board of trustee members, 7 chancellors and 12 Valley College presidents.

As the face of the college changes, so do the demographics. The student body is diverse: 45% Hispanic/Latino, 21% White Non-Hispanic, 19% African American, and 5% Asian/Pacific Islander. This ethnic makeup is very close to that of the surrounding communities, which suggests that SBVC is approaching equal access to the college's services. In addition, the Hispanic/Latino plurality also qualifies the college as a Hispanic Serving Institution. A number of specific challenges are presented by the service area. The population has a low college-going rate, and the per capita income is 76% of the national average. The average age of our students is 29, indicating that a significant portion of our students are returning to school after a number of years away from education.

San Bernardino Valley College has an average enrollment of 12,500 students for fall semesters and 13,500 for spring semesters. The college offers 57 AS/AA degree programs and 83 certificate programs. The college maintains one of the most diverse and comprehensive vocational programs in its region with 11 programs, from Aeronautics to Water Supply Technology. In addition, the college now has more than 170 distributed education courses (TV/hybrid/online) and offers an associate degree that enables students to obtain the degree solely through online and hybrid coursework. The college also transfers almost 500 students each year to 4-year institutions, three-quarters of whom transfer to California State University institutions. San Bernardino Valley College has actively cultivated partnerships with a wide variety of community and industry groups, including The Inland Empire Economic Partnership and companies such as Cisco.

To mitigate seismic issues impacting a large area of the campus, a major construction project was begun in 2002. Within the past eight years five new buildings have been constructed (Library, Administration/Student Services, Campus Center, Health & Life Sciences, Art) while at the same time six buildings have been demolished. In addition, three buildings have been retrofitted. Two new classroom buildings were dedicated in summer of 2010. The seismic mitigation plan, rebuilding the campus so that all buildings are located outside the earthquake fault zone, continues to occur. Now as visitors, staff and students traverse the college, from the administration building to the campus center, the area equals the size of the Pasadena Rose Bowl.

The major construction efforts have resulted in constant planning and communication in order to avoid any disruptions to class scheduling, parking, and campus pathways. Looking to the future, it is a testament to the spirit of the college—its employees and students—that the excitement of a new SBVC trumped inconvenience. The fall 2007 term welcomed students, not with construction barriers, but with new access points, sweeping walkways, vistas and an expansive greenbelt area. However, that phase was short-lived when construction began anew on the demolition of the college’s largest building, North Hall, and the foundation laid for its replacement.

In 2008 the college submitted its self-study to the Association of California Community and Junior Colleges (ACCJC) as part of the six-year accreditation reporting process. A few months later; the college welcomed an accreditation team to verify the accuracy of its report. As a result of the evidence, the college received a most successful evaluation by the team and the accrediting commission. The week following the letter from ACCJC, the college began to de-brief its processes and discuss (a) what it did right and (b) areas where it could improve. The college continues to embrace a culture of improvement as evidenced by refinement of its program review process (2009-2010) to be a stronger form of peer evaluation and efficacy. The SBVC Educational Master Plan is another example of the college’s determination to sustain a culture of accountability and integrated planning.

COLLEGE MISSION

SAN BERNARDINO VALLEY COLLEGE PROVIDES QUALITY EDUCATION AND SERVICES THAT SUPPORT A DIVERSE COMMUNITY OF LEARNERS.

COLLEGE VISION

SAN BERNARDINO VALLEY COLLEGE WILL BECOME THE COLLEGE OF CHOICE FOR STUDENTS IN THE INLAND EMPIRE AND WILL BE REGARDED AS THE ALMA MATER OF SUCCESSFUL, LIFELONG LEARNERS. WE WILL BUILD OUR REPUTATION ON THE QUALITY OF OUR PROGRAMS AND SERVICES AND ON THE SAFETY, COMFORT, AND BEAUTY OF OUR CAMPUS. WE WILL HOLD BOTH OUR STUDENTS AND OURSELVES TO HIGH STANDARDS OF ACHIEVEMENT AND WILL EXPECT ALL MEMBERS OF THE COLLEGE COMMUNITY TO FUNCTION AS INFORMED, RESPONSIBLE, AND ACTIVE MEMBERS OF SOCIETY.

VALUES (TENETS)

THE COLLEGE TENETS DESCRIBE THE PHILOSOPHY AND VALUES OF SAN BERNARDINO VALLEY COLLEGE'S FACULTY, STAFF, AND ADMINISTRATION:

WE BELIEVE

- THAT A WELL-EDUCATED POPULACE IS ESSENTIAL TO THE GENERAL WELFARE OF THE COMMUNITY.
- THAT A QUALITY EDUCATION EMPOWERS THE STUDENT TO THINK CRITICALLY, TO COMMUNICATE CLEARLY, AND TO GROW PERSONALLY AND PROFESSIONALLY.
- THAT AN ENRICHED LEARNING ENVIRONMENT PROMOTES CREATIVITY, SELF-EXPRESSION, AND THE DEVELOPMENT OF CRITICAL THINKING SKILLS.
- THAT OUR STRENGTH AS AN INSTITUTION IS ENHANCED BY THE CULTURAL DIVERSITY OF OUR STUDENT POPULATION AND STAFF.
- THAT WE MUST PROVIDE STUDENTS WITH ACCESS TO THE RESOURCES, SERVICES, AND TECHNOLOGICAL TOOLS THAT WILL ENABLE THEM TO ACHIEVE THEIR EDUCATIONAL GOALS.
- THAT WE CAN MEASURE OUR SUCCESS BY THE DEGREE TO WHICH OUR STUDENTS BECOME SELF-SUFFICIENT LEARNERS AND CONTRIBUTING MEMBERS OF SOCIETY.
- THAT PLANS AND DECISIONS MUST BE DATA DRIVEN, AND BASED ON AN INFORMED CONSIDERATION OF WHAT WILL BEST SERVE STUDENTS AND THE COMMUNITY.
- THAT WE MUST MODEL OUR COMMITMENT TO LIFELONG LEARNING BY MAINTAINING CURRENCY IN OUR PROFESSIONS AND SUBJECT DISCIPLINES.
- THAT, AS PART OF THE COLLEGIAL CONSULTATION PROCESS, ALL LEVELS OF THE COLLEGE ORGANIZATION MUST OPENLY ENGAGE IN SHARING IDEAS AND SUGGESTIONS TO DEVELOP INNOVATIVE WAYS TO IMPROVE OUR PROGRAMS AND SERVICES.
- THAT INTERACTIONS BETWEEN ALL MEMBERS OF THE COLLEGE COMMUNITY MUST BE MARKED BY PROFESSIONALISM, INTELLECTUAL OPENNESS, AND MUTUAL RESPECT.
- THAT WE MUST HOLD OURSELVES AND OUR STUDENTS TO THE HIGHEST ETHICAL AND INTELLECTUAL STANDARDS.
- THAT WE MUST MAINTAIN A CURRENT, MEANINGFUL AND CHALLENGING CURRICULUM.
- THAT STUDENTS SUCCEED BEST WHEN FOLLOWING AN EDUCATIONAL PLAN AND WHEN ENROLLED IN CLASSES THAT MEET THEIR INTERESTS AND GOALS, AND MATCH THEIR LEVEL OF ACADEMIC PREPAREDNESS.
- THAT ALL MEMBERS OF OUR CAMPUS COMMUNITY ARE ENTITLED TO LEARN AND WORK IN AN ENVIRONMENT THAT IS FREE FROM PHYSICAL, VERBAL, SEXUAL, AND/OR EMOTIONAL THREAT OR HARASSMENT.
- THAT STUDENTS LEARN BEST ON A CAMPUS THAT IS STUDENT-CENTERED AND AESTHETICALLY PLEASING.
- THAT WE MUST BE RESPONSIBLE STEWARDS OF CAMPUS RESOURCES.

Section II: Profile of Students, Employees, and Service Area

This internal scan of San Bernardino Valley College is an opportunity to assess, over academic years, the demographics and characteristics of students and their educational goals. This data is used to discern patterns and trends and review institutional educational plans to best serve students.

SAN BERNARDINO VALLEY COLLEGE OVERALL STUDENT DEMOGRAPHICS

During the 2008-2009 academic year, student enrollment at San Bernardino Valley College peaked at 26,704. Although there was a slight drop in student headcount in 2005-2006, the annual student population at San Bernardino Valley College is expected to average 23,632.

Table 1.

Unduplicated Student Headcount

Year	Count	% Change
2004-05	22,084	13%
2005-06	21,874	-1%
2006-07	22,599	3%
2007-08	24,899	9%
2008-09	26,704	6%

Source: SBCCD Datatel

Table 2.

Ethnicity of San Bernardino Valley College Student Population

Ethnicity	2004-05		2005-06		2006-07		2007-08		2008-09	
	n	%	n	%	n	%	n	%	n	%
Asian	1,033	4.68	982	4.49	980	4.34	1,130	4.54	1,179	4.42
African American	5,112	23.15	4,730	21.62	4,771	21.11	5,214	20.94	5,474	20.50
Filipino	426	1.92	412	1.88	410	1.81	449	1.80	492	1.84
Hispanic	8,274	37.47	8,489	38.81	9,094	40.25	10,290	41.33	11,456	42.90
Native American	211	.96	221	1.01	220	.97	221	.89	249	.93
Other	263	1.19	255	1.17	259	1.15	268	1.08	255	.95
Pacific Islander	148	.67	163	.75	175	.77	201	.81	193	.72
White	5,716	25.88	5,610	25.65	5,639	24.95	6,055	24.32	6,003	22.48
Unknown/DTS	717	3.25	707	3.23	714	3.16	828	3.33	816	3.06
Blank	184	.83	305	1.39	337	1.49	423	.98	587	2.20
Total	22,084	100	21,874	100	22,599	100	25,079	100	26,704	100

Source: SBCCD Datatel

Note: The Hispanic student population has continued to increase over the last five years, comprising 43% of the student population at San Bernardino Valley College in 2008-2009, while White and African American student population percentages have continued to decrease.

Table 3.
San Bernardino Valley College Population by Gender

Gender	2004-05		2005-06		2006-07		2007-08		2008-09	
	n	%	n	%	n	%	n	%	n	%
Female	12,707	57.5	12,508	57.2	12,753	56.4	14,035	56.4	14,876	55.7
Male	9,208	41.7	9,147	41.8	9,623	42.6	10,690	42.9	11,658	43.7
Unknown/DTS	169	≤ 1	219	1	223	1	174	≤ 1	170	≤ 1
Total	22,084	100	21,874	100	22,599	100	24,899	100	26,704	100

Source: SBCCD Datatel

Note: The female student population is higher than the male student population, although the male student population has shown a slight increase in percentage of the overall population.

Table 4.
San Bernardino Valley College Population by Age

Age	2004-05		2005-06		2006-07		2007-08		2008-09	
	n	%	n	%	n	%	n	%	n	%
-19	3,552	16	3,675	17	4,123	18	4,420	18	4,920	18
20-24	6,231	28	6,172	28	6,292	28	7,138	29	7,824	29
25-29	3,443	15	3,423	16	3,614	16	4,029	16	4,398	17
30-49	7,392	34	7,226	33	7,093	31	7,707	31	7,904	30
50+	1,465	7	1,376	6	1,472	7	1,603	6	1,650	6
Total	22,083	100	21,872	100	22,594	100	24,897	100	26,696	100

Source: SBCCD Datatel

Note: Age groups varied slightly, with an increase in 20-24 year old students in 2007-2008 and 2008-2009. There has been an increase in 19-year-olds attending San Bernardino Valley College.

Table 5.
San Bernardino Valley College Service Area Cities

City	2004-05		2005-06		2006-07		2007-08		2008-09	
	n	%	n	%	n	%	n	%	n	%
Colton	1,885	6.32	2,018	6.36	2,023	6.49	2,229	6.28	2,373	6.31
Fontana	1,252	4.20	1,337	4.22	1,309	4.20	1,465	4.13	1,608	4.28
Highland	2,172	7.29	2,299	7.25	2,284	7.33	2,565	7.23	2,761	7.35
Redlands	3,332	11.18	3,446	10.87	3,390	10.87	3,728	10.51	4,094	10.89
Rialto	2,515	8.44	2,438	7.69	2,191	7.03	2,562	7.22	2,761	7.35
San Bernardino	8,070	27.07	8,694	27.42	8,338	26.74	8,816	24.84	9,652	25.68
Total	19,226	64.50	20,232	63.81	19,535	62.66	21,365	60.21	23,249	61.86

Source: Datatel

Note: More than 50% of San Bernardino Valley College’s student population comes from the immediate area surrounding the college campus.

Table 6.
San Bernardino Valley College Student Characteristics

Student Educational Goals	%
BA after Associate	31%
Undecided	13%
Acquire job skills	10%
Associate degree without transfer	9%
Vocational Certificate	8%
Update job skills	6%
BA without Associate degree	6%
Personal Interest	5%
HS Diploma/GED	3%
Maintain Certificate/License	3%
Educational Development	2%
Vocational Associate Degree	2%
Basic Skills	1%
Uncollected/Unreported	1%
Total	100%

Source: Datatel

Note: The majority of the student population at San Bernardino Valley College has an educational goal to transfer with an associate degree.

Table 7.
San Bernardino Valley College Annual Online Duplicated Enrollment

Year	Online Enrollment	% Change	Enrolled in Online & Face to Face	% Concurrently Enrolled
2004-2005	3,289	37%	69,365	5%
2005-2006	3,951	17%	65,557	6%
2006-2007	4,986	21%	63,390	8%
2007-2008	7,055	29%	67,324	11%
2008-2009	8,868	20%	74,499	12%

Source: Datatel

Table 8.**San Bernardino Valley College Feeder High Schools**

Feeder High School	04-05		05-06		06-07		07-08		08-09	
	n	%	n	%	n	%	n	%	n	%
Arroyo Valley	201	.009	288	.013	378	.017	455	.018	560	.021
Bloomington	300	.014	277	.013	312	.014	360	.014	381	.014
Cajon	1,033	.047	978	.045	961	.043	1,044	.042	1,199	.045
Colton	1,046	.047	1,062	.049	1,094	.048	1,249	.050	1,369	.051
Eisenhower	986	.045	867	.040	934	.041	972	.039	1,086	.041
Pacific	835	.038	812	.037	824	.036	822	.033	930	.035
Redlands	1,130	.051	1,188	.054	1,173	.052	1,350	.054	1,546	.058
Rialto	832	.038	835	.038	861	.038	920	.037	1,114	.042
San Bernardino	1,068	.048	999	.046	943	.042	1,057	.042	1,117	.042
San Geronio	1,022	.046	1,033	.047	1,035	.046	1,123	.045	1,244	.047
Total	8,454	.383	8,339	.381	8,515	.377	9,470	.380	10,537	.395

Source: Datatel

Note: The number of high school students is steadily increasing.

Table 9.**San Bernardino Area Family Income Levels**

Zip code	City	Median household income	Percent with some college	Percent employed white collar	Percent below poverty line
92324	Colton	38,954	43.60%	22.00%	18.40%
92313	Grand Terrace	\$57,303	66.90%	39.50%	6.30%
92335	Fontana	\$53,406	27.20%	14.50%	20.60%
92336	Fontana	\$53,406	47.90%	25.10%	11.90%
92346	Highland	\$46,273	54.30%	32.60%	15.60%
92354	Loma Linda	\$40,467	74.70%	55.30%	16.20%
92373	Redlands	\$53,360	77.70%	54.00%	8.20%
92374	Redlands	\$53,360	59.50%	38.10%	12.70%
92376	Rialto	\$45,670	35.10%	18.30%	20.10%
92377	Rialto	\$45,670	51.70%	25.70%	7.20%
92399	Yucaipa	\$45,000	53.60%	29.80%	11.10%
92404	San Bernardino	\$33,692	44.00%	23.70%	28.80%
92406	San Bernardino	\$30,217	39.00%	19.00%	29.70%
92407	San Bernardino	\$40,018	48.50%	28.20%	19.90%
92408	San Bernardino	\$23,785	36.10%	22.60%	34.40%
92410	San Bernardino	\$23,538	21.50%	13.20%	37.30%
92411	San Bernardino	\$23,498	\$24.00%	14.50%	34.90%

Note: SBVC is located in the 92410 zip code and the student population surrounding the campus is substantially below the poverty level.

Table 10.

San Bernardino Valley College Full-Time Employee Characteristics

The following tables describe employee characteristics by job classification

ACADEMIC MANAGEMENT (Fall 2008)

Age	n	%	Ethnicity	n	%	Gender	n	%
25-34	0	0%	American Indian	0	0%	Female	10	59%
35-54	6	35%	Asian/Pacific Islander	1	6%	Male	7	41%
55-59	4	24%	Black	6	35%	Total	17	100%
60+	7	41%	Hispanic	2	12%			
Total	17	100%	White	8	47%			
			Total	17	100%			

CLASSIFIED MANAGEMENT (Fall 2008)

Age	n	%	Ethnicity	n	%	Gender	n	%
25-34	1	6%	American Indian	0	0%	Female	11	61%
35-54	6	33%	Asian/Pacific Islander	0	0%	Male	7	39%
55-59	5	28%	Black	5	28%	Total	18	100%
60+	6	33%	Hispanic	4	22%			
Total	18	100%	White	9	50%			
			Total	18	100%			

FACULTY (Fall 2008)

Age	N	%	Ethnicity	n	%	Gender	n	%
25-34	7	4%	American Indian	3	2%	Female	99	58%
35-54	87	51%	Asian/Pacific Islander	15	9%	Male	73	42%
55-59	43	25%	Black	29	16%	Total	172	100%
60+	35	20%	Hispanic	30	17%			
Total	172	100%	White	96	56%			
			Total	172	100%			

Source = CCCC MIS Database, California Community College Chancellor's Office

CLASSIFIED (Fall 2008)

Age	N	%	Ethnicity	n	%	Gender	n	%
20-24	5	2%	American Indian	3	1%	Female	145	67%
25-34	42	20%	Asian/Pacific Islander	14	7%	Male	70	33%
35-54	110	51%	Black	40	19%	Total	215	100%
55-59	31	14%	Hispanic	84	39%			
60+	27	13%	White	74	34%			
Total	215	100%	Total	215	100%			

Source: Datatel

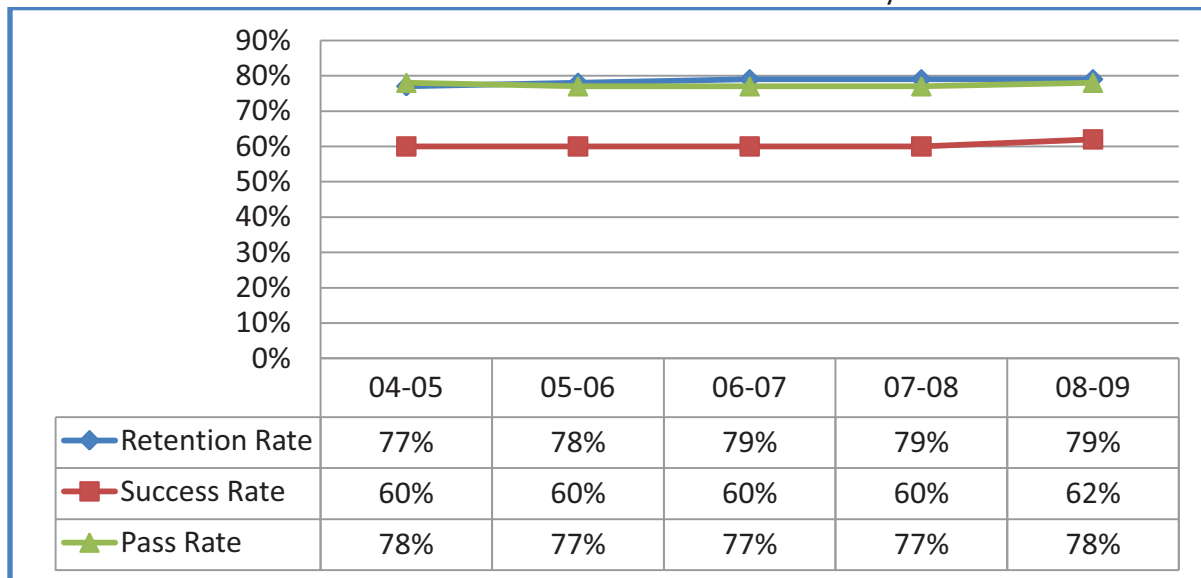
Note: Over 50% of the faculty at San Bernardino Valley College is between 34-54 years old, predominately white and female.

Section III: Instructional Programs, Trends and Forecasts

Figure 1.

San Bernardino Valley College Average Course Success, Course Retention, and Weekly Student Contact Hours (WSCH) per Full-Time Equivalent Faculty (FTEF)

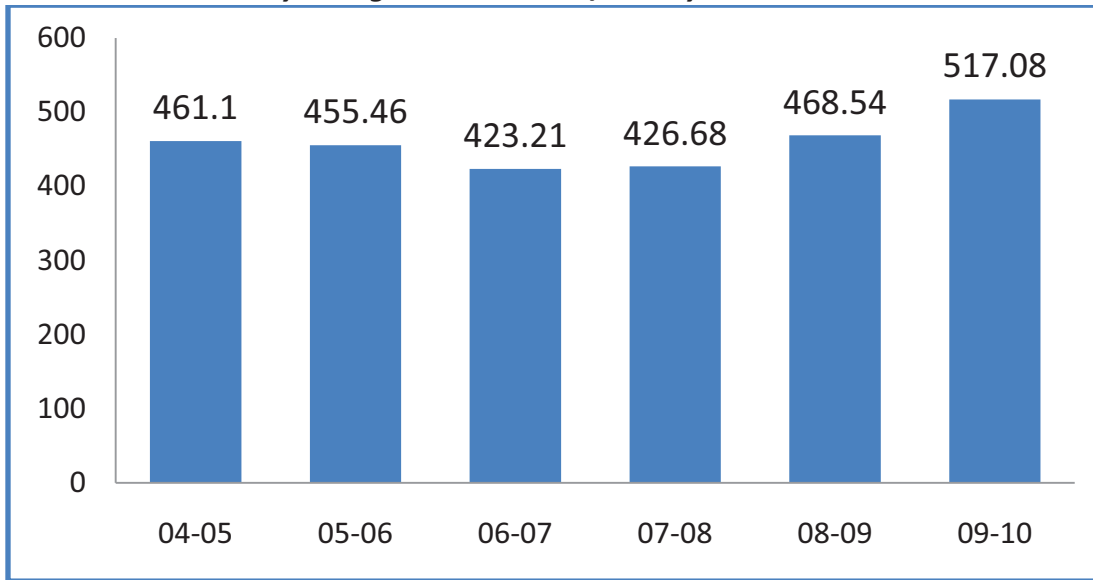
Retention rates have remained steady over the last five years, while success rates took a sharp decline in 2004-2005 and then remained constant for the next four years.



Note: Retention rates are calculated by dividing the number of students who complete a course by the number of students present at census. Students who are not retained typically receive “W” grades. Calculating the success rates and pass rates begin by counting the number of students who earn grades of A, B, C, D, or CR in a class. They have different dominators. Success rates are calculated by using the census count as the denominator. Pass rates are calculated by using the ending enrollment as the denominator. (See Glossary for complete definitions.)

SBVC retention rates have remained stable at around 79% after increasing two percentage points between 2004 and 2006. Retention rates refer to the percentage of students present at the end of the term, whether they pass the course or not. Pass rates refer to the number of student present at the end of the term who pass the course. Pass rates have also been stable at 77% to 78%. The success rate tends to be lower than the other two measures because it measures the percentage of students counted at census who pass the course. This measure went up 2% in 2008-09 after having been unchanged for four years.

Figure 2.
San Bernardino Valley College Annual WSCH/Faculty Load



Note: Data for summer courses are not included in these calculations

Figure 2 shows an upward trend in efficiency starting in 2007-2008. The campus has set a goal of 525 for this measure. This measure is correlated with increases in class size.

Figure 3.
San Bernardino Valley College Total Number of Associate Degrees Issued Over the Last Four Years

