



District Program Review Plan  
2018-2022

*Prepared by the District Services Planning and Program Review Committee  
Approved April 13, 2018; Amended May 10, 2019*

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## Purpose of Program Review

District Program Review provides an opportunity to review, analyze, and assess the content, currency, direction, and quality of District Central Services. District Program Review brings about improved services improvement through the collection of evidence about the quality and effectiveness of services, through shared reflections and collegial dialog about the current quality and future direction of district services, and through constructive feedback during peer and administrative review. It should be noted that Program Review is part of a comprehensive educational planning practice that is part of the 10+1 responsibilities defined for Faculty Senates under Title 5 of the California Education Code. The District Services Planning and Program Review Committee and committees utilizing the results of District Program Review have faculty representation from each campus. District Program Review does not develop educational programs or student support services, but rather seeks to improve district support for educational programs and support services through integration of the programmatic needs identified by the colleges' program review processes with District Program Review.

Program review processes are driven by the requirements of the California Educational Code, the requirements of the Vocational and Technical Education Act, and the accreditation standards of the Accrediting Commission for Community and Junior Colleges (ACCJC). In fact, program review has become a major focus of accreditation. Failure to institutionalize an exemplary program review process has been a principal reason that many colleges have been sanctioned. District Program Review seeks to emulate in as much as possible the goals and objectives described the Rubric for Evaluating Institutional Effectiveness (Appendix 1) and in ACCJC Standards I.C.5 and I.C.9

I.C.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

I.C.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

District Program Review is necessary in order to provide consistency and ensure participation in budget development, and resource allocation and planning processes throughout the college and district as described in ACCJC Standards III.D.2, III.D.3, IV.C.5, and IV.D. 2, and IV.D.3.

III.D. 2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability.

Appropriate financial information is disseminated throughout the institution in a timely manner.

III.D.3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

IV.C.5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

IV.D. 2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

IV.D.3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system.

## **Improvement Goals for District Program Review 2018-2022**

Based on feedback from the District Services Planning and Program Review Committee, ACCJC Ad-hoc Task Force, Partnership Resource Team (PRT) visit, and goals in the District Institutional Effectiveness Partnership Initiative (IEPI), the District Program Review processes is being reviewed and updated to include the following areas of emphasis:

1. Refocus of District Program Review to be Student and College Centered
2. Strengthen ties between Campus Program Review and District Program Review
3. Align District Resource Requests with Campus Strategic Goals and Initiatives
4. Increase the Amount of Qualitative and Quantitative Data and Comparison Cohorts Available with an Emphasis on Productivity and Staffing
5. Develop and Assess Service Area Outcomes
6. Alignment of Campus and District Processes
7. Integrated Ranking of Departmental Resource Requests
8. Improve Reporting and Communication

## Alignment of Program Review Processes

The District Services Planning and Program Review Committee has shifted their timeline to better align with the campuses. Traditionally, the District and the Campus Program Review processes begin in September and culminate in May. This created some fundamental difficulties, including:

- District planning was concurrent with campus planning cycles.
- District planning was based on campus needs from the prior year.
- Campuses were developing new resource requests before knowing the District response to the previous year's requests.

In order to better align with the campus Program Review processes, the District will shift their timeline so that the bulk of the District Program Review takes place between May – September, after campus program review are complete and results are available and before campuses begin their next program review cycle.

### District Program Review Activities (May – October)

Month	Activities
May	Program Review results available from campuses
June	Programs complete 4-Year Self-Evaluations and 2-Year Program Updates
July	Programs complete Resource Request Applications
August	District Divisions complete Resource Request Division Rankings
September	District Program Review Committee Ranks Resource Requests
October	Ranked Resource Requests submitted to District Budget Committee

The District Services Planning and Program Review Committee will continue to meet regularly throughout the year and establish an annual calendar of meetings and detailed activities.

## **Program Review Process**

Program Review consists of a thorough evaluation of district services on a four-year cycle and two-year update that every program or service area must complete, and an annual resource request application process that areas may participate in dependent upon program or service area needs.

### **4-Year Self-Evaluation**

The 4-Year Self-Evaluation includes:

- Mission and Service Area Outcomes
- Reflection on the mission, purpose, and services provided by the program or service area that supports the mission, goals, and objectives of the campuses and the district
- Analysis of qualitative and quantitative data that demonstrates how well the program or service area is fulfilling its mission, purpose, services, and Service Area Outcomes
- Accomplishments, Opportunities and Challenges
- Analysis of trends within the program or service area
- Short-term and long-term vision and planning objectives

### **2-Year Program Update**

The requirements and need for district support services can change in a short period of time based on education trends, grant funding, and changes to state, federal, and accreditation requirements. The 2-Year Program Update provides programs or service areas the opportunity to reflect how these changes impacts their areas and update their vision, goals, and objectives accordingly. The 2-Year Program Update focuses on changes in productivity, staffing, and trends, and updates program progress on or changes to the program's vision, goals, and objectives.

## District Program Review 4-Year Rotation

Summer 2018	Summer 2019	Summer 2020	Summer 2021
<b>4-Year</b>	<b>4-Year</b>	<b>4-Year</b>	<b>4-Year</b>
<b>TESS</b> <ul style="list-style-type: none"> <li>•Administrative Applications</li> <li>•Distance Education</li> <li>•Printing Services</li> <li>•Technical Services</li> </ul>	<b>District Support Services</b> <ul style="list-style-type: none"> <li>•Business Services</li> <li>•Facilities</li> <li>•Fiscal Services</li> <li>•Human Resources</li> <li>•Internal Auditing</li> </ul>	<b>Chancellor’s Office</b> <ul style="list-style-type: none"> <li>•District Research</li> <li>•Foundation</li> <li>•Marketing, Public Affairs and Government Relations</li> </ul>	<b>Workforce Development, Advancement &amp; Media Systems*</b>  <b>District Police</b>
<b>2-Year</b>	<b>2-Year</b>	<b>2-Year</b>	<b>2-Year</b>
<b>Chancellor’s Office</b> <ul style="list-style-type: none"> <li>•District Research</li> <li>•Foundation</li> <li>•Marketing, Public Affairs and Government Relations</li> </ul>	<b>Workforce Development, Advancement &amp; Media Systems</b>  <b>District Police</b>	<b>TESS</b> <ul style="list-style-type: none"> <li>•Administrative Applications</li> <li>•Distance Education</li> <li>•Printing Services</li> <li>•Technical Services</li> </ul>	<b>District Support Services</b> <ul style="list-style-type: none"> <li>•Business Services</li> <li>•Facilities</li> <li>•Fiscal Services</li> <li>•Human Resources</li> <li>•Internal Auditing</li> </ul>

\* Workforce Development, Advancement & Media Systems includes Workforce Development (formerly EDCT), Advancement (District Grants Office), and Media Systems (Empire Network: KVCR TV-PBS; KVCR FM-NPR; FNX; and Empire Digital)

## Resource Requests Process

Programs may choose to submit one or more resource request applications for personnel, budget, or equipment/technology to improve program services. Programs should clearly justify the need for each request by:

- Clearly linking the request to improving student learning
- Incorporating productivity and staffing data to support the request
- Demonstrating how the request will help the program achieve the program's vision, goals, and objectives
- Tying the program request to specific campus program review results (for example, if an additional staff member is needed to support a request for new educational software, the Resource Request should specifically cite the campus(es) request and prioritization)
- Clearly linking the request to District and Campus Master Planning
- Providing the approximate cost to each campus based on the current Resource Allocation Model (RAM), if applicable.

Note: The 4-Year Self-Evaluation and 2-Year Program Update provide a foundation for resource requests. The narratives of these larger documents should support each request.

## Implementation and Guidelines

The full four-year program review cycle will begin in Summer 2018.

Programs participating in 2-Year Program Updates or Resource Requests prior to completing their 4-Year Self-Evaluation will base their 2-Year Program Updates or Resource Requests on the last full program review conducted under the previous cycle.

The District Services Planning and Program Review Committee should report out to campus and district constituencies on District Program Review results including:

- What departments submitted 4-Year Self-Evaluations and 2-Year Updates and any findings by the committee.
- Results of Resource Request prioritization, including how requests tie to campus program reviews results, master planning goals and initiatives.
- Communicate what Resource Requests were actually funded by the District.

## How the Improvement Goals have been Met

- Refocus of District Program Review to be Student and College Centered
  - Program or service area impact on student learning and campus support in the 4-Year Self-Evaluation and in the Resource Request application
- Strengthen ties between Campus Program Review and District Program Review
  - Revised timeline allows District Program Review to follow Campus Program Review and incorporate Campus Needs Assessments
- Alignment with Campus and District Processes
  - Resource Request applications will reference campuses program review documents and requests
- Align District Resource Requests with Campus Strategic Goals and Initiatives
  - 4-Year Self-Evaluation and Resource Request application require linkage to campus and district Master Planning Goals and Objectives
- Integrated Ranking of Program Resource Requests
  - Programs rank multiple Resource Requests and then district divisions rank their programs' Resource Requests
- Increase the amount of qualitative and quantitative data and comparison cohorts available with an emphasis on productivity and staffing
  - 4-Year Self-Assessment and 2-Year Program Update includes staffing levels (full-time and part-time) along with productivity data
- Develop and Assess Service Area Outcomes
  - 4-Year Self-Evaluation requires programs to create, assess, and analyze Service Area Outcomes
- Improve Reporting and Communication
  - District Services Planning and Program Review Committee will increase reporting and communication

## Appendix 1: Rubric for Evaluating Institution Effectiveness

Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

### Rubric for Evaluating Institutional Effectiveness – Part I: Program Review

(See cover letter for how to use this rubric.)

<b>Levels of Implementation</b>	<b>Characteristics of Institutional Effectiveness in Program Review</b> <i>(Sample institutional behaviors)</i>
<b>Awareness</b>	<ul style="list-style-type: none"> <li>• There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review.</li> <li>• There is recognition of existing practices and models in program review that make use of institutional research.</li> <li>• There is exploration of program review models by various departments or individuals.</li> <li>• The college is implementing pilot program review models in a few programs/operational units.</li> </ul>
<b>Development</b>	<ul style="list-style-type: none"> <li>• Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness.</li> <li>• Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness.</li> <li>• Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin., Etc.)</li> <li>• Appropriate resources are allocated to conducting program review of meaningful quality.</li> <li>• Development of a framework for linking results of program review to planning for improvement.</li> <li>• Development of a framework to align results of program review to resource allocation.</li> </ul>
<b>Proficiency</b>	<ul style="list-style-type: none"> <li>• Program review processes are in place and implemented regularly.</li> <li>• Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making.</li> <li>• The program review framework is established and implemented.</li> <li>• Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness.</li> <li>• Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples.</li> <li>• The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes.</li> </ul>
<b>Sustainable Continuous Quality Improvement</b>	<ul style="list-style-type: none"> <li>• Program review processes are ongoing, systematic and used to assess and improve student learning and achievement.</li> <li>• The institution reviews and refines its program review processes to improve institutional effectiveness.</li> <li>• The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.</li> </ul>

## Appendix 2: District Program Review 4-Year Self-Evaluation

### DISTRICT PROGRAM REVIEW Four-Year Self Evaluation

**Program or Service Area:**

**Name:**

**Date:**

#### Description of Program and Services

#### Pattern of Service

Describe how the pattern of service and/or instruction provided by your program serves the needs of students, campuses and district. Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, and weekend service.

#### Impact on the Colleges and the District

Describe the most significant relationships with other District operations and College operations. What major impact does your unit have on them? What major impact do they have on your unit?

## Mission and Purpose

The mission of the San Bernardino Community College District (SBCCD) is to transform lives through the education of our students for the benefit of our diverse communities. This is achieved through the District's two colleges and public broadcast system by providing high quality, effective and accountable instructional and training programs and services to the students and communities we serve.

What is the mission statement or purpose of the program?

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How does this mission or purpose relate to the district mission?

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How does this mission or purpose support student learning?

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## Service Area Outcomes

(For Example)

<b>Outcome:</b> District Fiscal Services supports the district and campuses by clearly communicating processes for purchasing, financial aid, and resource allocation.	<b>Assessment:</b> For example, District Climate Survey questions numbered ... ; Fiscal Services Newsletters; Presentations to Board, Campuses, Senates, etc.
<b>Analysis:</b>	

**Accomplishments**

Detail department progress and accomplishments on goals and objectives. How do these accomplishments benefits students, the campuses, and the district?

**Trends**

What are the new or continuing trends affecting your program and how will these trends impact program planning?

**Opportunities and Challenges**

What are the opportunities and challenges presented by the new or continuing trends identified above? Provide any additional data or new information regarding planning for the department. In what way does your planning address these opportunities and challenges?

**Three-to-Five Year Vision**

Describe your program, as you would like it to be in three-to-five years.

## Goals and Objectives

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## Productivity

Explain how your program defines and measures satisfaction and productivity. What do these measures reveal about your program over a three-year period?

- Average time to respond to requests for service
- Average time to respond to complaints
- Results of user satisfaction surveys
- Results of employee satisfaction/staff morale surveys
- Additional identified benchmarks of excellence for the department, and department standing relative to these benchmarks of excellence

## Productivity Data

For Example:			
	2014-2015	2015-2016	2016-2017
Number of Purchase Orders Processed			
Number of Accounts Receivables Processed			
Number of Delinquencies Processed			

## Analysis of Productivity Data

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## Staffing

List the number of full and part-time employees in your area.

<b>Classification</b>	<b>Number Full-Time</b>	<b>Number Part-Time, Contract or Prof. Experts</b>	<b>Vacancies</b>
Managers			
Faculty			
Classified Staff			
Professional Experts			
<b>Total</b>			

## Analysis of Staffing Levels

What does the current staffing level data suggest about your program area? Is there a need for more employees? Is there a need for greater efficiency? Is there a need for redistribution of workload or staff?

Include any data that is relevant to your program, including any staffing needs for compliance with state, local, and federal regulations.

**Where does the Program/Service Area align with the Campus Master Plans and District Strategic Plan?**

Select	<b>Districtwide Strategic Support Services Plan: Recommendations</b>	
	<b>DR.1</b>	Complete and regularly update the three-year staffing plan and develop a process to increase the number of full-time faculty and increase the ratio of full-time to adjunct faculty in the District.
	<b>DR.2</b>	To stabilize staffing levels, the District Human Resources department must address upcoming retirements and hiring procedures that include strategies for interviewing candidates from across the country. Additionally, consider completing a market study to understand the levels of salary, compensation, and benefits that will attract highly qualified candidates.
	<b>DR.3</b>	Complete and regularly update the District Enrollment Management Plan. Support the Colleges' community outreach and marketing efforts in order to increase campus visibility, highlight instructional opportunities, and increase FTES.
	<b>DR.4</b>	Support each College's effort for addressing basic skills needs.
	<b>DR.5</b>	Support the Colleges' effort to work with K-12 entities, the EDCT, adult schools, and the Inland Adult Education Consortium to become a leader in providing education to adults in the region.
	<b>DR.6</b>	Support Distance Education at each campus with the software, hardware, training, and support mechanisms as identified through local processes by the Colleges.
	<b>DR.7</b>	Continue to sustain funding for technology in order to support the needs of students, faculty, and staff.
	<b>DR.8</b>	Establish a full-time and robust facilities department within the District to secure state funding through the Capital Outlay Process, manage construction projects, oversee and integrate maintenance and operations, implement design standards, coordinate sustainability efforts, and implement a Total Cost of Ownership model for facilities.
	<b>DR.9</b>	Continue to sustain funding for site security and safety and proactively design outdoor and building spaces using best practices for creating secure environments.
	<b>DR.10</b>	Establish and maintain a cyclical process through which college planning informs the development and revision of District plans, including the Educational Master Plan, Facilities Master Plan, College Strategic Plan, and Technology Plan.
	<b>EDCT.1</b>	Each college should explore the EDCT as a resource to support grant development, contract education offerings, non-credit and not-for-credit courses and short-term vocational training opportunities.

	<b>KVCR.1</b>	Reevaluate the role and function of the radio and television station to operate as a fiscal asset that is an economically viable and self-sufficient entity. Develop a process for resource distribution between the District, EDCT, KVCR, and the Colleges.
<b>Crafton Hills College Major Strategies</b>		
	<b>CS.1</b>	Promote Student Success
	<b>CS.2</b>	Build Campus Community
	<b>CS.3</b>	Develop Teaching + Learning Practices
	<b>CS.3</b>	Expand Access
	<b>CS.4</b>	Enhance Value to the Surrounding Community
	<b>CS.5</b>	Promote Effective Decision Making
	<b>CS.6</b>	Develop Programs + Services
	<b>CS.8</b>	Support Employee Growth
	<b>CS.9</b>	Optimize Resources
<b>San Bernardino Valley College Strategic Directions + Goals</b>		
	<b>SBS.1</b>	Increase Access
	<b>SBS.2</b>	Promote Student Success
	<b>SBS.3</b>	Improve Communication, Culture + Climate
	<b>SBS.4</b>	Maintain Leadership + Promote Professional Development
	<b>SBS.5</b>	Effective Evaluation + Accountability
	<b>SBS.6</b>	Provide Exceptional Facilities

## Appendix 3: District Program Review 2-Year Program Update

### DISTRICT PROGRAM REVIEW 2-Year Program Update

**Program or Service Area:**

**Name:**

**Date:**

Please provide updates for the following areas from your program's 4-Year Self Evaluation. If your program has not yet completed a 4-Year Self Evaluation, then base this 2-Year Program Update on the last full program review conducted under the previous process.

#### Productivity

Explain how your program defines and measures satisfaction and productivity. What do these measures reveal about your program over a three-year period?

- Average time to respond to requests for service
- Average time to respond to complaints
- Results of user satisfaction surveys
- Results of employee satisfaction/staff morale surveys
- Additional identified benchmarks of excellence for the department, and department standing relative to these benchmarks of excellence

#### Productivity Data

For Example:			
	2014-2015	2015-2016	2016-2017
Number of Purchase Orders Processed			
Number of Accounts Receivables Processed			
Number of Delinquencies Processed			

#### Analysis of Productivity Data

--

## Staffing

List the number of full and part-time employees in your area.

<b>Classification</b>	<b>Number Full-Time</b>	<b>Number Part-Time, Contract or Prof. Experts</b>	<b>Vacancies</b>
Managers			
Faculty			
Classified Staff			
Professional Experts			
<b>Total</b>			

## Analysis of Staffing Levels

What does the current staffing level data suggest about your program area? Is there a need for more employees? Is there a need for greater efficiency? Is there a need for redistribution of workload or staff?

Include any data that is relevant to your program, including any staffing needs for compliance with state, local, and federal regulations.

## Trends

What are the new or continuing trends affecting your program and how will these trends impact program planning?

**Opportunities and Challenges**

What are the opportunities and challenges presented by the new or continuing trends identified above? Provide any additional data or new information regarding planning for the department. In what way does your planning address these opportunities and challenges?

**Three-to-Five Year Vision**

Describe your program, as you would like it to be in three-to-five years.

**Goals and Objectives**

## Appendix 4: District Program Review Resource Request Application

### DISTRICT PROGRAM REVIEW RESOURCE REQUEST APPLICATION

Name of Person Submitting Request:	
Program or Service Area:	
Resource Request:	
Type of Request:	<input type="checkbox"/> Personnel <input type="checkbox"/> Equipment/Technology <input type="checkbox"/> Budget
Request Need:	<input type="checkbox"/> Replacement <input type="checkbox"/> Growth <input type="checkbox"/> Prof. Expert <input type="checkbox"/> Categorical
Amount Requested:	
Resource Type:	<input type="checkbox"/> One Time <input type="checkbox"/> Ongoing
Object Code:	
Program Ranking:	
District and/or Campus Master Planning:	

Are there alternative funding sources? (For example, Department Budget, Perkins, Grants, etc.)  
 Yes  No  If yes, what are they? \_\_\_\_\_

1. Provide a rationale for your request. (Explain, in detail, the need for this request.)  
 \_\_\_\_\_

2. Indicate how this request is related to the challenges, opportunities, goals, objectives and data in the department's Program Review Self-Evaluation.  
 \_\_\_\_\_

3. Indicate how this request will improve productivity and service.  
 \_\_\_\_\_

4. Indicate how this request will improve student learning.  
 \_\_\_\_\_

5. Indicate any additional information you want the committee to consider (*for example, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).  
 \_\_\_\_\_

6. Indicate any related costs (including any ongoing maintenance or updates) and program/area's plans to support those costs.  
 \_\_\_\_\_

7. Given that district resource requests are assessed to the colleges, what is the benefit of this request to the colleges?  
 \_\_\_\_\_

8. What are the consequences of not funding this request?  
 \_\_\_\_\_

## District and Campus Master Planning

<b>Districtwide Strategic Support Services Plan: Recommendations</b>	
<b>DR.1</b>	Complete and regularly update the three-year staffing plan and develop a process to increase the number of full-time faculty and increase the ratio of full-time to adjunct faculty in the District.
<b>DR.2</b>	To stabilize staffing levels, the District Human Resources department must address upcoming retirements and hiring procedures that include strategies for interviewing candidates from across the country. Additionally, consider completing a market study to understand the levels of salary, compensation, and benefits that will attract highly qualified candidates.
<b>DR.3</b>	Complete and regularly update the District Enrollment Management Plan. Support the Colleges' community outreach and marketing efforts in order to increase campus visibility, highlight instructional opportunities, and increase FTES.
<b>DR.4</b>	Support each Colleges' effort for addressing basic skills needs.
<b>DR.5</b>	Support the Colleges' effort to work with K-12 entities, the EDCT, adult schools, and the Inland Adult Education Consortium to become a leader in providing education to adults in the region.
<b>DR.6</b>	Support Distance Education at each campus with the software, hardware, training, and support mechanisms as identified through local processes by the Colleges.
<b>DR.7</b>	Continue to sustain funding for technology in order to support the needs of students, faculty, and staff.
<b>DR.8</b>	Establish a full-time and robust facilities department within the District to secure state funding through the Capital Outlay Process, manage construction projects, oversee and integrate maintenance and operations, implement design standards, coordinate sustainability efforts, and implement a Total Cost of Ownership model for facilities.
<b>DR.9</b>	Continue to sustain funding for site security and safety and proactively design outdoor and building spaces using best practices for creating secure environments.
<b>DR.10</b>	Establish and maintain a cyclical process through which college planning informs the development and revision of District plans, including the Educational Master Plan, Facilities Master Plan, College Strategic Plan, and Technology Plan.
<b>EDCT.1</b>	Each college should explore the EDCT as a resource to support grant development, contract education offerings, non-credit and not-for-credit courses and short-term vocational training opportunities.
<b>KVCR.1</b>	Reevaluate the role and function of the radio and television station to operate as a fiscal asset that is an economically viable and self-sufficient entity. Develop a process for resource distribution between the District, EDCT, KVCR, and the Colleges.
<b>Crafton Hills College Major Strategies</b>	
<b>CS.1</b>	Promote Student Success
<b>CS.2</b>	Build Campus Community
<b>CS.3</b>	Develop Teaching + Learning Practices

<b>CS.3</b>	Expand Access
<b>CS.4</b>	Enhance Value to the Surrounding Community
<b>CS.5</b>	Promote Effective Decision Making
<b>CS.6</b>	Develop Programs + Services
<b>CS.8</b>	Support Employee Growth
<b>CS.9</b>	Optimize Resources
<b>San Bernardino Valley College Strategic Directions + Goals</b>	
<b>SBS.1</b>	Increase Access
<b>SBS.2</b>	Promote Student Success
<b>SBS.3</b>	Improve Communication, Culture + Climate
<b>SBS.4</b>	Maintain Leadership + Promote Professional Development
<b>SBS.5</b>	Effective Evaluation + Accountability
<b>SBS.6</b>	Provide Exceptional Facilities

## Appendix 5: Resource Request Division Rankings

### DISTRICT PROGRAM REVIEW Resource Request Division Rankings

Division: District Support Services (Example)

Programs: Business Services, Facilities, Fiscal Services, Human Resources, Internal Auditing

#### Resource Request Rankings

Ranking	Resource Request*
1	
2	
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19	
20	

\* Should match Resource Request field in accompanying Resource Request Application

## **Appendix 6: District Program Review 2018-2022 Plan Amendments**

May 10, 2019

Table 2: District Program Review Rotation (p. 8)

- Change “Business & Fiscal Services” to “District Support Services”
- Change “EDCT” to “Workforce Development, Advancement & Media Systems”
- Strike KVCR (now included in Media Systems above)
- Expand Chancellor’s Office

Appendix 5: Resource Request Division Rankings (p. 25)

- Replace form with simplified form used Summer 2018