

**SAN BERNARDINO
COMMUNITY COLLEGE DISTRICT
2016 EDUCATIONAL AND FACILITIES
MASTER PLANS**

**> BOARD PRESENTATION ONE
ORGANIZE, SHARE, + LEARN**

JANUARY 21, 2016



AGENDA

- 01 > WELCOME & INTRODUCTIONS**
- 02 > PLANNING PROCESS + TIMELINE**
- 03 > EDUCATIONAL MASTER PLAN STATUS**
- 04 > QUESTIONS & COMMENTS**

WELCOME & INTRODUCTIONS



SHERYL STERRY, SR. EDUCATION FACILITIES PLANNER
ARCHITECT, LEED AP



SANDY KATE, PRINCIPAL PLANNER
REFP, LEED AP



SHAUN BLAYLOCK, LEAD EDUCATIONAL PLANNER
PSY.D.

PLANNING PROCESS: 1 – PREPARE

1 / PREPARE

- Collect and review data & planning documents
- Define 'measures of success'
- Refine scope and planning processes

2 / ANALYZE

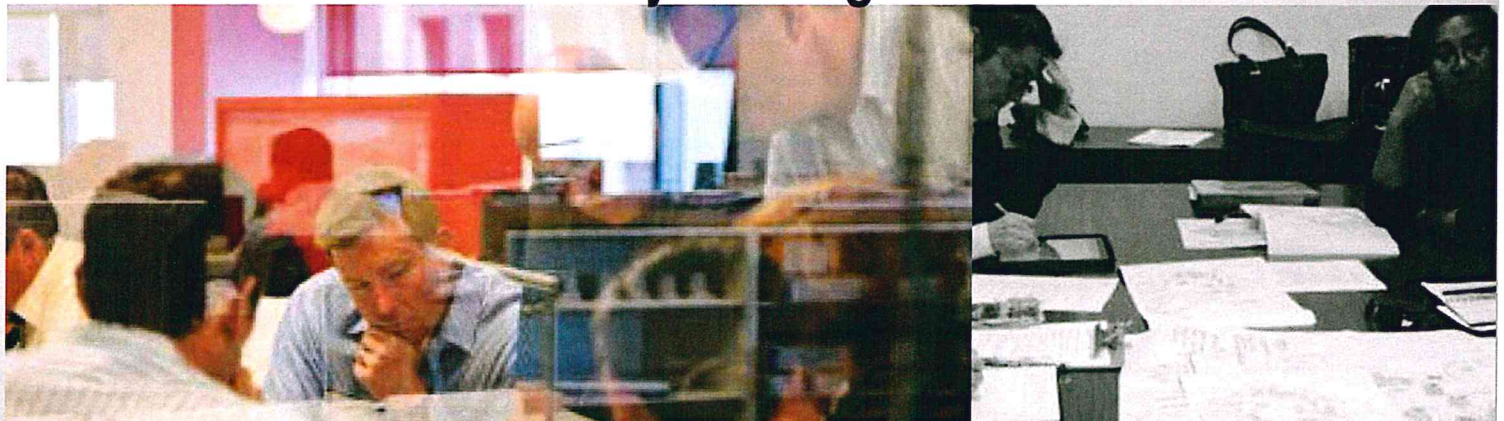
3 / FRAME

4 / EXPLORE

5 / RECOMMEND

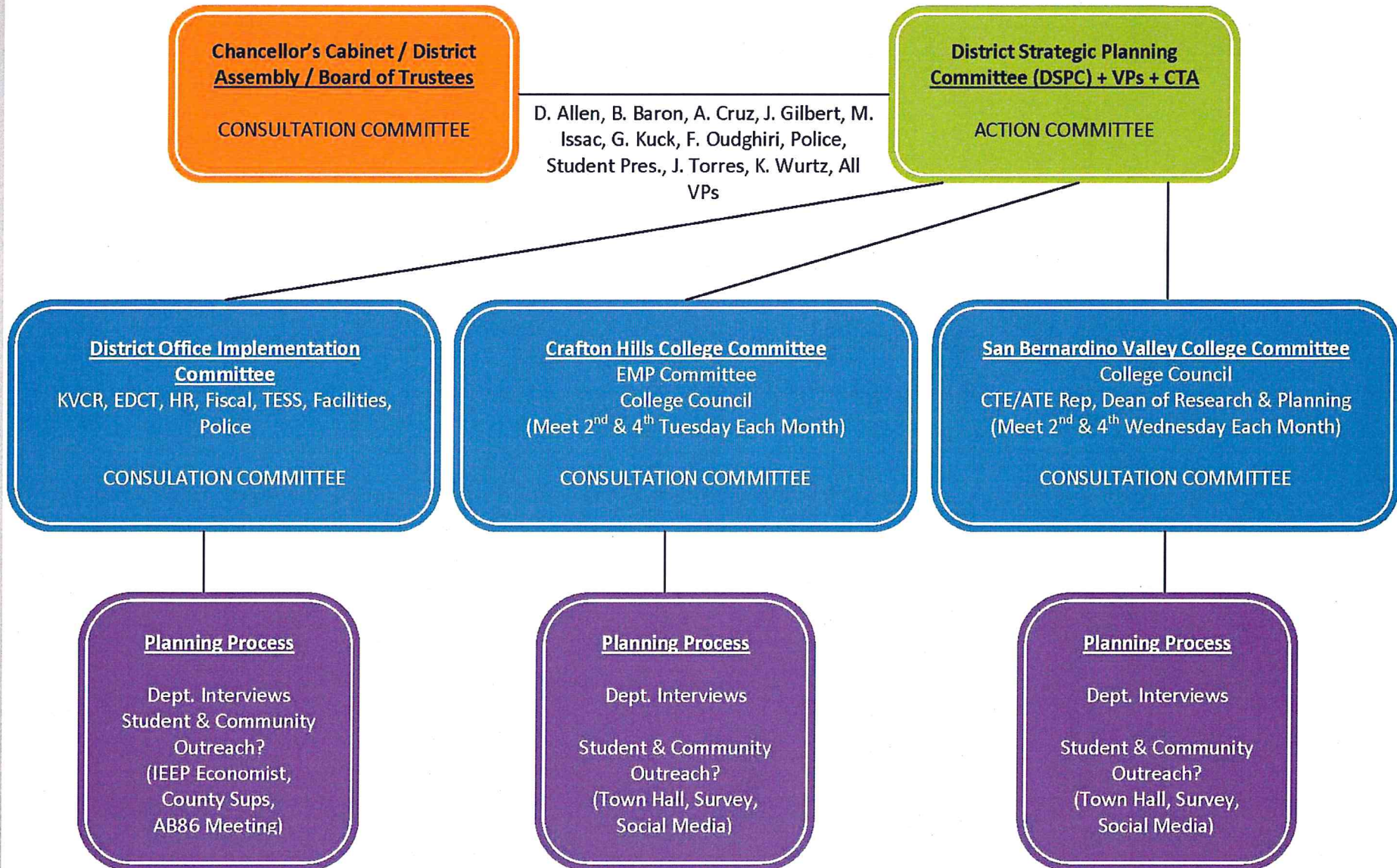
MEETINGS / WORKSHOPS

- ✓ Chancellor's Cabinet Meeting 10.19.15
- ✓ DSPC Meeting 10.23.15
- ✓ College Council Meetings 10.27.15 – 10.28.15
- ✓ Introductory Meetings



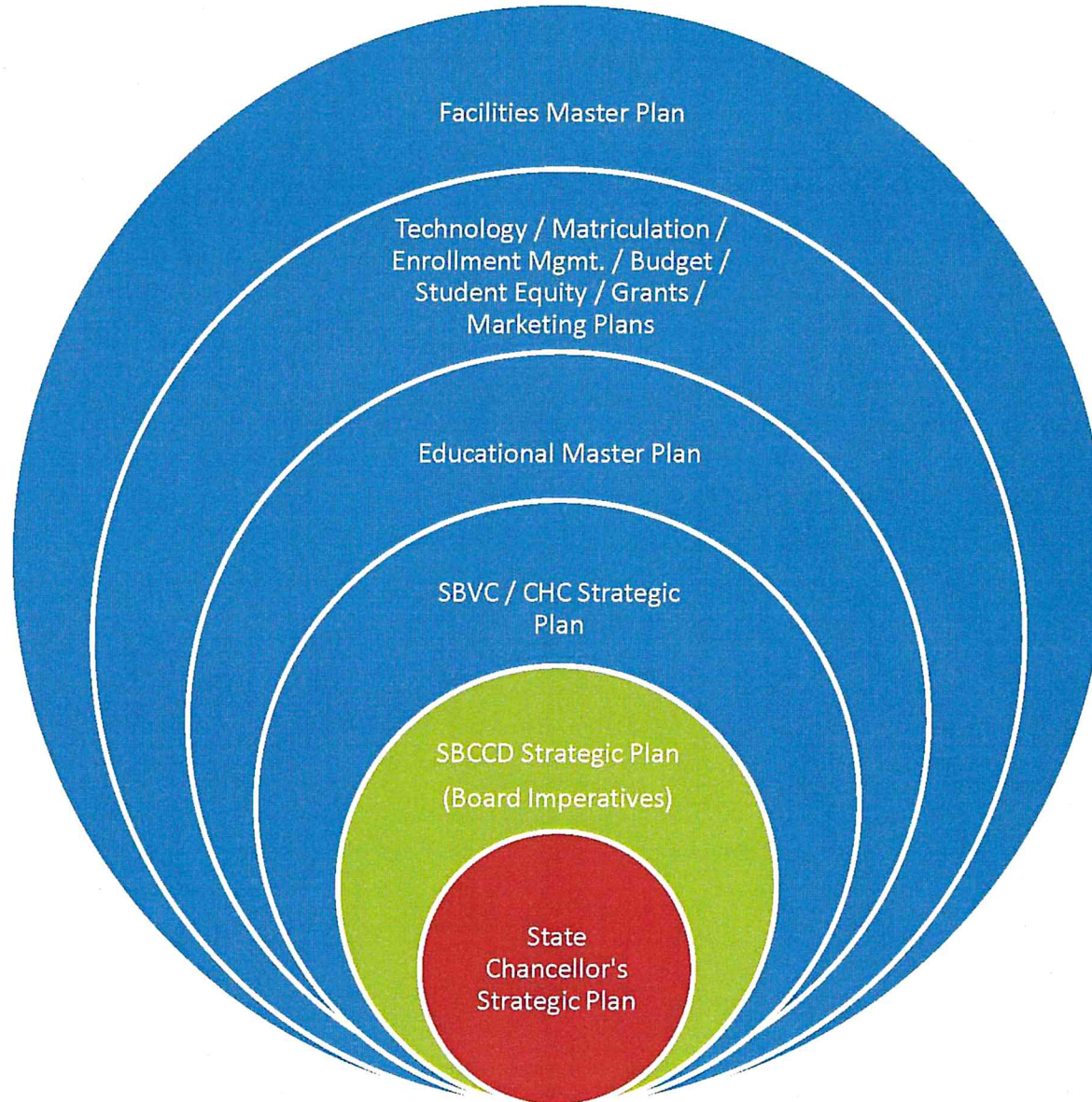
BOARD PRESENTATION

EDUCATIONAL / FACILITIES MASTER PLANNING COMMITTEES



BOARD PRESENTATION

MASTER PLANNING RELATIONSHIPS



PLANNING PROCESS: 2 – ANALYZE

- Space Inventory Update
- EMP Internal & External Scans
- **Department Program Interviews**
- Facilities Condition Assessments

MEETINGS / WORKSHOPS

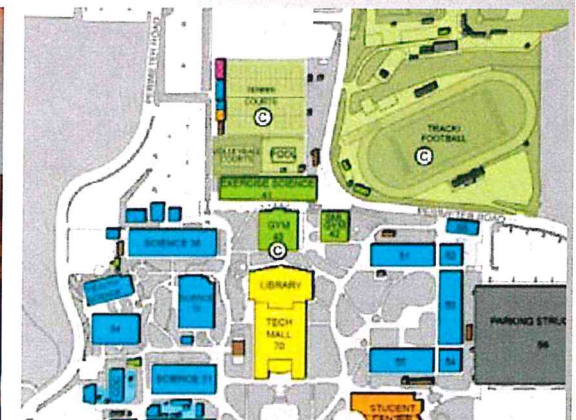
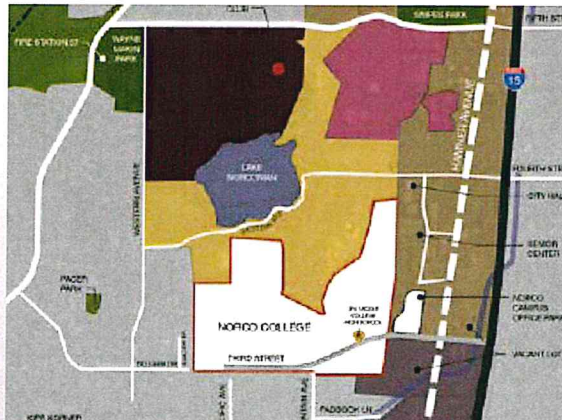
- ✓ Site Visits
- ✓ College Council Meetings 12.09.15 & 12.11.15

2 / ANALYZE

3 / FRAME

4 / EXPLORE

5 / RECOMMEND



PLANNING PROCESS: 3 – FRAME

- Institutional Goals & Objectives
- Linking EMP with other Planning Documents
- Space Utilization Analysis
- Enrollment / WSCH Projections
- Quantified Space Program

MEETINGS / WORKSHOPS

- College Council & DSPC Meetings
- College & Mixed-Media Forums
- Board Workshops

2 / ANALYZE

3 / FRAME

4 / EXPLORE

5 / RECOMMEND



PLANNING PROCESS: 4 – EXPLORE

- Develop FMP options
- Select preferred FMP option

MEETINGS / WORKSHOPS

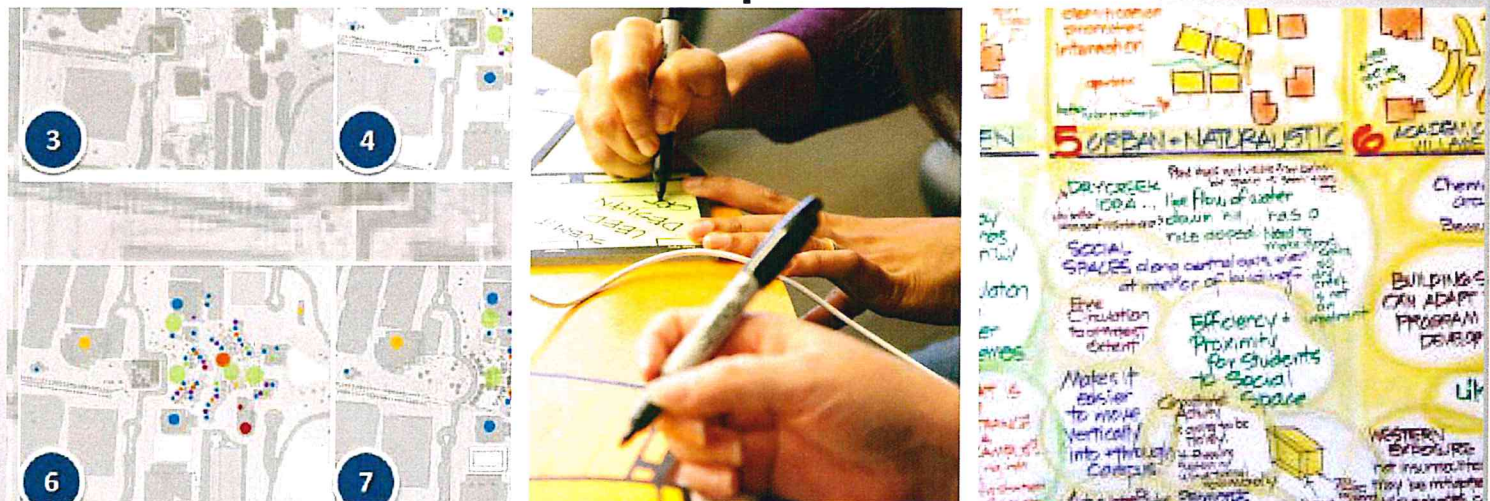
- College Council & DSPC Meetings
- College & Mixed-Media Forums
- Community Town Hall
- Board Workshops

2 / ANALYZE

3 / FRAME

4 / EXPLORE

5 / RECOMMEND



PLANNING PROCESS: 5 – RECOMMEND

- Develop recommendations
- Develop project budgets & funding strategies
- Staffing/Training Analysis and Total Cost of Ownership Model
- Develop EMP & FMP documents

MEETINGS / WORKSHOPS

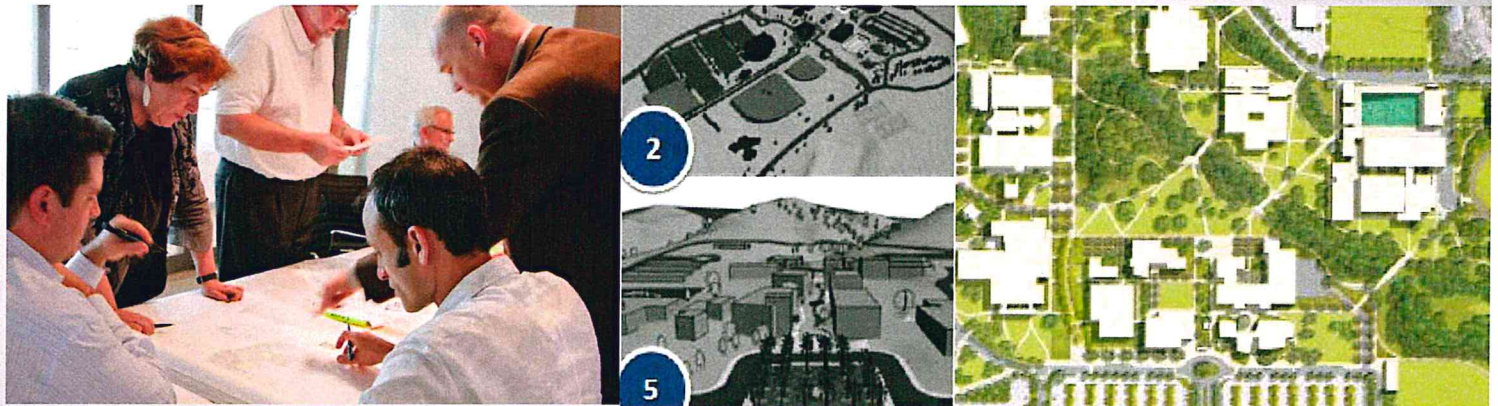
- College Council & DSPC Meetings
- Board Workshop & Presentation

2 / ANALYZE

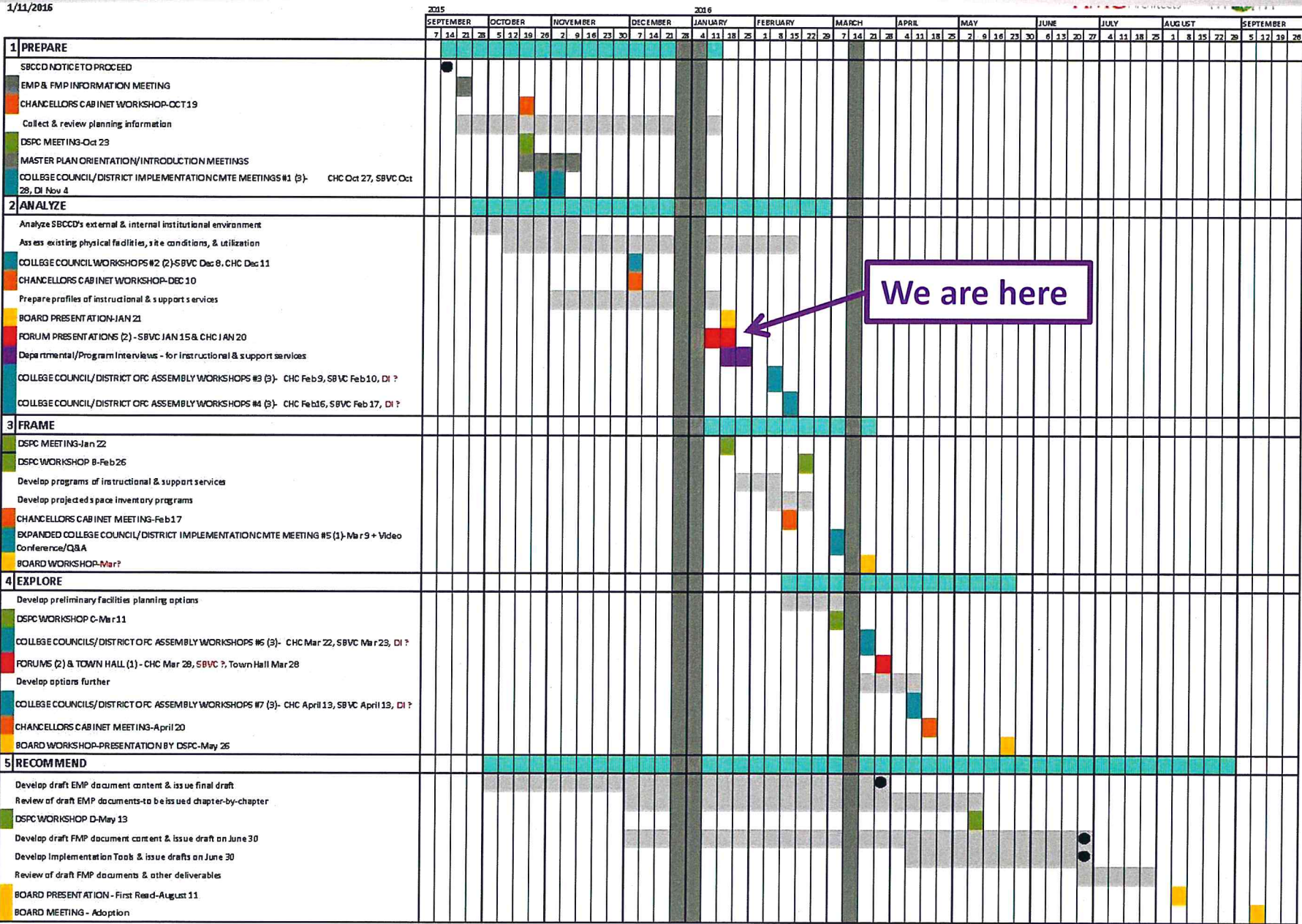
3 / FRAME

4 / EXPLORE

5 / RECOMMEND



BOARD PRESENTATION



We are here

EDUCATIONAL MASTER PLAN STATUS

- Internal & External Scans Complete
- Preparing Document Table of Contents and Draft Chapters

EMP/FMP WEBSITE:

[http://www.sbccd.org/research/Institutional Effectiveness/
Planning Consultants](http://www.sbccd.org/research/Institutional_Effectiveness/Planning_Consultants)

NEXT STEPS:

- Conduct Department Interviews
- College Council & DSPC Meetings
- Refine Institutional Goals & Objectives
- Prepare Enrollment / WSCH Projections

**BOARD
PRESENTATION**

QUESTIONS & COMMENTS



Board Directives for the 2016-17 Budget

To be reviewed and revised/prioritized, if necessary, by each trustee. Input to be provided to Vice Chancellor Jose Torres by January 28 for compilation and further review at the February 4 BOT study session. Final draft will be submitted at the February 25 business meeting.

- _____ Balance the 2016-17 budget without the use of Fund Balance with the exception of one-time expenses related to the 2016-17 Early Retirement Incentive Plan.
- _____ Maintain a minimum Fund Balance level of 15% (state minimum is 5%), unless Fund Balance is utilized for specially identified "one-time" needs as authorized by the Board of Trustees. (*"One-time" is defined as an expenditure that has no ongoing commitment. While "one-time" needs may be repeated in future years, the nature of the expenditure must conform to the definition.*)
- _____ As adopted in the District Strategic Plan, allocate funding through the resource allocation model to pursue improvement in student success by continuing funding for student success programs at both colleges.
- _____ As adopted in the District Strategic Plan, allocate funding through the resource allocation model to pursue improvement in student access. This includes growth at SBVC to maintain at least 10,500 FTES and continuing growth at CHC to reach 5,000 FTES.
- _____ Honor collective bargaining agreements.
- _____ Continue toward the sustainability of KVCR.
- _____ Replace all faculty retirements.
- _____ Any new positions must be approved through the process of program review or any other prioritization process as established at the colleges and district offices.

SP16.01 Resolution for granting the title and rank of Professor Emeritus Posthumously for Dr. Daniel T. Bahner.

WHEREAS, Daniel Thomas Bahner arrived at Crafton Hills College in the Fall of 1991 as a member of the English Faculty where he taught for 14 years; and

WHEREAS, he was an active member of the faculty, serving as Academic Senate President, on numerous committees and chairmanships, and task forces; and

WHEREAS, he was instrumental in bringing the first Title V DREAMS Express grant to Crafton Hills College, and spearheaded the developmental education program that has helped thousands of underprepared students succeed at Crafton; and

WHEREAS, he brought lasting change to this campus, as a leader, an innovator and as a colleague, he has shaped the college into what it is today; and

WHEREAS, the programs and initiatives that he played a key role in establishing at Crafton include:

- The College Mentoring Program [(CHC)² - One of his many acronyms]
- The development and support of the College Honors Institute
- The implementation of Supplemental Instruction
- The introduction of Learning Communities
- The re-alignment of New Student Orientation
- The establishment of the Answer Centers that help guide new students to the right answers and locations
- The emergence of a robust transfer culture
- The support of undergraduate research; and

WHEREAS, he was a change agent who challenged us to become better educators while showing his care and compassion for us as individuals; and

WHEREAS, he will always be part of the fabric of this campus, and remembered as an inspiring educator, a recalcitrant optimist, a rugged individualist, an instigator of BHAG's, a walking History book, an endless creator of catchy acronyms, not to mention a tireless teacher, mentor, sage, confidant, colleague and friend;

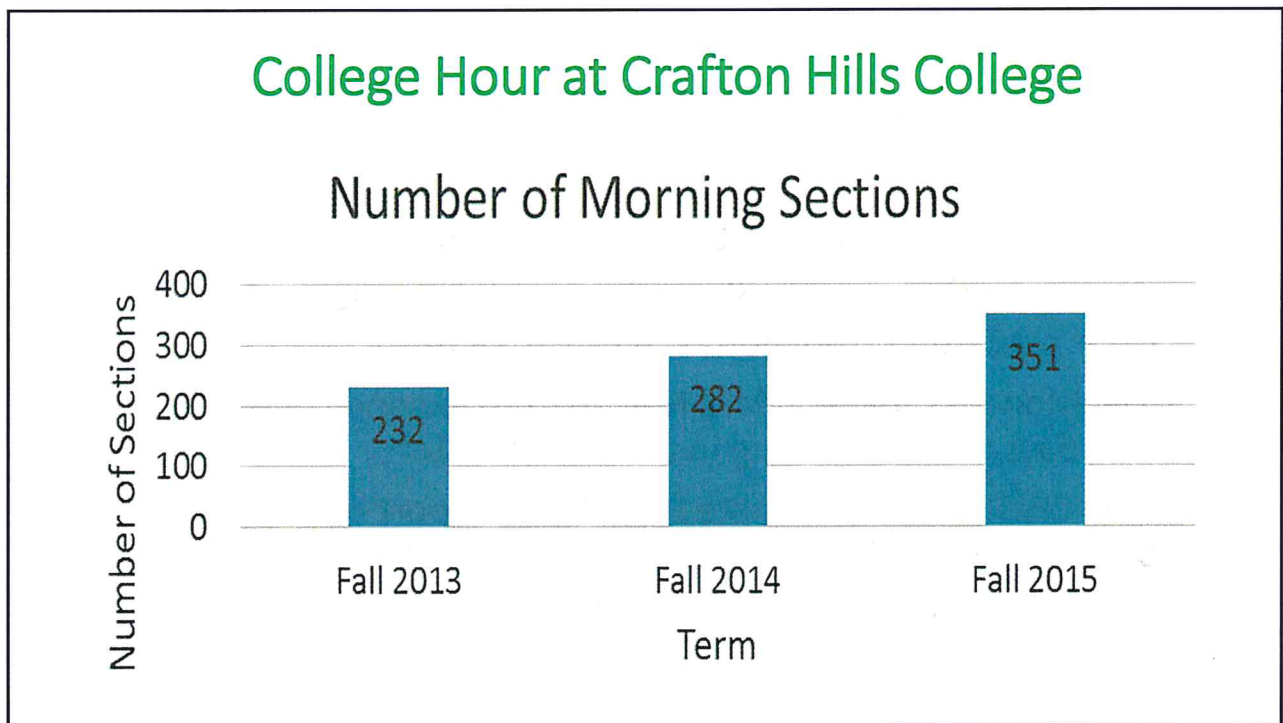
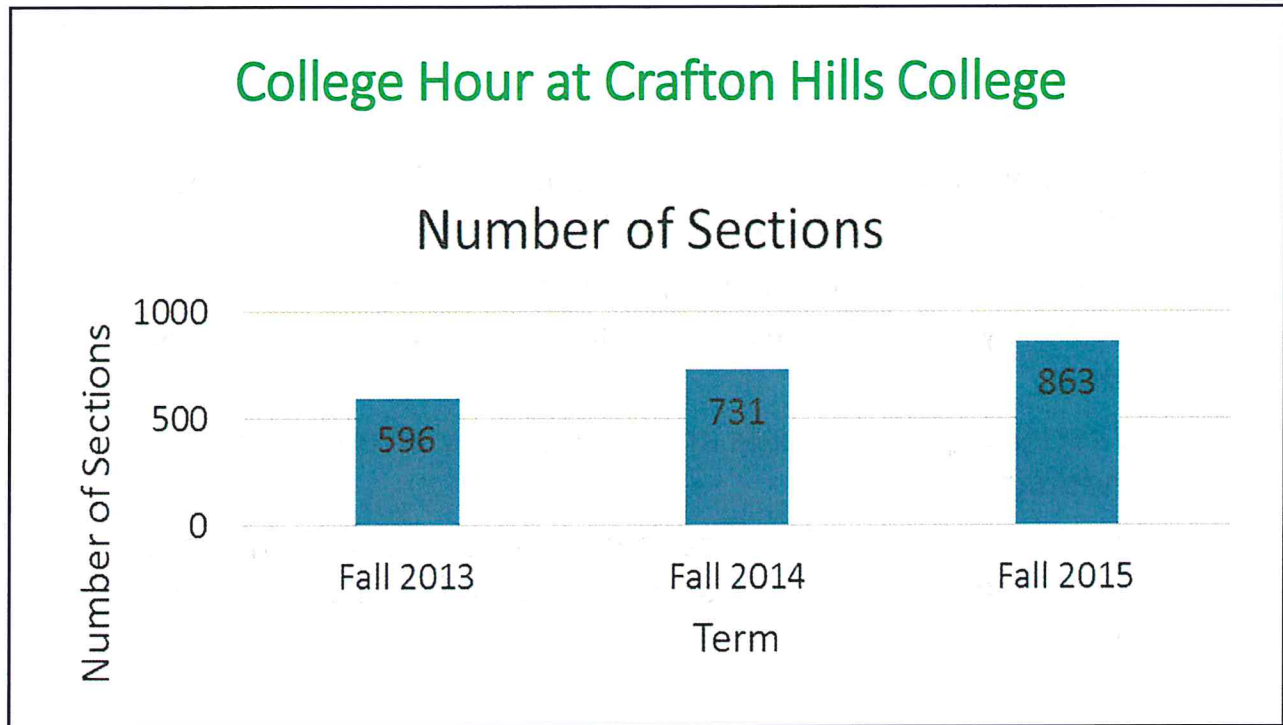
THEREFORE, BE IT RESOLVED, that Dr. Daniel T. Bahner be granted posthumously the title and rank of Professor Emeritus, and all the rights and privileges herein.

Academic Senate Resolution F07.01 College Hour

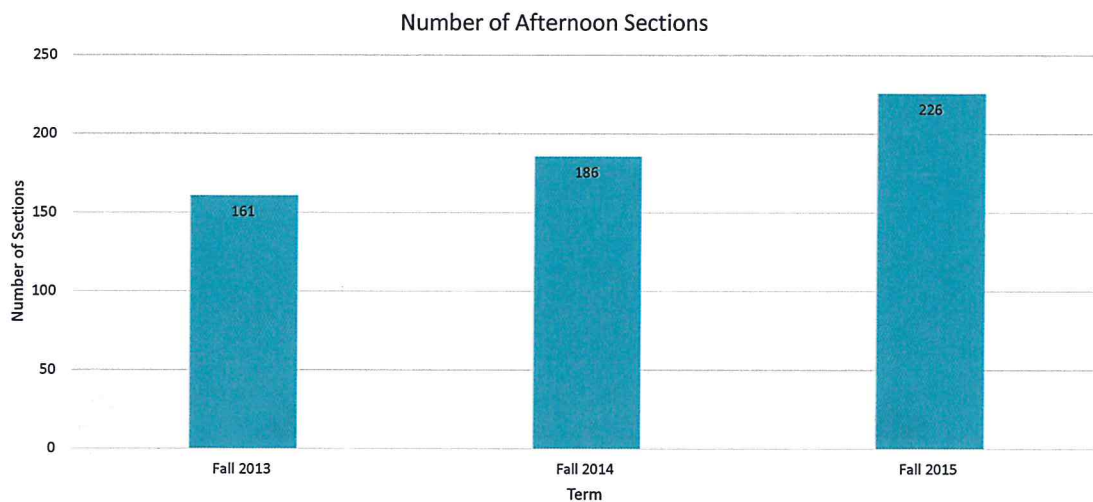
- Whereas, Student life requires opportunities for student activities to take place at predictable times;
- Whereas, Professional development is essential but frequently conflicts with teaching responsibilities and meeting times;
- Whereas, Special events are often poorly attended due to scheduling conflicts;
- Resolved, that the CHC Academic Senate recommend to the administration the establishment of a college hour at Crafton Hills College.

College Hour at Crafton Hills College

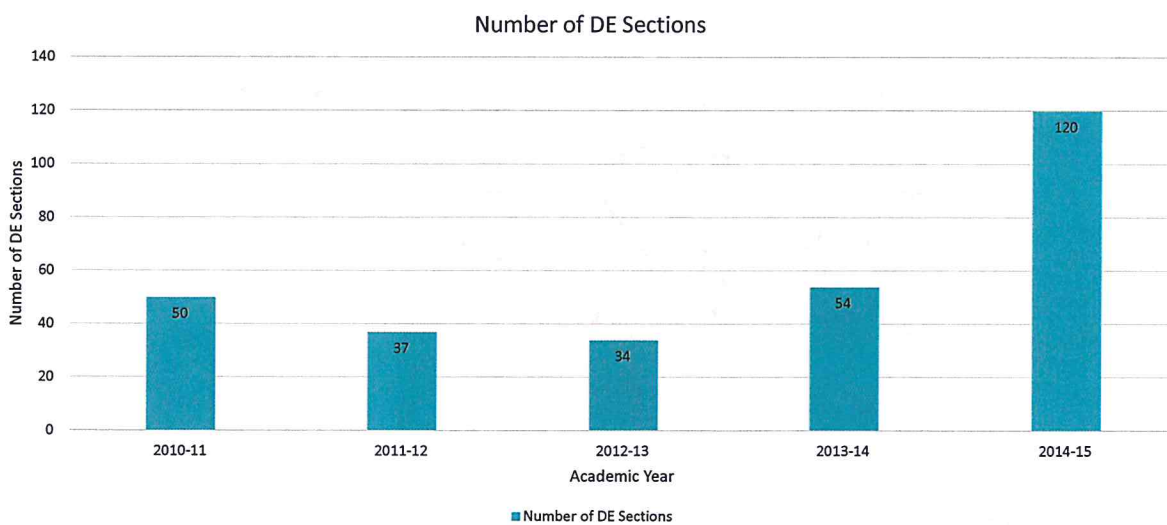
- Implemented in Fall of 2013 on Wednesday from 12-1.
- Surveys, campus wide discussions and dialogue on College Hour occurred throughout the Fall 2013 term
- Decision was made in late Nov 2013 to expand college hour to 5 days a week starting in the Fall of 2014
- The CHC Academic Senate President's report to the board on Dec 12th 2013 and on Feb 6th 2014 included information about the expansion of college hour at CHC



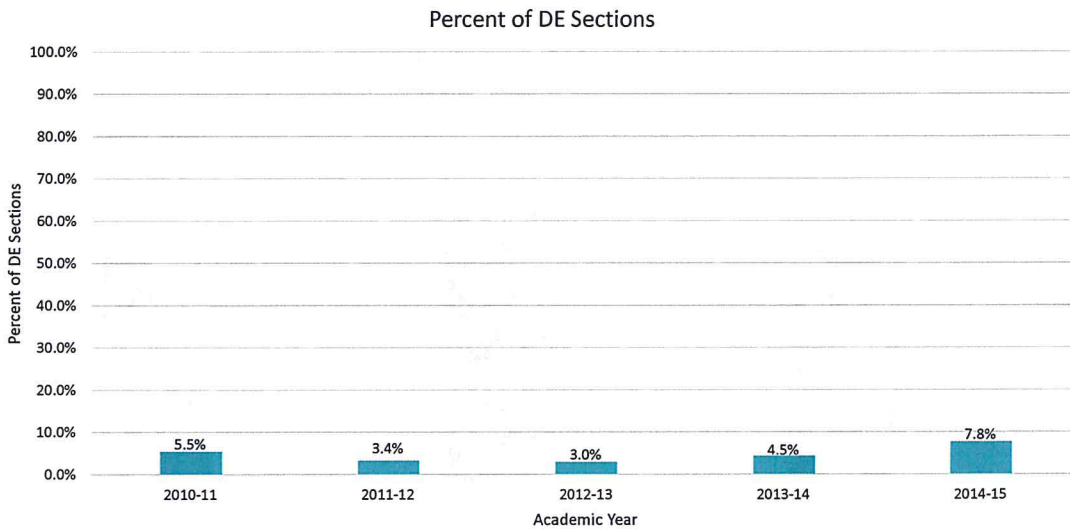
College Hour at Crafton Hills College



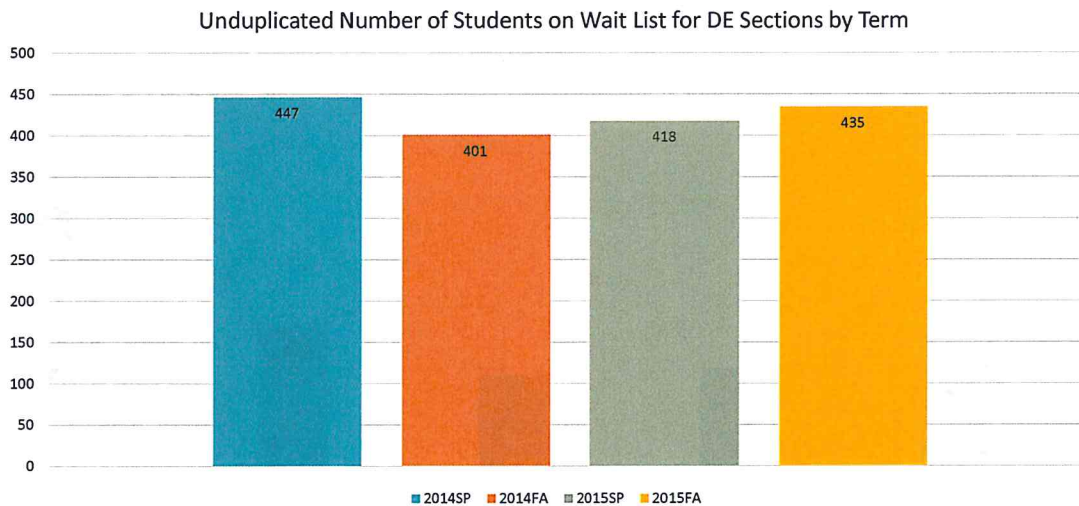
CHC Distance Education



CHC Distance Education



Waitlist for CHC Distance Education Courses



Demand for DE sections is consistently high.

Tablet Initiative at Crafton – Spring 2015

- 89% of students and faculty respondents recommended that Crafton Hills College continue the tablet initiative
- A majority of student respondents prefer e-textbooks over traditional textbooks, because e-textbooks...
 - Typically cost less
 - Are more convenient
 - Are environmentally sustainable
- A sizeable minority of student respondents prefer traditional textbooks to support their learning preferences, and some faculty respondents are sensitive to these students.



SBVC Academic Senate
President's Report
January 21, 2016

Dear Board of Trustees,

My sincere apologies for not being here in person tonight. Please allow this written report to provide a few senate-related updates:

Faculty Meeting

On Friday, January 15, during the campus' In Service Day, a Faculty Meeting was held for all full-time faculty. The meeting began with a presentation by Dr. Celia Huston on Institutional Learning Outcomes (ILOs). Presently the college has Core Competencies divided into seven categories with numerous sub-categories. The move has been to re-label these ILOs (the common vernacular) and shift to five categories with fewer sub-categories. These revised categories and sub-categories have been developed using common language found in SLOs, keeping in mind that SLOs will eventually need to be linked to the new ILOs.

There was also a Q&A session lead by Dr. John Stankas, chair of the Calendar Committee, Rania Hamdy, Profession Development Coordinator, and Dr. Sheri Lillard, CTA president, on the possible switch to a 16-week instructional calendar. There has been much discussion on this switch among various constituencies but this was the first time for all faculty to have their questions and concerns addressed.

First Senate Meeting

Wednesday, January 20, was the first Academic Senate meeting of the term. Dr. Celia Huston provided an updated timeline on the ACCJC Follow-up Report (coming to the senate on Feb. 17 for approval). Information shared by Lisa Norman regarding the College President recruitment was discussed and I have provided Dr. Norman with the feedback I received. I also provided updates on the AB798 College Textbook Affordability Act, along with a list of duties created for Non-credit and International Students researchers/coordinators. A follow-up to Friday's ILO discussion was also provided and senators have now been tasked to review the draft categories and sub-categories, which will be on our Feb. 3 agenda for review.

Jeremiah A. Gilbert, Ph.D.
SBVC Academic Senate President

THE SUN EDUCATION

Middle College High School: A Short Cut to a Successful Future

By Bruce Baron, Chancellor, San Bernardino Community College District

POSTED: 01/21/16, 1:37 PM PST | UPDATED: 30 SECS AGO

Earning a high school diploma and an associate's degree concurrently is no longer an unheard of achievement. Every spring, at community colleges across the state, young people receive both diplomas.

Doing so puts them literally at the head of their graduating classes because they will be on track to enter a four-year college as juniors, having already completed their freshman and sophomore years, and having saved themselves and their families thousands of dollars as well.

"Concurrent Enrollment" is allowed by the State of California education code, and students often take a college class here or there across their high school careers in order to explore an area of interest, make up a few credits, or to advance their graduation date. However, for those interested in completing high school and the first two years of college simultaneously (or at least in earning a number of those units), a more comprehensive program exists at many community colleges in California.

Known as Middle College High School, the program is defined by the California Education Code as "a highly effective collaborative effort between local school districts and community colleges. The basic elements of MCHS include:

- A curriculum that focuses on college and career preparation
- A reduced adult-student ratio
- Flexible scheduling
- Opportunities for experiential internships, work apprenticeships, and community service MCHS are secondary schools located on a college campus.

These schools offer challenging academic programs designed to serve high-potential, high-risk students. MCHS feature effective support services, small class size, and the opportunity for students to concurrently take some college classes at typically minor cost to the student."

One of 10 Middle College High Schools in the California Community College system, the MCHS at San Bernardino Valley College is offered in collaboration with San Bernardino City Unified School District and students enrolled in the program have been incredibly successful, achieving higher completion rates than traditional college-age students.

According to its School Accountability Report Card published in compliance with California law, “SBCUSD created MCHS in partnership with SBVC in 2001 to support increased success for academically focused students willing to engage early college and high school coursework in a supportive, motivational and challenging learning environment. In 2013, the school increased

enrollment to nearly 300 students by adding Prep 9 Academy where freshmen prepare for future acceptance to MCHS. Seventy percent of students enter MCHS as high potential, with 30 percent designated high achieving based on their past academic performance. At MCHS, students earn significant college credit and/or an AA upon high school graduation.”

And achieve they do. MCHS Principal James Espinoza affirmed, “MCHS ranks tops in the region with a 3 year API baseline of 895. In 2013-2014, we enjoyed a 100% graduation rate with all seniors having met A-G requirements with acceptance to 4 year colleges. The average senior earned 44 college credits and received \$17,500 in grants and/or scholarships. 14 MCHS seniors graduated from high school with an AA degree.”

An Academic Performance Index (API) score of 895 is outstanding — the goal is 800, so their score puts them among the state’s most successful. A-G requirements are the transfer admission requirements for California four-year colleges and universities.

And the accolades for the program keep rolling in — MCHS has earned National Blue Ribbon status, is a California Distinguished School and has earned numerous state and national recognitions. Every year, U.S. News and World Reports recognizes MCHS as one of America’s Best High Schools.

Earning 44 college credits also saves the family and student at least \$2024 in tuition costs at the community college rate, since high school students do not pay those fees. Paying for those same credits at a four year college would have cost substantially more, as 6 units at a California State University averages more than \$3,000, according to the budget information on the Calstate.edu website.

MCHS is the Grades 10-12 program, and offers a MCHS Prep 9 Academy as well, a school within a school on the MCHS campus for motivated and qualified 9th grade students who seek preparation and training for future application into the MCHS program. There are two 9th grade sections. Applications for both programs are due in March — visit the MCHS pages on the sbcusd.com website for more info.

SBVC and the San Bernardino Community College District are justifiably proud of the successes of the MCHS students. They succeed well beyond all expectations, and they set a great example for what our young people can achieve when challenged.

<http://www.sbsun.com/social-affairs/20160121/middle-college-high-school-a-short-cut-to-a-successful-future>