SBCCD Strategic Plan

Current and Possible QEIs

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.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goals | **2007-08 to 2012-13 Baseline** | **2008-09 to 2013-14** | **2009-10 to 2014-15** | **2011-12 to 2016-17 Target** | **2014-15 to 2019-20 Target** |
| Graduation Rate\* | 16.2% | 15.3% | 18.8% | 18.2% | **19.8%** |
| Transfer Rate\*\* | 31.6% | 31.9% | 33.3% | 36.0% | **39.0**% |

\*Target for the graduation rate (i.e. earned a degree or certificate) set by calculating 22% increase from the baseline rate of 16.2% (.22 \* .162 = .0356).

\*\*Target rate for transfer rate (i.e. transfer or transfer prepared) set by identifying the transfer rate for the entire State (39.4%).

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 | 2012-2013 | 2016-2017 | 2019-2020 |
| % with Complete Student Educational Plan\*\*\* | Unavailable | 100% | 100% |
| Student Education 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.

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 math 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 English throughput rate from 48% to 60% by 2019-2020 as measured by the CCCCO Basic Skills Progress Tracker.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Development Education 3-Year Improvement Rates | 2010-11 to 2012-13 | 2011-12 to 2013-14 | 2012-13 to 2014-15 | **2014-15 to 2016-17 Target** | **2017-18 to 2019-20 Target** |
| Math\* | 20.4% | 25.0 | 23.9 | 25.0% | 29.2% |
| English\*\* | 32.6% | 29.9% | 31.9% | 37.4 | 42.2% |

\*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.

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.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Population Goals | 2012-13 | 2013-2014 | 2014-2015 | 2015-2016 | **2016-17 Target**  | **2019-20 Target**  |
| Annual Enrollment (FTES)\* | 13,241 | 14,401 | 14,661 |  | 14,350 | 15,000 |
| Market Share\*\* | Unknown | Unknown | 67% |  | 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). The FTES reported is the credit Resident FTES reported in the 320 report for the District.

\*\*Tracking the market share for the District would require SBCCD to pay the CCCCO 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.

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 | 2013-14 | 2014-15 | **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.

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

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

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)

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

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
	1. 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
	1. Conduct Business Process Analysis (BPA) to streamline procedures within Human Resources, Business & Fiscal Services, and other District processes, as appropriate
	2. Improve communications throughout the District