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**Contra Costa College**  
**Class Three Records (cont'd)**

Through  
Academic Year

Trust Fund Statements  
 VTEA

2001  
 2002-2003

**DIABLO VALLEY COLLEGE**

**Class 3 Records**

Admission, Registration, Enrollment Forms and Documents  
 Attendance Detail Reports  
 Grade Reports  
 Census Roll Sheets for Weekly or Daily Courses  
 Positive Hour Roll Sheets  
 Applications and Other Data Relating to Student Federal and State  
 Financial Assistance  
 Administration Selection and Hiring Records  
 Academic Selection and Hiring Records  
 Classified Selection and Hiring Records

2009-2010  
 2009-2010  
 2009-2010  
 2009-2010  
 2009-2010  
 2009-2010  
 2009-2010  
 2009-2010  
 2009-2010  
 2009-2010

**DISTRICT OFFICE**

**Class 2 Records**

Official Board Reports

2007-2008

**Class 3 Records**

Accounting Records Basic to Audit  
 Annual Budget and Transaction Reports  
 Budget Transfers  
 Cash Collection/Transaction Reports  
 Warrant File with Payment Support Data  
 Canceled Checks with Bank Statements  
 Journal Entries  
 Attendance Detail Records  
 Monthly Finance Reports  
 Applicant Selection Materials

2005-2006  
 2005-2006  
 2005-2006  
 2005-2006  
 2005-2006  
 2005-2006  
 2005-2006  
 2008-2009  
 2009-2010  
 2009-2010

**LOS MEDANOS COLLEGE**

**Class 3 Records**

Student Federal and State Financial Assistance Records  
 Admission, Registration, Enrollment Forms and Documents  
 Student Grade Reports  
 Attendance Detail Records

2007-2009  
 2009-2010  
 2009-2010  
 2009-2010

**Board Report No. 84-B** – Reorganization Plan for Los Medanos College. Led by the college president, LMC leadership has spent the last 10 months assessing the college's organizational needs and structure. Information was gathered and feedback obtained on various options from the many college constituents. The proposed reorganization plan responds to and anticipates the needs of the campus and community in the foreseeable future. LMC has emerged from several years of transition. The leadership team was thoughtful and deliberate in considering the historical structure (Attachment A) and examining the current structure (Attachment B,) while looking at the long-term needs of the college. A set of guiding principles (Attachment C) emphasizing institutional needs was established

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and used in the generation of an appropriate organizational structure. Following is an outline of the proposed organizational changes, by major functional area, along with some detail of the way in which specific positions will be impacted. The budget figures listed represent base salaries only, not benefits or other fringe costs.

### **Instruction**

The proposed structure is flattened in an effort to distribute responsibilities more evenly and sustainably among academic disciplines while assuring a designated on-site administrator for the Brentwood Center. The vice president will serve as the chief instructional officer.

It is proposed that the instructional area operate with three (3.0 FTE) instructional deans, instead of the historical structure of two deans and one senior dean. Each of the deans will have one or more Career-Technical Education (CTE) programs and will have ownership and leadership over one or more college-wide instructionally related activities. Elimination of existing silos was a major consideration in changes to the deans' roles. The effect of the proposed dean structure is the creation of one instructional dean, elimination of the senior dean within the office of instruction, and elimination of the (0.50 FTE) executive dean positions.

In addition, a senior academic/student services manager was factored out of the organization. The Governing Board previously took action to reduce this position at its February 2013 meeting.

Finally, it is recommended that a workforce development grants program manager position be added to support grant work related to CTE programs college-wide. The addition recognizes the importance and significance of the work to the organization, and more appropriately shifts the reliance from a non-permanent employee to a District position. The position will be 100% grant-funded.

### **Position Impact**

*Eliminated* from the organizational structure are:

- Executive dean (-0.50 FTE)
- Senior dean (reassigned to planning and institutional effectiveness)
- Senior academic/student services manager (-1.0 FTE)

*Added* to the organizational table are:

- Dean (+1.0 FTE)
- Program manager (+1.0 FTE, grant-funded)

### **Budget Impact** (from 2011-12 approved positions)

Executive dean elimination (-0.50 FTE)	\$ - 66,029
Senior dean (-1.0 FTE) reassigned to planning and institutional effectiveness	-151,596
Senior academic/student services manager elimination (-1.0 FTE)	-105,738
Salary Savings resulting from faculty retirement/FSA	-7,488
Dean (+1.0 FTE)	+112,716
Program manager (+1.0 FTE) [grant-funded]	N/A
<b>TOTAL</b>	<b>\$ -218,135</b>

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### **Student Services**

Consistent with the guiding principles, several managerial realignments are being recommended. It is recommended that the responsibilities of general counseling and Disabled Student Programs and Services (DSPS) be reassigned under the supervision of the current director of Extended Opportunity Programs and Services (EOPS). The proposed change will bring all counseling functions under one manager improving the efficiencies and effectiveness of counseling services across the student body.

The proposed change significantly increases responsibilities for the director of EOPS. Therefore, the position is augmented from its current level of academic/student services manager (M3) to dean (M8). The functional title will be dean of counseling and student support.

With the transition of counseling and DSPS responsibilities, the current dean of student development is recommended to become dean of student success. The role includes the centralization and coordination of all campus "learning communities," including Puente, Umoja, Honors, Transfer Academy, and others. The learning communities are currently somewhat independently coordinated entities within instruction and student services. Centralizing them under single leadership will generate collaborations and efficiencies among the programs.

#### **Position Impact**

- Academic/student services manager *changes* to dean

#### **Budget Impact** (from 2011-12 approved positions)

CChange from academic/student services manager to dean	\$ 13,764
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### **Planning and Institutional Effectiveness**

A senior dean position is recommended to be shifted from instruction. The resulting new senior dean of planning and institutional effectiveness position is recommended to manage college-wide planning efforts; establish and assess student learning outcomes and student success measurements; and instill a college-wide culture of evaluation based on data. A focus on these areas was identified as a critical need, particularly as they relate to accreditation requirements. The position will also serve as the college accreditation liaison officer.

A significant portion of the position cost will be supported for two years from grant funding. In the third year, the college will institutionalize the funding from general fund resources. The proposed reorganization includes the reclassification of an existing dean into the role of senior dean.

#### **Position Impact**

##### **Establish:**

- Senior dean (reassigned from instruction)

#### **Budget Impact**

Senior dean (1.0)	\$151,596
Grant support	-77,500

**TOTAL \$ 74,096**

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### **Business Services**

The proposed organization structure returns to a director of business services reporting directly to the president and serving as chief business officer of the college. The director of business services will have responsibility over development and administration of the college budget, and will have supervisory responsibility over the campus business office, central services, building and grounds (including custodial services), facilities rentals and set-ups, and information technology.

There is no budget impact.

### **Summary**

Overall, the proposed new structure is less costly (approximately \$130,275) than the existing structure. Most importantly, management is better aligned and resources are appropriately allocated to allow LMC to effectively execute its mission.

<b><u>Name</u></b>	<b>Current Job Classification</b>	<b>Proposed Job Classification</b>
	<b><u>From</u></b>	<b><u>To</u></b>
Kamath, Kiran	Dean Range M8, Step 5 Full-time, 12 months 15% Longevity \$12,025.00	Senior Dean Range M9, Step 5 Full-time, 12 months 15% Longevity \$12,633.00
Benford, Jeffrey	Academic/Student Services Manager Range M3, Step 5 Full-time, 12 months 5% Longevity \$8,510.00	Dean Range M8, Step 1 Full-time, 12 months 5% Longevity \$8,510.00

Ms. Grilli questioned whether this structure will benefit accreditation efforts, and LMC President Kratochvil answered in the affirmative.

On motion of Mr. Nejedly, seconded by Mr. Enholm, by four aye votes (Mr. Márquez was absent for the vote), the Governing Board approved the proposed reorganization and reclassification of positions, effective July 1, 2013.

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Board Report No. 84-C – Classification Descriptions and/or Salary Schedules. The District currently lacks dedicated centralized oversight of its energy program, for which the District spends approximately \$4M annually. Audit and analysis of energy usage and billing, along with development and implementation of energy and cost reduction plans would be the primary focus of this position. It is expected that the energy costs savings generated by this position will more than offset the additional compensation expense. Funding is from existing budget sources.

On motion of Mr. Enholm, seconded by Mr. Nejedly, by four aye votes, (Mr. Márquez was absent for the vote), the Governing Board approved the attached new management classification description, Energy Manager, and also approved that it be added to the Management Salary Schedule, effective June 1, 2013.

<u>Classification</u>	<u>Salary Range</u>	<u>Monthly Salary</u>
Energy Manager	M5	\$7,338 - \$8,941