



.....SAN BERNARDINO COMMUNITY.....
 COLLEGE DISTRICT

Celebrating Student Success

..... 2014-15 TO 2019-20 STRATEGIC PLAN

San Bernardino Valley College graduates



AS PAVILION

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SBVC women's soccer team has been a leading team in the conference and state for many years.



Welcome from John Longville, President, SBCCD Board of Trustees

On behalf of the San Bernardino Community College District Board of Trustees, I am honored to present our Strategic Plan for 2014-15 through 2019-20. This plan is a living document that we will review and update on a regular basis in order to maintain the flexibility required of our institutions and to meet the changing needs of the community.

The San Bernardino Community College District is very large, with more than 1.7 million people residing within about 500 square miles. Our for-credit student headcount is over 23,000 in one of the state's most economically disadvantaged areas. Traditionally we have a very high

unemployment rate, high poverty rate and low college-going and college-completion rates, which means we have a daunting task set before us.

None of this is meant to discourage us, but rather to set out the parameters within which we must evaluate our policies and processes and set our goals. With every decision, we must ask, "Is this how we best serve our students and our community?"

As a former adjunct faculty member of this District, and now as a trustee, I can say with pride that the faculty, staff, and administrators welcome these challenges. Improving economic conditions will enable the District to focus less of our attention on preserving the most basic programs. We now can put greater efforts into transforming the lives of our students through the best practices of student success, increasing access and the most current uses of technology. We are committed individually and collectively to broadening the opportunities we can present to our students and to the members of our community.

The SBCCD serves the whole community: everyone is a stakeholder in our decision-making processes, as evidenced by this document. When our students succeed, they create businesses and jobs, build families, and participate as knowledgeable citizens of the global economy, all here at home in the Inland Empire.

Our District, through San Bernardino Valley College and Crafton Hills College, as well as KVCR TV-FM/FNX and the Economic Development and Corporate Training division, is dedicated to improving the lives of our students and our community residents. The SBCCD Strategic Plan that follows is our guideline of how we intend to do so over the next five years. We welcome and appreciate your contributions and suggestions.

Sincerely,

A handwritten signature in black ink that reads "John Longville". The signature is written in a cursive style.

John Longville
President, SBCCD Board of Trustees



Spring means a very green SBVC campus.



Welcome from the Chancellor

I'm very pleased to present the Strategic Plan that will guide our District for the next five years. Our Strategic Plan team's open, participatory process that involved dozens of people and many discussions, both internal and external, has resulted in this document that represents our shared vision regarding the District's future.

The San Bernardino Community College District may not be unique in titling our Strategic Plan "Celebrating student success" as "student success" seems to be the current objective of every educator. I believe that establishing Student Success as our over-arching goal for the next five years is more than just using jargon. Through an innovative, thoughtful planning process, our team has crafted specific, measurable, and realistic objectives to be achieved under reasonable timelines, which will result in achieving that goal. Student Success is not the pinnacle of a mountain, but rather an ongoing trail to be traveled, tested, evaluated, and redefined over time.

The San Bernardino Community College District, like others in California, is now emerging from a most fiscally challenging period. For five years, due to severe annual cuts in the state budgets, most of our energies were focused on preserving as much of the status quo as we could: trying to maintain as many class offerings as possible and to educate as many students as we could, even when there were no state funds; hoping to avoid laying off or furloughing staff; and seeking outside funding sources and additional resources wherever appropriate.

As of today, and hopefully for the foreseeable future, budgets are balancing and funding is being reestablished. New opportunities abound. But different challenges and responsibilities are now at hand. Never have the public and the state expected more from the community colleges. We are expected to serve more students; serve an increasingly diverse range of students; meet new technology demands; achieve newly established goals for completion, graduation and transfer; and ensure that our students are prepared for the work world with the necessary hard and soft skills. And we are ready to rise to those challenges.

Over the past decade, despite the economic hardships, but through the support of our community and bond measures M and P, we were able to both improve the infrastructure of and renovate or construct many new facilities on our campuses, resulting in a vastly upgraded educational environment and much-needed technology enhancements. Now we can better focus on the programs and services we provide to students in order to effectively create a culture of enduring excellence.

This Strategic Plan clearly establishes how important a team is in achieving our goal of student success; all stakeholders have valuable roles to play. The community, a variety of educational partners along the way, employers, our elected officials, the media, and our trustees, faculty, staff and administrators all contribute to the success of our students and so we must work together for that common goal. Each objective within the plan addresses achieving an enhanced partnership with one or more of those stakeholders. Through those partnerships we will be able to achieve our new mission statement, "We transform lives through the education of our students for the benefit of our diverse communities."

On behalf of the Board of Trustees and the San Bernardino Community College District, we look forward to implementing this Strategic Plan, and to improving the lives of our students, our employees, and our community.

Sincerely,

A handwritten signature in black ink that reads "Bruce Baron". The signature is written in a cursive, flowing style.

Bruce Baron
Chancellor



CHC President's Letter

Serendipitously, Crafton Hills College was revisiting and revising its Education Master Plan at the same time this Strategic Plan was being developed. This provided us a great opportunity to focus intently on what we found to be important to our students and to our institution and meld those into this Strategic Plan.

As student success is the mandate for California Community Colleges today, this Strategic Plan addresses student success through its four goals: 1. Student Success, 2. Enrollment and Access, 3. Partnerships of Strategic Importance, and 4. District Operational Systems. All of these goals will help us serve students in achieving their educational goals. Ultimately, of course, this fulfills our goal of creating a more educated workforce and knowledgeable community.

As Crafton Hills College defined and analyzed student success for its Education Master Plan, we developed an initiative for the work of the college: Engage. Learn. Advance. We want our students and colleagues to be engaged in their college and work experience, because engagement leads to learning, and learning propels one to advance in personal, educational, and career goals.

Most importantly, we used data to guide us in establishing CHC's Educational Master Plan and this Strategic Plan. We reviewed findings from a recent Environmental Scan, research from the State Chancellor's Office, and surveys from our past and present students, and used the data to guide our planning and decisions. We also garnered opinions and feedback from our constituent groups. Students, faculty, and staff all contributed to how the goals were defined and how they should be measured.

This Strategic Plan will guide our District through the next five years. It solidifies our mission of preparing the students of today for the workplace of tomorrow. It mirrors our vision of being "the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting."

It was a privilege to serve on the Strategic Planning Committee. I thank my colleagues who thoughtfully debated the goals and objectives for the San Bernardino Community College District Strategic Plan and I especially want to recognize the Deans of Research & Planning for their valuable contributions.

Dr. Cheryl Marshall
President
Crafton Hills College



SBVC President's Letter

For generations, the San Bernardino Community College District has served the needs of this community through the programs it offers through its two campuses and occupational centers. The aim of the District Strategic Plan is to place the interest of students at the center of all short-term and long-term planning. The District's commitment to diversity, inclusiveness, and excellence in providing programs and services has earned it the respect of a community that relies on it for access to upward mobility.

The SBCCD Strategic Plan has four goals. They are clear-cut and easy to remember. They are aligned with the goals of the state-level strategic plan as well as with the strategic plans of both campuses. This strategic plan recognizes the unique attributes of the two campuses and integrates the planning priorities of all District sites into the strategic goals of the California Community College system. Student success has a very high priority for the District because it is at the center of all campus and district planning.

Moreover, all four planning goals are necessarily interdependent and intertwined. The plan aids in creating a road map for student success. It provides us with a creative and inspirational mission and vision. The goals that the plan establishes are articulated so as to bring human and financial resources to bear in the most efficient and effective ways.

A major strength of this plan is its stakeholder input, which included all campus and District constituencies. By providing broad-based input, it engenders a sense of ownership by all. The team who worked on this project deserves our gratitude for their tireless and inclusive efforts. The plan provides a much needed road map to achieve these vitally important goals in the most effective way – by providing a basis for prioritizing all aspects of campus and District operations. This plan incorporates evaluation procedures and institutionalizes self-assessment and accountability by defining measurable outcomes and timetables for accomplishing goals and objectives.

In conclusion, I enthusiastically endorse the SBCCD Strategic Plan and pledge myself to work for its implementation in any way I am called upon.

Dr. Gloria Fisher
President
San Bernardino Valley College

Message from Dr. Isaac



Dr. Matthew Isaac
EDCT Associate Vice Chancellor

The mission of the Economic Development and Corporate Training (EDCT) Division is to stimulate the economic prosperity of the Inland Empire through workforce development. This mission is achieved by:

- a. offering customized training solutions that meet the human capital development needs of regional employers;
- b. providing innovative job training to the workforce in emerging technologies and high growth areas to foster economic prosperity in the region; and
- c. building partnerships to obtain local/state/federal funds necessary for preparing a highly skilled workforce through short-term training.



EDCT serves the short-term training needs of a significant portion of the displaced and incumbent workforce who are not otherwise served by the academic programs of the colleges and thus complements the mission and impact of our colleges.

Consistent with these strategic plan goals and objectives, and in order to serve our constituency, the EDCT Division has developed its own strategic goals, objectives, and priorities to support its mission, which include forging partnerships with private and public sector organizations, seeking grants for emerging technologies, continuing to sustain our nanotechnology program, and sustaining EDCT as a self-supporting entrepreneurial entity of the District.

Message from Mr. Cruz



Alfredo Cruz
KVCR General Manager

KVCR TV-FM/FNX plays a fundamental role in educating, informing and entertaining the diverse communities of inland southern California and beyond. With its renewed commitment to localism, and the newly adopted motto

“Community Matters,” KVCR works to accurately and proportionately reflect our community with appropriate programming content and subject matter.



KVCR TV's secondary channel, FNX (First Nations Experience) is the first and only public television network in the country focusing on Native American and World Indigenous content and making a national impact on local communities all across America. November 2014 marks the launch of FNX on the Public Television Satellite system, making it available to close to 400 public TV stations, cable, and satellite providers all across the U.S.

Originally founded as a college student-run radio station in 1952, KVCR FM expanded to television ten years later and became California's pioneering stations for both NPR (National Public Radio) and PBS (Public Broadcasting System). KVCR's state-of-the-art television and radio studios are the finest in the region and provide professional, world-class production opportunities for TV and radio programs.

KVCR TV-FM/FNX is licensed to SBCCD, has a long heritage as a local and southern California jewel, and is one of the District's most valuable assets.

MISSION

We transform lives through the education of our students for the benefit of our diverse communities.

VISION

SBCCD will be most known for student success.

- Our educational programs and services will be highly sought after.
- Our students will be the most preferred by four-year institutions and employers.
- Our students will have the highest graduation rates at four-year institutions.
- Our students will have the highest employment rates in our communities.
- Our district will be the gateway to pathways and opportunities for a brighter future.
- Our students and alumni will make a significant contribution to the socioeconomic prosperity of our communities.
- Our employees will want to be here, love working here, and go above and beyond for student success.

VALUES

Service, Integrity, Collaboration, Innovation, Quality



Students gather on the Crafton Hills College campus

Conceptualizing a New Vision and Mission

The world of the Community College has changed significantly since the initial California Education Master Plan of the early 1960s. The Plan has been retooled several times, and each district and each college must do the same. It takes time, energy, research, and a thoughtful process to reassess and restate the role of an educational institution.

Our previous mission served us well, referring to the driving forces of technology that would impact our students' learning environment and their work worlds.

Our new Mission is focused on the transformation that education can bring to the student, the diversity of those we serve, and the lasting impact of both on our communities. It is our reason for being – reflecting our idealistic motivations for doing the work we do here in our District. The mission should, and we hope will, inspire the members of our SBCCD community to bring our articulated values of service, integrity, collaboration, innovation, and quality to each aspect of our work, thereby benefiting our students and society as a whole.

In drafting ours, we examined the mission statements of those organizations known to be at the top of the best practices mountain – Massachusetts Institute of Technology, Walt Disney, 3M, University of Southern California, and Sony, among others, seeing the similarities in the usually single sentence or one paragraph structure of their mission statements, which clearly articulates what each does and why.

Our new Vision is designed to create excitement by setting forth concrete, big, clear, compelling, and highly focused goals. The reader of our new Vision will get our message with little or no explanation – it contains vivid descriptions of what achieving the goals will look like. The Vision contains mountains for us to climb as educators – once a summit is reached, we can move on to yet another mountain.

In our path to create new vision and mission statements, we learned a great deal about other organizations and about our own institutions. We believe the results of those exploratory experiences will guide us well into the future.



San Bernardino Valley College Nursing Pinning Ceremony

Strategic Priorities

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

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

The SBCCD Board of Trustees, through their Board Imperatives, incorporates the strategic priorities of the California Community College system. The Board is committed to excellence and effectiveness in all the operations and entities that comprise the San Bernardino Community College District. It is committed to student success, retention and access, and to prudent management of all the District's resources. The Board strives for and expects informed and excellent governance and leadership from themselves and from all the key leaders of the District.

To that end, the Board has established four Board Imperatives:

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

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

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

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

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

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



The timeless Crafton Hills College Clock Tower

A Short History of the SBCCD

The SBCCD was formed in 1926, originally as the San Bernardino Valley Union Junior College District and was the first union district formed in the state.

The San Bernardino district was formed from the San Bernardino and Colton high school districts, which then joined forces to create the junior college district, elect trustees, establish curriculum and provide facilities and instructors for San Bernardino Valley College (SBVC), which was established on about 30 acres in downtown San Bernardino in 1927-28 with 17 faculty lead by Dean George Jantzen. The original class, starting in 1926-27, included 140 students. SBVC is the 25th oldest of the 112 California Community Colleges.

In 1967, the District office began the development of a new campus in Yucaipa. Crafton Hills College (CHC) opened in 1972, serving the East Valley. The first President for CHC was Foster Davidoff.

Both San Bernardino Valley and Crafton Hills are comprehensive community colleges, offering students associate degree programs, transfer preparation to four-year colleges and universities, career and technical education, and life-long learning opportunities, in addition to student life activities such as clubs, leadership, sports, and the chance to participate in extracurricular writing, art, theatre, dance, and music programs.

The Economic Development and Corporate Training Division, originally called the Professional Development Center, was formed more than a decade ago with the goal of partnering with Inland Empire businesses and industries to provide workforce development and convenient, affordable employee training solutions. It still does that and so much more, bringing business development and entrepreneurship training, among other skills, to the community through a multitude of federal and state grants and business partnerships.

Originally founded as a college student-run radio station in 1952, KVCR FM expanded to television ten years later and became California's pioneering stations for both NPR (National Public Radio) and PBS (Public Broadcasting System). KVCR's state-of-the-art television and radio studios are the finest in the region and provide professional, world-class production opportunities for TV and radio programs. In addition, KVCR is the home of Native American and World Indigenous channel FNX (First Nations Experience), made possible by its founding partner, the San Manuel Band of Mission Indians.

ACCREDITATION

Crafton Hills College and San Bernardino Valley College are fully accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), located at 10 Commercial Blvd., Suite 204, Novato, CA 92949.



A veteran celebrates the opening of the
SBVC Veterans Resource Office

The Mission of the SBCCD is:

“We transform lives through the education of our students for the benefit of our diverse communities.”

ONE EXAMPLE of the way we serve our diverse communities is the Veteran’s Program at San Bernardino Valley College, as seen in the photo opposite. Among the students who attend are more than 500 veterans per semester.

The Veteran’s Affairs Office at San Bernardino Valley College serves as a liaison between veteran students and the Department of Veterans Affairs. The Office is equipped to assist veteran students with the appropriate forms to process claims for educational benefits.

The Veteran’s Resource Office has an on-site Administrator and Veteran’s Representative from Admissions & Records to assist with any questions concerning veteran educational benefits or educational experiences at San Bernardino Valley College.

The Veteran’s Affairs Office provides a home-away-from-home for vets transitioning from service to school to employment.



Crafton Hills College Fire Academy cadets take part in a 9-11 Remembrance event

2014-2020 Strategic Plan

Goal 1: Student Success

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

OBJECTIVE 1.1

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

- 1.1.1:** Increase the graduation rate from 16% to 20% by 2019-2020 as measured by the Student Success Scorecard.
- 1.1.2:** Increase the transfer rate from 32% to 39% by 2019-2020 as measured by the Student Success Scorecard.
- 1.1.3:** Increase the percent of students with a complete educational plan to 100% by 2019-2020 as measured by data collected in Ellucian.
- 1.1.4:** Increase the percent of students who have completed their educational plan to 50% by 2019-2020 as measured by data collected in Ellucian.

Objectives	2007-08 to 2012-13 Baseline	2011-12 to 2016-17 Target	2014-15 to 2019-20 Target
Graduation Rate*	16.2%	18.2%	19.8%
Transfer Rate**	31.6%	36.0%	39.0%

*Target for the graduation rate set by calculating 22% increase from the baseline rate of 16.2% ($.22 * .162 = .0356$).

**Target rate for transfer rate set by identifying the transfer rate for the entire State (39.4%).

Objectives	2012-13	2016-17	2019-20
% with Complete Student Educational Plan***	Unavailable	100%	100%
Student Educational Plan Completion Rate****	Unavailable	46%	50%

***Target for the “% with Complete SEP” set based on the Student Success Act expectations.

****Target for SEP Completion rate based, in part, on targets identified for the graduation and transfer rates.

Key Strategies

1. Expand and diversify professional development
 - Alternative instructional methods
2. Enhance student support services
 - Expand tutoring
 - Expand learning communities
 - Enhance early alert intervention
 - Implement degree audit
 - Expand accelerated courses
 - Empower students to become continuous learners (study skills)
3. Expand academic advising
4. Align curricular pathways with K-12 and 4-year partners (activities include conducting a sequencing study, etc.)
5. Ensure accurate student placement
6. Increase student engagement (learning communities, mentor programs, supplemental instruction, etc.)

OBJECTIVE 1.2

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

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

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

Developmental Education 3-Year Improvement Rates	2010-11 to 2012-13 Baseline	2014-15 to 2016-17 Target	2017-18 to 2019-20 Target
Math*	20.4%	25.0%	29.2%
English**	48.1%	57.9%	60.0%

**Math Developmental Education 3-Year Improvement Rate target set by calculating a 22% increase in the improvement rate from the baseline year rate of 20.4% ($.22 * .204 = .0448$).*

***English Developmental Education 3-Year Improvement Rate target developed by calculating a substantial increase (i.e., Effect Size of .20) using the most recent cohort year as the baseline and rounding to the nearest 10.*

Key Strategies

1. Work with K-12 before students enroll at SBCCD
2. Increase and improve basic skills offerings including alternative instructional methods
3. Determine optimum class size and teaching strategies in developmental courses
4. Develop non-credit courses for basic skills program
5. Enhance tutoring and student mentoring
6. Require early and continuous enrollment in math and English

Goal 2: Enrollment and Access

Increase access to higher education for populations in our region.

OBJECTIVE 2.1

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

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

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

*Resident Full-Time Equivalent Status. Student needs to have residency established in California to be considered a resident.

Student Population	2012-13	2016-17 Target	2019-20 Target
Annual Enrollment (FTES)*	13,241	14,350	15,000
Market Share**	TBD	65.2%	74.4%

*Full-time equivalent student (FTES) target set by calculating a 2% increase in the funded RFTES from 2012-2013 to 2016-2017 (i.e., 4 years) and a 1.5% increase from 2017-2018 to 2019-2020 (i.e., 3 years).

**Tracking the market share for the District would require SBCCD to pay the CCCCCO for the data. The data for 2011-12 year (55.9%) was provided through the Environmental Scan. The methodology for the Market Share and the target can be reviewed at <http://craftonhills.edu/Env2013>. The average market share by contiguous community colleges is 74%, which was used to set the target. In order to increase the market share to 74.4% the District would need to add an additional 1,030 FTES. Currently the District is seeking to increase the RFTES from 13,241 to 15,000, an increase of 1,759 FTES.

Key Strategies

1. Develop and implement a comprehensive marketing plan to increase market share
 - Promote a culture of educational value throughout the community
2. Increase online, evening, and weekend classes
3. Offer concurrent college courses on K-12 campuses and at SBCCD campuses
4. Increase community involvement at cultural and athletic events on campus
5. Develop a comprehensive international student program

OBJECTIVE 2.2

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

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

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

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

Enrollment by Type of Education	2012-13 Baseline	2016-17 Target	2019-20 Target
Transfer*	9,317	10,085	10,545
Career and Technical**	3,728	4,035	4,219
Developmental***	2,146	2,323	2,429

*Transfer courses include any course transferable to a four-year university: transfer status of A, B, D, E, F, or H.

**CTE courses include any course that is advanced occupational, occupational, or possibly occupational as identified by the SAM code—B, C, or D—respectively.

***Developmental courses include all math, English, reading, and ESL courses that are not transferable.

Note: The FTES in Objective 2.2 will not match with the FTES reported in Objective 2.1. The FTES in 2.2 is the FTES for the academic year, not the funded FTES, which can include FTES from both summer semesters. In addition, a course could be both CTE and Transfer, and the FTES may be counted twice. Targets were set by calculating a 2% growth increase in FTES from 2012-2013 to 2016-2017 (i.e., 4 years) and a 1.5% increase from 2017-2018 to 2019-2020 (i.e., 3 years). A limitation to the estimated growth is that growth in each area can vary, for example, in 2013-2014 most of the growth occurred in transfer and developmental sections at Crafton.

Key Strategies

1. Use data to inform plans to grow new programs to meet labor market needs
2. Provide flexible delivery of instructional offerings
3. Revise program viability plans to streamline instructional offerings
4. Develop and implement an enrollment management and growth plan

OBJECTIVE 2.3

Enhance the public image of the San Bernardino Community College District.

Key Strategies

1. Utilize KVCR and EDCT as resources to enhance SBCCD's public image
2. Assess the District's public image and develop and implement a plan based on the assessment's results
3. Increase media presence and coverage of the District's accomplishments and performance results
4. Expand campus festivals and events
5. Increase faculty, staff, and student involvement in local community organizations
6. Expand outreach events

OBJECTIVE 2.4

Increase awareness of San Bernardino Valley College and Crafton Hills College as viable higher education options.

Key Strategies

1. Work with K-12 counselors to increase awareness in K-12 communities
2. Utilize all media resources to increase awareness
3. Focus our message on quality of education, affordability, value, and open access
4. Increase outreach events at local high schools and on the campuses
5. Offer courses at K-12 and employer locations

OBJECTIVE 2.5

Continue to diversify our student and employee populations to be reflective of our communities.

Key Strategies

1. Increase outreach to local residents
2. Ensure salaries and benefits at competitive rates
3. Have multilingual and multicultural marketing materials
4. Market and outreach to potential students and employees who are reflective of demographic trends

Goal 3: Partnerships of Strategic Importance

Invest in strategic relationships and collaborate with partners in higher education, PK-12 education, business and workforce development, government, and other community organizations.

OBJECTIVE 3.1

Enhance existing and secure new higher education partnerships to improve student transfer rates.

Key Strategies

1. Align course curriculum to enhance strategic partnerships
2. Strategically develop new courses and programs
3. Create consortium of higher education partners to focus on improving student transfer rates
4. Expand Transfer Model Curriculum

Examples of Potential Strategic Partners:

- Mt. San Jacinto College
- California State University, San Bernardino (CSUSB)
- University of Redlands
- University of California, Riverside (UCR)
- University of California, Los Angeles (UCLA)
- Brandman University

OBJECTIVE 3.2

Enhance existing and secure new PK-12 partnerships to improve student pathways, increase awareness of SBVC and CHC as viable options for higher education, and enhance the image of the San Bernardino Community College District.

Key Strategies

1. Align course curriculum to enhance strategic partnerships
2. Work with PK-12 partners to develop a communications campaign with the intent of sharing with local high school students and parents
3. Develop Common Standards with K-12
4. Develop Dual Enrollment Strategies

Examples of Potential Strategic Partners:

- Redlands Unified School District
- Yucaipa-Calimesa Joint Unified School District
- Beaumont Unified School District
- San Bernardino County Superintendent of Schools
- San Bernardino City Unified School District
- Colton Unified School District
- Rialto Unified School District
- Inland Leaders Charter School
- California Department of Education
- Hispanic Association of Colleges and Universities (HACU)
- Middle College High School
- San Bernardino Department of Rehabilitation
- Job Corps
- Native American Resource Center-Morongo
- Sheriff's Academy
- University of California, Los Angeles (UCLA)
- Brandman University

OBJECTIVE 3.3

Enhance existing and secure new business and workforce development partnerships for student internship opportunities, student pathways, incumbent worker training, and to enhance career and technical education course curriculum.

Key Strategies

1. Work with industry partners with a history of utilizing student interns to develop internship opportunities for SBCCD students
2. Develop and market an internship program template to make it attractive for local business partners to include student interns in their workforce
3. Leverage grant funding to develop student internship opportunities with local employers
4. Use technical expertise of industry partners to strengthen membership of CTE curriculum committees that will align student pathways to jobs in the community
5. Work with industry partners to develop incumbent worker training programs that will retain jobs and allow local businesses to expand
6. Work with community partners to develop short-term and long-term workforce development and community service programs to help build the local economy
7. Offer courses at employers' worksites (contract education)

Examples of Potential Strategic Partners:

- Workforce Investment Boards
- Local City and County Agencies
- Local Businesses and Non-Profit Agencies
- Regional Fire and Law Enforcement Agencies
- Regional Hospitals and Health Care Providers
- State Vice Chancellor of Workforce Development
- Colton Redlands Yucaipa Regional Occupational Program (CRY-ROP)
- Walmart Foundation
- Western Association of Food Chains
- California Alcohol and Drug Educators (CAADE)
- City of Redlands, City of San Bernardino Water Department
- Employee Training Agency (ETA)

OBJECTIVE 3.4

Enhance existing and secure new government and community partnerships to increase funding for improving student success and increasing student access.

Key Strategies

1. Partner with other local California community colleges to advocate for funding
2. Provide consistent SBCCD representation at regional and State leadership organizations
3. Work with State-level lobbying services to remain current on funding and other California community college issues and to provide feedback to local and State government officials
4. Enhance SBCCD's value to the communities we serve through proactive efforts to be engaged in local events and by continually demonstrating a strong commitment to developing programs and services that best serve our students, residents and local businesses

Examples of Potential Strategic Partners:

- Cities of San Bernardino, Colton, Rialto, Highland, Yucaipa, Redlands, Loma Linda, Grand Terrace
- Regional Fire and Law Enforcement Agencies
- Regional Hospitals and Health Care Providers
- Vice Chancellor of Workforce Development, California Community Colleges Chancellor's Office (CCCCO)
- Workforce Investment Boards

Goal 4: District Operational Systems

Improve the district systems to increase administrative and operational efficiency and effectiveness.

OBJECTIVE 4.1

Improve the district systems to increase administrative and operational efficiency and effectiveness with an emphasis on student records, human resources, facilities, technology, financial systems, and other workflow operational systems.

Key Strategies

1. Administrative Efficiency/Effectiveness
 - a. Identify the dependencies for integrating existing major enterprise resource programs
 - b. Integrate major enterprise resource programs
 - 1) Align policies and procedures
 - 2) Purchase Human Resource, Fiscal, and other ERP modules as necessary to become independent from county systems and have a fully integrated administrative applications environment
2. Operational Efficiency/Effectiveness
 - a. Conduct Business Process Analysis (BPA) to streamline procedures within Human Resources, Business & Fiscal Services, and other District processes, as appropriate
 - b. Improve communications throughout the District

No other investment yields as great a return as the investment in education. An educated workforce is the foundation of every community and the future of every economy.

Brad Henry, former governor of Oklahoma

Resources Necessary to Achieve Strategic Goals

The SBCCD's Strategic Plan provides a framework for realizing the District's Vision of being most known for student success. Enhancing SBCCD's capacity will be necessary to enable the District to pursue achieving the mission, vision, and strategic goals of this plan. Specifically, enhancements in staffing, facilities, technology, and revenues will provide the resources necessary to begin this pursuit.

STAFFING

Hire Additional Faculty and Staff of Strategic Importance – The District will need to increase staffing of strategic importance to support the targeted increases in enrollment and student support services. These targets are aimed at increasing student success and access for the District. As a result, the District will need to develop a district-wide staffing plan that considers the faculty, staff, and administrator needs in fulfilling the strategic goals of this Strategic Plan.

Professional and Organizational Development – Not only does the District need to increase faculty and staff to increase student success and access, the District will need to increase organizational capacity in student success and access best practices, leadership development, developing and maintaining partnerships of strategic importance, and organizational effectiveness and efficiency. This capacity will be enhanced by robust professional development activities for faculty, staff, and administrators geared toward best practices in student success, access, and administrative effectiveness and efficiency.

FACILITIES

The District will need to provide additional and renovated facilities to accommodate the targeted increased enrollment and the increases in student support services. These facilities will need to include considerations for the newest design in learning spaces, instructional methods, flexibility, operational effectiveness, and administrative efficiency. Such facilities will be essential to the execution of this Strategic Plan in increasing the District's student success and access.

TECHNOLOGY

Information technology will play an increasing role in innovative instructional methods to enhance student success, improve collaboration and communications, stimulate leading edge research and creative activities, promote outreach, and increase efficiency and effectiveness in administrative operations. Information technology will be used to create smarter, more intelligent business systems; expand online training; and provide self-service functionality for students, faculty, and staff.

FINANCIAL

The District will need to increase revenue by increasing the District's enrollment to fund and support student success and access. In addition to increased enrollment, the District will need to diversify revenue sources by increasing the number and amount of grants and contributions received from granting agencies and District foundations, respectively. Implementation of the District's Strategic Plan will require alignment of budget priorities with plan goals and strategies.

The District will also need to increase administrative effectiveness and operational efficiency by implementing policies, procedures, and practices to promote rigor, transparency, and accountability for results.

The District will maintain its transparency in budgeting, planning, and resource allocation. The District will continue to make budget and resource allocation information available to the public, including budget summaries, how the budget addresses key District issues, constraints on revenues, and formulas and assumptions behind resource allocations. Transparency in budgeting, planning, and resource allocation will be critical to the success of the District's Strategic Plan.



Crafton Hills College during another beautiful spring

SBCCD Statement on Ethnic & Cultural Diversity

The San Bernardino Community College District actively supports and promotes diversity. Because of this dedication, we are better equipped to provide a quality education to students who need the social and academic skills required to interact and communicate in a 21st century workplace. We value the inherent dignity of all individuals and celebrate their diversity. We support inclusiveness and equity for students and employees. Our District extends the privileges of academic life to all by promoting mutual respect and the application of fair and ethical practices and policies. Through interacting with others whose backgrounds, beliefs, and perspectives are different from our own, we build a richer, more stimulating environment for teaching and learning. We value this cultural and intellectual diversity as a way to enrich each other.

“I speak not for myself but for those without voice... those who have fought for their rights... their right to live in peace, their right to be treated with dignity, their right to equality of opportunity, their right to be educated.”

*Malala Yousafzai, Pakistani school pupil,
education activist and winner
of the Nobel Peace Prize.*





KVCN

KVCN TV-FM brings the arts and education to the community
and FNX provides a national voice for indigenous peoples

District Strategic Planning Committee

Bruce Baron, Chancellor, District; 2013-2015

Tim Oliver (Interim), Vice Chancellor, Fiscal Services, District; 2013-2014

Jose Torres (Interim), Vice Chancellor, Fiscal Services, District; 2014-2015

Amalia Perez, appointee, Vice Chancellor, Human Resources, District; 2013-2015

Dr. Glen Kuck, Associate Vice Chancellor, TESS, District; 2013-2015

Lillian Vasquez, appointee, KVCR; 2013-2015

Barbara Nichols, Classified Staff, District; 2013-2015

Deanna Krehbiel, appointee, Associate Vice Chancellor, EDCT; 2014-2015

Chris Robles, Student, CHC; 2013-2014

Aftan Sneed, Student, CHC; 2014-2015

Jimmie Bradley, Student, SBVC; 2013-2014

Vanessa Osorio, Student, SBVC; 2014-2015

Dr. Cheryl Marshall, President, CHC; 2013-2015

Dr. Keith Wurtz, Dean, CHC; 2013-2015

Denise Allen Hoyt, Faculty, Academic Senate, CHC; 2013-2015

Dr. Robert Brown, Professional Development, CHC; 2013-2014

Dean Papas, Professional Development, CHC; 2014-2015

Donna Hoffmann, Public Information Officer, CHC; 2013-2015

Tina Gimple, Classified Staff, CHC; 2013-2014

Ginger Sutphin, Classified Staff, CHC; 2014-2015

Dr. Gloria Fisher, President, SBVC; 2013-2015

Dr. James Smith, Dean, SBVC; 2013-2015

Algie Au, Faculty, Academic Senate, SBVC; 2013-2014

Carol Jones, Faculty, Academic Senate, SBVC; 2014-2015

Rania Hamdy, Professional Development, SBVC; 2013-2015

Dr. Greg Zerovnik, Public Information Officer, SBVC; 2013-2015

Laura Gowen, Classified Staff, SBVC; 2013-2015

Charlie Ng, Facilitator, Ng Consulting Services; 2013-2014



The Vision of the SBCCD is: to be known for student success

ONE EXAMPLE of SBCCD’s vision of student success can be found in the Learning Communities at Crafton Hills College, as seen in the photo left. At Crafton Hills College, students have the opportunity to participate in a number of different **Learning Communities**. A **Learning Community** joins students together in a cohort to take two or more classes together to provide a deeper understanding of course material and to build stronger relationships with faculty and other students. The courses in learning communities are linked by a common theme, have access to a counselor, and create a Student Educational Plan (SEP). Most often, students who participate in learning communities:

- Earn higher grades and have lower drop-out rates
- Have greater success in future college courses
- Maintain deeper connections to faculty and fellow students
- Report higher satisfaction with their college experience

The students pictured are participants in the **Math Fast Track Learning Community**.

Math Fast Track LCs offer motivated students the opportunity not only to complete a year of math courses in one semester, but to do so with support designed to help everyone in the cohort to succeed. Because Math Fast Track LCs are meant to give each student a full course load of 12+ units, participants are encouraged not to take any other classes, but to focus their energies solely on succeeding in the Math Fast Track courses.



Graduation joy at SBVC

District Governance and Administration

SBCCD Board of Trustees

John Longville, President

Dr. Kathleen (Katy) Henry, Vice President

Joseph Williams, Clerk

Donna Ferracone, Trustee

Gloria Macías Harrison, Trustee

Dr. Donald L. Singer, Trustee

Nickolas W. Zoumbos, Trustee

Alexis Panaguiton, CHC Student Trustee

Tiffany Guzman, SBVC Student Trustee

District Administration

Bruce Baron, Chancellor

Jose Torres, Interim Vice Chancellor of Business & Fiscal Services

Dr. Jack Miyamoto, Human Resources Consultant

Economic Development and Corporate Training

Dr. Matthew Isaac, Associate Vice Chancellor

Technology and Educational Support Services

Dr. Glen Kuck, Associate Vice Chancellor

KVCR TV-FM/FNX

Alfredo Cruz, Jr., General Manager

Crafton Hills College

Dr. Cheryl Marshall, President

Mike Strong, Vice President of Administrative Services

Dr. Bryan Reece, Vice President of Instruction

Dr. Rebecca Warren-Marlatt, Vice President of Student Services

San Bernardino Valley College

Dr. Gloria Fisher, President

Scott Stark, Vice President of Administrative Services

Dr. Haragewen Kinde, Vice President of Instruction

Dr. Ricky Shabazz, Vice President of Student Services

Glossary

A&R Admissions and Records

ACCJC Accrediting Commission for Community and Junior Colleges

Accreditation The process by which a college is reviewed by a group of peers on behalf of an official accreditation agency, to determine the extent to which the college meets specific accepted standards of excellence. Each college seeks, as a result of this process, to obtain formal acknowledgement as accredited.

ARCC Accountability Reporting for Community Colleges, a program administered by the CCCCO to gather and publish system wide and college-specific performance data.

ARRA American Recovery and Reinvestment Act, the legal name of the federal economic stimulus program.

Assessment The systematic collection of information about student learning, and about activities and functions that support such learning, both directly and indirectly, and the use of that information to create a continuing cycle of improved teaching and learning at the Institutional, Program and Course levels.

Career Awareness STEM Training and/or activities offered through the EDCT Career Technical Education (CTE) Community Collaborative program to build a system of STEM pathways and career awareness in new fields of technology across of the Eastern portion of San Bernardino to increase academic development combined with added relevance for students to close the achievement gap. This program is offered by EDCT through a competitive grant awarded by the California Community Colleges Chancellor's Office.

Career Pathways An approach to K-12 and higher education that systematically creates links between academic and career fields, often with the help of business and governmental partners. In the California Community Colleges System Strategic Plan, this approach is one of the strategies for achieving Goal C, Partnerships for Economic and Workforce Development.

CCCCO California Community Colleges Chancellor's Office

CHC Crafton Hills College

Cohort A group of people sharing certain characteristics, often tracked through time for research purposes. ARCC and many other studies of community college students use a cohort design.

Collegial Consultation The process by which the district provides faculty, students, staff, and management the opportunity to participate

effectively in district and college governance in accord with Title 5, California Code of Regulations, sections 51023.5, 51023.7, 53200, and 53203. Collegial consultation often involves committees on which the constituency groups are represented.

Constituency Group One of the groups that participate in collegial consultation. In SBCCD, that includes the Academic Senates, Student Senates, Classified Senates, CSEA, CTA, and the management teams.

CSEA California State Employees Association, the classified union in SBCCD District

CTA California Teachers Association, the faculty union in SBCCD

Customized Training A need-based training program specially designed for an employer or a collaborative/consortium to improve the job performance of workers. A variable fee is charged by EDCT for designing and administering the training.

District Generally refers to the district as a whole and all the entities that comprise it: SBVC, CHC, the district office, KVCR, TESS, and EDCT/PDC.

District Assembly The District's shared decision-making council comprised of members selected by each constituency group.

District Office(s) Also called the central office, the centralized functions of the district: the Chancellor's Office, Business & Fiscal Services, Human Resources, and Technology and Educational Support Services (TESS). Also refers to the south wing of the administration building, where all these functions are housed, except for TESS, which is housed at the District Offices in Redlands.

District Resource Allocation Model The overall process by which funds are allocated to the campuses and district office operations.

DOE US Department of Education

DSP District Strategic Plan

DSP&S Disabled Students Programs and Services

DSPC District Strategic Planning Committee

EDCT The Economic Development and Corporate Training (EDCT) division is comprised of the following centers: the Professional Development Center (PDC), the Donald F. Averill Applied Technology Training Center (ATTC), the Entrepreneurship Institute of San Bernardino and the Center for the Advancement of Nanotechnology (NanoCenter).

Educational Master Plan A long-term outline (usually three to five years) of the programs and services that a college will undertake to facilitate student learning directly or indirectly; typically includes how the college will prioritize

the instructional and service offerings based on an assessment of data related to enrollment, job markets, and other information. May function as the college's strategic plan, or integrate with the strategic plan.

EMP Educational Master Plan

EOP&S Extended Opportunity Programs and Services

Fee-based Training An open enrollment professional development activity or short-term training offered for a fixed fee.

Foundational Skills Developmental and basic skills that are required for students to succeed at the college level. They include skills in reading, writing, mathematics, English as a Second Language, learning, and study skills. Foundation skills also include skills required to be successful in the workplace: critical thinking, interpersonal and group skills, information literacy, ethics, etc.

FTEF Full-time Equivalent Faculty, also known as Faculty Load

FTES Full-time Equivalent Students, the primary measure used by the state in funding community colleges. One FTES is the equivalent of one student taking courses totaling 15 hours per week each semester for two semesters.

Institutional Effectiveness The measure of our overall success as an educational operation. It is based on a systematic, continuous and documented evaluation of institutional performance in relation to institutional purpose.

KVCR TV-FM District-owned public radio and television stations

Message Deck A document that outlines key messages on key organizational issues and delineates which will be communicated to each target audience. The suggested Message Deck document would provide approved language to

ensure message consistency, and would serve as the primary reference for all the organization's communications, from media releases and brochures to publications and community event talking points.

New Grants Grants newly received during the referenced year

Ongoing Grants Multi-year grants that continue for a period of time determined by the grantor

Participant Any person who attended a short-term training or retraining, a professional development activity, a Boot Camp, or a career exploration event or activity.

PDC Professional Development Center, a division of EDCT.

Program Generic term for a specific set of institutional activities or functions considered as a unit for the purposes of assessment.

Program Review A process by which a program or service regularly evaluates its efficiency. Its purpose is continuous improvement of the program or service. It is evidence-based, involves input from constituency groups and advisory committees, and results in a report that includes planned improvements.

Research and Consulting Labor market research and consultative services offered by EDCT to its clients

RFTES Resident Full-Time Equivalent Status. Student needs to have residency established in California to be considered a resident.

SAO Service Area Outcome

SBCCD San Bernardino Community College District

SBVC San Bernardino Valley College

SLO Student Learning Outcome

WASC Western Association of Schools and Colleges, the regional accrediting body of which the ACCJC is a part.

Statement of Non-discrimination

San Bernardino Community College District does not discriminate on the basis of age, color, creed, religion, disability, marital status, veteran status, national origin, race, sex, sexual orientation, gender identity, or gender expression.





Crafton Hills College graduates

