



San Bernardino Community College District

**Three Year Staffing Plan
2014-2017**

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Introduction

The San Bernardino Community College District (SBCCD) contracted with the Collaborative Brain Trust (CBT) on October 17, 2013. The task at hand for CBT is to develop a comprehensive three-year District-wide staffing plan.

The San Bernardino Community College District is a multi-campus district with two college locations, a District office, and sites housing the departments of Economic Development and Corporate Training, KVCR—a public broadcast system, the District’s police department, and the District Annex (IT Department). The San Bernardino Valley College is located in San Bernardino, California. Crafton Hills College is in Yucaipa, California. SBCCD has over 13,000 FTES (reported in 2012 to the California Community Colleges Chancellor’s Office).

On Monday, November 4, 2013, consultants Drs. Malone and Carlock attended meetings at the San Bernardino Community College District conducted by two CBT consultants, Mike Hill and Mike Brandy. The purpose of those meetings related to a second CBT project, “Resource Allocation and Utilization: Review, Analysis and Recommendations.” Drs. Malone and Carlock identified several areas of overlap between the two projects. Identified budget issues directly impact a plan for staffing over the next several years. Some comments and recommendations found in that budget project are relevant and are noted in this final report.

Due to the difficulty scheduling face-to-face meetings with staff, the District agreed to have the CBT consultants survey selected staff to solicit their opinion about the topics covered in this report. The survey was distributed via email with a SurveyMonkey link on February 26, 2014. The survey was closed to responses at the end of the workday on March 12, 2014.

Purpose of Staffing Plan

Strategically planning for future staffing levels serves to align the organization's human resources needs not only with its general mission, but should integrate with the organization's strategic planning. Analyzing trending of the workforce to predict and plan for future needs can save the organization money and can serve to inform the district and community what to expect in the future. This staffing plan has been developed with input from District staff, complies with current accreditation standards, and addresses the goals and directives set out by the District and Board of Trustees.

For the purpose of complying with accreditation standards, SBCCD developed a three-year (2010-2013) long-range staffing plan in August of 2010. Since that plan is nearing termination, the District has committed to "ongoing review of long-range staffing plan" in the 2012-2013 Human Resources Program Review. In addition, in the 2013-14 Budget Board Directives document approved by the Board of Trustees, the District commits to "maintaining the 50% law ratios in the District's long-range staffing plan". Thirdly, in the Districts 2013-14 Final Budget (Strategic Directive 2: Learning Center Institution for Student Access, Retention, and Success), the District commits to "develop and implement a District Staffing Plan that includes targets for improvement of full-time/part-time faculty ratios."

In general, staffing levels at the San Bernardino Community College District locations have been reviewed, evaluated, and compared with other similar sized colleges and districts. In addition, this report contains a review of how recruitment and selection and employee performance evaluations affect human resources acquisition and retention.

Executive Summary

This report contains an introduction, describes the purpose of a staffing plan, and reviews SBCCD's recruitment and hiring practices and its evaluation processes—both of which are standard processes commonly found in California community colleges. SBCCD's recruitment and hiring process has experienced a pretty high level of failed recruitments and the District has a number of interim appointments in positions not yet filled. In addition, the evaluation processes, while appropriate, lack an efficient tracking and follow-up system, lack of management accountability for past-due evaluations, and may be improved with staff development training for managers.

The CBT consultants discuss SBCCD's past, current, and ideal staffing levels. To that end, comparisons of District-wide staffing levels shows SBCCD ranks next to highest in staffing levels when compared to California community college multi-campus districts of similar size. It ranks highest in staffing levels of classified administrators among those comparison districts. While both San Bernardino Valley College and Crafton Hills College rank fairly high in staffing levels when compared to similar sized colleges in the California community college system, comparing SBCCD's two colleges, after a size adjustment is applied, Crafton Hills' staffing levels are considerably higher than those of San Bernardino Valley College. Additional comparisons done on specific departments show that SBCCD's District Office staff is within the average range, IT and Reprographics Department staffing levels are low, the police department is high in staffing, the Economic Development and Corporate Training program is about at the mid-point. There is limited comparison data for the district's KVCR public broadcasting system.

This report presents an analysis of probable employee turnover within the next three to seven years. The District can expect to lose approximately 25%+ faculty, educational administrators, and classified staff through retirement. San Bernardino Valley College can expect retirements to be about 25% for faculty and classified staff, and Crafton Hills can expect about a 27% retirement rate in educational administrators, 22% in faculty numbers, and about 30% of their classified support staff.

While reviewing the District's Full-time Obligation Number (FON) and its full-time/part-time faculty ratio, it appears that the District has met and is currently meeting the state mandated FON each year. However, for the past five years, the full-time/part-time faculty ratio

has decreased (gotten worse) and is currently about 53/55 when it should ideally be at 75/25. SBCCD should employ strategies to improve that ratio. It should continue to meet and exceed its annual FON, but when full-time faculty are hired, part-time faculty should be decreased accordingly and even more extensively than in the past. The only way to improve the full-time/part-time faculty ratio is to increase the number of courses taught by full-time faculty and decrease the number of courses taught by part-time faculty. SBCCD needs to find a balance, too, between the two colleges and their appropriate portion of full-time faculty numbers, which may mean Crafton Hills should be decreasing the number of courses taught by full-time faculty and part-time faculty.

The area of resource allocation is discussed in this report. CBT Consultants Drs. Malone and Carlock depended upon the budget findings and report of January 2014 conducted by CBT Consultants Michael Hill and Michael Brandy which points to a major area of concern; that of the inefficient position control system as it affects both the budget and the tracking of filled and unfilled positions throughout the District. Both CBT teams are recommending that the position control mechanism be improved.

The CBT Consultants communicated with staff via email and survey on February 26, 2014 for the purpose of gathering input regarding the topics of this report. Comments from staff were thoughtful and astute and contributed significantly to the Consultants' observations.

This report contains a number of recommendations presented in greater detail for SBCCD's consideration, including: immediately beginning the recruitment effort to fill the position of the Vice Chancellor of Human Resources and to fill the position of Director of Human Resources, instituting an organizational climate survey, examining the reasons recruitments fail, tying management's completion of evaluations to their employment contract renewals and/or their annual step and column increases, improving the evaluation tracking and follow-up system, requiring training for managers on performance evaluation, examining the reasons for late or uncompleted evaluations, holding managers accountable for completing evaluations, reviewing and improving the District's management evaluation process, improving the district's position control system, reducing the number of courses taught by full-time faculty at Crafton Hills College, reducing the number of classified support positions at San Bernardino Valley College, reducing the number of management positions at Crafton Hills with suggested methods for accomplishing that reduction, reducing the number of classified support positions

at Crafton Hills College, continuing to meet and exceed the statewide FON requirement and at the same time decreasing the number of credit courses taught by adjunct faculty, increasing the salary levels of the Vice Chancellor of Fiscal Services position and that of the College President position (if the Hay Group compensation study supports the recommendation), exploring whether or not another early retirement incentive program would be financially beneficial, discovering ways to increase the diversity in applicant pools—most particularly the ethnic category of Hispanic, initiating a modified hiring freeze to fully evaluate whether to proceed with each position listed on the hiring priority list contained in the District’s current staffing plan. While the District is already requiring the TV public broadcast system program to become self-supporting, there is a recommendation to reduce its staff numbers and to develop a greater role in the instructional program which will increase state-wide FTES income.

In addition, this staffing plan does not provide the District with a laundry list of specific positions to add or fill over a three year period, but rather presents a simple decision model to be used when the District is faced with a vacancy within the management and the classified support staff ranks—especially when the District needs to reduce staff rather than add staff. Those decisions are made by the Chancellor and his Cabinet and the process for making those decisions can be strengthened.

In light of SBCCD’s efforts to move its budget process into a more efficient place, and with its need to appropriately balance expenditures between its two colleges, continuing to add and fill positions from the current hiring priority list at this point is not a prudent approach to accomplish that goal. The CBT Consultants are recommending a modified hiring freeze so that the District can fully evaluate whether or not to fill the positions on the hiring priorities list found in its current staffing plan.

District Mission

The mission of the San Bernardino Community College District is to promote the discovery and application of knowledge, the acquisition of skills, and the development of intellect and character in a manner that prepares students to contribute effectively and ethically as citizens of a rapidly changing and increasingly technological world.

This mission is achieved through the District's two colleges (San Bernardino Valley College (SBVC) and Crafton Hills College (CHC), the Professional Development Center (PDC) and public broadcast system (KVCR TV-FM) by providing high quality, effective and accountable instructional programs and services.

San Bernardino Valley College Mission

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

Crafton Hills College Mission

The mission of Crafton Hills College is to advance the education and success of students in a quality learning environment.

Human Resources Mission

Ensure a positive and diverse workforce environment through superior customer service for the San Bernardino Community College District.

Institutional Goals and Integration with District Planning Processes

The SBCCD Mission is achieved through clearly defined Board Imperatives that serve as a framework for the District Strategic Plan and resulting Institutional Goals. Implementation of the Institutional Goals is dependent upon well trained, motivated, efficiently managed staff and recruitment processes that ensure continuity of a diverse academic environment that fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. This Three Year Staffing Plan is intended to assist the District in moving toward satisfying the HR-related goals of the Board Imperatives and Institutional Goals articulated below.

SBCCD Board Imperatives

The SBCCD Board of Trustees is committed to excellence and effectiveness in all the operations and entities that comprise the San Bernardino Community College District. The Board is committed to student success, retention, and access; and to the prudent management of all District resources. The Board strives for, and expects, informed and excellent governance and leadership from themselves and from all the key leaders of the District. To that end, the Board established four Imperatives:

1. Institutional Effectiveness
2. Learning-Centered Institution for Student Access, Retention, and Success
3. Resource Management for Efficiency, Effectiveness, and Excellence
4. Enhanced and Informed Governance and Leadership

Overview District Strategic Plan 2011-2014

Institutional Goal 1: Institutional Effectiveness (Board Initiative 1)

- 1.1 Implement and integrate decision-making, planning, and resource allocation structures and processes that are collaborative, transparent, evidence-based, effective, and efficient.

**Institutional Goal 2: Learning Centered Institution for Student Access, Retention, and Success
(Board Initiative 2)**

- 2.1 Ensure access to and delivery of programs, services, and support that meet the diverse needs of students, prospective students, and the community.
- 2.2 Improve student retention, success, and persistence across the District.
- 2.3 Achieve excellence in teaching and learning at all District sites through professional development and a continuous improvement process.

**Institutional Goal 3: Resource Management for Efficiency, Effectiveness, and Excellence
(Board Initiative 3)**

- 3.1 Optimize the development, maintenance, and use of resources in accord with applicable plans.
- 3.2 Provide technology that supports excellence in teaching, learning, and support.
- 3.3 Effectively manage enrollment across the District through a dynamic balance of identified needs and available resources.

Institutional Goal 4: Enhanced and Informed Governance and Leadership (Board Initiative 4)

- 4.1 Optimize governance structures and processes throughout the District.
- 4.2 Continuously develop leaders among all groups.

Inclusive Climate

- 5.1 Value diversity and promote inclusiveness among employees, students, and the community.

Community Collaboration and Value

- 6.1 Enhance the District's value and image in the communities.

6.2 Forge partnerships with other academic institutions, governmental agencies, and private industry to support the missions of the District and colleges.

Human Resources Long-Range Strategic Planning Objectives related to District Strategic Plan Initiatives

This Long-Range Staffing Plan provides a strategy for meeting Institutional Goals by outlining a plan to ensure that the appropriate staffing levels are maintained, the current staff is properly evaluated and developed, future staffing needs are properly assessed, and recruitment processes are well-organized and inclusive to a diverse community of applicants. The 2010-2013 Long Range Planning Objectives are as follows:

Objective 1: Retention

Retention of high-quality employees is a crucial concern of the colleges and the District. The 2010-2013 Long-Range Staffing plan attempted to respond to the need for a systematic, District level, process to promote retention. The Human Resources Department committed to addressing the need by focusing attention on the first year of employment, considered important in establishing a long-term relationship between the employee and the District as follows:

In accordance with District Strategic Plan 5.1 the Human Resources Department, in consultation with the colleges, will develop and implement a district mentoring program for all new employees.

Objective 2: Evaluation

The Human Resources Department found a pattern of past due evaluations for a substantial number of classified staff and management staff, which was a major concern to both colleges and the District. In response to this concern, the Human Resources Department committed to the following objective to identify and solve the problems by developing and implementing more systematic methods to monitor and ensure the timeliness of the evaluation process:

The Human Resources Department, in consultation with the colleges, will develop and implement more systematic methods to monitor and ensure the timeliness of the evaluation processes for classified staff and management.

Objective 3: Internal Candidate Development/Succession Planning

The spring 2010 SERP had a dramatic effect on the institutional memory of the District and both colleges. Due to the large number of retirements, increased turnover rate, and difficulty in predicting future staffing patterns with any assurance of accuracy, the District realized there may be a substantial risk, or loss, of institutional memory. To accommodate the potential losses, the District planned to facilitate the development of internal candidates for promotional and other vacancies. The Human Resources Department committed to helping with the following objective:

In accord with District Strategic Plan Objective 3.1.1, the Human Resources Department, in consultation with the colleges, will design and implement workshops and/or other professional development experiences to help the colleges develop internal candidates for vacancies that arise due to retirements and other turnover.

Analysis of Human Resources Long-Range Strategic Plan Objectives

The purpose of an HR Long-Range Strategic Plan is to insure staffing levels that meet organizational needs; which entails recruiting, selecting, developing, and retaining a high caliber of employees capable of meeting the organization's mission. After a thorough review of the SBCCD Board Imperatives, District Strategic Plan and Institutional Goals, and the Human Resources Long-Range Strategic Plan of 2010-2013, the CBT Consultants believe the three objectives outlined in the 2010-2013 Long-Range Strategic Plan are still relevant to 2013-2017 and continued effort in these areas will serve to meet the District's current needs. The objectives are all related to recruiting, retaining and developing current staff in order to preserve institutional knowledge and implement the District's mission and institutional goals.

In accordance with District Strategic Plan 5.1 to establish a mentoring program for all new employees, HR stated that they have developed a mentoring program for current employees and new hires; however, the program has not been officially implemented. In the meantime, HR conducts new employee orientations and allows campus departments to take

over the mentoring of their new employees. During new employee orientation, online training is a standard procedure required prior to the new employee reporting to the job site. After the new employee orientation, job site supervisors facilitate the day-to-day training of the employees.

The evaluation process is crucial to retaining staff who meet effective and efficient performance standards as outlined in the job descriptions and the timely evaluation of probationary and other classified and management employees is crucial to maintaining a staff that can be developed for future promotional positions. The HR Department continues to remedy the challenge of managing reports from the EPICS system maintained by the IT Department. Weaknesses of the current process for data control and the evaluation process must be investigated and accountability processes established.

HR continues to support the District's commitment to professional development as an ongoing project. The campuses have Professional Development Coordinators who facilitate training of employees at the campus level. Perfunctory trainings such as environmental health and safety and sexual harassment are managed through the Keenan Safe College online training tool, and the District is a member of the Southern California Community College Districts Employment Relations Consortium which provides trainings for management and HR. HR participates in ongoing discussion and planning for employee development programs, such as the addition of a Training Coordinator in the HR Department who would oversee and facilitate the training and development programs at the District.

Fulfilling the HR objectives is the responsibility of the Vice Chancellor of Human Resources. Unfortunately, the position has been vacant more than two (2) years and temporarily filled by a number of interims; therefore updates and follow through on the Long-Range Plan have been precarious at best. These objectives continue to be validated by the recent turnover due to the 2010 SERP, and the need to maintain a smaller staffing level. One crucial position to achieving these objectives would be a full-time, permanent Vice Chancellor of HR who could give targeted attention and leadership toward meeting the recruitment, retention, evaluation, and employee development objectives.

Employee Recruitment and Selection Processes

A properly developed and implemented recruitment and selection process will ensure that a sufficient pool of prospective employees are recruited and that the candidates selected are representative of the quality required to meet the organizational objectives of the District and compliment the diversity of student body. The District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The District recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students; therefore, the District seeks a qualified and diverse administration, faculty, and staff. The District's value of diversity in employment compliments Board Policy 7210 which states that the District will implement affirmatively equal employment opportunity for all employees and qualified applicants for employment and promote a policy of non-discrimination in recruiting, hiring, assignment, training, promotion, transfer and evaluation.

The recruitment and selection processes begin with the District's Program Review and Planning processes. Every year the Program Review Committees of both Valley College and Crafton Hills analyze staffing requests to determine and recommend the hiring priorities of their campuses. The recommended priorities are then submitted to the college presidents who make the final determination of hiring priorities. Likewise, the District Office submits a prioritized list of human resource requests to the Chancellor for consideration by Chancellor's Cabinet. The Chancellor makes the final determination of hiring priorities for District operations. The College Presidents and the Chancellor submit position requisitions to Fiscal Services for budgetary confirmation. Once the funding has been confirmed, Fiscal Services submits the position requisitions to the Human Resources Department and the recruitment process begins.

The Office of Human Resources has implemented an Online Employment Application Process to automate and streamline many of the paper-driven aspects of the employment application process. All requested positions must be submitted through the Online Application System. After the requested information for a vacant position is completed and submitted, the request will then be approved by the appropriate administrators. The receipt of the Personnel Requisition Form by the Office of Human Resources and budget authorization by Fiscal Services indicates approval to begin the recruitment process.

Faculty

The recruitment process begins with the job announcements drafted by the Division/Department hiring manager in consultation with faculty and Human Resources. Job announcements contain State mandated minimum qualifications that must be met by all academic employees and may include desirable qualifications that support the responsibilities of the position. HR prepares the final draft of the job announcement to ensure conformity with the guidelines of the Board of Governors for the California Community Colleges, Title 5 requirements, and non-discrimination laws. Upon the approval of the final draft, the Division/Department hiring manager will set a tentative timetable for the hiring process. Faculty positions are advertised for a minimum of thirty (30) days. Human Resources is responsible for the dissemination of job announcements and managing all recruitment data such as collecting applications and managing diversity information.

The combination of minimum qualifications and job-related desirable qualifications will be used as the basis for decisions throughout the pre-screening, interview, and selection processes. Human Resources will determine which applicants meet minimum qualifications as set forth in the job announcement. Applicants meeting the minimum qualifications will be reviewed by the selection committee and applicants requesting consideration of equivalent qualifications will be reviewed by the Equivalency Committee.

The selection committee should have no fewer than five (5) and no more than nine (9) members. The hiring manager, in consultation with department/division faculty and the Academic Senate President, will select committee members. Human Resources will appoint an Equal Opportunity Representative to serve as a non-voting committee member. The committee should also include representation of employees groups who regularly interact with the employee in the position; however, the majority should be faculty and should include the hiring manager. The final composition of the selection committee remains confidential.

The committee chair will provide the names of candidates for interview to Human Resources who will schedule the interviews. The search committee will interview the candidates. Prior to the interview, the candidates are provided the 30 minutes or less to review the interview questions. This practice allows the candidate the opportunity to prepare well thought out answers and may serve to relieve some measure of anxiety. Each candidate is required to conduct teaching demonstrations and submit a writing sample.

The committee recommends no more than three (3) candidates, unranked, to the College President for second-level interviews. Second level interviews will be conducted by the College President. The academic senate president will also be present in an advisory capacity. The hiring manager will make the decision on the final selection and notify Human Resources to forward the name to the Board of Trustees for approval.

Classified

Classified employees are those who are employed in non-academic positions. Similar to the faculty recruitment process, the classified recruitment process begins with a job announcement developed by the hiring manager in consultation with Human Resources and approved by the Vice Chancellor of Human Resources. The job announcement clearly states the knowledge, skills, and abilities required to perform the job, minimum qualifications, any additional desirable qualifications that are job related and support the responsibilities of the position, and notification of testing.

Human Resources staff is responsible for administering testing procedures for classified positions that require job-related skills proficiency. Human Resources staff selects the appropriate testing instruments, ensures that the testing criteria are objective, and administers testing materials and procedures in a consistent manner. Only those applicants who pass the employment tests are screened by Human Resources for minimum qualifications and forwarded to the selection committee.

The appropriate administrator, in consultation with Human Resources, designates the composition of the screening committee to ensure appropriate representation from the affected department. Screening committees include at least one management member, one CSEA appointee and, when appropriate, an appointee from the Academic Senate. Committee composition should include no less than three (3) and no more than seven (7) committee members in total, including one non-voting EEO representative from Human Resources.

Once the screening committee determines which candidates to interview, Human Resources schedules and arranges the time and place of the interviews, and contacts the candidates. The screening committee conducts the first level interviews and recommends at least three (3) candidates to the hiring manager for second level interviews. From the second

level interviews, the hiring manager selects and recommends a finalist to the Chancellor. Human Resources is notified and the recommendation is forwarded for Board approval.

Management

Management employees are those employees of the District who are designated as "management" by the Board, including academic management (educational administrators), classified management (non-academic) and executive officers. The recruitment process is similar to the classified process outlined above, beginning with the development of a job announcement, development and proctoring of testing (if required), pre-screening of applications by Human Resources, and designation of a selection committee consisting of no less than three (3) and no more than nine (9) members. Every management screening committee must contain one (1) CSEA designee, and one (1) Academic Senate designee. The screening committee develops job related questions that will be reviewed by Human Resources, interviews are arranged by Human Resources, and the selection committee recommends at least three (3) candidates for second level interviews. The second level interviews will be convened by the appropriate administrator who will then notify Human Resources of the selection for recommendation to the Board for approval.

Analysis of Employee Recruitment and Selection Processes

The SBCCD recruitment and selection process are common to most community colleges. The table below provides a snap shot analysis of the successful hires over the past three years.

| RECRUITMENT ACTIVITY | 2010 - 2011 HIRES | | | 2011 - 2012 HIRES | | | 2012 - 2013 HIRES | | | |
|--------------------------------------|-------------------|------------|-----------|-------------------|------------|----------|-------------------|------------|----------|----------|
| | FACULTY | CLASSIFIED | MA | FACULTY | CLASSIFIED | MA | FACULTY | CLASSIFIED | MA | INTERIM |
| San Bernardino Valley College | 6 | 20 | 3 | 2 | 4 | 1 | 8 | 5 | 0 | 0 |
| Crafton Hills College | 2 | 8 | 4 | 0 | 3 | 0 | 4 | 4 | 1 | 0 |
| District Offices | 0 | 0 | 2 | 0 | 1 | 0 | 0 | 2 | 0 | 1 |
| KVCR TV/FM | 0 | 5 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Annex | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 |
| Police Department | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| Economic Development Training Center | 0 | 1 | 5 | 0 | 0 | 1 | 0 | 0 | 1 | 0 |
| TOTALS | 8 | 41 | 16 | 2 | 10 | 4 | 12 | 12 | 2 | 2 |

Table 1, Three Year Hiring Pattern

Source: SBCCD Human Resources Department

The District also experienced a number of unsuccessful recruitments as shown in the table below. In response to the unsuccessful recruitments, the District employs an unusually high number of interim employees, particularly at SBVC as shown in the next table.

| UNSUCCESSFUL RECRUITMENT ACTIVITY | 2012-2013 | | | 2013-2014 | | | TOTALS |
|--------------------------------------|-----------|------------|-----------|-----------|------------|----------|-----------|
| | FACULTY | CLASSIFIED | MGMT | FACULTY | CLASSIFIED | MGMT | |
| San Bernardino Valley College | 2 | 4 | 5 | 0 | 2 | 1 | 14 |
| Crafton Hills College | 1 | 0 | 1 | 1 | 0 | 1 | 4 |
| District Offices | 0 | 0 | 2 | 0 | 0 | 1 | 3 |
| KVCR TV/FM | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Annex | 0 | 1 | 2 | 0 | 1 | 1 | 5 |
| Police Department | 0 | 0 | 1 | 0 | 0 | 1 | 2 |
| Economic Development Training Center | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTALS | 3 | 5 | 11 | 1 | 4 | 5 | 29 |

Table 2, Unsuccessful Recruitment Activity, 2012-2014

Source: SBCCD Human Resources Department

| Interim Appointments | | | |
|---|----------------|------------|------------|
| POSITION | Location | Start Date | End Date |
| Interim, President | SBVC | 7/1/2013 | 6/30/2014 |
| Interim Dean, Social Science, Human Dev. & PE | SBVC | 7/1/2013 | 6/30/2014 |
| Interim Director, EOPS/CARE | SBVC | 7/1/2013 | 6/30/2014 |
| Interim Manager, Occupational Advancement | SBVC | 7/1/2013 | 6/30/2014 |
| Interim Art Director | KVCR, DISTRICT | 6/14/2013 | 6/30/2014 |
| Interim Vice Chancellor, Fiscal Services | DISTRICT | 6/26/2013 | 6/30/2014 |
| Interim Tribal Liaison, Management & Supervisory | KVCR District | 8/9/2013 | 6/30/2014 |
| Interim Director, Police Academy | SBVC | 7/1/2013 | 6/30/2014 |
| Interim Scholarship Program Administrator | SBVC | 7/29/2013 | 6/30/2014 |
| Interim Director, Admissions & Records | SBVC | 10/1/2013 | 10/1/2014 |
| Interim Assistant Director, Applied Technologies Training | District | 10/11/2013 | 10/11/2014 |
| Interim Dean, Applied Technology, Transportation & Cul Arts | SBVC | 1/2/2014 | 6/30/2014 |
| Interim Coordinator, DSP & S | SBVC | 12/12/2013 | 6/30/2014 |

Table 3, Interim Appointments, 2013-2014

Source: SBCCD Human Resources Department

There is a significant cost related to failed recruitments. The 2010-2013 Long-Range Staffing Plan indicated that the average cost of each hire from receipt of the requisition by HR to employment was just over \$7,500.00. Using the 2010-2013 cost, the District may have lost more than \$217,500 for failed recruitments.

The CBT consultants inquired about the reasons for the number of failed recruitments and the large number of interim employees occupying critical positions within the District. The inquiry revealed the following reasons: non-competitive salary levels, political wrangling within selection committee members, inability to define realistic qualities desired for the position, and inadequate pools; staff cited HR's inability to move processes forward in a timely manner due to a shortage of staff. Other staff have stated that SBCCD has a poor work environment and is reputed as being unstable.

With regard to the salary level, the CBT consultants tested the salary level of several management positions with multi-campus districts of similar size. The tables below provide us with a general picture of how selected management salaries compete.

| District | Annual 2012-13 Total FTES | College President |
|------------------------|------------------------------|----------------------|
| Chabot-Las Positas CCD | 15529.83 | - |
| West Hills CCD | 5,611.31 | \$ 223,958.00 |
| Yosemite CCD | 13320.87 | \$ 210,785.00 |
| San Jose-Evergreen CCD | 13445.49 | \$ 188,221.00 |
| West Valley CCD | 15834.07 | \$ 186,591.00 |
| San Bernardino CCD | 13372.61 | \$ 171,624.00 |
| Yuba CCD | 5,661.88 | \$ 166,817.00 |

Table 4, Comparison of College President Annual Salary

Source: ACCCA 22013 Benchmark Survey, Multi-campus Districts

| District | Annual 2012-13 Total FTES | Vice Chancellor Fiscal Services |
|------------------------|------------------------------|------------------------------------|
| Chabot-Las Positas CCD | 15529.83 | \$ 218,702.00 |
| West Hills CCD | 5,611.31 | \$ 213,929.00 |
| Yosemite CCD | 13320.87 | \$ 206,831.00 |
| West Valley CCD | 15834.07 | \$ 193,124.00 |
| San Jose-Evergreen CCD | 13445.49 | \$ 188,221.00 |
| San Bernardino CCD | 13372.61 | \$ 171,624.00 |
| Yuba CCD | 5,661.88 | \$ 166,817.00 |

Table 5, Comparison of Vice Chancellor of Fiscal Services Annual Salary

Source: ACCCA 22013 Benchmark Survey, Multi-campus Districts

| District | Annual 2012-13 Total FTES | Vice Chancellor Human Resources |
|------------------------|------------------------------|------------------------------------|
| Yosemite CCD | 13320.87 | \$ 191,623.00 |
| San Jose-Evergreen CCD | 13445.49 | \$ 188,221.00 |
| San Bernardino CCD | 13372.61 | \$ 171,624.00 |
| West Valley CCD | 15834.07 | \$ 165,000.00 |
| West Hills CCD | 5,611.31 | \$ 158,388.00 |
| Chabot-Las Positas CCD | 15529.83 | \$ 154,911.00 |
| Yuba CCD | 5,661.88 | \$ 130,464.00 |

Table 6, Comparison of Vice Chancellor of Human Resources Annual Salary

Source: ACCCA 22013 Benchmark Survey, Multi-campus Districts

| District | Annual 2012-13 Total FTES | Vice President Instruction |
|------------------------|------------------------------|-------------------------------|
| West Hills CCD | 5,611.31 | \$ 183,682.00 |
| Yosemite CCD | 13320.87 | \$ 171,183.00 |
| Chabot-Las Positas CCD | 15529.83 | \$ 154,911.00 |
| San Bernardino CCD | 13372.61 | \$ 148,248.00 |
| San Jose-Evergreen CCD | 13445.49 | \$ 135,164.00 |
| Yuba CCD | 5,661.88 | \$ 130,464.00 |
| West Valley CCD | 15834.07 | \$ 116,969.00 |

Table 7, Comparison of Vice President of Instruction Annual Salary

Source: ACCCA 22013 Benchmark Survey, Multi-campus Districts

| District | Annual 2012-13 Total FTES | College Dean |
|------------------------|------------------------------|-----------------|
| West Hills CCD | 5,611.31 | \$ 183,682.00 |
| Chabot-Las Positas CCD | 15529.83 | \$ 124,697.00 |
| San Jose-Evergreen CCD | 13445.49 | \$ 122,688.00 |
| San Bernardino CCD | 13372.61 | \$ 110,628.00 |
| Yuba CCD | 5,661.88 | \$ 98,215.00 |
| West Valley CCD | 15834.07 | \$ 96,799.00 |
| Yosemite CCD | 13320.87 | \$ 82,980.00 |

Table 8, Comparison of College Dean Annual Salary

Source: ACCCA 22013 Benchmark Survey, Multi-campus Districts

The annual salaries of the Vice Chancellor of Fiscal Services and the College President appear to be low when compared to the annual salaries of similar sized multi-campus districts. This may be one of the causes for an inadequate candidate pool and failed recruitment efforts. The campus has contracted with the Hay Group, a company commonly used by community colleges and other public institutions to develop job evaluation methodologies and conduct compensations studies. Presumably, the classification and compensation study being conducted by the Hay Group will reveal whether there are salary level deficiencies.

The Human Resources Department has been managing with a shortage of staff and without full-time leadership, which could explain HR's inability to move recruitment processes forward in a timely manner. The lack of executive level leadership could also explain the situation of political wrangling on the recruitment committees as well as their inability to successfully define the realistic qualities desired for the positions currently occupied by interims. The District has recently begun recruitment procedures for two new positions,

Recruiting Specialist and Benefits Specialist. It is imperative that the District begin the process for recruiting a Vice Chancellor of Human Resources as well as a Human Resources Director in order to bring stability and integrity to the Human Resources Department and the District.

The Human Resources Department must implement strategies for continuing recruitments that fail, particularly those that fail for inadequate recruitment pools. The current strategy is to use interim replacements, which is initially a quick fix; however the long term use of interims serves to diminish the stability of the department or division and strategic measures may fall short of execution. Since the District is hiring a staff member dedicated to recruitment, a process or strategy for inadequate pools and failed recruitments must be a priority.

The District recognizes that a diverse academic community can provide advantages for all students, however keeping up with the rate of change within the surrounding communities, and students matriculating into the District from those communities, requires periodic monitoring. The District's recent statistical analysis revealed a deficit in the ratio of full and part-time faculty/staff to students within the Hispanic category as indicated below:

Crafton Hills College

| | | | |
|--|------|------|---------------|
| Total Full and Part-time Student Head Count | 5680 | | |
| Total Full and Part-time Hispanic Student Head Count | | 2425 | 42.69% |
| Total Faculty/Staff Count | 331 | | |
| Total Hispanic Staff Count | | 29 | 8.76% |
| Total Hispanic Full and Part-time Faculty Count | | 30 | 9.06% |

San Bernardino Valley College

| | | | |
|--|-------|------|---------------|
| Total Full and Part-time Student Head Count | 12024 | | |
| Total Full and Part-time Hispanic Student Head Count | | 7608 | 63.27% |
| Total Faculty/Staff Count | 704 | | |
| Total Hispanic Staff Count | | 83 | 11.79% |
| Total Hispanic Faculty | | 85 | 12.07% |

Table 9, Comparison of Student and Faculty/Staff Demographics (Hispanic category)

Source: Chancellor's Office DataMart, Fall 2013

District Strategic Plan 5.1 clearly articulates the value of diversity and inclusiveness among employees, students, and the community. Therefore, it is important that the District consider strategies and initiatives to address the deficit in the number of Hispanic staff and

faculty. Concentration on this effort will support District Strategic Plan 2.2 to improve student retention and success, particularly within the Hispanic category. This effort will require improved consideration of recruitment committee composition as well as strategies to increase the pool of Hispanic applicants. This priority must be managed in collaboration between the Vice Chancellor of Human Resources, the newly hired Recruiting Specialist, administrators and a committee of current Hispanic faculty and staff who may have insight on recruitment strategies for this ethnic category.

It should be noted that the CBT Consultants agree that staff should not be hired merely based on their ethnicity; however, increasing the number of qualified ethnic applicants increases the District's opportunity to hire a diverse staff, not only Hispanic representation but staff from all ethnic minority categories. In addition, the District can encourage interest from Vietnam-era veterans, women, and the disabled. A diverse staff offers students a richness and greater understanding and appreciation of other cultures, of diverse thought, and role modeling that can only be a benefit to their educational experience.

Finally, the CBT consultants were advised that the work environment at SBCCD is less than desirable and that the campus has a reputation of being unstable. It is commonly known that during economic downturns many organizations become vulnerable to budget cuts, turnover, and stressful work environments as employees attempt to meet the challenge of keeping up with demanding workloads while managing with less staff and other resources. Most of the California community colleges are challenged with this situation. After the 2010 SERP, the District has cut many positions which also cause a major shift in workloads and work relationships.

This situation further validates the necessity and urgency for the recruitment of a full-time HR leader who has the knowledge, skill, and ability to conduct an in-depth cultural climate evaluation and develop strategies to improve the environment. This process requires the confidence of District staff and leaders that only the consistency of a permanent HR leader can inspire. Indeed, the recruitment and selection, staffing, performance evaluation, retention, and staff development processes and strategies depend heavily on a knowledgeable and dedicated HR staff led by an HR Officer who has the knowledge, skills, and ability to develop and implement strategic initiatives. Without such leadership, current strategic initiatives fall

vulnerable to inertia and in such a case, the entire District is affected by missed opportunities to recruit the best and brightest, unsatisfactory work environments, declining organizational culture, and the outward perception of chaos. While a new HR officer is not a panacea, effective, efficient, and consistent HR leadership will increase the likelihood of successful implementation and improvement.

Employee Evaluation Process

Each department develops and implements goals and objectives designed to meet the overall District's objectives outlined in the Strategic Plan. Likewise, each employee is assigned goals and objectives to support the overall plan of their department or unit. The purpose of the evaluation process is to review individual goals and objectives outlined for the prior year and to discuss the extent to which those goals and objectives were met. It is also an opportunity to review, revise, and update the job description and set new goals and objectives. The evaluation process falls within the scope of staff development and is intended to provide individualized discussion and feedback to create a mutual understanding about goals and expectations.

The evaluation process directly affects the District's goals for appropriate levels of staffing as a strategy to maintain a superior cadre of staff. It is the most efficient method for identifying those employees who should be targeted for succession planning and provides a format for development plans. The evaluation process addresses the Long Range Strategic Planning Objectives of retention and internal candidate develop/succession planning because it serves as the foundation for developing and retaining excellent employees and separating employees whose performance consistently fails to meet the articulated criteria. The process also provides frequent opportunities to re-evaluate departmental vacancies and determine whether certain positions need to be filled or can combined with another position, thus maximizing departmental efficiency and providing opportunities to expand the depth and breadth of certain job descriptions.

Faculty

Faculty Evaluation Procedures are outlined in the CTA collective bargaining agreement, Article 16. The District Tools Committee evaluates and recommends any necessary revisions of the tools used to evaluate faculty effectiveness. The Tools Committee is comprised of 5 faculty members (4 appointed by the Academic Senate, one appointed by the union) and the Director of Distributed Education. The Formal Evaluation Procedure does not include standardized or District-developed achievement or aptitude tests.

The formal evaluation procedure is preceded by an initial conference between the evaluator and the evaluatee. The Formal Evaluation Procedure includes:

1. Basic components:
 - Student ratings of instructional faculty (and non-instructional faculty when appropriate)
 - Classified staff ratings where the faculty member supervises classified staff
 - A written self-assessment
 - Written observations and assessments by the evaluator
 - Course syllabi where appropriate
 - Peer Review by academic staff who are knowledgeable about the subject area taught by the evaluatee
2. The formal evaluation may include the following areas:
 - Expertise in subject matter (instructional) or program area (non-instructional)
 - Techniques of instruction where appropriate
 - Effectiveness of communication
 - Acceptance of responsibility
 - Performance in areas of responsibility other than the classroom, where applicable
3. For contract faculty, evaluation takes place at least annually; for regular faculty, at least triennially; for temporary employees, within the first year of employment, and at least once every six semesters thereafter.
4. Fall evaluation summaries must be completed by December 15, and spring evaluation summaries must be completed by May 15.
5. If the evaluation identifies specific deficiencies, the evaluator and evaluatee meet to discuss appropriate steps for improvement, and the evaluator makes specific written recommendations.
6. Once the deficiencies have been corrected, that improvement is documented.
7. The District may conduct additional observations or assessments to be included in the formal evaluation procedure.

Classified

Classified Evaluation procedure is outlined in Article 13 of the CSEA collective bargaining agreement as summarized below:

1. Permanent classified staff members are evaluated once every two years in the month of April; probationary classified staff members are evaluated at least twice during the probationary period, in about the third and seventh months from the hiring date.
2. A report from the Employee/Position Information Collaborative System (EPICS) identifies which classified employees are due to be evaluated each year about March 1 (for permanent employees) and about the first of each month (for probationary employees).
3. Human Resources staff sends an email notice to each manager to complete the evaluation.
4. Each manager completes the evaluation and sends the results to Human Resources.
5. Human Resources reviews the completed evaluation, updates the evaluation date in EPICS to reflect the next evaluation date, and updates the evaluation log to document both the notice and the receipt of the evaluation.

Management

District Policy 7251 outlines the guidelines for Management Evaluation. Each manager is evaluated annually for the first two years of employment and every three years thereafter; evaluation may be more frequent when significant performance deficiencies are noted. Management evaluation is a five-stage process consisting of a meeting between the manager and his/her immediate supervisor, Evaluation Committee process, Campus Survey, and final report.

1. At the beginning of the academic year the manager and his/her supervisor will meet to review the goals and objectives set forth the prior year and discuss the extent to which

they were met. At that time, the manager and supervisor review the job description and, by mutual agreement, revise, update, or set new short- and long-range goals and objectives.

2. By September 1 of each year of the required evaluation, the manager and supervisor meet to agree upon the formation of an Evaluation Committee. The Evaluation Committee is composed of employees representing each category (management, faculty, and classified), the supervisor serves as committee chair. The manager will nominate three individuals from each category; from this list appointments are made by Chancellor/College President, Academic Senate, and CSEA respectively.
3. The Evaluation Committee seeks written feedback from campus and/or district community using a Board approved survey form. Feedback is solicited from applicable managers, faculty, classified staff, and any others who are in a position to know how effectively the manager is performing assigned responsibility. The manager provides a list of individuals with whom he/she interacts on a regular basis.
4. The manager completes a self-evaluation form and includes other materials he/she deems pertinent.
5. No later than November 15, the Evaluation Committee evaluates the survey responses and the self-evaluation materials and produces a written report that includes a summary of duties from the job description, list of goals and objectives, and assessment. The report will specify commendations for superior performance, satisfactory performance, or recommendation for improvement.

Analysis of Employee Performance Evaluation Process

A properly implemented and monitored performance evaluation process is central to the implementation of a well-developed succession plan. The District's Strategic Plan articulates a concern for the loss of institutional knowledge as a result of the SERP. To address this concern the plan includes initiatives toward succession management; specifically, the retention and development of internal candidates for promotional and other vacancies. The

performance evaluation process falls within the scope of staff development and can be used to identify employees who should be targeted for promotional opportunities while at the same time exposing those employees whose performance falls below District standards.

The 2010-2013 Long Range Staffing Plan states that, at the time of its drafting, a significant proportion of classified staff evaluations, and an even larger proportion of management evaluations, were over 60 days past due, and nearly half the evaluations of probationary classified employees were not submitted. The Human Resources Department is responsible for disseminating notices and monitoring the evaluation process for classified and management employees. HR stated that the progress of monitoring the evaluation process has been hindered by an insufficient information management tracking system, which consists basically of standalone Excel spreadsheets that are not structured for ease of analysis. Since the last 2010-2013 Staffing Plan, HR has been working with the IT department to secure an HRIS system; however, due to cost constraints it has not been feasible. While there appears to be a significant improvement in overdue evaluations for management, the situation of overdue evaluations continues to persist as indicated by below:

| PAST DUE EVALUATIONS (July 2013 to PRESENT) | | | | |
|--|----------------------------|-------------------|----------------|--------------|
| LOCATION | STAFFING CATEGORIES | | | |
| | CLASSIFIED | MANAGEMENT | FACULTY | TOTAL |
| San Bernardino Valley College | 26 | 1 | 0 | 27 |
| Crafton Hills College | 4 | 2 | 0 | 6 |
| District Offices | 2 | 0 | NA | 2 |
| Annex | 3 | 0 | NA | 3 |
| Economic Development Training Center | 0 | 1 | NA | 1 |
| Police Department | 0 | 0 | NA | 0 |
| KVCR TV/FM | 1 | 0 | NA | 1 |

Table 10, Count of Past Due Evaluations of Permanent Classified Staff and Management from July 2013 to January 2014.

Source: SBCCD Human Resources Department

The CBT consultants carefully reviewed the current administrative processes for faculty, classified and management staff and found that the classified and faculty evaluation processes are common to many community college districts. The management staff is evaluated with a multisource rating process, some are commonly known as 360-Degree Feedback, again similar to most community colleges; although the SBCCD process appears to be much more

cumbersome with the use of committee participation, rather than survey feedback. There may also be confusion in the implementation of the process as well as the tracking systems used.

The CBT consultants agree that the weaknesses in the implementation of the performance evaluation process fall within three categories: Process and Training, Tracking, and Accountability:

Process and Training: Human Resources, through the Planning and Review (Human Resources) document (p.10), has committed to “Update Human Resources Board Policies and Administrative Procedures.” The management and classified evaluation processes and procedures should be a priority for evaluation and updating; possibly in conjunction with the Tools Committee responsible for the development of evaluation materials. The management evaluation process should be a particular priority for review. Individuals most qualified to speak on the usability of the management performance evaluation process and tools are those responsible for the evaluation of staff. It may be necessary to investigate, through management interviews or surveys, to discover the true reasons behind the persistent tardiness by supervising managers. The interviews should reveal whether or not the process is too cumbersome, and/or for other reasons. The final evaluation procedures should be considered and reviewed through the Shared Governance procedure. Once the process is finalized, the Vice Chancellor of Human Resources must develop a training seminar for managers that explains and illustrates the purpose and importance of timely performance evaluations as well as details on how to conduct and process an effective evaluation.

Tracking: Human Resources staff states that the tracking system is not structured for ease of analysis and a new tracking system is not economically feasible. Under the current process HR is left with running reports from the EPICS system on to an excel spreadsheet. The reports are generated for classified employees (March) and management employees (August) each year. Email notices are sent to the respective supervisors.

The CBT consultants recommend the development of new of separate spread sheets for classified and management employees with data sources maintained by the HR generalist rather than relying on IT. The spreadsheet should be designed in a way that allows for sorting start date, due date, and other categories. HR should develop a monthly practice of reviewing pending due dates, as well as past due evaluations. The task of tracking and monitoring due, and past due, classified and management evaluations should be assigned to separate HR

generalists. Separating the tasks would allow each generalist to devote more detailed attention to each group. HR stated that the evaluation process for faculty employees is monitored by their respective colleges; HR tracks only the completion of the process when it is reported. No data was available to determine if evaluations were completed in a timely manner. Since the District has indicated the importance of evaluation, particularly for staff development, HR should meet with academic administrators to ensure that the faculty evaluation process is being conducted for all faculty employees.

Accountability: While a user-friendly efficient process, training, and monitoring strategies are important, managers must be held accountable for ensuring that their staff is properly evaluated. Without a system for accountability, given their busy schedules and workloads, it becomes easy to delay or ignore evaluations. The District must develop accountability measures, perhaps tying completion of staff evaluations as a performance dimension in the management evaluations and tying evaluations to contract renewals.

Staffing Levels

Historical Overview

As indicated in the following table, SBCCD's district-wide total FTE has steadily declined in all categories with the exception of classified administrators and classified support staff. The rise in the number of classified administrators has been dramatic over the past five years.

| | Educ | Tenured/ | Academic | Classified | Classified | Classified | Total |
|-------------|--------------|-----------------|------------------|-------------------|---------------------|-------------------|--------------|
| Year | Admin | Tenure | Temporary | Admin | Professional | Support | FTE |
| 2012 | 31.4 | 239.2 | 184.4 | 61.0 | 35.0 | 310.2 | 861.2 |
| 2011 | 34.5 | 241.3 | 182.3 | 61.0 | 36.0 | 315.8 | 870.9 |
| 2010 | 34.2 | 252.8 | 203.9 | 33.4 | 48.0 | 326.1 | 898.4 |
| 2009 | 42.2 | 274.8 | 192.3 | 26.0 | 49.0 | 358.2 | 942.5 |
| 2008 | 58.9 | 275.9 | 193.5 | 22.0 | 16.5 | 379.7 | 946.5 |

Table 11, Five Year FTE Count, District-wide

Source: California Community College Chancellor's Office DataMart, Annual Statewide Staffing Reports

Current Staffing Levels

SBCCD reported the following 2012-13 staffing levels (head count) to the California Community Colleges Chancellor's Office. Note that these district-wide figures are employee headcount which is different than the district-wide figures in the table above which calculates full-time equivalent employee (FTE).

| Employee Category | Fall 2012 Employee Count | Fall 2012 Employee Count Percentage |
|--------------------------------|-------------------------------------|--|
| Educational Administrator | 31 | 2.73% |
| Academic, Tenured/Tenure Track | 217 | 19.09% |
| Academic, Temporary | 466 | 40.99% |
| Classified | 423 | 37.20% |
| Total | 1137 | 100% |

Table 12, Current Staffing Levels

Source: California Community College Chancellor's Office DataMart, Faculty and Staff Demographics Report, 2012-13.

While the 2012 data tells us the current size of staff, it does not give us a comparison of the size of staff to other similar sized districts or from one college compared to other similar sized colleges.

From the California Community Colleges Chancellor's Office DataMart, Faculty and Staff Demographics Report, Fall 2012, we compared the total FTE (size of staff in all categories) of SBCCD to similar sized districts in California, whether single or multi-campus districts. We took three districts just smaller and three districts just larger for our comparison. When sorted by the total FTE, SBCCD's size of staff ranked second largest among five of the six districts. One district's data reported to the Chancellor's Office was inaccurate and could not be used in the comparison.

| District | Annual 2012-13 Total FTES | Educational Administrator | Tenured/ Tenure | Academic Temporary | Classified Administrator | Classified Professional | Classified Support | Total FTE |
|------------------------|------------------------------|------------------------------|--------------------|-----------------------|-----------------------------|----------------------------|-----------------------|--------------|
| Yosemite CCD | 13320.87 | 35.0 | 298.3 | 151.1 | 49.5 | 17.1 | 378.2 | 929.2 |
| San Bernardino CCD | 13372.61 | 31.4 | 239.2 | 184.4 | 61.0 | 35.0 | 310.2 | 861.2 |
| Southwestern CCD | 14306.38 | 27.5 | 161.5 | 274.5 | 33.5 | 0.0 | 333.3 | 830.3 |
| Chaffey CCD | 13326.81 | 16.0 | 212.5 | 241.8 | 17.0 | 20.2 | 241.6 | 749.1 |
| San Jose-Evergreen CCD | 13445.49 | 25.0 | 219.9 | 212.8 | 18.0 | 10.5 | 256.7 | 742.9 |
| Santa Clarita CCD | 13917.39 | 51.5 | 203.5 | 189.2 | 29.3 | 12.3 | 226.3 | 712.1 |
| Glendale CCD | 13354.31 | Inaccurate data | | | | | | |

Table 13, Comparison of Staffing Levels in Similar Sized Districts

Source: California Community College Chancellor's Office DataMart, Faculty and Staff Demographics Report, 2012-13.

In addition to SBCCD ranking second largest in total FTE, it ranks third largest in educational administrators; second largest in tenured/tenure track faculty; largest in the number of classified administrators; and, third largest in the number of classified support staff.

While it is very important to know how SBCCD compares in staffing levels with other California community college districts of similar size, it is also important to know how the two individual colleges in the district compare to similar sized colleges in the system.

From the California Community Colleges Chancellor's Office DataMart, Faculty and Staff Demographics Report, Fall 2012, we compared the total FTE (size of staff in all categories) of San Bernardino Valley College to similar sized colleges in California. We took three colleges just smaller and three colleges just larger for our comparison. When sorted by the total FTE, Valley College's size of staff ranked third largest among the six colleges.

In addition to Valley College ranking third largest in total FTE, it ranks fourth largest in educational administrators; third largest in tenured/tenure track faculty; second largest in the

number of classified administrators; and, second largest in the number of classified support staff.

| College | Annual 2012-13 Total FTEs | Educational Administrator | Tenured/ Tenure | Academic Temporary | Classified Administrator | Classified Professional | Classified Support | Total FTE |
|----------------|------------------------------|------------------------------|--------------------|-----------------------|-----------------------------|----------------------------|-----------------------|--------------|
| Victor Valley | 9196.39 | 12.0 | 161.8 | 200.1 | 1.0 | 18.5 | 171.3 | 564.7 |
| Allan Hancock | 9598.75 | 28.8 | 165.0 | 147.6 | 0.0 | 23.5 | 172.4 | 537.3 |
| SB Valley | 9412.13 | 17.2 | 164.4 | 131.7 | 17.0 | 16.0 | 175.9 | 522.2 |
| Irvine | 9082.84 | 12.0 | 142.8 | 141.1 | 14.3 | 2.3 | 155.9 | 468.4 |
| Golden West | 9624.88 | 18.0 | 144.9 | 101.7 | 17.0 | 0.0 | 170.2 | 451.8 |
| Merced | 9591.79 | 27.1 | 94.6 | 57.8 | 19.0 | 2.0 | 236.8 | 437.3 |
| Chabot Hayward | 9202.68 | 10.0 | 192.9 | 111.2 | 4.0 | 1.0 | 110.4 | 429.5 |

Table 14, Comparison of Staffing Levels in Similar Sized Colleges, SB Valley College

Source: California Community College Chancellor's Office DataMart, Faculty and Staff Demographics Report, 2012-2013.

From the same Chancellor's Office DataMart, Faculty and Staff Demographics Report, Fall 2012, we compared the total FTE (size of staff in all categories) of Crafton Hills College to similar sized colleges in California. We took three colleges just smaller and three colleges just larger for our comparison. When sorted by the total FTE, Crafton Hills College's size of staff also ranked third largest among the six colleges.

In addition to Crafton Hills College ranking third largest in total FTE, it ranks second largest in educational administrators; third largest in tenured/tenure track faculty; second largest in the number of classified administrators; and, third largest in the number of classified support staff.

| College | Annual 2012-13 Total FTEs | Educational Administrator | Tenured/ Tenure | Academic Temporary | Classified Administrator | Classified Professional | Classified Support | Total FTE |
|-----------------------|------------------------------|------------------------------|--------------------|-----------------------|-----------------------------|----------------------------|-----------------------|--------------|
| Redwoods | 4396.27 | 19.0 | 81.3 | 84.4 | 30.7 | 38.4 | 90.0 | 343.8 |
| L.A. Southwest | 3898.90 | 4.0 | 58.7 | 87.6 | 4.0 | 9.9 | 95.8 | 260.0 |
| Crafton Hills | 3960.39 | 9.2 | 74.8 | 52.6 | 8.0 | 9.0 | 76.9 | 230.5 |
| Merritt | 4119.64 | 5.0 | 79.3 | 46.2 | 0.0 | 14.0 | 47.1 | 191.6 |
| Alameda | 3954.97 | 6.0 | 60.0 | 48.1 | 0.0 | 9.0 | 39.2 | 162.3 |
| Berkeley City (Vista) | 4011.91 | 7.0 | 44.5 | 63.5 | 0.0 | 12.0 | 30.1 | 157.1 |
| West Hills Lemoore | 3248.06 | 8.0 | 40.1 | 43.0 | 0.0 | 5.9 | 36.7 | 133.7 |

Table 15, Comparison of Staffing Levels in Similar Sized Colleges, Crafton Hills College

Source: California Community College Chancellor's Office DataMart, Faculty and Staff Demographics Report, 2012-2013.

In general, both colleges are fairly highly staffed compared to colleges of similar size norms—a condition that will be important to the District to consider, particularly in light of its need to reduce expenditures.

The CBT consultants also looked at the comparison in staffing levels between the two colleges, Valley College and Crafton Hills College. While Valley College is more than twice (2.38 times) the size of Crafton Hills College, a comparison can be done if the size is equalized. The following table gives us that kind of information.

Crafton Hills College's comparative numbers of staff in all categories (with the exception of academic temporary) are much higher than those of Valley College.

| College | Annual 2012-13 Total FTES | Equalization Factor | Educational Administrator | Tenured/ Tenure | Academic Temporary | Classified Administrator | Classified Professional | Classified Support | Total FTE |
|---------------|------------------------------|------------------------|------------------------------|--------------------|-----------------------|-----------------------------|----------------------------|-----------------------|--------------|
| SB Valley | 9412.13 | | 17.2 | 164.4 | 131.7 | 17.0 | 16.0 | 175.9 | 522.2 |
| Crafton Hills | 3960.39 | 2.38 | 21.9 | 178.0 | 125.2 | 19.0 | 21.4 | 183.0 | 548.6 |

Table 16, Comparison of Staffing Levels in SB Valley and Crafton Hills Colleges, Equalization of Size

Source: California Community College Chancellor's Office DataMart, Faculty and Staff Demographics Report, 2012-2013.

There are a number of separate departments/locations at SBCCD that warrant some examination with regard to current staffing levels. The first is the District Office operation itself. While SBCCD ranks fifth in the list of seven comparable districts in total FTE, it is significantly higher (ranking first) in the number of classified administrators compared to the other districts.

| District Office | Annual 2012-13 Total FTES | Educational Administrator | Tenured/ Tenure | Academic Temporary | Classified Administrator | Classified Professional | Classified Support | Total FTE |
|------------------------|------------------------------|------------------------------|--------------------|-----------------------|-----------------------------|----------------------------|-----------------------|--------------|
| Yosemite CCD | 13320.87 | 6.0 | 0.0 | 0.0 | 23.0 | 11.8 | 125.3 | 166.1 |
| West Valley CCD | 15,250.86 | 1.0 | 0.0 | 0.0 | 10.0 | 19.0 | 97.0 | 127.0 |
| West Hills CCD | 5,309.14 | 27.7 | 0.0 | 0.0 | 0.0 | 27.6 | 62.8 | 118.1 |
| Chabot-Las Positas CCD | 15,413.12 | 1.0 | 0.0 | 0.0 | 14.0 | 0.0 | 99.8 | 114.8 |
| San Bernardino CCD | 13372.61 | 5.0 | 0.0 | 0.1 | 36.0 | 10.0 | 57.4 | 108.5 |
| San Jose CCD | 13445.49 | 4.0 | 0.0 | 0.0 | 9.0 | 5.0 | 53.9 | 71.9 |
| Yuba CCD | 5,557.19 | 7.0 | 0.0 | 0.0 | 7.0 | 0.0 | 37.3 | 51.3 |

Table 17, Comparison of Staffing Levels of District Office in Similar Sized Multi-campus Districts

Source: California Community College Chancellor's Office DataMart, Faculty and Staff Demographics Report, 2012-2013.

The second department(s) to be examined is the District's Annex which houses its Information Technology and Reprographics Departments. Using the same similar sized multi-

campus districts as in the table above, the employee headcount at SBCCD is not at all out of line in comparison to the selected districts as indicated in the following table.

| District | Annual 2012-13 Total FTES | Information Technology | Reprographics | Total Headcount |
|------------------------|------------------------------|---------------------------|---------------|--------------------|
| West Valley CCD | 15834.07 | 39 | 2 | 41 |
| Yosemite CCD | 13320.87 | 33 | 4 | 37 |
| Chabot-Las Positas CCD | 15529.83 | 25 | 1 | 26 |
| San Jose-Evergreen CCD | 13445.49 | 22 | 3 | 25 |
| San Bernardino CCD | 13372.61 | 19 | 6 | 25 |
| Yuba CCD | 5661.88 | 15 | 2 | 17 |
| West Hills CCD | 5611.31 | 10 | 1 | 11 |

Table 18, Comparison of Staffing Levels of IT and Reprographics in Similar Sized Multi-campus Districts

Source: 2013 Staff Directory and/or District Websites

The third department reviewed is the District's Police Department. Because districts have peace officers, security guards (or both), and/or contract with city police departments, it is much more difficult to make a logical comparison of headcount. The CBT consultants are not comfortable making an evaluation of a headcount comparison among these districts. The following table is presented for information only.

| | Annual 2012-13 | Police/Security |
|------------------------|----------------|-----------------|
| District | FTES | Headcount |
| Chabot-Las Positas CCD | 15529.83 | unknown |
| West Hills CCD | 5,611.31 | unknown |
| San Bernardino CCD | 13372.61 | 19 |
| San Jose-Evergreen CCD | 13445.49 | 16 |
| West Valley CCD | 15834.07 | 9 |
| Yuba CCD | 5,661.88 | 6 |
| Yosemite CCD | 13320.87 | 1 |

Table 19, Comparison of Staffing Levels of Police/Security in Similar Sized Multi-campus Districts

Source: 2013 Staff Directory and/or District Websites

The fourth department examined is the District's Economic Development and Corporate Training department. Using the same similar sized multi-campus districts as in the tables above, this too is data that is too incomplete to make a logical evaluation of its meaning. The table is presented here for information only.

| | Annual 2012-13 | Training Center |
|------------------------|-----------------------|------------------------|
| | Total FTES | Staff |
| San Jose-Evergreen CCD | 13445.49 | 11 |
| San Bernardino CCD | 13372.61 | 9 |
| Yosemite CCD | 13320.87 | 9 |
| Chabot-Las Positas CCD | 15529.83 | 5 |
| West Hills CCD | 5,611.31 | 0 |
| West Valley CCD | 15834.07 | 0 |
| Yuba CCD | 5,661.88 | 0 |

Table 20, Comparison of Staffing Levels of Econ Develop/Corp Training in Similar Sized Multi-campus Districts

Source: 2013 Staff Directory and/or District Websites

The fifth and last department reviewed is the District's public broadcasting system (KVCR). Discovering which community colleges have a similar program to that of SBCCD's KVCR was not an easy task. Once the colleges were determined, checking each website revealed that many of them are currently non-operational, are used only for instructor support, or are dedicated to a specific instructional program.

| Community College | Name of Broadcast | County/City | Use |
|--------------------------|------------------------------|---------------------|--|
| Peralta College | Peralta TV | Alameda Co; Oakland | active |
| DeAnza College | Educational Access CCN1 | Cupertino | primarily distance learning |
| Chabot College | Instructional TV Channel 27 | Hayward | active |
| Irvine Valley College | IVCTV-33 | Irvine | website non-functional |
| Saddleback College | Educational Access | Mission Viejo | website non-functional |
| Butte College | BCTV | Oroville | website non-functional |
| Oxnard College | OCTV | Oxnard | non-operational for two years |
| Riverside College | Educational Cable TV | Riverside | used for Applied Technology instructional program |
| Los Rios College | Interactive TV | Sacramento | interactive television - Distance Education |
| College of San Francisco | Educational Access TV (EATV) | San Francisco | Distance Education and Media Arts instructional programs |
| Palomar College | PCTV | San Marcos | programming not listed since 2010 |
| Sacramento College | Instructional Media Center | Santa Ana | website non-functional |
| El Camino College | Media Services Channel 8 | Torrance | used for media services for staff |

Table 21, Broadcasting Systems in California Community Colleges

Source: 2013 Staff Directory and/or District Websites

Of the two broadcasting systems listed above as active—and seem to be a closer comparison to KVCR at SBCCD—the staffing levels are considerably lower than that of KVCR at SBCCD. Most of the 22 employees who work in the SBCCD KVCR department are full-time and

fully financially supported by the District. In addition, KVCR employs another 25 “professional expert” employees also supported by District funds.

In comparison, Chabot Instructional TV, Channel 27, has only one full-time employee and four part-time employees. Peralta TV employs five full-time employees.

Ideal Staffing Levels

To some, the definition of ideal staffing levels is the luxury of having as many employees as division heads might request. That would be the best of all worlds if one did not need to be concerned with budget limitations. SBCCD needs to be concerned about budget. The ideal staffing levels may mean a small but efficient staffing configuration that not only is within budget but reflects progress toward decreasing the annual salary and benefit expenditures.

Determining what might be ideal staffing levels for each of the following components of the San Bernardino Community College District (District Office, Crafton Hills College, San Bernardino Valley College, Economic Development and Corporate Training, KVCR, police department, and District Annex) depends largely on an evaluation of current staffing levels and whether or not they appear to be ideal or less than ideal.

We have seen SBCCD’s current level of staffing in the previous tables, as well as how those staffing levels compare in a number of different ways. It appears that the District in general is on the high side of staffing levels. This may be due to the higher staffing levels in both colleges, especially Crafton Hills College. This condition does not reflect “ideal staffing levels,” particularly in light of recommendations outlined in the Hill and Brandy report.

We note in the following tables that SBCCD has a significant number of employees who have served the District for 20 plus years. Those employees may be nearing retirement as we will see in next set of tables describing the age ranges of employees. We do not see those same significant numbers within the four departments also reviewed; i.e. KVCR, Annex, Police Department, and the Economic Development Training Center.

| LENGTH OF SERVICE | SAN BERNARDINO VALLEY COLLEGE | | | CRAFTON HILLS COLLEGE | | | DISTRICT OFFICE | | | CONFIDENTIAL | | |
|-------------------|-------------------------------|------------|----|-----------------------|------------|----|-----------------|------------|----|--------------|------|-----|
| | FACULTY | CLASSIFIED | MA | FACULTY | CLASSIFIED | MA | FACULTY | CLASSIFIED | MA | DISTRICT | SBVC | CHC |
| UNDER 5 YEARS | 16 | 28 | 3 | 8 | 11 | 6 | | 1 | 4 | 4 | | |
| 5 - 10 YEARS | 27 | 47 | 3 | 11 | 31 | 4 | | 5 | 0 | 1 | | |
| 10 - 15 YEARS | 26 | 39 | 3 | 16 | 20 | 5 | | 4 | 2 | | 1 | |
| 15 - 20 YEARS | 42 | 27 | 5 | 12 | 13 | 2 | | 2 | 0 | | | |
| 20+ YEARS | 32 | 39 | 13 | 24 | 16 | 3 | | 4 | 1 | 2 | | 1 |
| TOTALS | 143 | 180 | 27 | 71 | 91 | 20 | | 16 | 7 | 7 | 1 | 1 |

Table 22, Employee Length of Service, District and Colleges, as of July 1, 2013

Source: SBCCD Human Resources Department

| LENGTH OF SERVICE | KVCR TV/FM | | | ANNEX | | | POLICE DEPARTMENT | | | ECONOMIC DEVELOPMENT TRAINING CENTER | | |
|-------------------|------------|------------|----|---------|------------|----|-------------------|------------|----|--------------------------------------|------------|----|
| | FACULTY | CLASSIFIED | MA | FACULTY | CLASSIFIED | MA | FACULTY | CLASSIFIED | MA | FACULTY | CLASSIFIED | MA |
| UNDER 5 YEARS | | 4 | 2 | | 11 | 3 | | 5 | 1 | | | 4 |
| 5 - 10 YEARS | | 5 | | | 5 | | | 4 | 2 | | | 2 |
| 10 - 15 YEARS | | 3 | 1 | | 3 | 2 | | | | | 2 | 1 |
| 15 - 20 YEARS | | 3 | | | 2 | | | 1 | | | | |
| 20+ YEARS | | 3 | | | 4 | | | | | | | |
| TOTALS | | 18 | 3 | | 25 | 5 | | 10 | 3 | | 2 | 7 |

Table 23, Employee Length of Service, Other District Departments, as of July 1, 2013

Source: SBCCD Human Resources Department

When reviewing the ages of staff as of Fall 2012, SBCCD might expect to see retirements of 25% of its educational administrators, 23% of its full-time faculty, and 29% of its classified support staff within the next three to seven years. The District might consider running the calculations again (normally done at no expense) to check whether or not another retirement incentive program might be feasible.

| | | | Fall 2010 Employee Employee Count | Fall 2010 Employee Count (%) | Fall 2011 Employee Employee Count | Fall 2011 Employee Count (%) | Fall 2012 Employee Employee Count | Fall 2012 Employee Count (%) |
|---------------------------------|---------------------------------------|----------|--|------------------------------------|--|------------------------------------|--|------------------------------------|
| San Bernardino CCD Total | | | 1,185 | 100.00% | 1,136 | 100.00% | 1,137 | 100.00% |
| | Educational Administrator | | 34 | 2.87% | 34 | 2.99% | 31 | 2.73% |
| | | 60 to 64 | 3 | 8.82% | 4 | 11.76% | 6 | 19.35% |
| | | 65 to 69 | 1 | 2.94% | 1 | 2.94% | 2 | 6.45% |
| | | 70+ | 1 | 2.94% | 1 | 2.94% | | 0.00% |
| | TOTALS | | 5 | 14.71% | 6 | 17.65% | 8 | 25.81% |
| | Academic, Tenured/Tenure Track | | 222 | 18.73% | 217 | 19.10% | 217 | 19.09% |
| | | 60 to 64 | 31 | 13.96% | 29 | 13.36% | 29 | 13.36% |
| | | 65 to 69 | 15 | 6.76% | 15 | 6.91% | 17 | 7.83% |
| | | 70+ | 3 | 1.35% | 5 | 2.30% | 5 | 2.30% |
| | TOTALS | | 49 | 22.07% | 49 | 22.58% | 51 | 23.50% |
| | Classified | | 425 | 35.86% | 433 | 38.12% | 423 | 37.20% |
| | | 55 to 59 | 49 | 11.53% | 56 | 12.93% | 66 | 15.60% |
| | | 60 to 64 | 27 | 6.35% | 33 | 7.62% | 41 | 9.69% |
| | | 65 to 69 | 12 | 2.82% | 14 | 3.23% | 9 | 2.13% |
| | | 70+ | 5 | 1.18% | 7 | 1.62% | 9 | 2.13% |
| | TOTALS | | 93 | 21.88% | 110 | 25.40% | 125 | 29.55% |

Table 24, Employee Age 2010-2012, District-wide

Source: California Community College Chancellor's Office DataMart, Faculty and Staff Demographics Report

| | | | Fall 2010 Employee Count | Fall 2010 Employee Count (%) | Fall 2011 Employee Count | Fall 2011 Employee Count (%) | Fall 2012 Employee Count | Fall 2012 Employee Count (%) |
|----------------------|---------------------------------------|--|--------------------------------|------------------------------------|--------------------------------|------------------------------------|--------------------------------|------------------------------------|
| Crafton Hills | | | 315 | 29.44% | 327 | 31.93% | 308 | 29.99% |
| | Educational Administrator | | 10 | 3.17% | 11 | 3.36% | 9 | 2.92% |
| | 60 to 64 | | | 0.00% | | 0.00% | | 0.00% |
| | 65 to 69 | | | 0.00% | | 0.00% | | 0.00% |
| | TOTALS | | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| | Academic, Tenured/Tenure Track | | 68 | 21.59% | 66 | 20.18% | 69 | 22.40% |
| | 60 to 64 | | 7 | 10.29% | 7 | 10.61% | 10 | 14.49% |
| | 65 to 69 | | 4 | 5.88% | 5 | 7.58% | 6 | 8.70% |
| | 70+ | | 2 | 2.94% | 3 | 4.55% | 2 | 2.90% |
| | TOTALS | | 13 | 19.12% | 15 | 22.73% | 18 | 26.09% |
| | Classified | | 97 | 30.79% | 107 | 32.72% | 100 | 32.47% |
| | 55 to 59 | | 11 | 11.34% | 13 | 12.15% | 11 | 11.00% |
| | 60 to 64 | | 4 | 4.12% | 7 | 6.54% | 10 | 10.00% |
| | 65 to 69 | | 4 | 4.12% | 3 | 2.80% | 1 | 1.00% |
| | 70+ | | 1 | 1.03% | 2 | 1.87% | 2 | 2.00% |
| | TOTALS | | 20 | 20.62% | 25 | 23.36% | 24 | 24.0% |

Table 25, Employee Age 2010-2012, Crafton Hills College

Source: California Community College Chancellor's Office DataMart, Faculty and Staff Demographics Report

Within the next three to seven years, Crafton Hills College may expect to lose from retirement 26% of its full-time faculty and 24% of its classified support staff.

| | | | Fall 2010 Employee Count | Fall 2010 Employee Count (%) | Fall 2011 Employee Count | Fall 2011 Employee Count (%) | Fall 2012 Employee Count | Fall 2012 Employee Count (%) |
|------------------------------|---------------------------------------|--|--------------------------------|------------------------------------|--------------------------------|------------------------------------|--------------------------------|------------------------------------|
| San Bernardino Valley | | | 755 | 70.56% | 697 | 68.07% | 719 | 70.01% |
| | Educational Administrator | | 18 | 2.38% | 18 | 2.58% | 17 | 2.36% |
| | 60 to 64 | | 3 | 16.67% | 4 | 22.22% | 5 | 29.41% |
| | 65 to 69 | | 1 | 5.56% | 1 | 5.56% | 2 | 11.76% |
| | 70+ | | 1 | 5.56% | 1 | 5.56% | | 0.00% |
| | TOTALS | | 5 | 27.78% | 6 | 33.33% | 7 | 41.18% |
| | Academic, Tenured/Tenure Track | | 154 | 20.40% | 151 | 21.66% | 148 | 20.58% |
| | 60 to 64 | | 24 | 15.58% | 22 | 14.57% | 19 | 12.84% |
| | 65 to 69 | | 11 | 7.14% | 10 | 6.62% | 11 | 7.43% |
| | 70+ | | 1 | 0.65% | 2 | 1.32% | 3 | 2.03% |
| | TOTALS | | 36 | 23.38% | 34 | 22.52% | 33 | 22.30% |
| | Classified | | 219 | 29.01% | 219 | 31.42% | 218 | 30.32% |
| | 55 to 59 | | 28 | 12.79% | 33 | 15.07% | 36 | 16.51% |
| | 60 to 64 | | 16 | 7.31% | 16 | 7.31% | 18 | 8.26% |
| | 65 to 69 | | 6 | 2.74% | 8 | 3.65% | 6 | 2.75% |
| | 70+ | | 2 | 0.91% | 3 | 1.37% | 5 | 2.29% |
| | TOTALS | | 52 | 23.74% | 60 | 27.40% | 65 | 29.82% |

Table 26, Employee Age 2010-2012, San Bernardino Valley College

Source: California Community College Chancellor's Office DataMart, Faculty and Staff Demographics Report

Within the next three to seven years, San Bernardino Valley College may expect to lose from retirement 41% of its educational administrators, 22% of its full-time faculty, and 30% of its classified support staff.

The District has made some progress in filling the hiring priorities found in the 2010-2013 Long-Range Staffing Plan. It is the suggestion of the CBT Consultants that the District institute a modified hiring freeze for the purpose of fully evaluating the need for each of these unfilled positions in light of the recommendations found in this report.

The following table presents the District's progress to date in filling the recommended positions from its 2010-2013 staffing plan.

| San Bernardino Valley College | |
|---|-------------------------------|
| 2010-2011 Hiring Priorities | |
| Administrative Assistant II | Filled 11-2010 |
| Administrative Coordinator | Filled 12-2010 |
| Director, Child Development Center | Filled 110-2010 |
| Food Service Worker (CDC) | |
| Instructor, Nursing | Filled 8-2010 |
| Library Media Clerk | Filled 4-2013 |
| Secretary II, Financial Aid | |
| Faculty (4) | |
| Computer Technician | |
| Alumni Coordinator | |
| Evening/Weekend Supervisor | |
| Current Priorities | |
| Director, Library & Learning Support Services | In Progress |
| Custodian (3) | |
| Director, Development & Community Relations | In Progress |
| Instructor, PE/Assistant Football Coach | |
| Secretary I (Instruction Office) | |
| Secretary I (Math-HIS STEM PASS GO) | |
| Lab Technician, Microbiology | |
| Director, Financial Aid | In Progress |
| Maintenance Technician-Plumber | In Progress |
| DSPS Coordinator | In Progress |
| Lead Grounds Caretaker | Filled |
| Admission & Records Specialist | |
| Crafton Hills College | |
| 2010-2011 Hiring Priorities | |
| Custodian (2) | Filled 1-6-2013 |
| Lab Technician, Physics/Astronomy | |
| Lab Technician, Biology | In Progress |
| CIS Instructor | Filled 1-2011 |
| Biology Instructor | Filled 8-2010 |
| Lab Technician, Science/Geology | |
| Lab Technician, EMS | |
| Fire Operations Officer | Filled as Professional Expert |

| | |
|--|-----------------------------|
| Lab Technician, Music | |
| Music Instructor | |
| Library Technician | |
| Tutors | Filled as Short-Term Hourly |
| Math Instructor | |
| FYE Instructor | |
| Reading Instructor | Filled 2012 |
| ASI Instructor | |
| Speech Instructor | |
| Counselor-Adjunct (EOPS & Matriculation) | |
| Nurse-Adjunct | |
| Facility Director | |
| Pool Maintenance Technician | Filled 9-2010 |
| Grounds Worker | |
| | |
| Current Priorities | |
| Account Clerk I (CBO) | In Progress |
| Administrative Secretary | In Progress |
| Child Development Assistant (Part-time) | In Progress |
| DSPS Coordinator | In Progress |
| Counselor (General) | In Progress |
| Lab Technician-Biology | In Progress |
| Lab Technician-EMS | |
| Library Technical Assistant II | |
| Lab Technician-Physics | In Progress |
| Research Data Specialist | |
| Secretary II - EMS | |
| Secretary I - Instruction | |
| Senior Student Services Technician-Transfer Center | |
| Warehouse Operations Worker | In Progress |
| | |
| | |
| District Offices | |
| 2010-2011 Priorities | |
| Administrative Assistant II | Filled 9-2010 |
| Assistant Director, Applied Technology Training Center | Filled 9-2010 |
| College Police Officer (4) | Filled 1,3,-2011 |
| College Security Officer (2) | Filled 2,7-2010 & 8-2013 |
| Police Dispatch Clerk | Filled 10-2013 |

| | |
|---|----------------|
| Director, Internal Audits | Filled 7-2010 |
| Green Workforce Data Technician | Filled |
| Logistics Technology Manager | Filled 10-2010 |
| Producer Director TV | Filled 8-2010 |
| Program Manager, Radio | Filled 8-2011 |
| Web Developer | |
| Distributed Education System Administrator | Cancelled |
| Project Manager (DCS) | Cancelled |
| Documentation Specialist | Cancelled |
| Information Security Coordinator | Cancelled |
| Help Desk Manager | |
| Clerical | |
| Manager Environmental Scanning Services | Filled 7-210 |
| Manager, Career Technical Education (CTE) Collaborative | Filled 6-2010 |
| Logistics Technology Grant Coordinator | |
| Human Resources Director | Cancelled |
| Risk Manager | Cancelled |
| Chancellor | Filled 7-2010 |
| | |
| Current Priorities | |
| Payroll Accountant | In Progress |
| Vice Chancellor, Business & Fiscal Services | |
| Human Resources Director | |
| Vice Chancellor, Human Resources & Employee Relations | |
| | |
| Technology and Educational Support Services | |
| Instructional Technology Specialist | In Progress |
| Project Analyst (ATPC) | In Progress |
| Senior Technology Support Specialist | |
| Systems Analyst | |
| | |
| Economic Development & Corporate Training | |
| Administrative Assistant I | In Progress |
| | |
| Police Department | |
| College Police Officer (3) | In Progress |
| College Security Officer (5) | In Progress |

Table 27, Hiring Priorities 2010-1013

Source: SBCCD 2010-2013 Long Range Staffing Plan

Fulltime Faculty Obligation

As a part of Section 70 of AB1725, legislation enacted in 1989, districts are mandated to progress toward the goal of 75/25--that is, 75% of credit instruction will be taught by full-time faculty. Each year, the California Community Colleges Chancellor's Office notifies each district of the number of full-time faculty to be hired that year in an effort to progress toward that goal. If a district does not meet its Faculty Obligation Number (FON), a financial penalty is levied against the district.

In the District's 2013-14 Final Budget (Strategic Directive 2: Learning Center Institution for Student Access, Retention, and Success), the District commits to "develop and implement a District Staffing Plan that includes targets for improvement of full-time/part-time faculty ratios."

A district might meet its FON yet still be far below the goal of 75/25. That is the case with SBCCD. The following table indicates that SBCCD's full-time/part-time faculty ratio has continued to move farther away from the goal of 75/25 goal over the past five years rather than closer. The District's ratio was 52.92/54.94% for the 2012 fiscal year. That is, only 52.92% of its credit instruction was taught by full-time faculty.

| | Fiscal Year 2012 | Fiscal Year 2011 | Fiscal Year 2010 | Fiscal Year 2009 | Fiscal Year 2008 |
|--|---------------------|---------------------|---------------------|---------------------|---------------------|
| Total Full-time Equivalent Faculty (FTEF) attributable to instructional and non-instructional full-time faculty based on CCR Title 5 sections 53302, 53309 and 53320 for the district. | 213.90 | 212.73 | 218.95 | 240.03 | 258.00 |
| Total FTEF attributable to instructional and non-instructional part-time faculty based on CCR Title 5 section 53301. | 190.33 | 174.45 | 211.26 | 196.49 | 197.19 |
| Total FTEF for full-time faculty and part-time faculty (line 1 plus line 2) | 404.23 | 387.18 | 430.21 | 436.52 | 455.19 |
| Percentage of FTEF attributable to full-time faculty (line 1/line 3) | 52.92% | 54.94% | 50.89% | 54.99% | 56.68% |
| Full-time/Part-time Faculty Ratio | 52.92/54.94% | 54.94/50.89% | 50.89/54.99% | 54.99/56.68% | 56.68/43.32% |

Table 28, Full-time Faculty Obligation Compliance, Last 5 Years

Source: California Community College Chancellor's Office DataMart, Fiscal Services Department Report

It is assumed that the SBCCD's full-time faculty numbers have been reduced as a result of the SERPs implemented over the past several years. It is a cost savings not to fill those vacant positions with full-time staff but rather with part-time staff. That is the point of a SERP. As long as SBCCD meets its annual FON, it can continue to realize some cost savings by this method. However, the increase in credit courses taught by adjunct faculty has severely hampered the District's progress toward a healthy full-time/part-time faculty ratio.

A closer analysis of the full-time faculty numbers at each college is important in light of the comparison referenced in the Hill and Brandy Budget Report. Their analysis also found that Crafton Hills College had a considerably higher percentage of full-time faculty compared to that of San Bernardino Valley College.

If the District wishes to start progressing toward a more acceptable full-time/part-time faculty ratio, it must begin to decrease the number of credit courses taught by adjunct faculty. This should be a District priority.

There are only a few ways to increase the District's full-time/part-time ratio, if the District so desires:

1. Increase the number of full-time faculty: hire more full-time faculty
2. Decrease the number of part-time faculty: either cut courses or ask full-time faculty to teach more overload
3. Waive the cap on full-time overload: SBCCD's current limit is 7 units per semester

The 75/25 Full-time Faculty Ratio calculations include the following components:

1. Full-time faculty overload is excluded from the calculation.
2. Full-time faculty sabbatical is included in the full-time portion and part-time replacements are excluded from the part-time portion.

3. Full-time faculty reassigned time is included in the full-time portion and part-time replacements are excluded from the part-time portion.
4. Full-time faculty unpaid leave is included in the full-time portion and part-time replacements are excluded from the part-time portion.
5. State has added non-instructional counselors and librarian positions to the 75/25 calculation

Resource Allocation

Resource allocation is important here as it relates to tracking position vacancies, authorization to fill, funding, recruitment and hiring. The following is an explanation of the process for position control which has been determined to be less than efficient or accurate by CBT consultants Hill and Brandy in their recent report, “Resource Allocation and Utilization: Review, Analysis and Recommendations.”

“Position control means that each funded position within the District is tightly controlled by the assignment of a unique position number. That number is assigned to existing positions and to new positions when they are approved through the budget process. The number remains with the position and is used by payroll, the budgeting office and human resources to track every position. We found the position control within SBCCD to be weak, as evidenced by comments made during our site visit with each administrative group. This is a serious problem on many levels, but the impact on this project meant that we could not obtain reliable position distribution for the entities to assist us in our expense analysis. This problem is complex to remedy but we urge SBCCD to give it proper attention so that portion of the budget is under tight control.”

A less than efficient or inaccurate position control system has a significant negative impact on budgeting processes and impedes the ability to track positions that are filled or vacant, their location, and cost savings due to the time the position sits vacant.

Comments from human resources implied a lack of information from the budget department in assigning appropriate numbers to new position requests. Apparently, there are also duplicate positions listed in the budget which renders position control useless and distorts the accuracy of the budget itself.

The Hill and Brandy report also states that budget data, “*particularly related to salary accounts, is cumbersome and untimely.*” The expenditure information is not available online to departments and college personnel in order for them to better manage their operations.

Efforts toward strengthening the position control system will significantly improve some of the budget issues, as well as provide the District and the colleges with a truer picture of

staffing levels. Future staffing planning depends heavily upon a remedy for the deficiencies in the current position control system. In addition, the ability for management staff to view online their individual budgets, including salary accounts, will give staff an added tool to stay within budget, particularly as it relates to staffing.

Staffing Issues

As an introduction to the District, the CBT consultants Drs. Malone and Carlock joined the two CBT consultants Brandy and Hill at two meetings on November 4, 2013. Subsequent face to face meetings were to be scheduled with representative staff; however, those proved too difficult for the HR staff to arrange. Instead, the District agreed that the CBT consultants could communicate with staff via email and a survey for the purpose of soliciting staff impressions and opinion regarding the topics of this report.

On February 26, 2014, the email was distributed to 34 staff members selected by the District. The email explained the staffing plan project and some early observations. Staff was requested to follow a live link to a SurveyMonkey survey with two questions asking staff to identify their employee category and to identify their work location. The survey was anonymous and did not ask staff to identify themselves by name. Sixteen open-ended questions were included to solicit free flowing ideas. The survey was closed to responses at the end of the day on March 12, 2014. It appears that faculty shared the live link with additional faculty—which is a positive for the District. Fifty-one managers, faculty, and staff completed the survey. The CBT Consultants recognize that the majority of the responses are from faculty. Staff were also able to give multiple responses to each question.

We wish to thank staff for their participation and their candor. The perceptions and opinions of staff put our work in perspective and brought to the sterile data the dimension of humanity. It reminds us that an institution is not all about numbers, money, data, and rules but also about people working for the good of education. Staff members at the San Bernardino Community College District appear to be hardworking, dedicated, and caring. They are also individuals who are passionate about what they do and concerned about correcting what they see to be the weaknesses in the system in which they work. We thank you for your helpfulness and are grateful for the opportunity to hear your voice.

This narrative speaks only to the 3-5 most mentioned responses. The table below provides a list of all responses. We trust that we have summarized staff comments accurately for their intended meaning.

Recruitment and Selection

When questioned about why the District has so many interim management assignments, the most frequently stated responses were (1) pay is substantially lower than in other comparable districts, (2) top leadership not high performance, dysfunctional, no oversight, difficulty making decisions, dictator-like style, lacks organization, (3) the hiring process is too bureaucratic, there is a poor job of vetting candidates, too many search failures, takes too long, poor retention, (4) toxic atmosphere, unhealthy professional environment, San Bernardino is not a desirable place to live, low morale and (5) chaotic, ineffective, and short-staffed Human Resources Department.

When questioned about whether the District evaluates each position to decide if the position can be combined with another, the most frequently stated responses were (1) I don't know, (2) Yes, they do/sometimes they do, and (3) no they do not. .

When questioned about whether or not morale/confidence in the District is high or low and if the District is or has taken steps to improve it, the most frequently stated responses were (1) it is low/very low District-wide, (2) it is low/very low at Valley College, and (3) it is good/high at Crafton Hills College. Some of the reasons for the level of morale/confidence most frequently stated were (1) leadership is not interested in morale, lack of confidence in the administration, no leadership, lack of vision, inconsistency, chaos, administration out of touch, (2) staff needs more pay, and (3) there have been no steps taken to improve morale/confidence.

When questioned about why recruitments for certain positions have failed, the most frequently stated responses were (1) low pay, (2) SBCCD is a difficult place to work, poor reputation, mediocre, no trust in faculty, (3) recruitment not broad enough, recruitment is weak, short timeframe, interviews too restricted, (4) I don't know, and (5) limited applicant pools, unqualified local candidates.

When questioned about how the District can go about correcting the disparity between the number of Hispanic students and the number of Hispanic faculty and staff, the most frequently stated responses were (1) hire more Hispanic staff from the qualified pool of applicants, but not exclusively, (2) advertise in targeted markets, and (3) I don't know.

Performance Evaluation Processes

When questioned about whether or not there are consequences when managers/supervisors' evaluations are late, the most frequently stated responses were (1) No, and (2) I don't know.

When questioned about whether appropriate reminders are sent for late evaluations, the responses of (1) I don't know, and (2) No were about equally stated. Many fewer staff said (3) Yes.

When questioned about whether the District provides training opportunities regarding performance evaluations, the responses of (1) I don't know, and (2) No were closely stated. Many fewer staff said (3) Yes.

When questioned about whether the evaluation process for managers is appropriate or too cumbersome or just right, the most frequently stated responses were (1) I don't know, (2) well done and appropriate, (3) the process lacks depth, and (4) the process seems to be inconsistently applied, favoritism.

When questioned about why managers/supervisors are late in completing their evaluations, the most frequently stated responses were (1) I don't know, (2) managers are overworked, and (3) there are no consequences for being late.

Staffing Levels

When questioned about whether staff believes that staffing levels are too high or too low in areas, the most frequently stated responses were (1) there are too many managers in the District, (2) there are too few fulltime faculty in the District, (3) there are too many classified staff in the District, (4) there are too few staff in the Human Resources Department, and (5) there are too few classified staff in the District.

When questioned about why the District is not progressing toward the goal of 75/25, the most frequently stated responses were (1) it is less expensive to use adjuncts, (2) it's all about money, (3) add more fulltime faculty, and (4) I don't know.

When questioned about whether or not staff would participate in another early retirement incentive program, the most frequently stated responses were slightly higher for Yes than for No.

When questioned about whether or not the District's KVCR public broadcasting program is contributing to the District and whether it is involved in the instructional program, the most frequently stated responses were (1) the program is not fully involved in the instructional program, (2) I don't know, (3) it is a great public broadcasting station, an asset, a treasure, a service to the community, worth supporting, has tremendous benefit, and (4) it has a negative impact by taking money away from the classroom.

When questioned about how staff feel regarding how the District makes its decision about how many and which positions to fill, the most frequently stated responses were (1) I don't know, (2) the process is not transparent; no explanations, (3) the process sounds arbitrary, and (4) money is number one.

Observations

1. Over the past two years, the District has experienced twenty-nine failed recruitments at an estimated cost of \$218,000.
2. Valley College has an extra-ordinary number of interim appointments among its management ranks.
3. The annual salary of the College President position is low when compared to the same position at similar-sized California community colleges in multi-campus districts.
4. The annual salary of the Vice Chancellor Fiscal Services position is low when compared to the same position at similar-sized California community college multi-campus districts.
5. Staffing of the Human Resources Department appears to be too low to efficiently handle its wide variety of responsibilities.
6. There are a number of past-due evaluations throughout the District; however, the number is particularly high at Valley College.
7. The tracking and monitoring system used by the District for performance evaluations appears to be inadequate.
8. The consequences for managers/supervisors who do not complete performance evaluations are unclear.
9. Since 2008, the number of District employees in most categories (educational administrators, tenured faculty, adjunct faculty, and classified support staff) has consistently decreased. However, the numbers of employees in the categories of classified administrator (tripled) and classified professional (doubled) has dramatically increased over the same period of time.

10. When comparing the number of total FTE (full-time equivalent) employees at San Bernardino Valley College to California community colleges of similar size, it ranks higher than average to those six comparison districts and it ranks highest in classified support staff.
11. When comparing the number of total FTE (full-time equivalent) employees at Crafton Hills College to California community colleges of similar size, it ranks higher than average to those six comparison districts.
12. San Bernardino Valley College is 2.38 times larger than Crafton Hills College (using FTES size). If Crafton Hills' FTE numbers were equalized to that of San Bernardino Valley College, its total FTE is higher than that of Valley College, higher in classified support staff, higher in classified professional staff, higher in classified administrators, higher in tenured/tenure track faculty, and higher in educational administrators.
13. When compared to other District Offices of similar-sized California community college districts, SBCCD's total FTE at its District Office ranks near the bottom of the comparison districts in all employee categories with the exception of classified administrator where it ranks highest.
14. While complete information is limited, the SBCCD's number of employees in its police department shows it ranks highest in employee numbers.
15. SBCCD's number of employees in its Economic Development/Corporate Training department ranks in the mid-point among its comparison group.
16. Information on numbers of employees in comparison district's TV broadcasting programs across the state is limited.
17. SBCCD might expect to see retirements of 25% of its educational administrators, 23% of its full-time faculty, and 29% of its classified support staff within the next three to seven years.

18. Crafton Hills College might expect to lose from retirement 26% of its full-time faculty and 24% of its classified support staff within the next three to seven years.
19. San Bernardino Valley College might expect to lose from retirement 41% of its educational administrators, 22% of its full-time faculty, and 30% of its classified support staff.
20. The ethnic diversity of SBCCD's student population is not reflected in its faculty and staff; there is a significant disparity in its ethnic category of Hispanic faculty and staff compared to its Hispanic students.
21. While SBCCD has met its statewide Fulltime Faculty Obligation Number (FON), its fulltime/part-time faculty ratio has consistently degraded since 2008. The current FT/PT ratio is currently 52.92/54.94%.
22. The District's position control system is unreliable thus affecting the accuracy of the budget, the ability to track filled and vacant positions, and the ability to project budget and staffing for the future.

Recommendations

The following are recommendations for the District to consider in its effort to re-align its staffing levels over the next three years while progressing toward a more balanced budget. Recommendations are provided for the District's recruitment and selection efforts and the performance evaluation systems which also impact staffing levels by ensuring the availability of sufficient pools of prospective employees for recruitment and the selection of quality candidates and by identifying high achieving employees while exposing employees whose performance falls below District standards.

The District will note that several of the recommendations below are in agreement and/or compliment the recommendations set forth in the "Resource Allocation and Utilization: Review, Analysis, and Recommendations" report completed in January 2014 by Mike Hill and Mike Brandy, CBT Consultants.

The CBT Consultants recognize that there may be recommendations here that require negotiating with an appropriate collective bargaining unit.

Recruitment and Selection

1. Consider immediately initiating recruitment procedures for the position of Vice Chancellor of Human Resources and consider including one or two sitting community college chief human resources officers in an advisory capacity to the selection committee. This is a priority.
2. Consider immediately initiating recruitment procedures for Director of Human Resources.
3. Consider initiating an organizational climate survey to determine strategies the District can institute to improve the organizational culture and build employee confidence.

4. Consider developing a strategy or plan for expanding recruitments that initially fail or have insufficient applicant pools; establish a process to examine why recruitments fail.
5. Consider organizing a collaborative effort between HR, faculty administration, and Hispanic staff to develop initiatives for increasing recruitment of Hispanic faculty and staff to provide a better balance in the Hispanic faculty/staff to student ratio.
6. Consider increasing recruitment efforts to include advertisements in “Hispanic Outlook in Higher Education” and “Hispanic Jobs.com” and including advertisement language “bilingual/Spanish encouraged to apply” on recruitment flyers. The District’s community might also be asked for their advice.
7. Consider developing strategies to ensure that search committees are ethnically/racially diverse.

Performance Evaluation System

1. Consider tying management evaluations to the management employment contract renewal process.
2. Consider tying the requirement for “completed performance evaluation” check-off box on Personnel Action Forms when initiating annual salary increase.
3. Consider developing separate Excel spread sheets for the evaluation tracking for classified and management employees; spread sheets that can be sorted by start date, due date, and other dimensions.
4. Consider developing a monthly practice of reviewing the spread sheets for due and past due evaluations and sending a memorandum from the VCHR or Chancellor’s office reminding the evaluating managers of their obligation to complete the process.

5. Consider assigning the task of monitoring classified and management evaluations to a separate generalist who can dedicate more detailed attention to monitoring each separate group.
6. Consider developing a training seminar for supervising managers covering the evaluation procedures and the purpose and the importance of completing performance evaluation in a timely manner.
7. Consider reviewing the management evaluation process to develop a less cumbersome process and involve representative managers in the review.
8. Consider conducting a survey of management staff to determine why supervising managers are late or fail to complete their obligation to conduct performance evaluations.

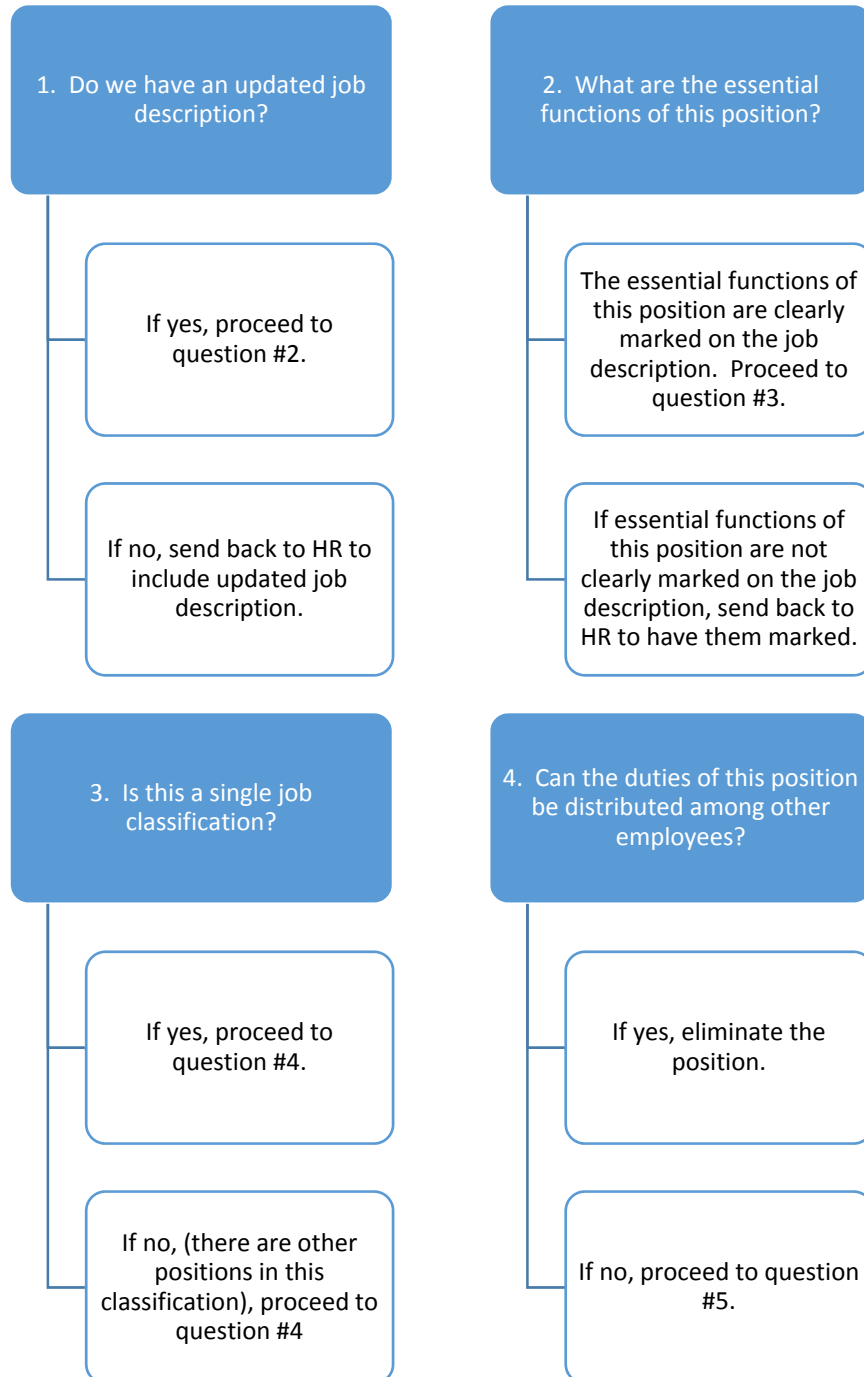
Staffing Levels

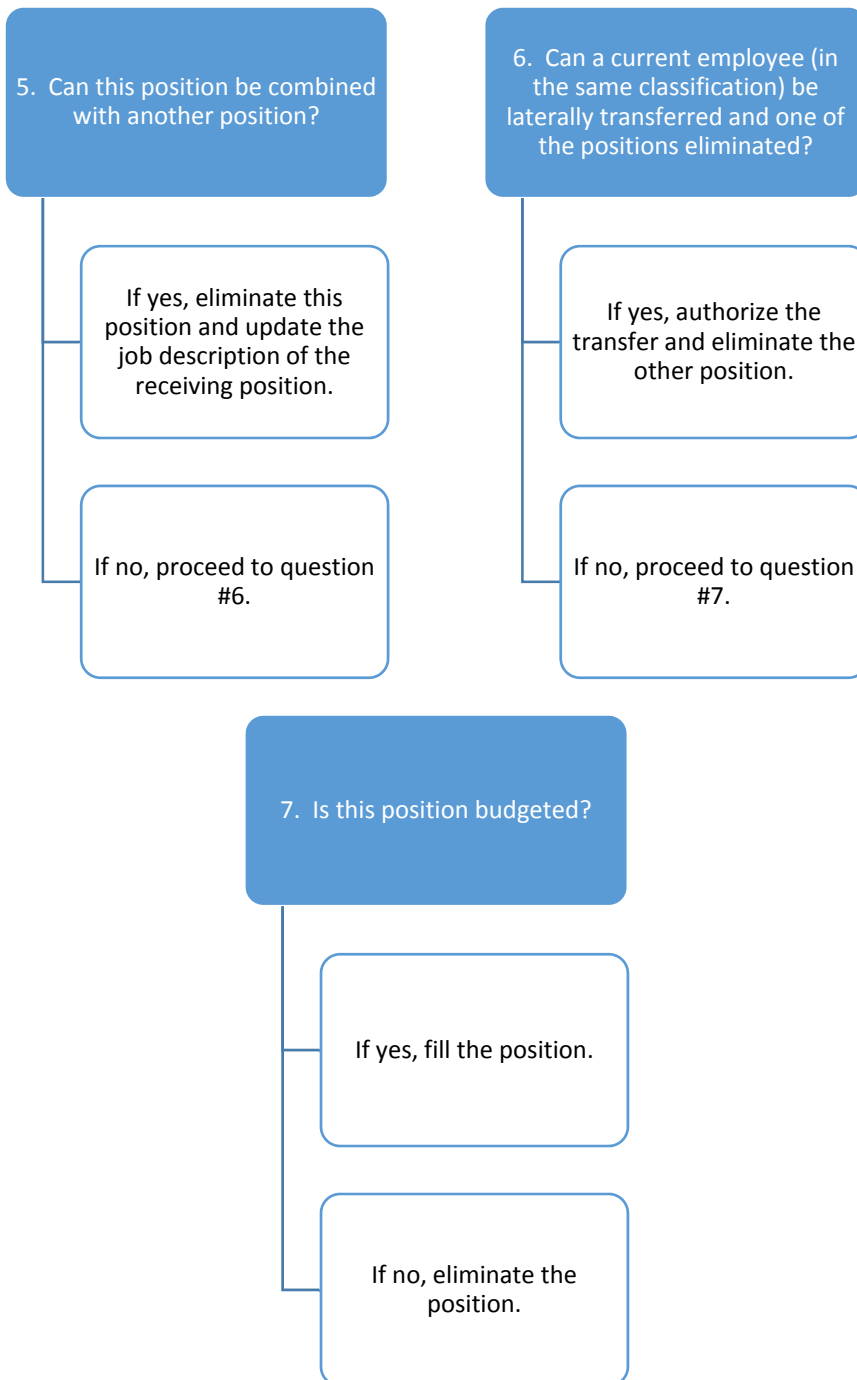
1. Improve and strengthen the District's position control system.
2. Consider reducing the number of full-time faculty at Crafton Hills College over the next three years to bring Crafton Hills College's share of FON down to approximately 30%; consider transferring full-time faculty from Crafton Hills College to San Bernardino Valley College as appropriate vacancies occur.
3. Consider reducing the number of classified positions a San Bernardino Valley College by at least 2% over the next three years, either through attrition, program consolidation, transfer, or an early retirement incentive program.
4. Consider reducing management positions (both educational administrator and classified manager) by at least 15% at Crafton Hills College over the next three years, either through attrition, program consolidation, transfer, or an early retirement incentive program.
5. Consider transferring managers from Crafton Hills College to San Bernardino Valley College as appropriate vacancies occur.

6. Consider reducing classified staff and classified professional positions by at least 10% at Crafton Hills College over the next three years, either through attrition, program consolidation, transfer, or an early retirement incentive program.
7. Consider continuing to meet the statewide FON requirement and perhaps increasing the number of full-time hires but recognize the need to balance the full-time faculty numbers between the two colleges; at the same time, decreasing the number of courses taught by adjunct faculty. This is a priority. It is critical to reduce the number of credit courses taught by adjunct faculty to begin to move toward a positive full-time/part-time faculty ratio.
8. Consider increasing annual salary levels of Vice Chancellor of Fiscal Services and College President, if the current classification and compensation study conducted by the Hay Group supports this recommendation.
9. Consider conducting calculations again to see if an early retirement incentive program is feasible for full-time faculty, management, and classified employees.
10. Consider initiating a modified hiring freeze to fully evaluate whether or not to fill the positions listed on the hiring priority list contained in the current staffing plan.
11. Require the TV broadcasting program (KVCR) to become financially self-sustaining.
12. Consider significantly reducing the number of employees working in the TV broadcasting program (KVCR).
13. Consider establishing a greater instructional role for the TV broadcasting program (KVCR), thus generating increased FTES funding.
14. Consider employing a decision model that includes critical questions when making the determination whether or not to fill a management or classified vacancy. This decision model is similar to what is currently used by the Chancellor's Cabinet; however, the District must take a much stricter stand when applying the model. See Decision Model following this section. The exception to this would be the hiring of fulltime faculty which has a different approval mechanism. The District is encouraged to expand its hiring of fulltime faculty as stated elsewhere in this report.

- a. Do we have an updated job description?
- b. What are the essential functions of this position?
- c. Is this a single classification or are there other positions in this same classification?
- d. Can the duties of this position be distributed among other employees?
- e. Can this position be combined with another?
- f. Can we laterally transfer another employee into this position?
- g. Is this position budgeted?
- h. Can we eliminate this position?
- i. Do we fill this vacancy?

DECISION MODEL – MANAGEMENT AND CLASSIFIED VACANCIES





Planning Agenda

2014-15 Academic Year

Recruitment and Selection

- 1 Immediately recruit for a Vice Chancellor of Human Resources
- 2 Recruit for a Director of Human Resources
- 3 Initiate an organizational climate survey based on results develop improvement initiatives
- 4 Implement Hay Group salary recommendations / compensation review procedures
- 5 Initiate a plan for expanding recruitments to solve past failed recruitment efforts
- 6 Initiate a targeted plan to attract a higher number of Hispanic applicants

Performance Evaluation System

- 1 Conduct survey to discover why managers are late or fail to complete subordinates' evaluations
- 2 Based on survey results and best practices from other CCC's develop a less cumbersome evaluation process in collaboration with task force of SBCCD managers.
Develop a mandatory performance management and evaluation training and monitor
- 3 manager attendance.
- 4 Develop new Excel spread sheets evaluation tracking system for each employee category; one with ability to sort by start date, due date, and other components.
Divide responsibility for evaluation tracking to separate HR generalist, one for classified and
- 5 classified management, another for faculty and faculty administrators.
- 6 Develop a calendaring system to ensure timely receipt of evaluations
- 7 Develop a process for managing late or missing evaluations 1) reminder memo 2) telephone call 3) refer to VCHR for follow-up.
- 8 Tie management annual step increase to their responsibility to complete their subordinates' evaluations
- 9 Tie management evaluation results to contract renewals

Staffing Levels

- 1 Immediately improve and strengthen the District's position control system
- 2 Institute a modified hiring freeze
- 3 Utilize the Decision Model when considering whether or not to fill a vacancy
Decrease number of managers (both educational administrators and classified managers) at
- 4 Crafton Hills College by 1 (transfer when vacancies occur at Valley College)
Decrease the number of classified support staff and classified professional staff at Valley
- 5 College by 2

- Decrease the number of classified support staff and classified professional staff at Crafton Hills College by 3
- Decrease the number of fulltime faculty at Crafton Hills College (transfer when vacancies occur at Valley College) to bring Crafton Hills portion of FON to about 30%
- Meet the District's FON requirement and hire additional fulltime faculty at Valley College.
- Decrease the number of courses taught by adjunct faculty at both colleges.
- Implement the results of the Hay Group Compensation and Classification Study
- Investigate the benefit of offering another early retirement incentive program
- Follow-up on requirement for KVCR to become financially self-supporting
- Involve KVCR in the instructional program to generate FTE dollars

2015-16 Academic Year

Recruitment and Selection

- 1 Implement initiatives toward organizational climate improvement
- 2 Institute annual classification and compensation review based on Hay Group procedures
- 3 Continue the plan for expanding recruitments to solve past failed recruitment efforts
- 4 Continue the targeted plan to attract a higher number of Hispanic applicants

Performance Evaluation System

- 1 Institute the improved management evaluation process developed in collaboration with task force of SBCCD managers
- 2 Review process to ensure management evaluations results are tied to contract renewals
- 3 Continue mandatory performance management and evaluation training and monitor manager attendance, especially new managers
- 4 Monitor calendaring system to ensure timely notification and receipt of evaluations
- 5 Continue using newly developed separate Excel spread sheet evaluation tracking system for each employee category
- 6 Continue managing late or missing evaluations 1) reminder memo 2) telephone call 3) refer to VCHR for follow-up.
- 7 Ensure that management annual step increase is tied to their responsibility for completing subordinates' evaluations
- 8 Address the reasons managers fail to complete subordinates' evaluations

Staffing Levels

- 1 Utilize the Decision Model when considering whether or not to fill a vacancy
- 2 Continue a modified hiring freeze

- Decrease number of managers (both educational administrators and classified managers) at
- 3 Crafton Hills College by 1 (transfer when vacancies occur at Valley College)
- Decrease the number of classified support staff and classified professional staff at Valley
- 4 College by 1
- Decrease the number of classified support staff and classified professional staff at Crafton Hills
- 5 College by 3
- Decrease the number of fulltime faculty at Crafton Hills College (transfer when vacancies
- 6 occur at Valley College) to bring Crafton Hills portion of FON to about 30%
- 7 Meet the District's FON requirement and hire additional fulltime faculty at Valley College.
- 8 Decrease the number of courses taught by adjunct faculty at both colleges.
- 9 Implement the results of the Hay Group Compensation and Classification Study
- 10 Follow-up on requirement for KVCR to become financially self-supporting
- 11 Involve KVCR in the instructional program to generate FTE dollars
- 12 Decrease the number of KVCR employees unless the program is self-supporting

2016-17 Academic Year

Recruitment and Selection

- 1 Conduct follow-up organizational climate survey, based on results adjust improvement initiatives
- 2 Implement annual classification and compensation review based on Hay Group process
- 3 Review annual recruitments to determine improvements in failure rates
- 4 Continue the targeted plan to attract a higher number of Hispanic applicants

Performance Evaluation System

- 1 Review management evaluation process to ensure that it is efficient and effective
- 2 Review evaluation tracking system and reminder process to ensure they are effective
- 3 Continue to tie management evaluation results to contract renewals
- 4 Continue to tie management annual step increase to completion of subordinates evaluations
- 5 Review Excel spread sheets evaluation tracking system to ensure effectiveness
- 6 Continue calendar review for evaluation tracking system; reminder memo to managers
- 7 Continue mandatory performance management and evaluation training

Staffing Levels

- 1 Utilize the Decision Model when considering whether or not to fill a vacancy
- 2 Continue a modified hiring freeze

- 3 Decrease number of managers (both educational administrators and classified managers) at Crafton Hills College by 1 (transfer when vacancies occur at Valley College)
- 4 Decrease the number of classified support staff and classified professional staff at Valley College by 1
- 5 Decrease the number of classified support staff and classified professional staff at Crafton Hills College by 3
- 6 Decrease the number of fulltime faculty at Crafton Hills College (transfer when vacancies occur at Valley College) to bring Crafton Hills portion of FON to about 30%
- 7 Meet the District's FON requirement and hire additional fulltime faculty at Valley College.
- 8 Decrease the number of courses taught by adjunct faculty at both colleges.
- 9 Implement the results of the Hay Group Compensation and Classification Study
- 10 Follow-up on requirement for KVCR to become financially self-supporting
- 11 Involve KVCR in the instructional program to generate FTE dollars
- 12 Decrease the number of KVCR employees unless the program is self-supporting

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Source: California Community College Chancellor's Office DataMart, Faculty and Staff Demographics Report, Fall 2012.

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Source: California Community College Chancellor's Office DataMart, Faculty and Staff Demographics Report, Fall 2012.

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Source: California Community College Chancellor's Office DataMart, Faculty and Staff Demographics Report, Fall 2012.

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Source: California Community College Chancellor's Office DataMart, Faculty and Staff Demographics Report, Fall 2012.

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Source: SBCCD 2010-2013 Long Range Staffing Plan

Table 28, Full-time Faculty Obligation Compliance, Last 5 Years

Source: California Community College Chancellor's Office DataMart, Fiscal Services Department Report

Supporting Documents

- 1 ACCCA Benchmark Survey for Multiple College Districts, 2013
- 2 ACCCA Benchmark Survey for Single College Districts, 2013
- 3 Accreditation Follow-Up Visit Report, Crafton Hills College, November 5, 2010
- 4 Administrative Procedure 7210, Academic Employees, Non-Management, Hiring, Approved January 11, 1990
- 5 Administrative Procedure 7230, Classified Employees, Non-Management, Recruitment and Hiring, Adopted April 8, 2010
- 6 Administrative Procedure 7240, Student Employees, Employment Opportunities, Adopted June 10, 1999
- 7 Administrative Procedure 7250, Management Employees, Recruitment and Hiring, Adopted May 9, 2013
- 8 Administrative Procedure 7251, Management Evaluation, Approved May 9, 2013
- 9 Board Policy 7120, Recruitment and Hiring, Approved June 10, 2004
- 10 Board Policy 7251, Management Evaluation, Approved May 9, 2013
- 11 Brochure, Strategic Plan 2010-2014, San Bernardino Community College District
- 12 California Education Code §87626
- 13 Crafton Hills College Information Technology Strategic Plan 2001-2004
- 14 Evaluation Report (Accreditation), San Bernardino Valley College, October 6-9, 2008
- 15 Five-Year Capital Outlay Plan, 2015-19
- 16 Full-time Faculty Obligation Compliance by District, California Community Colleges, Fall 2012
- 17 Human Resources District Program Review, 2012-2013
- 18 Long-Range Staffing Plan, 2010-2013
- 19 Memorandum to Board of Trustees from Chancellor Bruce Baron, Consideration of Approval of Board Directives for the 2013-14 Budget, March 14, 2013
- 20 Resource Allocation and Utilization: Review, Analysis and Recommendations, CBT Consultants Hill and Brandy, December 2013
- 21 San Bernardino Community College District and the East San Bernardino Valley's Future, October 15, 2001
- 22 San Bernardino Community College District California School Employees Association (CSEA), Chapter 291, Collective Bargaining Agreement, July 1, 2010-June 30, 2013
- 23 San Bernardino Community College Mission Statement

- 24 San Bernardino Community College District Teachers Association, CTA/NEA, Collective Bargaining Agreement, July 1, 2007-June 30, 2010
- 25 San Bernardino Community College District Teachers Association, CTA/NEA, Memorandum of Understanding, June 28, 2011
- 26 San Bernardino Community College District, Final Budget 2013-14 PowerPoint Presentation, September 12, 2013
- 27 Strategic Plan 2011-14, San Bernardino Community College District

Consultants



DR. DEIRDRE CARLOCK is senior human resources professional with expertise in HR strategy, classification and compensation, labor relations, union negotiation, workforce planning, leadership development, process redesign, succession management, foundational HR functions, and cost containment.

Dr. Carlock brings a well-rounded strategic HR perspective and best practices from her leadership roles in public, private, union, non-union, profit and non-profit settings and various industries including legal, higher education, K-12, community colleges, manufacturing, and social services.

Dr. Carlock holds a Bachelor of Science Degree in Business Management and Human Resources from California State Polytechnic University, a Master of Arts Degree in Organizational Management from Azusa Pacific University, and a Doctorate in Education and Organizational Leadership from Pepperdine University. She has studied classification at World-At-Work, the leading national association for compensation education, and she is a Certified Senior Human Resources Professional through HRCI, the nationally recognized testing organization for HR professionals.



DR. JEAN MALONE retired in June 2004 with 40 years in public education. A retired Vice President of Human Resources and District Chief Negotiator, she spent 28 of those years at the Citrus Community College District.

Upon her retirement, Dr. Malone was asked to manage the Online Collective Bargaining Database (OCB) for the Community College League of California. She managed the database until the program's termination. Dr. Malone has been with the College Brain Trust since its inception and is successfully assisting districts in her field of expertise.

Dr. Malone has conducted compensation studies; organizational assessment of human resources operations; assessed staffing needs; acted as Skelly Hearing Officer; acted as negotiations advisor; provided workshops on negotiations, conducting compensation studies, and issues surrounding adjunct parity pay; participated on teams to address staff reorganization and cost-saving measures, and has developed and has maintained CBT's online negotiations-related program—**CAPTURE!**--a subscription service which is a central repository of live links to pertinent negotiation-related documents from all California community colleges.

Dr. Malone holds a Bachelor of Business Administration from the University of Redlands, a Master of Arts in Management from National University, and a Doctorate of Education in Educational Leadership from the University of LaVerne.