

Meeting of the San Bernardino Community College District Board of Trustees
September 27, 2018 - 12:00 p.m.

Study Session Agenda: District Program Review & Strategic Plan Progress
Location: SBCCD Boardroom, 114 S. Del Rosa Dr., San Bernardino CA 92408

1. CALL TO ORDER – PLEDGE OF ALLEGIANCE

2. PUBLIC COMMENTS ON AGENDA ITEMS

The San Bernardino Community College Board of Trustees offers an opportunity for the public to address the Board on any agenda item prior to or during the Board's consideration of that item. Matters not appearing on the agenda will be heard after the board has heard all action agenda items. Comments must be limited to five (5) minutes per speaker and twenty (20) minutes per topic if there is more than one speaker. At the conclusion of public comment, the Board may ask staff to review a matter or may ask that a matter be put on a future agenda. As a matter of law, members of the Board may not discuss or take action on matters raised during public comment unless the matters are properly noticed for discussion or action in Open Session.

Anyone who requires a disability-related modification or accommodation in order to participate in the public meeting should contact the Chancellor's Office at (909) 382-4091 as far in advance of the Board meeting as possible.

If you wish to address the Board, please fill out a public comment form and give it to the secretary PRIOR to the start of the meeting.

3. PRESENTATIONS –Jeremiah A. Gilbert, Ph.D., Interim Executive Director of
Research, Planning & Institutional Effectiveness

a. DISTRICT PROGRAM REVIEW: A New Progress and Plan p2

b. 2017-2022 DISTRICT SUPPORT SERVICES STRATEGIC PLAN: Progress and
Recommendations p14

4. PUBLIC COMMENTS ON NON-AGENDA ITEMS

5. ADJOURN

The next meeting of the Board: Study Session (TBD), 12pm, October 4, 2018



District Program Review: A New Process and Plan

Prepared by Jeremiah A. Gilbert, Ph.D.

Interim Executive Director

Research, Planning & Institutional Effectiveness

September 27, 2018

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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 Support 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 and Accreditation

Program review processes are driven by the requirements of 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 in the ACCJC's Rubric for Evaluating Institutional Effectiveness and in ACCJC Standards I.C.5 and I.C.9.

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

District Services Planning and Program Review Committee

Charge

The charge of the District Services Planning and Program Review Committee is to advance continual, sustainable quality improvement at all levels of the District Services to support student success. Toward that end, the committee conducts a thorough and comprehensive review of each unit at the District Services on an annual basis and oversees the annual District Services planning and program review process. The results of planning and program review inform the integrated planning and resource allocation process at the District Services, and are aligned with the district strategic planning process. The committee relies on quantitative and qualitative evidence to evaluate programs, develop recommendations to the Chancellor's Cabinet, and determine and implement improvements to the District Services Planning and Program Review process.

Membership

The District Services Planning and Program Review Committee is chaired by the Executive Director of Research, Planning, and Institutional Effectiveness. In addition, the membership consists of:

- One manager and staff from the following areas: TESS, KVCR, EDCT, Police, and Human Resources
- Two managers and two classified staff from Business & Fiscal Services
- Director, District Foundation
- One faculty member from Crafton and SBVC (2 total – Planning and Program Review Committee member preferred)
- One classified staff member from Crafton and SBVC (2 total – Planning and Program Review Committee member preferred)
- Two CSEA members
- One CTA member
- One Student Senate representative from Crafton and SBVC (2 total)

Improvement Goals for District Program Review

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 was reviewed and updated in 2017-2018 to include the following areas of emphasis:

1. Refocus of District Program Review to be student and college centered.
2. Strengthen ties between Campus's 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 Student 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 its timeline to better align with the campuses. Traditionally, the District and the Campuses Program Review processes began in September and culminated 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 campuses Program Review processes, the District shifted its timeline so that the bulk of the District Program Review takes place between May and September, after campus program review cycles are complete and results are available, and before campuses begin their next program review cycles.

Month	Activities
May	Program Review results available from campuses
June	District Programs complete 4-Year Self-Evaluations and 2-Year Program Updates
July	District Programs complete Resource Request Applications
August	District Divisions complete Resource Request Division Rankings
September	District Services Planning and Program Review Committee Ranks Resource Requests
October	Ranked Resource Requests submitted to District Budget Committee (information item) and Chancellor’s Cabinet

Table 1: District Program Review Activities (May to October)

Program Review Process: 2018 - 2022

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

The 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 needs 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 impact 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.

Evaluation Rubric

An evaluation rubric was designed so that programs completing their 4-Year Self-Evaluations and 2-Year Program Updates would have a set of criteria that includes descriptions of levels of performance quality on that criteria, in this case "meets" or "does not meet." This evaluation rubric is also used by the District Services Planning and Program Review Committee when assessing the evaluations and updates submitted by programs in that year's rotation.

Program Review Process: 2018 - 2022

District Program Review Rotation

Summer 2018	Summer 2019	Summer 2020	Summer 2021
4-Year Evaluation	4-Year Evaluation	4-Year Evaluation	4-Year Evaluation
TESS <ul style="list-style-type: none"> •Administrative Applications •Distance Education •Printing Services •Technical Services 	Business & Fiscal Services <ul style="list-style-type: none"> •Business Services •Facilities •Fiscal Services •Human Resources •Internal Auditing 	Chancellor’s Office <ul style="list-style-type: none"> •Chancellor’s Office •District Research •Marketing 	Workforce Development, Advancement & Media Systems District Police
2-Year Update	2-Year Update	2-Year Update	2-Year Update
Chancellor’s Office <ul style="list-style-type: none"> •Chancellor’s Office •District Research •Marketing 	Workforce Development, Advancement & Media Systems District Police	TESS <ul style="list-style-type: none"> •Administrative Applications •Distance Education •Printing Services •Technical Services 	Business & Fiscal Services <ul style="list-style-type: none"> •Business Services •Facilities •Fiscal Services •Human Resources •Internal Auditing

Table 2: District Program Review Rotation

Program Review Process: 2018 - 2022

Resource Requests

District programs may choose to submit one or more resource request for personnel, budget, and 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, if applicable
- Clearly linking the request to District and Campus Master Planning

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

Division Rankings

Each district program with more than one resource request is asked to rank their requests. The programs within each district division are then asked to rank all requests within their division and it is these division rankings, along with their accompanying resource requests, that go to the District Services Planning and Program Review Committee for an overall district resource request prioritization.

Process for Prioritizing Resource Requests

After district program resource requests are ranked by their divisions, these rankings are then sent to the District Services Planning and Program Review Committee for an overall ranking of district resource requests. All resource requests are prioritized through thorough group discussion and consensus of the committee. The following criteria is used to guide the ranking of district resource requests:

- Impact on students;
- Mandated activities related to facilities and safety;
- Accreditation requirements;
- Innovation;
- Impact on quality and comprehensiveness of program;
- The vision, mission, and values of the district;
- The District Strategic Plan;
- Service levels;
- Effective infrastructure.

Once the District Services Planning and Program Review Committee has completed their overall district resource rankings, the rankings are sent to the District Budget Committee as an information item before being sent to the Chancellor's Cabinet for final review. Chancellor's Cabinet reviews the resource rankings from the District Services Planning and Program Review Committee and approves the final resource prioritization. A rationale shall be provided to the District community that explains any changes made by the Chancellor's Cabinet to the District Services Planning and Program Review Committee's prioritized list.

Implementation and Guidelines

The revised program review cycle began in Summer 2018. The full process is outlined in the District Program Review Plan 2018 – 2022, which was approved by the District Services Planning and Program Review Committee on April 13, 2018.

Programs participating in 2-Year Program Updates or completing Resource Requests prior to completing their 4-Year Self-Evaluations will base their 2-Year Program Updates or Resource Requests on the last full program review conducted under the previous process and access to the prior system is still available to programs to access information.

It is intended that 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.

As a means to promote communication and transparency, the District Services Planning and Program Review website has been revised and updated. Links can now be found that include each year's submitted 4-Year Self-Evaluations and 2-Year Program Updates, along with each division's ranking of resource requests and their programs original resource request applications. The District Services Planning and Program Review website can be found here: http://www.sbccd.org/research/SBCCD_Services_PPR



2017-2022 District Support Services Strategic Plan: Progress and Recommendations

Prepared by Jeremiah A. Gilbert, Ph.D.

Interim Executive Director

Research, Planning & Institutional Effectiveness

September 27, 2018

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Intent of the District Support Services Strategic Plan







The San Bernardino Community College District's Districtwide Support Services Strategic Plan is a comprehensive document that establishes a clear direction for the District in supporting each College's future of academics and student support under changing internal and external conditions. Quantitative and qualitative data indicators are analyzed to rationally guide the planning process. Additionally, the Plan is directed by core values and goals within other College and District-wide plans.

While the Districtwide Support Services Strategic Plan is intended to provide a direction of how the District may support each College over the years 2017 to 2022, it is not a rigid script with little deviation. The Plan is designed to identify challenges facing the District and provide recommendations on how the District may support each College's strategic directions and goals. The Districtwide Support Services Strategic Plan is a living document that should be reviewed and updated regularly. Thus, this document is an evolving description of the District's needs and, although past performance data can greatly inform future growth, emerging regional issues, as well as unforeseen events, can alter a community's path.

2017-2022 District Strategic Plan Objectives with Targets

District Strategic Goal 1: STUDENT SUCCESS

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

	2016-17	2017-18	2019-20 Target	
Objective 1.1: Increase student success while preserving access, enhancing quality, and reducing attainment gaps associated with income, race, ethnicity, age, and gender.				
Objective 1.1.1: Increase the graduation rate from 16% to 20% by 2019-2020 as measured by the Student Success Scorecard.	20.4%	20.1%	20%	
Objective 1.1.2: Increase the transfer rate (transfer or transfer prepared) from 24% to 39% by 2019-2020 as measured by the Student Success Scorecard.	34.6%	34.4%	39%	
Objective 1.1.3: Increase the percent of students with a complete educational plan to 100% by 2019-2020 as measured by data collected in Hobsons.	77.6%	N/A*	100%	
Objective 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 Hobsons.	N/A	N/A**	50%	
Objective 1.2: Increase the number of students who complete developmental education programs and progress to successful completion of freshman-level courses.				
Objective 1.2.1: Increase the three-year math throughput rate from 21% to 30% by 2019-2020 as measured by the CCCCO Basic Skills Progress Tracker.	25.7%	24.7%***	30%	
Objective 1.2.2: Increase the three-year English throughput rate from 33% to 42% by 2019-2020 as measured by the CCCCO Basic Skills Progress Tracker.	32.8%	28.3%***	42%	

* How this metric is recorded has changed and revised calculations need to be made.

** This metric currently does not have a definition nor way to measure the outcome.

*** These numbers are preliminary as all the data for these cohorts is not yet available. Data for these cohorts will be available after Spring 2019.

2017-2022 District Strategic Plan Objectives with Targets

District Strategic Goal 2: ENROLLMENT AND ACCESS
Increase access to higher education for populations in our region.

	2016-17	2017-18	2019-20 Target	
Objective 2.1: Increase our student population to improve the higher education participation rate and supply a well-equipped, educated workforce for our communities.				
Objective 2.1.1: Increase the annual District-wide credit resident FTES enrollment from 13,241 in 2012-2013 to 15,000 in 2019-2020 as measured by the credit resident FTES generated by each College.	14,114	15,028	15,000	●
Objective 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.	62.2%	N/A*	74%	●
Objective 2.2: Provide transfer, career and technical, and developmental education access to meet student needs.				
Objective 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.	10,976	11,304	10,545	●
Objective 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.	3,907	4,455	4,219	●
Objective 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.	2,597	2,607	2,429	●

* 2017-18 data will not be available until the end of the Fall term.

Note: The FTES in Objective 2.2 will not match with the FTES reported in Objective 2.1. The FTES in Objective 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.

2017-2022 District Strategic Plan Objectives with Targets

Proposed Changes/Recommendations

Objectives with Targets Met

As can be seen in the previous dashboards, quite a number of objectives have already met their 2019-2020 targets. It is recommended that these targets be re-evaluated and extended out to 2021-2022, the last year of the current District Support Services Strategic Plan.

Objectives Needing Revision

Objectives 1.2.1 and 1.2.2 measure three-year throughput rates for math and English. However, both AB 705 and the new state funding formula focus on getting students into transfer-level math and English courses within one year. As such, both of these objectives should be revised to reflect these changes.

Student Success Incentive Components

The new state funding formula includes many Student Success Incentive Components that the district may wish to include in new or revised objectives. These components include the number of Associate Degrees for Transfer being awarded annually, along with Credit Certificates and an annual count of all students who successfully completed nine or more career technical education (CTE) units.

High School Capture Rate

While market share (Objective 2.1.2) measures the percent of community college students in our service area that attend either SBVC or CHC, the district may also wish to measure High School capture rate, which is the proportion of graduates from our service area feeder high schools that attend either SBVC or CHC. The Office of Research, Planning and Institutional Effectiveness calculated an overall 26% capture rate for the 2017-18 academic year. The 2017-18 capture rate of individual service area feeder high schools can be found in Appendix 1.

Next Steps

The Executive Director of Research, Planning, and Institutional Effectiveness will work with the Districtwide Institutional Effectiveness Committee on the proposed changes outlined above. Once the committee has developed any new or revised targets and objectives, these will be shared with District Assembly before coming to the Board of Trustees for review and approval as an addendum to the 2017-2022 District Support Services Strategic Plan.

2017-2022 District Strategic Plan Objectives without Targets

District Strategic Goal 2: ENROLLMENT AND ACCESS

Increase access to higher education for populations in our region.

Objective 2.3

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

Update

In 2017-18, a Districtwide Marketing & Community Outreach Work Plan was developed. The plan supports the strategic directions outlined in the 2017-2022 Districtwide Support Services Plan, and both Colleges' Comprehensive Master Plans. It was developed with input obtained from neighboring K-12 school district leaders through Board-to-Board meetings and outlines several ways SBCCD can take regional action and move the needle on college enrollment to meet California's demand for a highly-educated workforce. The plan contains objectives with related key strategies. The two objectives associated to Objective 2.3 follow.

Objective: Increase public understanding of SBCCD's impact and value to the communities it serves.

Key Strategies:

- Establish a visible presence in 20 cities to build a college-going culture
- Enhance public awareness of our colleges through social media
- Profile the successes of our students
- Create media opportunities with KVCR TV/FM to reach regional audiences
- Engage employers through Economic Development & Corporate Training
- Build collaborative relationships with local, state and federal government

Objective: Enhance the public image of San Bernardino Community College District and its four pillars: Crafton Hills College, San Bernardino Valley College, Economic Development & Corporate Training and KVCR TV/FM.

Key Strategies:

- Assess the brand and marketing outreach of our colleges district-wide
- Create and maintain good media relations
- Support our local community by sponsoring major community events

An updated 2018-2019 Districtwide Marketing & Community Outreach Work Plan can be found online here: <https://drive.google.com/file/d/1YUVDnyvbTsM48ZjjPye2pNddFKaR5qlv/view>

2017-2022 District Strategic Plan Objectives without Targets

District Strategic Goal 2: ENROLLMENT AND ACCESS

Increase access to higher education for populations in our region.

Objective 2.4

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

Update – SBVC

SBVC's 2017-18 Marketing & Outreach Plan identifies several Targeted Marketing Strategies:

- Content Marketing for Enrollment Growth
- Integrated Campus Communications for Enrollment Growth & Retention
- Social Media Audience Expansion & Engagement
- Website Optimization for Enrollment Growth & Retention

Targeted Marketing Campaigns, geared at enrollment growth, registration, and retention, included:

- Television Advertising (Charter Cable & KVCR)
- Social Media Advertising (Facebook, Instagram & Twitter)
- Newspaper Advertising (Riverside Press-Enterprise / San Bernardino County Sun / Nuestra Gente / Big Bear Grizzly)
- Media Releases targeting 200 local influencers, including media representatives, elected officials, and local employers
- Publicity Events: Day of Service (December 2017); WinterFest (December 2017); FoodIEFest (April 2017); Summer Movie Nights (July 2017);

The plan also incorporates several Outreach Initiatives, including:

- Community outreach booths
- Outreach to community organizations and businesses
- High school visits
- Campus visits and tours
- Improving the Outreach Student Ambassador Program
- Linking Academic and Recruitment Programs
- Student Equity Conferences
- Tracking and Assessing Outreach Activities

SBVC's Marketing & Outreach Plan 2017-2018 can be found online here:
<https://www.valleycollege.edu/documents/marketing/marketing-outreach-plan-2017-2018.pdf>

2017-2022 District Strategic Plan Objectives without Targets

District Strategic Goal 2: ENROLLMENT AND ACCESS

Increase access to higher education for populations in our region.

Objective 2.4 (Continued)

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

Update – CHC

CHC is working to strategically enhance marketing and outreach by hiring a marketing consultant to recommend actions to promote credit and non-credit offerings and by providing funding to support marketing and outreach efforts. The college was recently awarded a \$200,000 IEPI Grant, a portion of which is to be used to fund onetime marketing and outreach expenses.

2017-18 Marketing promotions included:

- Direct Mail
 - Nov. 2017: Postcards sent to over 71,000 area residents aged 18-45 announcing Saturday counseling dates and more classes in Spring
 - May 2018: Postcards sent to over 38,000 area residents aged 18-55 announcing “Get a jump start on your degree this summer” or “Start your education this fall”
- Social Media Advertising (Facebook, Instagram & Twitter)
- Social Media Campaigns (Fall, Spring, and Summer): Applied Not Enrolled, Veterans, Working Adults, High School Students (Summer Only)
- TimeWarner digital ads

2017-18 Outreach activities included:

- Redlands USD College Fair
- Redlands Adult School Fair
- Public Safety Academy Tour
- Yucaipa Chamber events (golf tournament, Annual Dinner, etc.)
- Discover Highland Fair
- Yard Signs & Street Banners
- Rim of the Work College Fair
- City of Calimesa Fire Open House
- South Redlands Headstart
- Banning Disaster Expo

2017-2022 District Strategic Plan Objectives without Targets

District Strategic Goal 2: ENROLLMENT AND ACCESS

Increase access to higher education for populations in our region.

Objective 2.5

Continue to diversify the District's student and employee populations to be reflective of the community.

Update

Data collected for the district's Equal Employment Opportunity (EEO) Plan shows that in Fall 2017, while 48% of CHC's students were Hispanic, only 23% of faculty and staff were Hispanic. For the same term at SBVC, 68% of students were Hispanic, while only 28% of faculty and staff were Hispanic. Methods in use to increase diversity in hiring include direct recruitment among diverse groups, reviewing minimum qualifications for all classifications to ensure job relevancy and removing any artificial barriers that may inadvertently exist. Additional efforts include:

- Organizing a collaborative effort between Human Resources, faculty administration, and staff to develop initiatives for increasing recruitment of Hispanic and African American faculty and staff.
- Increasing recruitment efforts to include advertisements in "Hispanic Outlook in Higher Education" "Blacks in Higher Education", "NASPA" and "Hispanic Job.com"
- Advertisement language "bilingual/Spanish encouraged to apply" on recruitment flyers.
- The District will engage with the community in recruitment efforts.

Strategies for 2018-19

The multiple methods form was reviewed by the EEO Committee and Board approved in May 2018. EEO Committee members have been able to attend trainings on diversity and professional development, which will be incorporated into trainings and education for the campus. The Human Resources and Professional Development work group will also work with local agencies (SBCUSD and CSUSB) or bridge programs for students looking to work in the community college. Other efforts beginning Fall 2018 include:

- Revamped onboarding.
- Diversity and EEO training opportunities for district employees.
- Professional Development opportunities for district employees.
- Ongoing improvements to the hiring committee process and representation.

The 2017-2020 Equal Employment Opportunity Plan can be found online here: <http://www.sbccd.org/~media/Files/SBCCD/District/HR%20%20Documents/SBCCD%20EEO%20Plan.pdf>

2017-2022 District Strategic Plan Objectives without Targets

District Strategic Goal 3: PARTNERSHIPS OF STRATEGIC IMPORTANCE

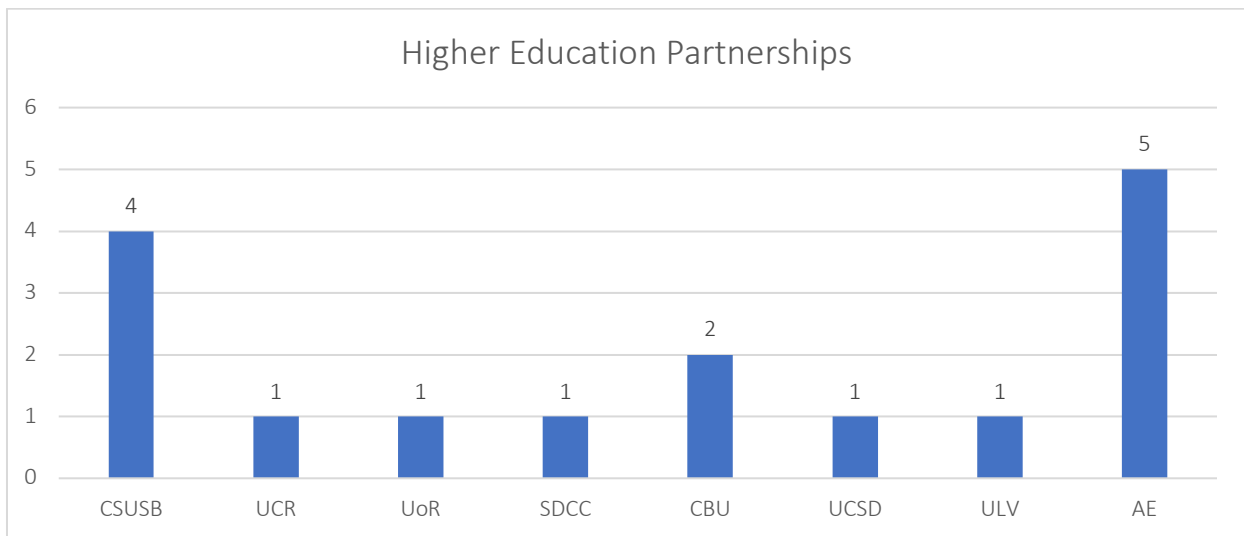
Invest in strategic relationships and collaborate with partners in higher education, Pre-K-12 education, business and workforce development, government, and other community organizations.

Objective 3.1

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

Update

This objective is being tracked as a Key Performance Indicator (KPI) and is a count of the number of relationships SBCCD has with regional institutions of Higher Education. A Higher Education Partnership is defined as one having an MOU on file. In 2017-18, SBCCD had a total of 16 relationships with 12 Higher Education Institutions. Most relationships centered on Enrollment, Recruitment, Transfer Articulation, and Adult Education.



CSUSB = Cal State University San Bernardino; UCR = UC Riverside; UoR = University of Redlands;
SDCC = San Diego City College; CBU = Cal Baptist University; UCSD = UC San Diego;
ULV = University of La Verne; AE = Adult Education (combined)

Note: 2017-18 was the first year that this data was collected. In future years, partnerships will be compared (higher/lower) and new partnerships identified.

2017-2022 District Strategic Plan Objectives without Targets

District Strategic Goal 3: PARTNERSHIPS OF STRATEGIC IMPORTANCE

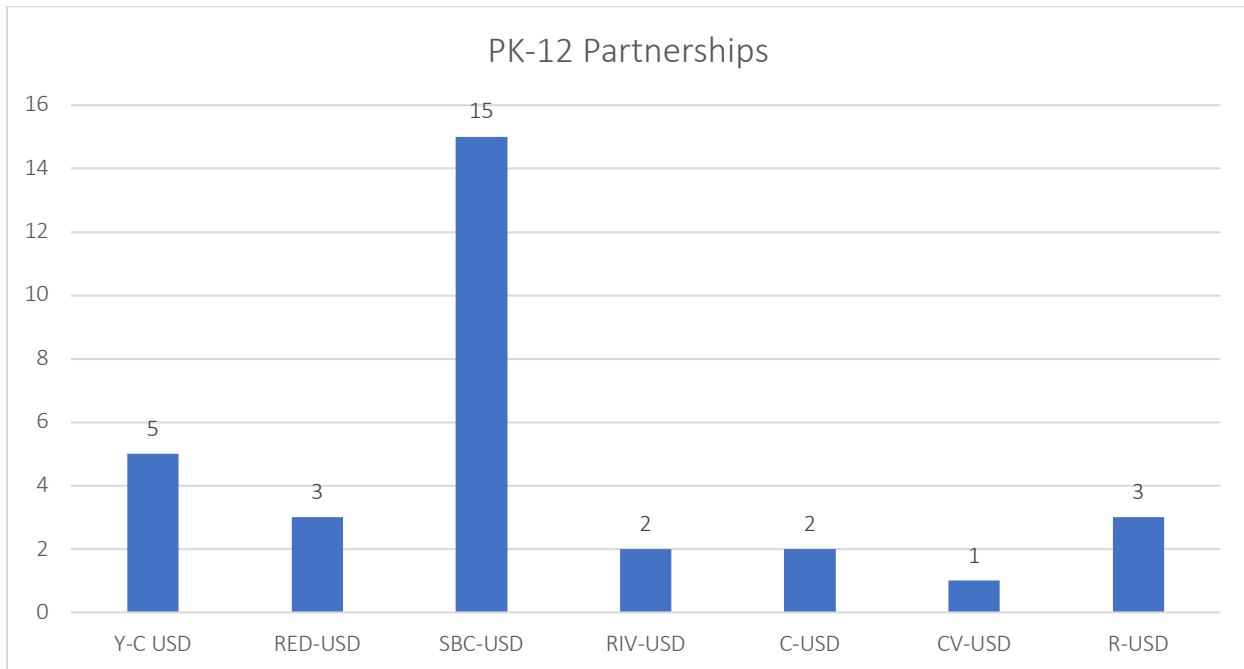
Invest in strategic relationships and collaborate with partners in higher education, Pre-K-12 education, business and workforce development, government, and other community organizations.

Objective 3.2

Enhance existing and secure new Pre-K-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.

Update

This objective is being tracked as a KPI and is a count of the number of relationships SBCCD has with local PK-12 schools. A PK-12 Partnership is defined as one having an MOU on file. In 2017-18, SBCCD had 31 relationships with seven PK-12 school districts. The most frequent relationship centered on Adult Education Block Grant programs and services.



Y-C USD = Yucaipa-Calimesa; RED-USD = Redlands; SBC-USD = San Bernardino City;
RIV-USD = Riverside; C-USD = Colton; CV-USD = Chino Valley; R-USD = Rialto

Note: 2017-18 was the first year that this data was collected. In future years, partnerships will be compared (higher/lower) and new partnerships identified.

2017-2022 District Strategic Plan Objectives without Targets

District Strategic Goal 3: PARTNERSHIPS OF STRATEGIC IMPORTANCE

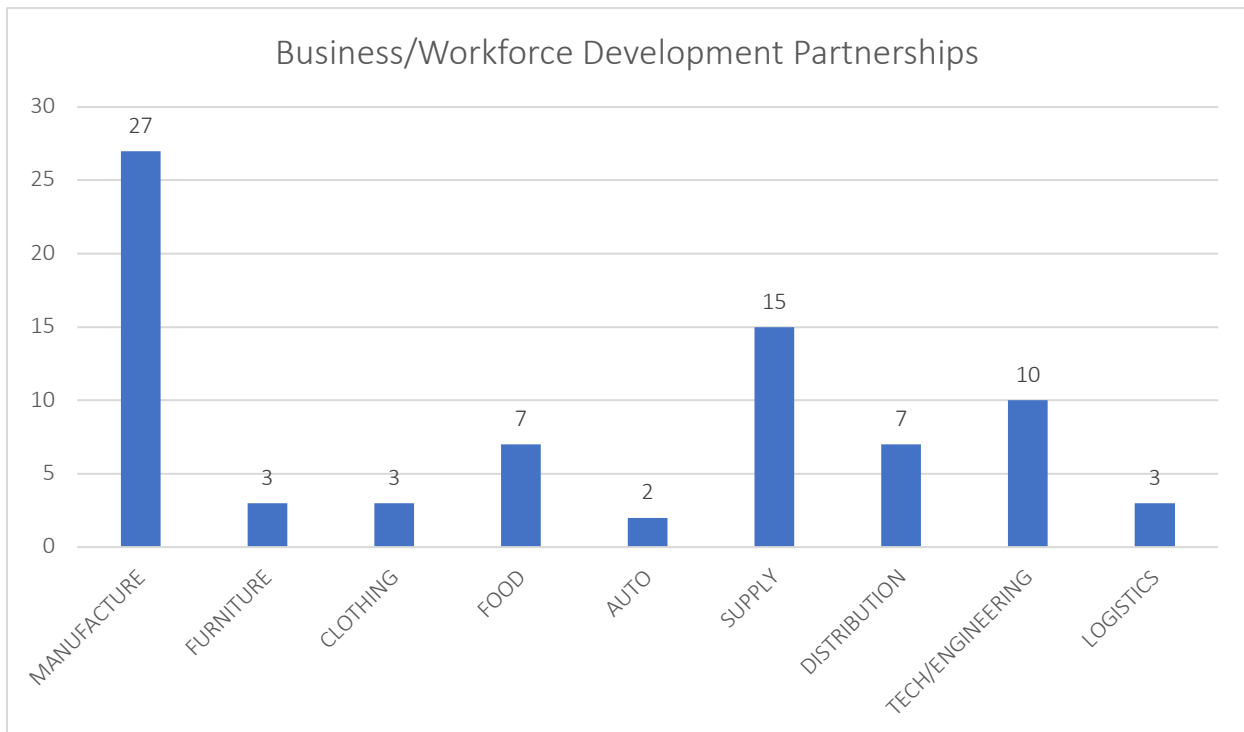
Invest in strategic relationships and collaborate with partners in higher education, Pre-K-12 education, business and workforce development, government, and other community organizations.

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.

Update

This objective is being tracked as a KPI and is a count of the number of relationships SBCCD has with local and regional Business and Workforce entities. A Business/Workforce Development Partnership is defined as having an MOU on file. In 2017-18, SBCCD had 77 Business/Workforce relationships across 9 industries. The top 3 relationships were with manufacturing (27), supply (15) and technology/engineering companies (10).



Note: 2017-18 was the first year that this data was collected. In future years, partnerships will be compared (higher/lower) and new partnerships identified.

2017-2022 District Strategic Plan Objectives without Targets

District Strategic Goal 3: PARTNERSHIPS OF STRATEGIC IMPORTANCE

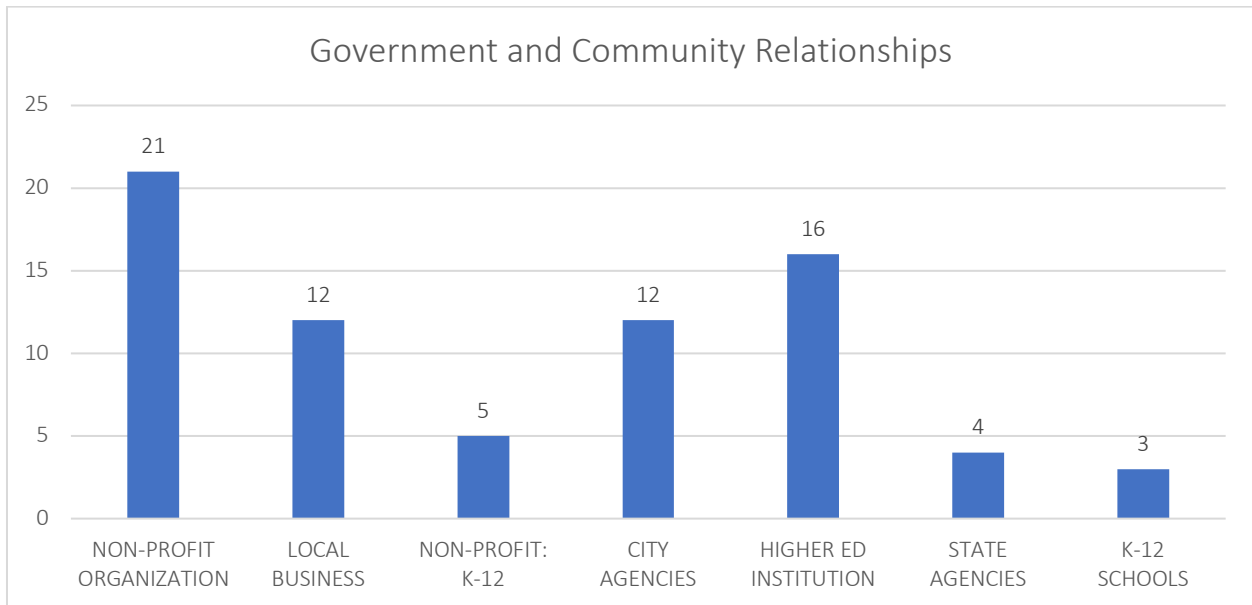
Invest in strategic relationships and collaborate with partners in higher education, Pre-K-12 education, business and workforce development, government, and other community organizations.

Objective 3.4

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

Update

This objective is being tracked as a KPI and is a count of the number of relationships SBCCD has with Government and community entities. A Government and Community Partnership is defined as having an MOU on file. In 2017-18, SBCCD had 73 Government and Community Relationships across 7 industries/agencies. The top 3 most frequent relationships were with Non-Profit Organizations (21), Higher Education Institutions (16), Local Business and City Agencies (tied with 12). Non-Profit relationships were with higher education, health, domestic violence, workforce training, and religious organizations. Relationships with local businesses were primarily manufacturing, logistics, and supply/distribution companies.



Note: 2017-18 was the first year that this data was collected. In future years, partnerships will be compared (higher/lower) and new partnerships identified.

2017-2022 District Strategic Plan Objectives without Targets

District Strategic Goal 4: DISTRICT OPERATIONAL SYSTEMS

Improve District systems to increase administrative and operational efficiency and effectiveness.

Objective 4.1

Improve 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.

2017-18 District Goals and Updates

- Implement Oracle Cloud
 - *Completed implementation of Oracle Cloud on July 1, 2018*
- Submit application for fiscal accountability
 - *Application has been submitted and awaiting external audit*
- Implement ADP
 - *ADP has been implemented and second phase will commence in 2018-19*
- Document Processes related to fiscal accountability
 - *Processes for Oracle have been completed*

2018-19 District Goals

- Submit application for fiscal independence
- Identify Appropriate BPs and APs to rewrite
- Continue second phase of ADP implementation
- Continue Building Trust Districtwide
 - Complete classification study
 - Evaluate the Resource Allocation Model
 - Complete a staffing plan
- Facilities
 - Facilitate the purchase of commercial buildings
 - Possible bond measure resolution
 - Complete the move of District Support Services and EDCT (includes Del Rosa, new building, FNX building, and 8th street)
 - Facilitate the FCC transition for KVCR

Appendix 1 – High School Capture Rate: 2017-18

	<i>High School Graduates in 2016-2017</i>	<i>First-time Freshman Enrolled at SBCCD in 2017-2018</i>	<i>High School Capture Rate 2017-2018</i>
<i>SCHOOLS IN SAN BERNARDINO</i>	3130	1234	39%
<i>San Gorgonio High School</i>	477	192	40%
<i>Pacific High School</i>	284	191	67%
<i>San Bernardino High School</i>	291	128	44%
<i>Cajon High School</i>	630	192	30%
<i>San Andreas High School</i>	341	96	28%
<i>Arroyo Valley High School</i>	525	294	56%
<i>Sierra High School</i>	257	48	19%
<i>Middle College High School</i>	79	78	99%
<i>Aquinas High School (Private)</i>	105	15	14%
<i>SCHOOLS IN RIALTO</i>	1884	362	22%
<i>Eisenhower High School</i>	467	101	22%
<i>Rialto High School</i>	554	108	19%
<i>Milor Continuation</i>	147	29	20%
<i>Wilmer Amina Carter</i>	506	124	25%
<i>SCHOOLS IN REDLANDS</i>	1847	316	18%
<i>Grove Charter School</i>	29	7	24%
<i>Orangewood Continuation</i>	89	19	21%
<i>Redlands East High School</i>	528	91	17%
<i>Redlands Senior High School</i>	513	94	18%
<i>Citrus Valley High School</i>	508	100	20%
<i>Arrowhead Christian Academy (Private)</i>	85	5	6%
<i>SCHOOLS IN YUCAIPA</i>	674	196	30%
<i>Green Valley High School (Continuation)</i>	87	26	30%
<i>Yucaipa High School</i>	559	170	30%
<i>SCHOOLS IN OTHER SBCCD CITIES</i>	2958	493	17%
<i>Colton High School</i>	360	88	24%
<i>Bloomington High School</i>	454	44	10%
<i>Grand Terrace High School</i>	503	106	21%
<i>Beaumont Senior High School</i>	599	142	24%
<i>Banning High School</i>	207	23	11%
<i>Fontana High School</i>	462	30	6%
<i>Rim of the World High School</i>	258	60	23%
TOTAL	9904	2611	26%