Submitted by
San Bernardino Valley College
701 S Mt. Vernon Ave.
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Submitted to
Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges
10 Commercial Blvd # 204,
Novato, CA 94949

Certification of the Follow-Up Report

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

From: Gloria Fisher, President
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We certify that there was broad participation by the campus community and that the San Bernardino Community College District Board of Trustees has reviewed it. We believe this report accurately reflects the nature and substance of this institution.

Signatures

John Longville, President, SBCCD Board of Trustees — March 10, 2016 — Date

Bruce Baron, Chancellor San Bernardino Community College District — 3-10-16 — Date

Gloria Fisher, President, San Bernardino Valley College — 3-10-16 — Date

Dr. Haragewen Kinde, Accreditation Liaison Officer, SBVC — 03/10/16 — Date

Dr. Celia Huston, Faculty Co-Chair, Accreditation and SLO Committee — 3/10/16 — Date

Dr. Jeremiah Gilbert, President, San Bernardino Valley College Academic Senate — 3/10/16 — Date

Grayling Eaton, President, CSEA — 3/11/2016 — Date

Linda Subero, President, San Bernardino Valley College Associated Student Government — 3/10/16 — Date

Report Preparation

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

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

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

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

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

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

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

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

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

The ASLO Committee, with the assistance of the Office of Research, Planning, and Institutional Effectiveness, conducted a First Draft survey to solicit feedback from the campus. For each recommendation, employees were asked to respond on a 5-point Likert scale as to whether the recommendation had been adequately addressed. A comment box was included on the survey for additional feedback. The survey and first draft were distributed to all campus and District employees on October 15, 2015. Two reminders were sent before the survey closed on November 6, 2015. There were 85 respondents to the survey. CSEA, concerned that classified staff would be uncomfortable with or unable to access the online survey gathered feedback on the first draft from classified staff and submitted a report to the ASLO Committee. The CSEA feedback represents approximately 35 classified staff members and 27 classified staff responded to the online survey. As both the online survey and CSEA feedback are anonymous, there could be duplication. The Associated Student Government (ASG) representative to the ASLO committee gathered feedback from the ASG Board.

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

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

The SBVC Follow-Up Report Second Draft, January 2016 was distributed campus-wide via e-mail on January 19, 2016. A campus-wide online survey on the 2nd draft that included all classified, faculty, and management employees was conducted the week January 25, 2016. Results from this survey, as well as results from ASG, feedback from classified staff gathered by CSEA, and the 2015-2016 San Bernardino Community College District Employee Climate Survey (SBCCD Climate Survey) conducted in December 2015, were incorporated into the final document.

The January 2016 campus-wide survey had a much lower response rate than the October 2015 survey, with only 17 participants replying to the online survey, 4 from the ASG Board and 23 classified staff. A limitation of these findings is that the response rate provides a limited level of statistical validity and results may not be representative of all employees. Yet even these limited results and comments provide a snapshot of the campus perceptions of the progress being made, insights into what areas of the recommendations needed more development and better communication, and indicate what improvement has been made since October 2015.

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

Evidence List – Report Preparation

1.1 ACCJC Ad-Hoc Task Force Minutes/Meeting Summaries
1.2 SBVC Follow-Up Report First Draft, October 2015
1.3 SBVC Follow-Up Report First Survey, October 2015
1.4 Classified Staff Follow-Up Report First Draft prepared by CSEA, October 2015
1.5 ASLO Minutes reflecting ASG Feedback
1.6 Accreditation Forum 1/14/2016
    a. PPT; Timeline, College Recommendation 1, Commission Recommendation 1
    b. District Recommendation 1 Handouts
    c. District Recommendation 2 Handouts
    d. District Recommendation 3 Handouts
1.7 SBVC Follow-Up Report Second Draft, January 2016
1.8 Flex Day 1/14/2016 Schedule and Advertising
1.9 SBVC Follow-Up Report Second Draft Survey, January 2016
1.10 ASG Follow-Up Report Second Draft Survey, February 2016
1.11 Classified Staff Follow-Up Report Second Draft Feedback prepared by CSEA, February 2016
1.12 2015-2016 San Bernardino Community College District Employee Climate Survey
1.13 Dialogue regarding Follow-Up Report

Follow Up Report Timeline

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

ACCJC Recommendation to Resolve College Deficiencies

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

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

Actions Taken to Resolve Deficiencies

At the time of the ACCJC visit, only 22% of SBVC's programs were continuously collecting assessment data on PLOs and evaluating the data on a 3-year cycle. SBVC had a timetable developed to achieve 100% PLO ongoing assessment and systematic evaluation by the end of the academic year by mapping the required courses within the discipline to the Program Level Outcomes of the degree or certificate program. Course assessment data collected every semester are aligned with and provide assessment data for PLOs. These data are available for use in the Program Summary Evaluation that takes place at least once every three years. By the time of receipt of the ACCJC Action Letter in February 2015, PLO ongoing assessment had reached 83%. Currently 100% of SBVC's programs are continuously collecting assessment data on PLOs and systematically evaluating the data on a 3-year cycle.

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

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

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

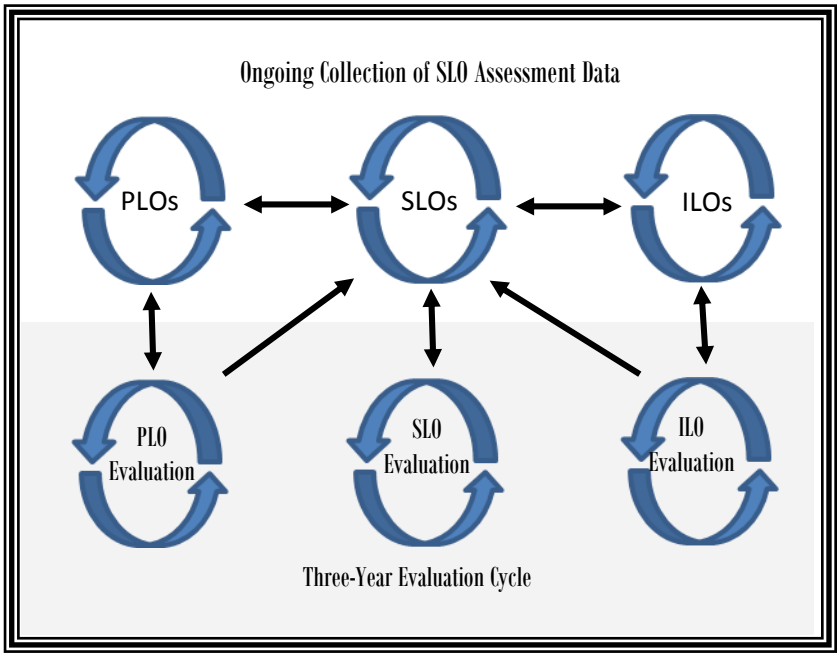

Figure 1. Relationships among SLO, PLO, and ILO assessments.

Analysis of Actions to Resolve Deficiencies

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

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

Ongoing assessment and systematic evaluation have stimulated formal and informal dialog about teaching and learning at SBVC. For example, Diesel is a program that used a PLO assessment to

implement changes. Diesel indicated that reading comprehension presented a challenge to many students; the department worked with Disabled Students Programs and Services department to provide reading support and textbook audio for students with reading challenges.

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

Evidence List- College Recommendation 1

2.1 ACCJC Visiting Team Report
2.2 PLO Mapping Spreadsheet
2.3 Sample SLO Cloud Course and Program Reports
    2.3a Reading 920 SLO Course Report
    2.3b Disaggregated Course SLO Data and PLO Report for Chemistry Program Review.pdf
2.4 SBVC Follow-Up Report First Survey, October 2015 Comments
2.5 Program Evaluation Three-Year Cycles
2.6 Diesel Program Evaluations
2.7 Representative Sample of Program Evaluations
    2.7a RTVF Degree and Certificate
    2.7b Food Service Certificate Program Evaluation
    2.7c CIT-Degree Program Evaluation

ACCJC Recommendations to Resolve District Deficiencies

District Recommendation 1:

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

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

Actions Taken to Resolve Deficiencies

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

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

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

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

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

[1] Board Examination of Role

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

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

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

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

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

One Trustee recently completed the Excellence in Trusteeship Program sponsored by the Community College League of California. At the February 25, 2016 meeting Trustees shared what they had learned about the role of Trustees at the 2016 National Legislative Summit in Washington, DC sponsored by the Association of Community College Trustees.

[2] Board Acting in a Manner Consistent with Policies

The Board of Trustees has become more educated about policy and procedures. The Board of Trustees is studying a list of perceived inconsistencies between Board Policies and Board actions that were identified in the October 2015 Follow-up Survey. The effectiveness of these efforts to improve consistency will be seen over time and extends beyond the timeline for this report.

[3] Framework for Policy Review

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

District Assembly is reviewing the 86 BP/APs scheduled for review this year in accordance with the current AP 2410 review process. As of January 2016:

- 42 policies and 21 procedures have been reviewed by the Board Committee.

• 41 policies and 16 procedures have been reviewed by the District Assembly.
• 14 policies have been approved and adopted by the Board of Trustees.

Analysis of Actions to Resolve Deficiencies

The October 2015 survey showed that 39% of the respondents agreed or strongly agreed the District had adequately addressed the recommendation; 38% of respondents disagreed or strongly disagreed the District adequately addressed the recommendation; and 23% of respondents responded "Don't Know or N/A" The 19 comments expressed concerns about inconsistencies between board actions and board Policy, effectiveness of the Board Handbook, and support for the AP/BP review process (2.4). November 2015 feedback from classified staff expressed concerns about the Board's compliance with Board policies.

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

- Board Agenda 8/13/15 p. 42 references BP 7250 in a request for management tuition reimbursement. BP 7250 is an incorrect reference. Tuition reimbursement is mentioned in AP 7250, and AP 7250 refers the reader to correct BP 7160/AP 7160 Professional Development.

- The above-referenced tuition reimbursement request was challenged by the Academic Senate Resolution FA15-5. The resolution stated that the tuition reimbursements were intended for professional development whereas the request for reimbursement would pay tuition for a manager to earn a degree retroactively that was required for the current position held by the manager.

- BP 2315: Board regularly fails to report on the results of closed session items during the meeting and in minutes [Dates forthcoming].

- It is unclear whether the Board evaluated the Chancellor according to BP/AP in 2014-2015. Chancellor's evaluation is on every Board agenda, but the completion of the Chancellor's evaluation has not been reported out.

- BP 2340 - Board Agenda announcement did not comply with the Brown Act's stipulation to post the agenda 72 hour in advance of the meeting for 10/08/2015 (Agenda emailed 10/06/2015) and 11/12/2015 (Agenda emailed 11/10/2015).

- Board approved the hiring of a campus president who did not hold an appropriate degree from an institution accredited by a recognized U.S. accrediting agency at the time of the degree was awarded.

- BP/AP 2510 - Board frequently acts on items that have not had sufficient collegial consultation and/or items that fall under the 10 +1 purview of the Academic Senate. Examples cited are: Reorganization of Personnel during summer (impacted campus budgets, hiring processes, duplication of positions, insufficient program review/needs assessment); Hiring outside consultants for Facilities & Educational Master Plan (impacted budget & intuitional planning at the campus level); Budget approval when tentative budget was altered by the DBC over the summer without all constituencies being represented. [Note: DBC is addressing the summer issues in several ways; moving up the budget timeline, and having prioritized lists for adjustments in place prior to commencement.]

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

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

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

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

The majority of 23 classified staff who provided feedback to the second draft through CSEA responded "no" to the questions "In your opinion does the Board of Trustees now ensure that it acts in a manner consistent with approved policies and bylaws? " and "In your opinion are policies developed or revised within the framework of the established shared governance processes?". Classified staff continue to be concerned about the actions of the Board and classified participation in shared governance.

The January 2016 survey shows that 12 of the respondents (70%) agreed or strongly agreed that the campus has met the recommendations and 5 respondent (30%) disagreed or strongly disagreed. Comments expressed concerns about the constraints of the Follow-Up Report timeline. It was felt that

the Board Handbook and BP/AP Review Cycle show promise, but more time is required to analyze the impact and effectiveness of the solutions.

Evidence List – District Recommendation 1

3.1 Academic Senate Meetings 2/18/15; 3/4/15
3.2 Academic Senate Resolution SP15.02
3.3 Board of Trustees Meeting 5/14/15
3.4 Board Handbook
3.5 Board of Trustees Meeting 6/1/2015
3.6 Board of Trustees Retreat Presentation, 8/20/15
3.7 Board of Trustees Meeting, January 25, 2016
3.8 District Assembly Meeting 11/3/14, 9/1/15, 10/6/15
3.9 Email List of Concerns with the Board December 18, 2015
3.10 Academic Senate Resolution FA15-5
3.12 Board Minutes, 12/10/15, Closed Session, 3.b.
3.13 Chancellor's Evaluation, Board Agenda, 1//14/2016,
3.14 SBVC Follow-Up Report Second Draft Survey, January 2016 Comments

District Recommendation 2

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

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

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

Actions Taken to Resolve Deficiencies

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

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

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

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

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

Working with the Chancellor's Cabinet, the 2014/2015 Human Resources program review, and as much as possible within the existing resources and number of positions allotted to HR, the Vice Chancellor of Human Resources prepared the *Human Resources Reorganization and Restructure Plan.*
The essential element of the plan are to:

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

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

Table 1: Human Resources Staff, 2015-16 (Post-Reorganization)

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

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

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

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

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

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

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

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

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

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

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

[2] Timeliness of Employee Evaluations

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

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

Pending the full implementation of PeopleAdmin, Human resources has compiled a list of current and past-due employee evaluations. Those with no change in assignment were evaluated first, followed by employees with a change of assignment and/or supervisor.

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

Table 2: District-wide Past-due Evaluations, January 2016

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

Table 3: District-wide Employee Evaluation Status Summary, March 2016

	Employees	***Percent***
On-schedule Evaluations	**554**	**89.07%**
Past-Due Evaluations	**68**	**10.93%**
Total Evaluations	**622**	**100%**

[3] Employee Hiring

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

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

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

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

to be taken to hire new and replacement employees.

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

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

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

Table 5: 2015-2016 Recruitments, March 2016

Recruitment Status	CHC	DIST	SBVC	TOTAL
Anticipated	6	3	5	**14**
In Process	21	10	14	**45**
On Hold	1	3	10	**14**
Total	**28**	**16**	**29**	**73**

Table 6: 2015 District Hires by Employee Category, March 2016

Hires	CHC	DIST	SBVC	TOTAL
Academic	6	0	31	**37**
Classified	9	7	23	**39**
Confidential	0	6	0	**6**
Interim-Mgmt	1	2	0	**3**
Management	0	3	5	**8**
Total	**16**	**18**	**59**	**93**

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[4] Consistent Policy Interpretation

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

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

[5] Faculty Evaluation Instrument/SLOs

The Tools committee which includes faculty representation from SBVC and CHC, and has the authority to change evaluation instruments, met on October 23, 2015. The Tools committee recommended placement of the following statement "I have self-reflected in regards to the development and assessment of SLOs (this statement may apply to SLO/Compensated Part-Time Faculty)" in the faculty evaluation. HR consulted with CTA representatives to determine the placement of the statement on faculty evaluation forms. The self-reflection statement includes a check-box above the signature line for the individual being evaluated. By checking the box, faculty are acknowledging that they have self-reflected on SLOs as per the SLO process defined by Academic Senate. The new evaluation form was distributed to all managers and is available on the District Wiki, labeled Formal Evaluation Procedure Pursuant to Article.

Analysis of Actions to Resolve Deficiencies

District Recommendation 2 contains many recommendations whose resolution can be demonstrated by statistics, implementation of new software, and updated evaluation instruments. The recommendation also speaks to consistent HR policy interpretation and guidance. The Vice Chancellor of Human Resources has taken steps, through staff training and regular meetings, to improve consistent policy interpretation and guidance. The effectiveness of these steps to improve consistency will be seen over time and extends beyond the timeline for this report

The October 2015 survey showed 38% of the respondents agreed or strongly agreed that the District had adequately addressed the recommendation. 39% of respondents disagreed or strongly disagreed adequately addressed the recommendation. 23% of respondents responded "Don't Know or N/A". The 16 comments expressed concerns and praise. A greater proportion of the comments indicated that little improvement had been made in HR. Concern was expressed about the appropriateness of the reorganization of HR, especially the creation of the Professional Learning and Organizational Development position when each campus already has a Professional Development Coordinator. The ACCJC visiting team gave SBVC's Professional Development Department a commendation for the professional development program on campus. Other comments spoke favorably of the changes in HR and found noticeable improvements in the department. November 2015 feedback from classified staff expressed concerns that the recommendations regarding timely evaluations, consistent policy interpretation and efficiency of the hiring process had not yet been resolved.

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

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

The majority of 23 classified staff who provided feedback to the second draft through CSEA responded "no" to the questions "In your opinion does the SBCCD Human Resources Department now offer consistent policy interpretation?", "Does the SBCCD treat employees equitably when applying policies?" and
"Is hiring timely? Are needed positions filled promptly?" Comments varied with some expressing dissatisfaction with HR and others noting that HR has made some progress.

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

Comments from both the SBCCD Climate Survey and the January 2016 survey were similar to those expressed in the October 2015 survey, although there was some indications that new hiring processes require additional paperwork and could become a burden to managers and staff involved in the process. Two of the comments in the January 2016 survey mentioned that the SLO self-reflection statement in the faculty evaluation would benefit from further definition and broader opportunity for self-reflection and evaluation. ASG comments were directed at the need for the District to hire more staff and faculty.

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

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

Evidence List – District Recommendation 2

4.1 Human Resources Reorganization, page 275
4.2 Coordinator of Diversity & Talent Job Description, page 254
4.3 Employee Relations Officer Job Description, page 248
4.4 Coordinator of Professional and Organization Development Job Description, page 259
4.5 Position Tracking
4.6 Internal Hiring Manual/Flow Chart
4.7 JAG
4.8 PeopleAdmin
4.9 Past-Due Employee Evaluation Tracking
4.10 CSEA Contract
4.11 Sample E-mails from HR
4.12 List of Job Fairs
4.13 Vacancy Tracking
4.14 Human Resources Standard Operating Procedures Manual
4.15 E-Mail from Sheri Lillard
4.16 Faculty Evaluation Summary Form
4.17 Evidence of Managers Receiving Information
4.18 ASCCC Publications
    4.18a *Faculty Evaluations – The SLOAC Debate Continues*
    4.18b *Sound Principles for Faculty Evaluation*
    4.18c *Learning Outcomes and Faculty Evaluations*
4.19 Chancellor's Email

District Recommendation 3

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

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

Actions Taken to Resolve Deficiencies

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

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

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

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

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

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

San Bernardino Community College District

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

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

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

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

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

San Bernardino Valley College	**Crafton Hills College**
I. ~~10,454~~ 10,504 total projected funded FTES II. San Bernardino Valley College will carry any excess over ~~10,454~~ 10,504 as unfunded FTES *	I. ~~4,791~~ 4,841 total projected funded FTES II. All District Unfunded FTES will be carried by Crafton Hills College (projected is ~~73~~ 23 unfunded FTES) III. District to fund unfunded FTES from fund balance

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

San Bernardino Valley College	**Crafton Hills College**
No additional Overcap funding since San Bernardino Valley College will be fully funded for the credit FTES	Additional Overcap funding will be absorbed by Crafton Hills College since all unfunded FTES are carried by Crafton

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

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

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

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

San Bernardino Valley College	**Crafton Hills College**
~~10,454~~ 10,504 actual FTES	4,864 actual FTES

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

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

[2][5]Transparency and Communication

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

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

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

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

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

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

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

[4] Staffing Plan

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

Analysis of Actions to Resolve Deficiencies

District Recommendation 3 contains tangible items such as the Enrollment Management Plan and the Staffing Plan whose resolution can be demonstrated by the completion of the plans. The recommendation also speaks to consistency, transparency and communication. It can be shown that the Chancellor and Vice Chancellor of Fiscal Services have taken steps to improve transparency and communication. The consistent practice and effectiveness of these steps and their impact on campus culture extends beyond the timeline for this report.

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

respondents who believed the communication and transparency efforts were superficial. There were also comments that clearly referenced earlier versions of the RAM. November 2015 feedback from classified staff expressed also concerns that efforts to improve communication and transparency were insufficient, and that classified staff had limited opportunities to provide input into budgetary decisions.

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

The SBCCD Climate Survey included several questions that addressed the recommendations in District Recommendation 3. These results, which include responses from Crafton Hills College employees, were collected in December 2015.

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

Few classified staff responded to CSEA questions on the second draft regarding District Recommendation 3. Classified staff comments focus on the RAM, transparency, and the lack of administrative managers in the draft of the Staffing Plan. The January 2016 survey showed that 12 of the respondents (70%) agreed or strongly agreed that the campus has met the recommendations, and 5 respondents (30%) disagreed or strongly disagreed. Comments in the SBCCD Climate Survey and the January 2016 Survey indicate that concerns about trust and transparency are still prevalent. Comments also noted that efforts are being made to better communicate budget information to the campus.

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

Evidence List – District Recommendation 3

5.1 College Brain Trust Resource Allocation and Utilization Review, January 2014 (cited in CHC 2015 Self Evaluation)
5.2 FAQs, 2015-16 Final Budget and Resource Allocation Model
5.3 SBCCD Resource Allocation Model, 2015-16
5.4 Response of Chancellor's Cabinet to the Recommendations of the College Brain Trust, February 2014
5.5 FAQs, 2015-16 Final Budget and Resource Allocation Model
5.6 SBCCD Employee Climate Survey 2015-2016, p. 4
5.7 Multi Year Resource Allocation Forecast for the Unrestricted General Fund, 2015-16 through 2016-17
5.8 Human Resources Staffing Plan Ad Hoc Committee
5.9 Human Resources Staffing Plan

ACCJC Recommendation to Resolve Third Party Comment Deficiencies

Commission Recommendation 1

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

Actions Taken to Resolve Deficiencies

[1] Ensure College President holds an appropriate degree

In April 2015, Chancellor announced that the President had enrolled at Pacific Oaks College, an institution accredited by WASC, with the goal of earning a bachelor's equivalency based on life experience and a Master's Degree of Arts in Human Development. The Chancellor felt that this action would resolve the deficiency.

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

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

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

Analysis of Actions to Resolve Deficiencies

[1] The initial plan to resolve this deficiency was opposed by the Academic Senate. Resolution SP15.03 ACCJC Commission Recommendation 1 and Minimum Eligibility Requirements for Chief Executive Officers was passed on 3/25/15 opposing the action recommend by the Chancellor to resolve the Commission Recommendation by having the President enroll in an academic program that would meet minimum qualifications for the position. The Academic Senate believes that enrollment in a master's program will not meet the Commission's expectation that SBVC "ensure that the President holds an appropriate degree from an institution accredited by a recognized U.S. accrediting agency" at the time the Follow-up is due.

The October 2015 survey showed that about 28% of the respondents agreed or strongly agreed that the District had adequately addressed the recommendation; also, 61% of respondents disagreed or strongly disagreed adequately addressed the recommendation; and approximately 12% of respondents responded "Don't Know or N/A. The 29 comments from the survey and classified staff feedback

expressed concerns about: the campus's accreditation, reputation, and morale of the campus; the hiring process; and the quality of college being attended by the president.

Since the announcement of the president's retirement, Human Resources, in consultation with college constituencies, is working towards hiring a president to start July 1, 2016. The Vice Chancellor of Human Resources, in cooperation with the Office of Research, Planning, and Institutional Effectiveness, sent out a survey to solicit information on what the campus would like to see in the next president. The president position announcement on 2/1/2016 and the announcement will run for 60 days. To obtain a diverse pool of applicants, the position is posted in many publications and website, including: SBCCD Employment Website, and CCC Registry.

- A hiring committee composed of (1) CSEA, (1) Classified staff (President's Office), (1) Classified Senate, (1) CTA, (1) SBVC Academic Senate, (1) Management, and (1) Chancellor's designee, (1) Student, (1) Community member (optional) will be convened
- Open Forums will be held

The faculty expressed a desire for a larger hiring committee and a proposed committee structure comprising 15 members is being vetted in District Assembly before going to the Board on March 10, 2016.

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

At the February 25, 2016 Board meeting it was announced that a recruiting firm would be hired to work with the presidential recruitment and updated information about the hiring process would come to the Board at the March 10, 2015 meeting. On March 1, 2016 an email was sent to campus constituency groups identifying the contact person for the search and his desire to meet with campus constituencies.

During the February 25, 2016 meeting some Board members also expressed a desire to become more involved in the hiring process for the President.

The hiring of a recruitment firm and the potential impact on the timeline for hiring a new President, and the Board's wish to be involved in the hiring process was included in the Academic Senate President's Report for discussion at the March 2, 2016 Academic Senate meeting.

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

Evidence List- Commission Recommendation 1

6.1 Chancellor's E-mail
6.2 E-Mail Announcement of President Fisher's retirement
6.3 College Catalog Part V: Administration and Faculty, p. 138.
6.4 Academic Senate Resolution SP14.03
6.5 Academic Senate Meeting 3/25/2015
6.6 SBVC College President Recruitment Timeline
6.7 E-mail Characteristic of a President Survey
6.8 Job Announcement
6.9 Board Minutes 2/25/2016
6.10 Email regarding Recruitment Agency