



San Bernardino Community College District
2-Day Board Mid-Year Retreat
January 24, 2022
9:00 am Pacific Time

BOARD MID-YEAR RETREAT AGENDA

Meeting of the Board of Trustees

January 24, 2022 @ 9am

Location: SBCCD Boardroom

550 E. Hospitality Ln., Suite 200, San Bernardino, CA 92408

- I. CALL TO ORDER – PLEDGE OF ALLEGIANCE**
- II. PUBLIC COMMENTS ON AGENDA AND NON-AGENDA ITEMS**
- III. DIVERSITY, EQUITY, INCLUSION & ANTI-RACISM TRAINING**
(9:00am - 12:00pm)
- IV. LUNCH**
(12:00pm - 1:00pm)
- V. STRATEGIC PLANNING**
(1:00pm - 5:00pm)
- VI. ADJOURN**

The next meeting of the Board: Mid-Year Board Retreat Day 2
January 25, 2022 AT 9am
SBCCD Boardroom
550 E. Hospitality Ln., Suite 200, San Bernardino, CA 92408



SBCCD | STRATEGIC PLAN

Presented to the Board of Trustees for Review
January 24, 2022



IN GRATITUDE & RECOGNITION

As the world continues to evolve in the midst of unprecedented times, the importance of working together as a community to inspire our students and provide a course for the future is more important than ever. To that end, the San Bernardino Community College District extends its appreciation to the many caring, hardworking individuals that came together to bring this plan into focus, with special recognition of the persons listed below.

STRATEGIC PLANNING COMMUNITY PARTNERS

Agustin Avantes, Catholic Charities	Darcy McNaboe, City of Grand Terrace
Brian Bell, Redlands Christian Schools	Dr. Tomas Morales, California State University, San Bernardino
Raymond Casey, City of Yucaipa	Darrell Jones, BLU Educational Foundation
Phillip Cothran, San Bernardino County Workforce Development	Suzanne Pfeiffer, Omnitrans Public Transit
Michelle Decker, Inland Empire Community Foundation	Dr. Gwen Rodgers, San Bernardino City Unified School District Board of Education
Andrea De Leon, Fontana Chamber of Commerce	Erin Rogers, Omnitrans Public Transit
Melissa Dix, Colton-Redlands-Yucaipa ROP	Elizabeth Romero, University of California, Riverside
Dr. Harry "Doc" Ervin, San Bernardino City Unified School District	Esparto (Randy) Sosa, Inland Empire Scholarship Fund
Tammy Garcia, Mexican Consulate in San Bernardino	Dr. Manuela Sosa, Inland Empire Scholarship Fund
Alton Garrett, Westside Action Group	Karen Suarez, Uplift San Bernardino
Dr. Richard Hart, Loma Linda University	Dr. Mary Suzuki, Bear Valley Unified
James Hattar, Colton-Redlands-Yucaipa Regional Occupational Program	Jarb Thaipejr, City of Loma Linda
Richard Hernandez, Hernandez, Kroone & Associates	Danielle White, BLU Educational Foundation
Danielle Holley, Business Community Representative	Dr. Kim Wilcox, University of California, Riverside
Mariann Johnson, San Bernardino County Workforce Development	

IN GRATITUDE & RECOGNITION

BOARD OF TRUSTEES STRATEGIC PLANNING COMMITTEE

Trustee Dr. Stephanie Houston

Trustee Dr. Anne L. Viricel

Trustee Joseph R. Williams

ACKNOWLEDGEMENTS

John Bwarie, Stratiscope

Kelly Goodrich, SBCCD Senior Executive Assistant

Kristina Hannon, SBCCD Vice Chancellor of Human Resources & Police Services

Dr. Kevin Horan, Crafton Hills College President

Stacey Nikac, SBCCD Administrative Officer

Angel Rodriguez, SBCCD Senior Director of Marketing, Public Affairs & Government Relations

Dr. Scott Thayer, San Bernardino Valley College Interim President

Jose F. Torres, SBCCD Executive Vice Chancellor

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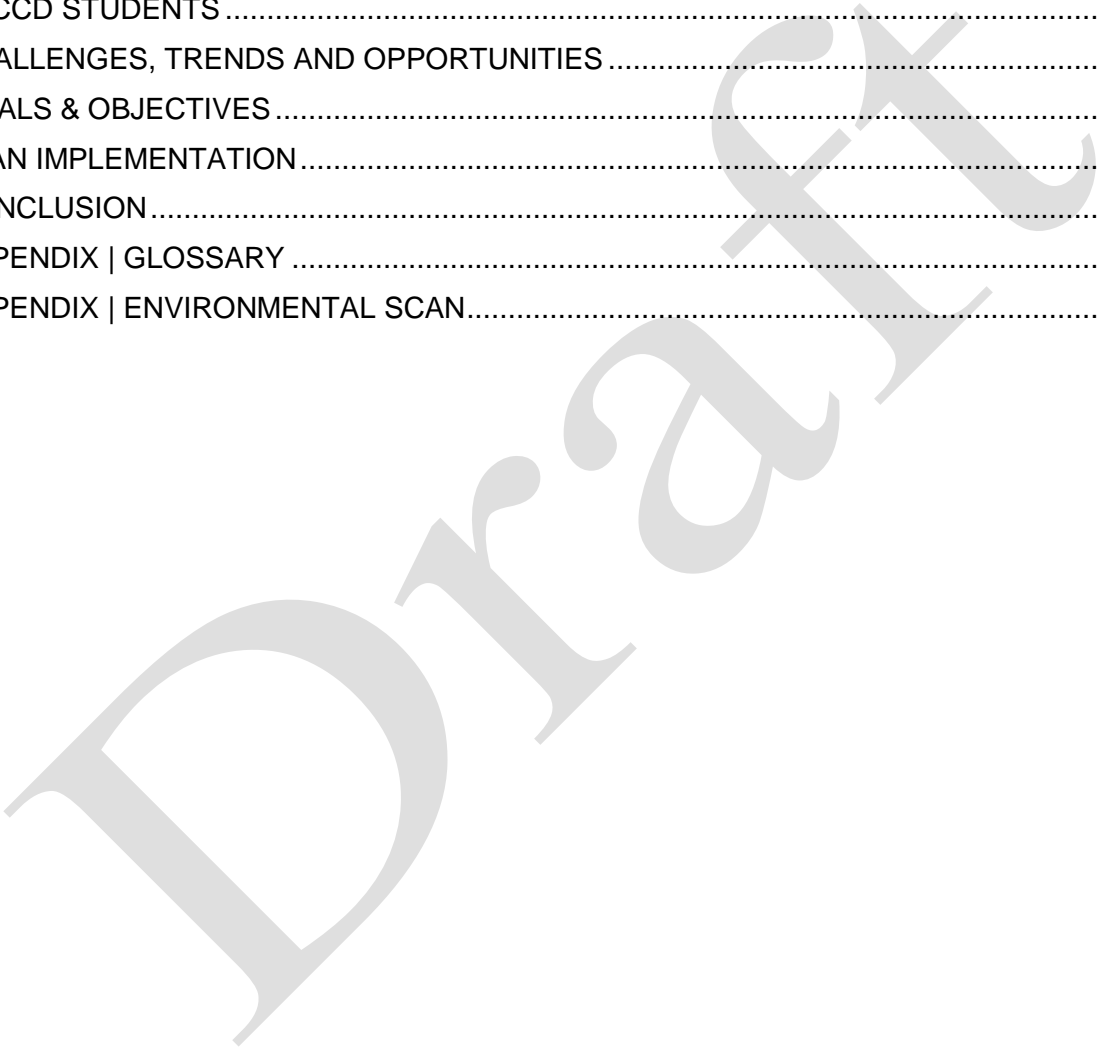
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A MESSAGE FROM THE SBCCD CHANCELLOR AND BOARD OF TRUSTEES

For nearly 100 years, thousands of students and families in the Inland Empire have counted on the San Bernardino Community College District for higher education, career training, and the opportunity to get ahead. We have changed the trajectory of students' lives, strengthened our communities, enriched our local economy...and we're just getting started.

This five-year strategic plan is a bridge to our next century and a roadmap for the future we want to see. This document will guide us as we put students and the community at the center of all we do at the San Bernardino Community College District, Crafton Hills College, San Bernardino Valley College, and Empire KVCR TV/FM. Our intent is nothing less than being a gateway to opportunity and prosperity for the Inland Empire, and beyond.

Thanks to the valuable input of faculty, staff, students, alumni, K-12 schools, four-year universities, industry and community partners, this plan embodies our shared aspirations.

Our optimism for the future started nearly a century ago, and we're proud of the public higher education institution we have built with it. We will harness our momentum, and ensure that the San Bernardino Community College District continues working for the good of our diverse students and community today and in the next 100 years.

Sincerely,

Gloria Macias Harrison | **Board Chair**

Dr. Stephanie Houston | **Board Vice Chair**

Dr. Anne L. Viricel | **Board Clerk**

Dr. Nathan D. Gonzales | **Trustee**

John Longville | **Trustee**

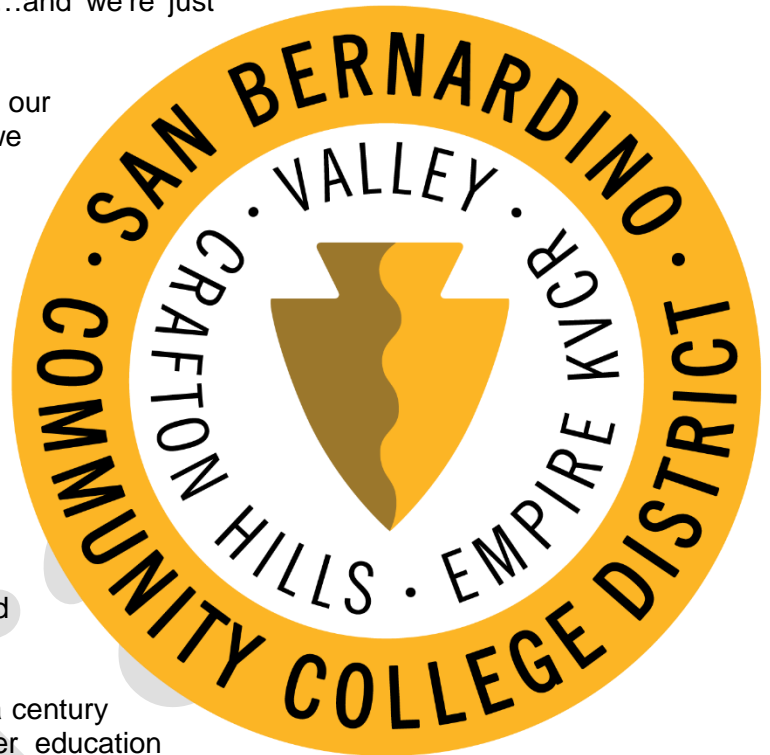
Frank Reyes | **Trustee**

Joseph Williams | **Trustee**

Lauren Ashlock | **Student Trustee**

Elena Sanchez Paez | **Student Trustee**

Diana Z. Rodriguez | **Chancellor**



GUIDING FRAMEWORK

SBCCD | MISSION

The San Bernardino Community College District transforms lives through the education and training of students for the benefit and enrichment of our diverse communities.

SBCCD | VISION

To be the most influential, respected, and student-centered community college district and inspire a college-going culture

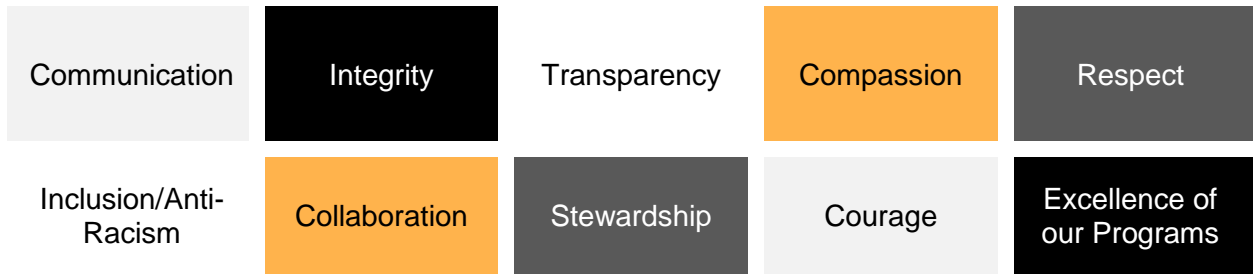


Suggested Vision based on community partner feedback:

To positively impact the lives and careers of our students, the well-being of their families, and the prosperity of our community through educational opportunities and excellence

GUIDING FRAMEWORK

SBCCD | VALUES



Suggested Values based on community partner feedback:

Accessibility | We believe that higher education ignites the potential of our students and transforms our community. Everything we do and say reflects our determination to ensure that the opportunity of a satisfying career and meaningful life is accessible to all.

Inclusion | We believe that students, employees, and guests of all backgrounds thrive when they feel welcomed, respected, and valued by our college district. We promote a sense of community by pursuing equity-minded policies and practices, and by facilitating social and intellectual exchange among people of diverse races, genders, ages, sexual orientations, cultures, political affiliations, socio-economic status, religions, and physical abilities.

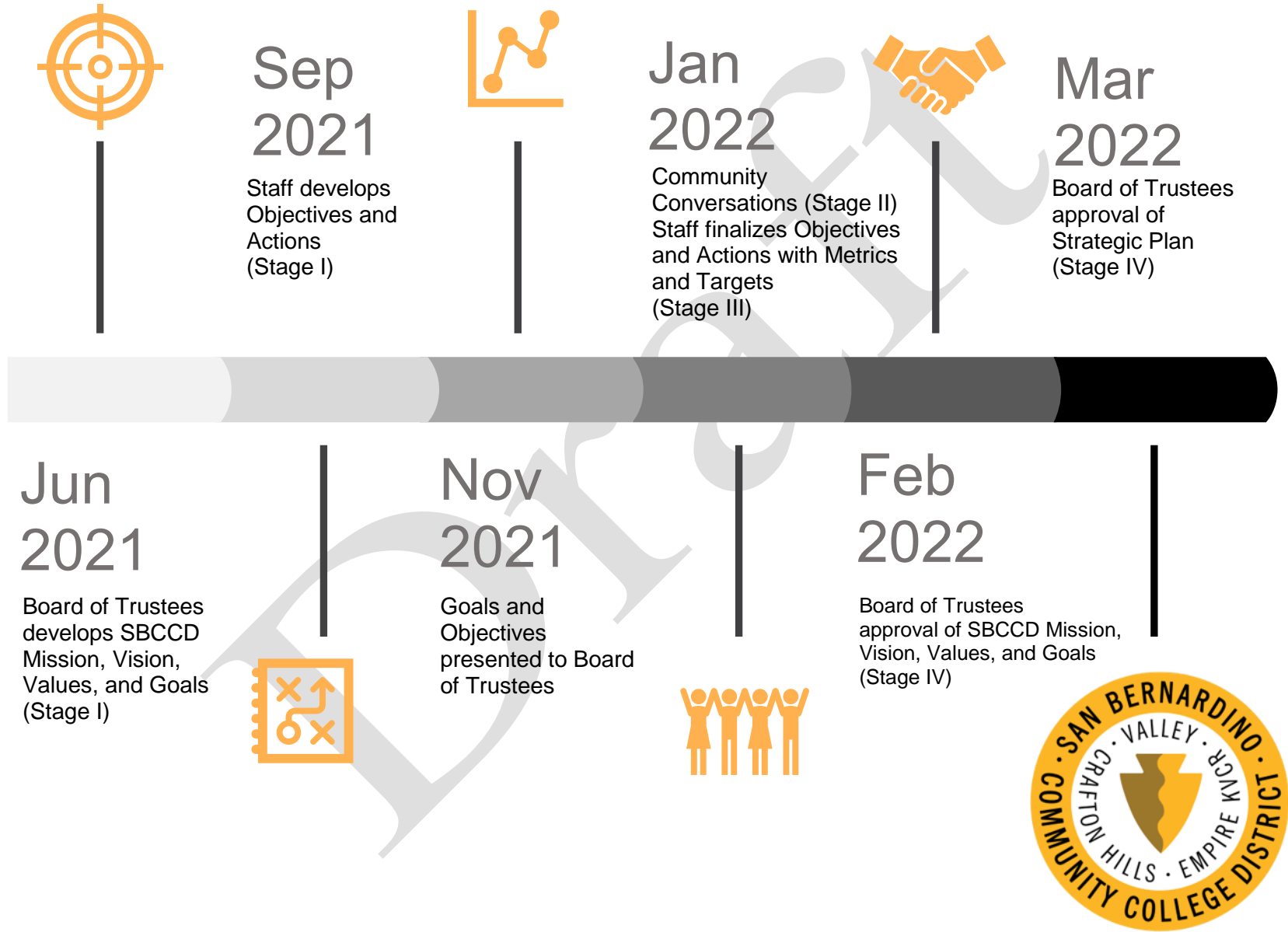
Integrity | Because students and families trust us with their education and career training, we have an essential responsibility to help them grow personally and professionally. This means we must always do what is right for our students by upholding ethical, uncompromising standards in our approach to administration, excellence in our curriculum, teaching methods, and educational initiatives.

Courage | Moving the needle on student outcomes —whether a degree, certificate, transfer, or specific skill set —requires risk, innovation, and acceptance that failures will sometimes happen. We move forward with a solution-oriented mindset to ensure students have the resources and support to achieve their goals.

Collaboration | We are the community's college. We teach and learn by doing, exploring, and working together. We foster a culture of collaboration and meaningful engagement with our students, faculty, staff, alumni, industry, K-12 schools, four-year universities, government, arts, civic organizations, and diverse groups that have the potential to enhance our educational mission.

Excellence | At the heart of our mission is our commitment to deliver academic and career training programs that are at the forefront of their respective fields. We develop students who excel in their academic and career pursuits by compassionately providing the support needed to assure their success.

PLAN DEVELOPMENT



PLAN DEVELOPMENT

STAGE I | IDENTIFICATION OF GOALS & OBJECTIVES

Within the framework established by SBCCD’s Mission, Vision and Values, initial Goals, Objectives, and Actions were created.

SBCCD GOALS 30,000 Foot Level

SBCCD Goals are general guidelines that explain what SBCCD wants to achieve in the community or the district. SBCCD Goals are usually long-term and represent global visions. The SBCCD Goals are developed by the Board of Trustees.

OBJECTIVES 15,000 Foot Level

The Objectives define strategies or implementation steps to attain the SBCCD Goals. Unlike the SBCCD Goals, Objectives are specific, measurable, and have a defined completion date. The Objectives are developed by the Campuses and DSO.

ACTIONS 1,000 Foot Level

The Actions are even more specific steps to attain the Objectives. The Actions outline the “who, what, when, where, and how” of reaching the Objectives. The Actions are developed by the Campuses and DSO.

PLAN DEVELOPMENT

STAGE II | DATA INQUIRY AND INFORMATION GATHERING

SBCCD teamed up with industry experts, taking a comprehensive approach to assessing the complex challenges facing our students and diverse communities, including an in-depth Program Demand Gap Analysis and several Community Conversations.

ANALYSIS

A provider of affordable, accessible higher education in San Bernardino and Riverside Counties, SBCCD conducted an environmental scan of the region’s economy, focusing on employment trends and labor market demand. The resulting data has been used to assess the supply of educational program completions and determine which of SBCCD’s program offerings satisfy regional workforce demand. This tool will help focus SBCCD’s program development and strategies.

COMMUNITY ENGAGEMENT

As the San Bernardino Community College District began crafting a new strategic plan, the District turned to its community for input. Civic leaders were invited to engage with the Board of Trustees and district leadership to dialogue about the future of the students and community. These conversations sought to include local school districts and universities, local government officials, chambers of commerce, social service agencies, advisory groups and large area employers.

PLAN DEVELOPMENT

STAGE II | DEVELOPMENT OF METRICS AND TARGETS

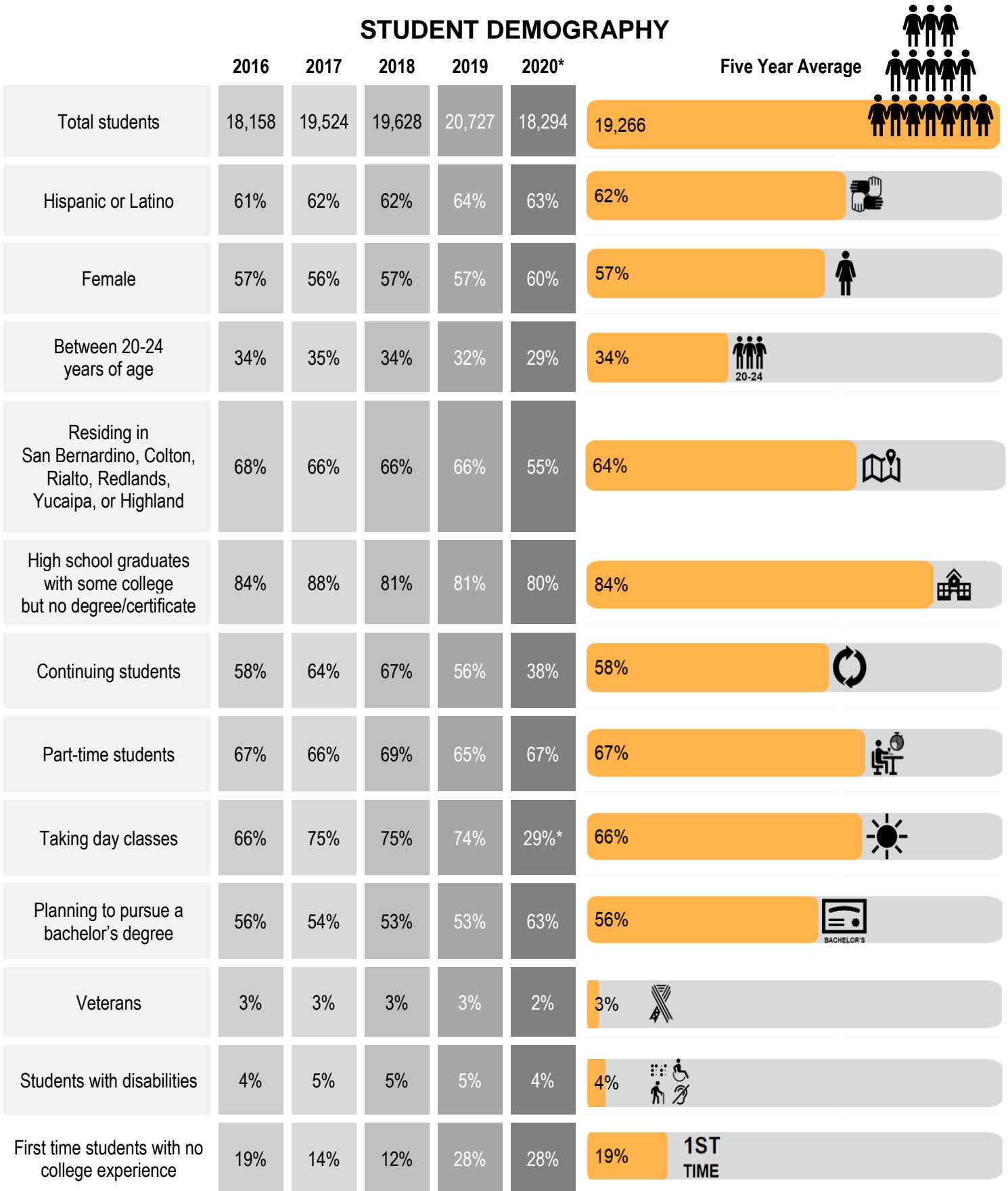
Based on a collaboration of DSO and campus staff, measurable Actions have been developed to carry out the Objectives necessary to meet SBCCD Goals.

Stage IV | Approvals

Under the guidance of the Board of Trustees Strategic Planning Committee, final approval of the SBCCD Mission, Vision, Values and Goals is expected in February 2022, with a final approval of the Strategic Plan in March 2022.



STUDENT DEMOGRAPHY



*Remote learning only.

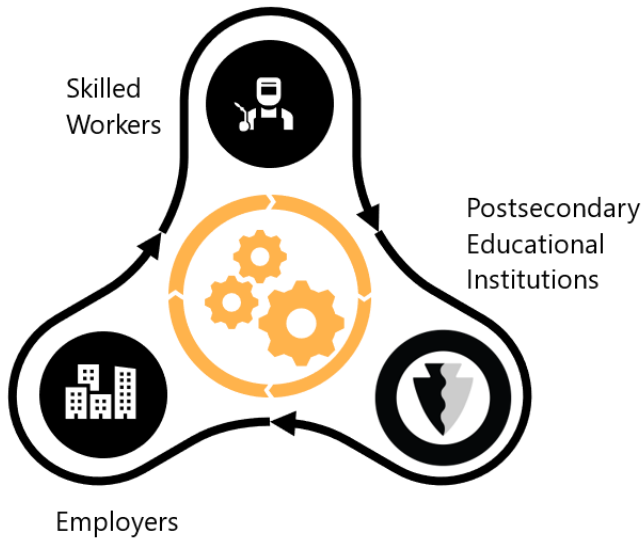
CHALLENGES, TRENDS AND OPPORTUNITIES

To gain insight into local economic conditions and workforce trends, SBCCD partnered with Emsi, a leading provider of labor market data in higher education, for the development of an in-depth environmental scan and program demand gap analysis. The resulting analysis weighs the educational output of SBCCD and other postsecondary educational institutions against job openings to determine whether a deficit or an oversupply of skilled workers exists. The goal is to provide relevant data for problem solving and informed decision making about current and future program development.

STRATEGIC | CHALLENGES

An efficient labor market requires a seamless flow of skilled workers, the postsecondary educational institutions that educate and train them, and the employers that hire them. One factor behind workforce misalignment occurs when the needs of the employers evolve

differently than the programs that train their workers. These misalignments may happen at different times and for different reasons:



- ▶ Employer training becomes more tailored and comprehensive;
- ▶ Businesses come and go, and certain educational programs become more or less pertinent to a specific region;
- ▶ Rapid advances in technology and business create curriculum needs that few educational institutions possess; and
- ▶ As economic conditions shift, businesses have different hiring requirements of their employees.

The analysis is intended to serve as a starting point for SBCCD as the district discusses regional workforce needs. A deficit (gap) or oversupply (surplus) of workers in a particular occupation category represents a potential problem for the region, making it important for each program and occupation group to be evaluated by the district on a case-by-case basis. The purpose of this analysis is, therefore, to initiate the conversation on evaluating program effectiveness. Once evaluated internally within the district, specific implications may be considered for programs with substantial gaps or surpluses.

KEY | TRENDS

The San Bernardino Community College District (SBCCD) is one of the 72 community college districts which, together, provide affordable and accessible higher education to all Californians. SBCCD serves an area centered on the city of San Bernardino, along with the surrounding region of San Bernardino and Riverside Counties, referred to as the SBCCD Service Region. It provides its services primarily through two community colleges – San Bernardino Valley College and Crafton Hills College. This plan assesses how well SBCCD's program offerings satisfy regional workforce demand. The following figures and table display key findings of the analyses.

CHALLENGES, TRENDS AND OPPORTUNITIES

HIGH DEMAND | LOW SUPPLY

How can we expand these program opportunities?

- ▶ Cooking & Related Culinary Arts, General (CERT and ASSOC)
- ▶ Machine Tool Technology/Machinist (CERT and ASSOC) Real Estate (ASSOC)
- ▶ Electrical/Electronic Equipment Installation & Repair, General (ASSOC and T-T)

HIGH DEMAND, HIGH SUPPLY

Can we maintain focus on program quality and student success?

- ▶ Welding Technology/Welder (CERT)
- ▶ Emergency Medical Technology/Technician (EMT Paramedic) (CERT)
- ▶ Automobile/Automotive Mechanics Technology/Technician (ASSOC)
- ▶ Information Technology (ASSOC and T-T)

LOW DEMAND, LOW SUPPLY

What should we do about these programs?

- ▶ Philosophy (ASSOC)
- ▶ Astronomy (T-T)

LOW DEMAND, HIGH SUPPLY

Are we connecting these programs to opportunities outside the region?

- ▶ Criminal Justice/Police Science (CERT)
- ▶ Social Sciences, General (ASSOC)
- ▶ Anthropology (T-T)

Source: Emsi program demand gap model.

CHALLENGES, TRENDS AND OPPORTUNITIES

GROWTH | OPPORTUNITIES

SBCCD serves a region comprised of Riverside and San Bernardino Counties. The environmental scan used the region’s average annual projected job openings between 2020 and 2030 as a measurement of labor market demand. When job openings are compared to the region’s supply of educational program completions, the analysis determines how well SBCCD’s program offerings satisfy regional workforce demand. In addition, this report offers recommendations for new program development. In its entirety, the analysis is a starting point for SBCCD as it continues to develop programs using data-informed decision-making strategies. The following figures and table display key findings of the analyses.

Figure 1: Map of the SBCCD Service Region

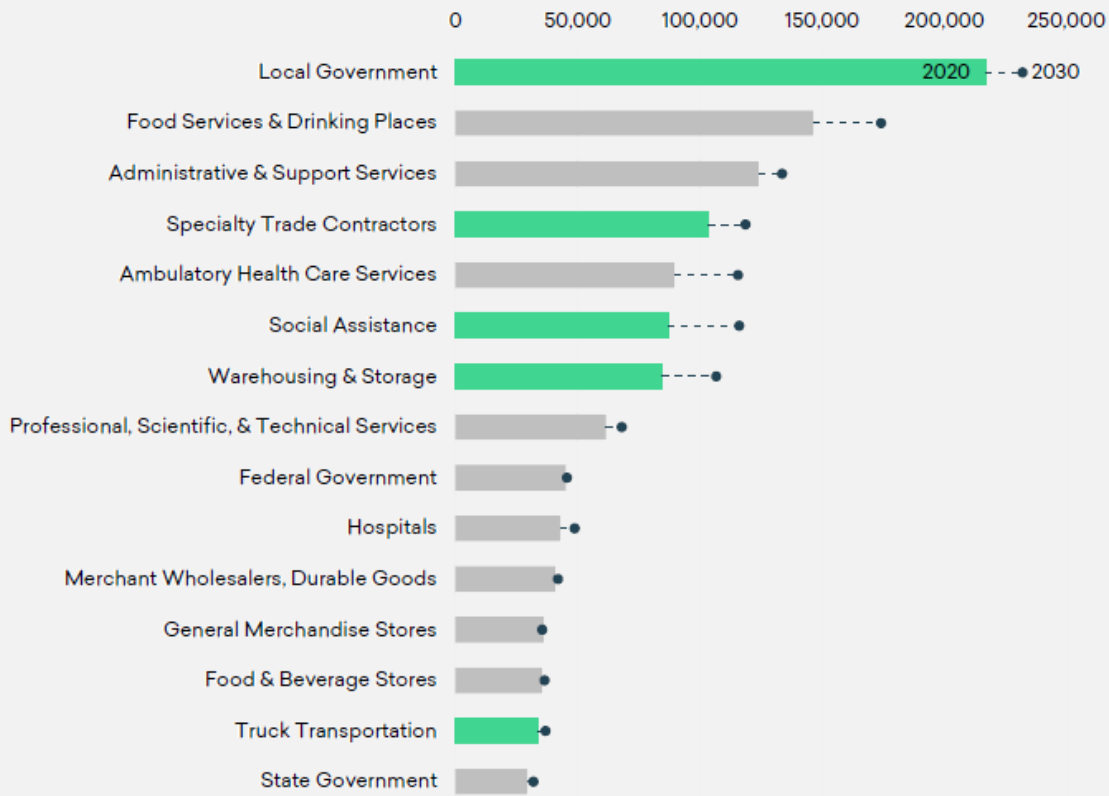


Source: Emsi Analyst. Region provided by SBCCD.

CHALLENGES, TRENDS AND OPPORTUNITIES

Figure 2 displays the top industry subsectors in terms of employment in the SBCCD Service Region.

Figure 2: Top Industry Subsectors in the SBCCD Service Region by Jobs



Source: Employees & Self-Employed 2020.3.

CHALLENGES, TRENDS AND OPPORTUNITIES

Figure 3 shows the top industry subsectors in terms of employment concentrations, referred to as location quotients (LQs). High LQs (usually anything greater than 1.2) are an indication that the region has a comparative advantage or specialization in certain industry subsectors relative to the rest of the nation or potentially to other regions.

Figure 3: Top Industry Subsectors in the SBCCD Service Region by Employment Concentration (LQ)



Source: Employees & Self-Employed 2020.3.

CHALLENGES, TRENDS AND OPPORTUNITIES

Note the green bars in the figures. Across all of the SBCCD Service Region’s industry subsectors, five are within the top 15 in terms of jobs with relatively high LQs. The appearance of these industry subsectors provides an indication of their strength in the region’s economy and offers the district insight into potential employment opportunities for its students. These industry subsectors, ranked by 2020 jobs, are:



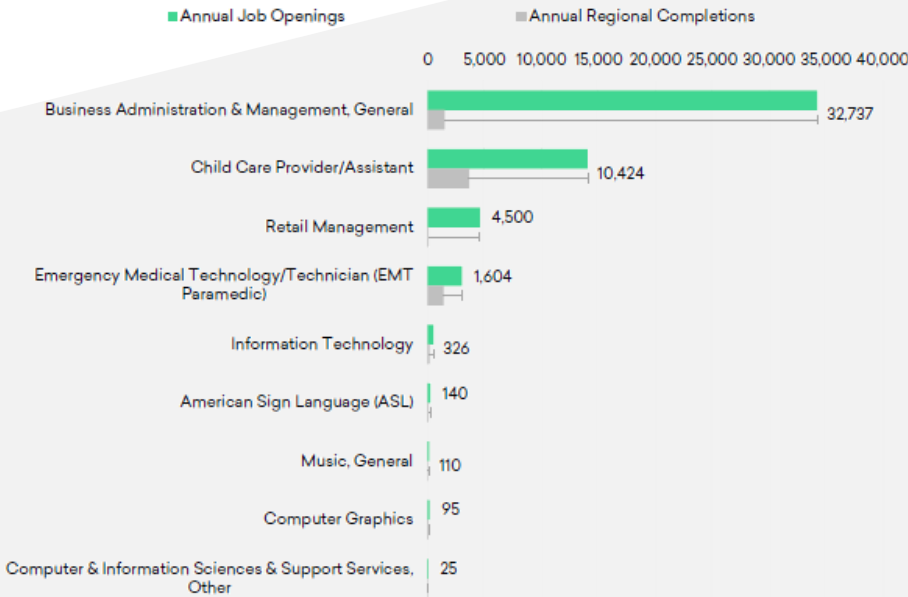
PROGRAM DEMAND | GAP ANALYSIS

The program demand gap analysis provides results across all of SBCCD’s certificate and associate degree level programs, which have been classified by their formal CIP code. CIP refers to the Classification of Instructional Program and was originally developed by the U.S. Department of Education’s National Center for Education Statistics (NCES). The analysis connects the district’s program completers with the availability of regional job openings. Furthermore, the analysis focuses on the gaps and surpluses in the programs by award level. A gap or surplus larger than 500 is considered beyond normal labor market fluctuations and therefore an area of consideration for program development.

SBCCD offers 46 certificate level programs, twelve of which have a significant gap above the 500-openings level of significance. Many of which should be expanded to meet the current and future needs of employers in the SBCCD Service Region, emphasis should be placed on programs with high median hourly wages. No programs at this award level have a significant surplus. Figure 4 displays the gaps at Crafton Hills College and figure 5 shows the top ten gaps at San Bernardino Valley College, both at the certificate level.

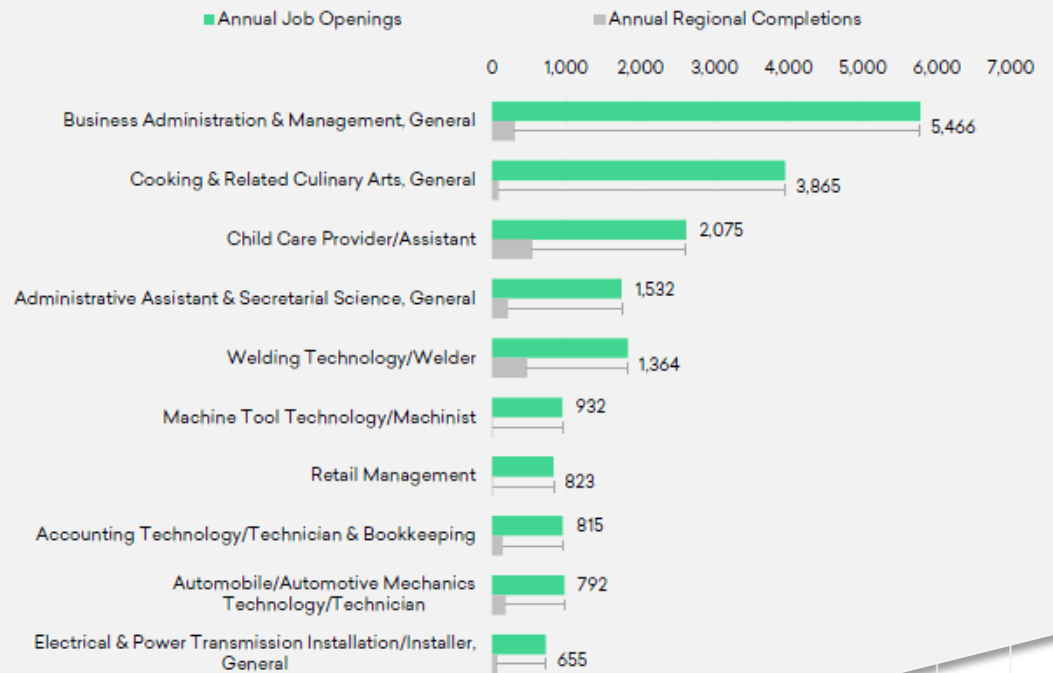
CHALLENGES, TRENDS AND OPPORTUNITIES

Figure 4: Certificate Level Gaps for Crafton Hills College



Source: Emsi program demand gap model.

Figure 5: Top 10 Certificate Level Gaps for San Bernardino Valley College

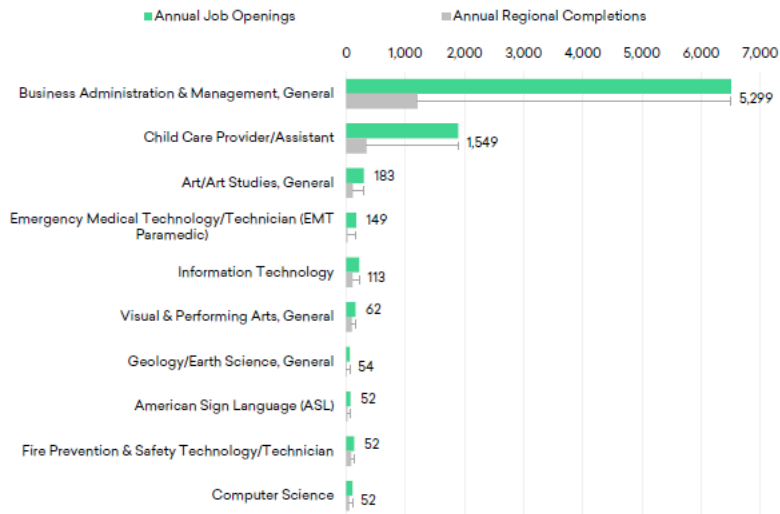


Source: Emsi program demand gap model.

CHALLENGES, TRENDS AND OPPORTUNITIES

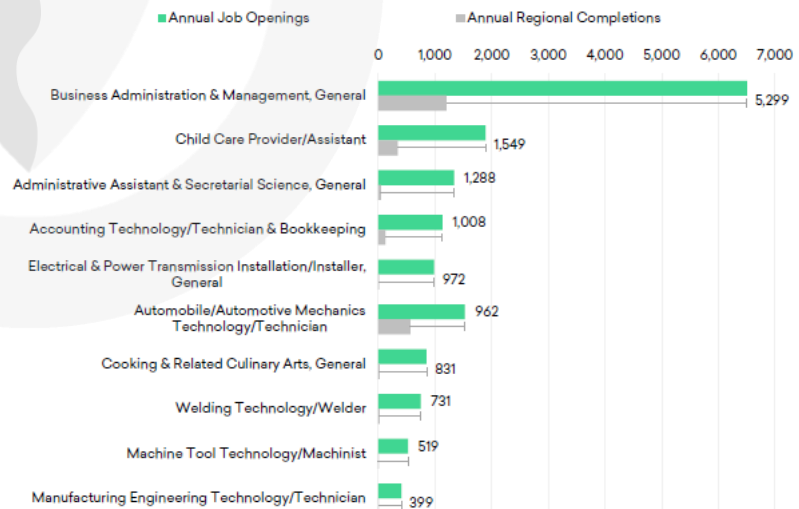
At the associate degree level, nine programs have a significant gap. Figure 6 displays the top ten gaps at Crafton Hills College and figure 7 shows the top ten gaps at San Bernardino Valley College, both at the associate degree level. Several programs should be considered for a district-wide expansion, many of which are related to other associate degree level programs without a significant 500-openings gap. Many should be considered for expansion, with more priority given to the programs with a significant gap and high median hourly wage. Furthermore, if the associate degree level program is associated with a formal industry- specific certificate, permit, or license required for employment, it is also recommended for expansion. One program at this award level has a significant surplus.

Figure 6: Top 10 Associate Degree Level Gaps for Crafton Hills College



Source: Emsi program demand gap model.

Figure 7: Top 10 Associate Degree Level Gaps for San Bernardino Valley College



Source: Emsi program demand gap model.

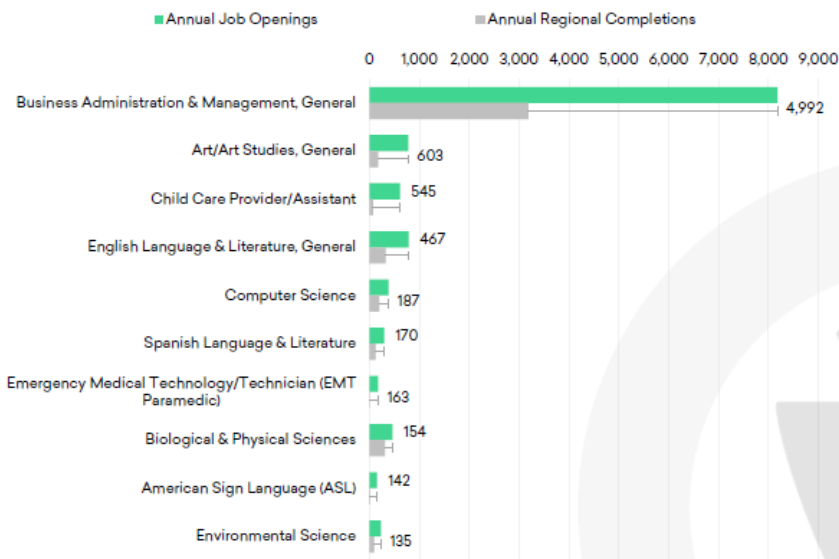


CHALLENGES, TRENDS AND OPPORTUNITIES

All of SBCCD’s associate degree programs have also been analyzed at the transfer-track level where the openings are measured as if a completer goes on to complete a bachelor’s degree. At this bachelor’s degree level six programs have a significant gap above the 500- openings level of significance.

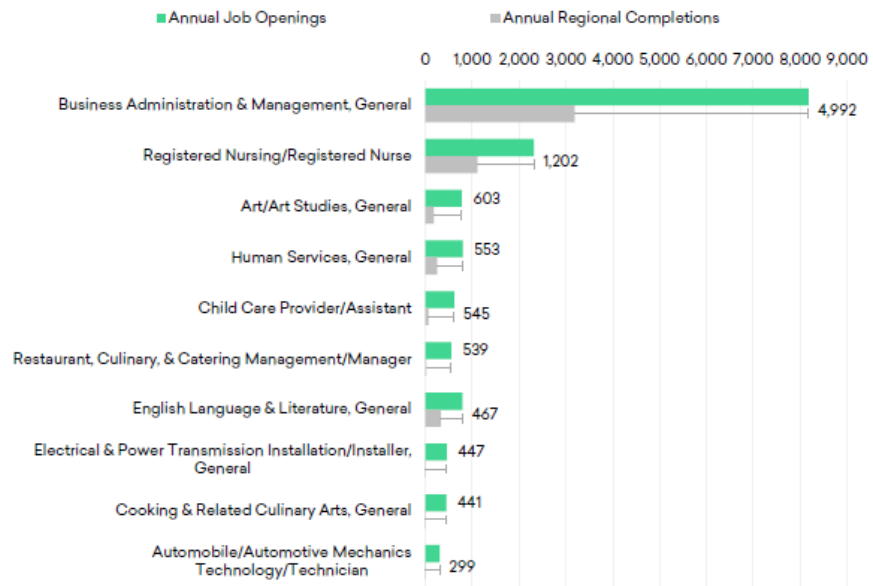
Figure 8 displays the top ten gaps at Crafton Hills College and figure 9 shows the top ten gaps at San Bernardino Valley College, both at the transfer- track level. A program expansion should consider the process by which SBCCD’s students transfer into regional bachelor’s degree level programs. Administrative and academic support measures at SBCCD would enable student success. One program at this award level has a significant surplus.

Figure 8: Top 10 Transfer-Track Degree Level Gaps for Crafton Hills College



Source: Emsi program demand gap model.

Figure 9: Top 10 Transfer-Track Degree Level Gaps for San Bernardino Valley College



Source: Emsi program demand gap model.

CHALLENGES, TRENDS AND OPPORTUNITIES

A liberal arts program expansion is not recommended at this time, but SBCCD administrators should be aware that students can find success in a variety of business- related occupations. Using Emsi's Profile Analytics database, many liberal arts program completers are currently employed as retail salespersons, administrative assistants, and customer service representatives, as well as a variety of managers and supervisors. These occupations have a considerable number of job openings in the SBCCD Service Region. The colleges' liberal arts program, therefore, serves as a starting point to students' career goals beyond an associate degree level of education.

PROGRAM | ADDITIONS

A variety of certificate level programmatic areas of opportunity have been identified in the program demand gap analysis, many of which are related to Installation, Maintenance, & Repair Occupations; Office & Administrative Support Occupations; and Construction & Extraction Occupations. At the associate degree level, there are fewer opportunities for new programs, considering the district's current offerings. Nonetheless, SBCCD should consider new programs related to Healthcare Practitioners & Technical Occupations, whether its focus is on job openings in the SBCCD Service Region or California. A variety of transfer- track degree level programmatic areas of opportunity were identified in the program demand gap analysis, many of which are related to Business & Financial Operations Occupations; Sales & Related Occupations; and Architecture & Engineering Occupations. For all award levels, many program additions are related to the district's current program offerings, which indicates an opportunity for a curriculum adjustment to better align with the region's current and projected labor market demand. A selection of these occupations, which have the most regional job openings by award level, appear in Table 1.

CHALLENGES, TRENDS AND OPPORTUNITIES

Table 1 - Regional job openings by award

SOC TITLE	2020 JOBS	ANNUAL JOB OPENINGS	ANNUAL COMPLETIONS	GAP	MEDIAN HOURLY WAGE	ED LEVEL
Heavy and Tractor-Trailer Truck Drivers	31,981	3,160	4	3,156	\$22.56	CERT
Carpenters	22,088	1,648	8	1,641	\$22.54	CERT
Construction Laborers	19,914	1,582	8	1,574	\$18.73	CERT
First-Line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling Supervisors	8,838	760	0	760	\$27.06	CERT
Medical Secretaries and Administrative Assistants	8,571	655	106	549	\$17.76	CERT
Painters, Construction and Maintenance	7,190	479	3	476	\$17.77	CERT
Operating Engineers and Other Construction Equipment Operators	4,445	416	2	414	\$39.51	CERT
Nursing Assistants	8,438	912	542	369	\$16.23	CERT
Order Clerks	3,045	252	1	251	\$17.39	CERT
Dental Assistants	6,316	604	436	168	\$17.46	CERT
Dental Hygienists	1,988	117	50	67	\$45.73	ASSOC
Respiratory Therapists	1,885	99	38	61	\$35.33	ASSOC
Occupational Therapy Assistants	367	44	0	44	\$35.16	ASSOC
Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	9,919	706	8	697	\$21.90	T-T
Insurance Sales Agents	5,693	311	0	311	\$21.14	T-T
Office and Administrative Support Workers, All Other	5,089	295	0	295	\$15.99	T-T
Production, Planning, and Expediting Clerks	5,112	287	0	287	\$22.31	T-T
Securities, Commodities, and Financial Services Sales Agents	3,375	210	2	208	\$23.81	T-T

SOC refers to the Standard Occupational Classification system used to classify occupations. Average annual job openings represent regional data from 2020 to 2030. Numbers may not sum due to rounding. Source: Emsi program demand gap model.

STRATEGIC GOALS & INSTITUTIONAL OBJECTIVES

GOAL 1 | CONTINUE TO EXPAND STUDENT ACCESS AND SUCCESS

Value Statement | SBCCD is in the business of transforming the lives of our students by both expanding access to high quality educational opportunities and regularly deploying interventions to support students from matriculation to completion.

1.1

OBJECTIVE

Continue efforts to increase college-going culture



Proposed Performance Indicators

1. Increased media presence
2. New public and private partnerships
3. Increase in speaking engagements
4. Increased engagement with financial aid

1.2

OBJECTIVE

Investigate and promote the success of our identity-based programs and student support services to gain insight that can be leverage to enhance current efforts to improve the broader student experience at SBCCD



Proposed Performance Indicators

1. Broader engagement with identity-based programs (IBP) and student services
2. Improved student perception of the quality of services rendered by IBPs
3. Increased retention rate of program participants
4. Increased sense of belonging expressed by program participants
5. Increased access to state and federally funded programs by program participants

STRATEGIC GOALS & INSTITUTIONAL OBJECTIVES

GOAL 1 | CONTINUE TO EXPAND STUDENT ACCESS AND SUCCESS

Value Statement | SBCCD is in the business of transforming the lives of our students by both expanding access to high quality educational opportunities and regularly deploying interventions to support students from matriculation to completion.

1.3

OBJECTIVE

Develop a state-of-the-art technology system that delivers a student-centered

experience, improves efficiency and effectiveness, and provides analytical strategies and infrastructure that allows SBCCD to make data-driven decisions



Proposed Performance Indicators

1. Broader and more expedient access to data by college decision makers
2. Focused research on new student information system
3. Increased student satisfaction
4. Increased retention
5. Increased persistence

1.4

OBJECTIVE

Grow and expand dual/concurrent enrollment and K-12 articulations



Proposed Performance Indicators

1. Increased sense of community amongst dual-enrolled students
2. Create new CCAP agreements
3. Increased engagement with student support services

1.5

OBJECTIVE

Implement a Board-approved KVCR plan



Proposed Performance Indicators

Present to Board in March 2022

STRATEGIC GOALS & INSTITUTIONAL OBJECTIVES

GOAL 2 | ADVANCE ACCESS TO ADDRESS DIVERSITY, EQUITY, INCLUSION/ ANTI-RACISM

Value Statement | SBCCD is committed to fostering an inclusive and antiracist environment where persons of all intersecting identities might thrive.

2.1

OBJECTIVE

Implement the four pillars of guided pathways



Proposed Performance Indicators

1. Increase employee engagement with guided pathways initiative
2. Establish best practices that merge DEIA initiatives with Guided Pathways pillars
3. Increased student success rates
4. Reduced time to goal completion
5. Increased student engagement with counseling department
6. Decrease in adversely impacted populations and students

2.2

OBJECTIVE

Leverage partnerships with community-based organizations to expand SBCCD's sphere of influence and include constituent voices in decision making



Proposed Performance Indicators

1. Advancement of diversity and cultural competency within the district
2. Increasingly diverse hiring pools
3. Expansion of targeted DEIA training
4. Increasingly diverse populations in CTE programs

2.3

OBJECTIVE

Leverage partnerships with community-based organizations to expand SBCCD's sphere of influence and include constituent voices in decision making



Proposed Performance Indicators

1. Increased exposure of SBCCD students to employers
2. Increased community participation in DEIA efforts
3. Increased satisfaction with participatory governance

STRATEGIC GOALS & INSTITUTIONAL OBJECTIVES

GOAL 3 | POSITION SBCCD AS REGIONAL LEADER

Value Statement | SBCCD is uniquely poised to lead our region into a transformative period for the California Community Colleges System. We will capitalize on this opportunity through innovative and data-informed decision making.

3.1

OBJECTIVE

Develop a Strategic Plan that will signal to all constituents that SBCCD

has a comprehensive vision that positively impacts our region and effectively employs strategies that will enable our students to develop the knowledge, confidence, and ability to succeed



Proposed Performance Indicators

1. Alignment with Vision for Success, college plans, and DSO plans
2. Present to Board in June

3.2

OBJECTIVE

Institutionalize our commitment to investing in cultivating leadership skills

within our District as a vehicle for expanding SBCCD's ability to influence economic and educational initiatives around the region, state, and country



Proposed Performance Indicators

1. Support staff and faculty participation in professional development opportunities at the regional and state level
2. Actively look for opportunities for our staff and faculty to be on state-level committees
3. Chancellors Leadership Academy
4. SBCCD employees in external leadership positions

3.3

OBJECTIVE

Grow our reputation as a leading higher education institution by enhancing and cultivating community partnerships with K-12 partners, businesses, and community organizations



Proposed Performance Indicators

1. Impact of Board, Chancellor, and Executive Team Engagements
2. EDCT prison-to-employment partnerships with local businesses

STRATEGIC GOALS & INSTITUTIONAL OBJECTIVES

GOAL 4 | ENSURE FISCAL ACCOUNTABILITY/SUSTAINABILITY

Value Statement | Value Statement: SBCCD is dedicated to excellence in operations as demonstrated by fiscal responsibility and the proactive identification and establishment of diverse revenue streams.

4.1

OBJECTIVE

Expand grants, partnerships with regional employers, and philanthropic culture



Proposed Performance Indicators

1. Cost-savings generated by EDCT's business partnerships
2. Participation on state and regional committees

4.3

OBJECTIVE

Enhance innovation in our investments, space utilization, and growth to (1) remain at the vanguard of facilities development; (2) improve our ability to respond to variations in capital and operational budgets and; (3) set aside funds for deferred maintenance.



Proposed Performance Indicators

1. Conduct a study of SBCCD investment strategies, space utilization, and opportunities for growth.
2. Complete the process of negotiating to acquire the Swap Meet properties

4.2

OBJECTIVE

Continue to advocate for local, state and federal funding to support SBCCD's mission



Proposed Performance Indicators

1. Increase presence on regional and state-level boards and committees
2. Outcomes from advocacy efforts

4.4

OBJECTIVE

Leverage resources to decrease student cost of attaining a high-quality education



Proposed Performance Indicators

1. Stabilization of students with basic need insecurities
2. Improve students' financial literacy
3. Impact of Books Plus on enrollment and retention
4. Decrease cost of attendance through increase in dual enrollment articulation agreements

PLAN IMPLEMENTATION

Under Development

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CONCLUSION

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APPENDIX | GLOSSARY

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APPENDIX | ENVIRONMENTAL SCAN

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