




Districtwide Institutional Effectiveness Committee
April 25, 2019 at 10:00 a.m.
114 S. Del Rosa Drive (SBCCD Boardroom)
San Bernardino, CA 92408

AGENDA

Agenda Items	Discussion
I. Call to Order	Jeremiah Gilbert
II. Review of Minutes	Review and approval of meeting minutes dated 03/28/2019
III. Update: Accreditation	Campus ALOs
IV. Update: District Employee Climate Survey 2018-19	Jeremiah Gilbert
V. Ed. Master Planning Cycle	Jeremiah Gilbert
VI. 2019-2020 District and Chancellor Goals	Jeremiah Gilbert
VII. Strategic Plan Targets	Jeremiah Gilbert
VIII. Other/Future Agenda Items	
IX. Next Steps	Jeremiah Gilbert
X. Next Meeting	May 23, 2019 at 10:00 a.m. SBCCD Boardroom

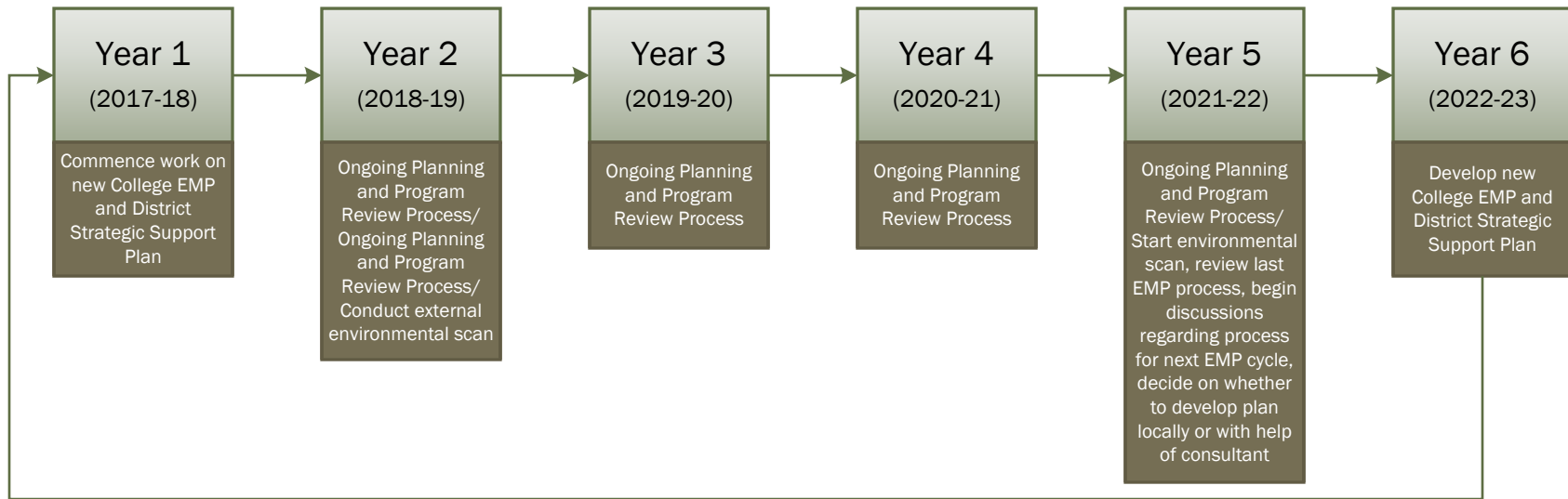
 SAN BERNARDINO COMMUNITY COLLEGE DISTRICT	Districtwide Institutional Effectiveness Committee Minutes		Meeting Date	March 28, 2019
			Meeting Time	10:00 a.m.
			Location	SBCCD Board Room 114 S. Del Rosa Dr., San Bernardino
Members Present				
Jeremiah Gilbert (Chair, SBCCD)	Jonathan Townsend (CHC)	Rebecca Warren-Marlatt (CHC)	Dr. James Smith (SBVC)	
Angel Rodriguez (SBCCD)	Christopher Crew (SBCCD)	Keith Wurtz (CHC)	Stacey Nikac (recorder)	
Christie Gabriel (SBVC)				
Agenda Items	Discussion			Action Items/Tasks
I. Call to Order	Call to order at 10:10 a.m. by J. Gilbert (Chair)			
II. Review of Minutes	Review and approval of meeting minutes dated 03-28-19 Amend 02-28-19 minutes to reflect the Committee discussed electing a co-chair at the first meeting in the fall.			Action Item - Minutes Approval Approved by consensus as amended
III. Committee Co-Chair	None.			
IV. Updates	<p><i>A. Accreditation</i> - R. Marlatt – asking early for evidence, bulleted narrative. Finished the function maps and meeting today. Wurtz – shared governance feature. J. Smith – sent letter to committee chairs to send evidence and link to the charge of the committee. Follow-up interviews to be conducted. List started with committee chairs and expanded to program directors. Next week starting accreditation interview hour with multiple people interviewed during the hour and collect evidence through this process.</p> <p><i>B. Vision for Success Goals Integration</i> – J. Gilbert – first four goals will go to BOT in April. Equity data will not be included in first read as the data was not available. The task now is to work on the equity piece by May 1 for the May BOT meeting (final read).</p> <p>There was discussion on disproportionate impact data and the conclusions from the data are not logical. Some felt non-economically disadvantage students need more support.</p> <p>Wurtz – we have to make sure we align the VFS with our plan and next year to our budget.</p> <p>J. Gilbert – handouts drafted to show alignment of student success metrics with scorecard, IEPI indicators, and other initiatives.</p> <p>Issues and concerns shared: No continuity Deadline requirements</p> <p>Equifax to be used to measure gainful employment for Goal 4C.</p> <p>CHC is considering changing goal selection to 4B</p>			

	<ul style="list-style-type: none"> • [NAME OF COLLEGE] will increase the number of exiting students earning a living wage from [NUMBER] in 2016-17 to [NUMBER] in 2021-22, an increase of [NUMBER] percent. Living wage \$24,571 <p>J. Gilbert will advise the committee if he learns about changes to the scorecard.</p> <p><i>C. District Strategic Plan Goals with Targets</i> – J. Gilbert reported at least five need to be revised. The Scorecard will be replaced with metrics. The Student Success metrics is to be deployed in May. K. Wurtz reported most of the data is around the Scorecard measures.</p>	
V. Alignment of Student Success Metrics	<p>A. <i>Scorecard and IEPI Indicators</i> – charts attached.</p> <p>B. Other State Initiatives – charts attached.</p>	
VI. District Employee Climate Survey 2018-19	A. J. Gilbert - Email will be sent on 04-01-19 from Qualtrics and will be preceded by an email from the Chancellor to encourage participation.	
VI. Other/Future Agenda Items	None.	
VIII. Next Steps	Next Meeting: April 25, 2019 10:00 a.m.	
XI. Adjournment	Meeting adjourned at 11:00 a.m.	

Respectfully submitted,

Stacey Nikac
Senior Executive Assistant
Office of the Chancellor
San Bernardino Community College District

Educational Master Planning Cycle



Year 5 and 6 Timeline

Year 5

September	October	November	December	January	February	March	April	May
BoT Presentation on status to date, next steps, input and approval to environmental scan process	Work being done on Environmental Scan	Work being done on Environmental Scan	Work being done on Environmental Scan; Beginning dialogue on EMP process and vendor selection	Work being done on Environmental Scan; Beginning dialogue on EMP process and vendor selection	Share and discuss results from Environmental Scan; Develop RFP for EMP (if hiring consultant)	Continue dialogue on Environmental Scan results; Publish RFP (if hiring consultant)	Continue dialogue on Environmental Scan results; Review RFP (if hiring consultant)	If hiring, consultant get contracts in place

Year 6

September	October	November	December	January	February	March	April	May
BoT Presentation by consultant on process to be used for EMP	Ongoing work on EMP	Ongoing work on EMP	Ongoing work on EMP	Ongoing work on EMP; BoT Update Presentation by consultant	Ongoing work on EMP	Finalization of EMPs for submission to April Board	Final Presentation to BoT on EMP. EMP Submitted for Review	EMP Board Approval



2019-2020 District and Chancellor Goals Including Key Strategies

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.

Key Strategies:

- *Expand and diversify professional development*
 - *Alternative instructional methods*
- *Expand student support services*
 - *Expand tutoring*
 - *Expand learning communities*
 - *Enhance early alert intervention*
 - *Implement degree audit*
 - *Expand accelerated courses*
 - *Empower students to become continuous learners (study skills)*
 - *Expand academic advising*
- *Align curricular pathways with K-12 and 4-year partners (activities include conducting a sequencing study, etc.)*
- *Ensure accurate student placement*
- *Increase student engagement (learning communities, mentor programs, supplemental instruction, etc.)*

Objective 1.2

Increase the number of students who complete developmental education programs and progress to successful completion of freshman-level courses.

Key Strategies:

- *Work with K-12 before students enroll at SBCCD*
- *Increase and improve basic skills offerings, including alternative instructional delivery methods*
- *Determine optimum class size and teaching strategies in developmental courses*
- *Develop non-credit courses for basic skills program*
- *Enhance tutoring and student mentoring*
- *Require early and continuous enrollment in math and English*



2019-2020 District and Chancellor Goals Including Key Strategies

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.

Key Strategies:

- *Develop and implement a comprehensive marketing plan to increase market share*
 - *Promote a culture of educational value throughout the community*
- *Increase online, evening, and weekend classes*
- *Offer concurrent college courses on K-12 campuses and at SBCCD campuses*
- *Increase community involvement at cultural and athletic events on campus*
- *Develop a comprehensive international student program*

Objective 2.2

Provide transfer, career and technical, and developmental education access to meet student needs.

Key Strategies:

- *Use data to inform plans to grow new programs to meet labor market needs*
- *Provide flexible delivery of instructional offerings*
- *Revise program viability plans to streamline instructional offerings*
- *Develop and implement an enrollment management and growth plan*

Objective 2.3

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

Key Strategies:

- *Utilize KVCR and EDCT as resources to enhance SBCCD's public image*
- *Assess the District's public image and develop and implement a plan based on the assessment's results*
- *Increase media presence and coverage of the District's accomplishments and performance results*
- *Expand campus festivals and events*
- *Increase faculty, staff, and student involvement in local community organizations*
- *Expand outreach events*



2019-2020 District and Chancellor Goals Including Key Strategies

GOAL 2: ENROLLMENT AND ACCESS (CONTINUED)

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.

Key Strategies:

- *Work with K-12 counselors to increase awareness in K-12 communities*
- *Utilize all media resources to increase awareness*
- *Focus the District's message on quality of education, affordability, value, and open access*
- *Increase outreach events at local high schools and on campuses*
- *Offer courses at K-12 and employer locations*

Objective 2.5

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

Key Strategies:

- *Increase outreach to local residents*
- *Ensure salaries and benefits are at competitive rates*
- *Have multilingual and multicultural marketing materials*
- *Market and outreach to potential students and employees who are reflective of demographic trends*



2019-2020 District and Chancellor Goals Including Key Strategies

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.

Key Strategies:

- *Align course curriculum to enhance strategic partnerships*
- *Strategically develop new courses and programs*
- *Create consortium of higher education partners to focus on improving student transfer rates*
- *Expand Transfer Model Curriculum*

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.

Key Strategies:

- *Align course curriculum to enhance strategic partnerships*
- *Work with Pre-K-12 partners to develop a communications campaign with the intent of sharing with local high school students and parents*
- *Develop common standards with K-12*
- *Develop Dual Enrollment Strategies*



2019-2020 District and Chancellor Goals Including Key Strategies

GOAL 3: PARTNERSHIPS OF STRATEGIC IMPORTANCE (CONTINUED)

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.

Key Strategies:

- *Work with industry partners with a history of utilizing student interns to develop internship opportunities for SBCCD students*
- *Develop and market an internship program template to make it attractive for local business partners to include student interns in their workforce*
- *Leverage grant funding to develop student internship opportunities with local employers.*
- *Use technical expertise of industry partners to strengthen membership of CTE curriculum committees that will align student pathways to jobs in the community*
- *Work with industry partners to develop incumbent worker trainer programs that will retain jobs and allow local businesses to expand*
- *Work with community partners to develop short-term and long-term workforce development and community service programs to help build the local economy*
- *Offer courses at employer's 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:

- *Partner with other local California community colleges to advocate for funding.*
- *Provide consistent SBCCD representation at regional and state leadership organizations.*
- *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.*
- *Enhance SBCCD's value to the communities it serves through proactive efforts to be engaged in local events, and by continually demonstrating a strong commitment to developing programs and services that best serve its students, residents, and local businesses.*



2019-2020 District and Chancellor Goals Including Key Strategies

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.

Key Strategies:

- *Administrative Efficiency/Effectiveness*
 - *Identify the dependencies for integrating existing major enterprise resource programs*
 - *Integrate major enterprise resource programs*
 - *Align policies and procedures*
 - *Purchase Human Resource, Fiscal, and other ERP modules as necessary to become independent from county systems and have a fully integrated administrative applications environment*
- *Operational Efficiency/Effectiveness*
 - *Conduct Business Process Analysis (BPA) to streamline procedures within Human Resources, Business & Fiscal Services, and other District processes, as appropriate*
 - *Improve communications throughout the District*

Source: 2017–2022 Districtwide Support Services Strategic Plan, District Strategic Directions. The District’s strategic goals and objectives were defined through the collegial consultation process.

2017-2022 District Strategic Plan Objectives with Targets Revisions

SBCCD 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.

- **Objective 1.1.1:** ~~Increase the graduation rate from 16% to 20% by 2019-2020 as measured by the Student Success Scorecard.~~ In alignment with Vision for Success, increase the number of associate degrees awarded from 2016-17 to 2021-22 by 20%
- **Objective 1.1.2:** ~~Increase the transfer rate from 24% to 39% by 2019-2020 as measured by the Student Success Scorecard.~~ In alignment with Vision for Success, increase the number of associate degree for transfer (ADTs) awarded from 2016-17 to 2021-22 by 35%
- **Objective 1.1.3:** Increase the percent of students with a complete educational plan to 100% by ~~2019-2020~~ 2021-22 as measured by data collected in ~~Elucian~~ Hobsons.
- **Objective 1.1.4:** Increase the percent of students who have completed their educational plan to 50% by ~~2019-2020~~ 2021-22 as measured by data collected in ~~Elucian~~ Hobsons.

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 CCCC Basic Skills Progress Tracker.~~ Increase the number of students who complete transfer-level mathematics in their first year from 2016-17 to 2021-22 by xx%.
- **Objective 1.2.2:** ~~Increase the three-year English throughput rate from 33% to 42% by 2019-2020 as measured by the CCCC Basic Skills Progress Tracker.~~ Increase the number of students who complete transfer-level English in their first year from 2016-17 to 2021-22 by xx%.

SBCCD 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.

- **Objective 2.1.1:** ~~Increase the annual District-wide FTES enrollment from 13,241 in 2012-2013 to 15,000 in 2019-2020 2021-22 as measured by the FTES generated by each College.~~ Increase the annual district-wide resident, credit FTES to XXX in 2021-2022 as measured by the resident, credit FTES generated by each College.
- **Objective 2.1.2:** Increase the percent of community college students by the SBCCD (i.e., market share) to 74% by ~~2019-2020~~ 2021-22 as measured by community college enrollments by zip code.

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.
- **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.
- **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.

Recommendation: Revise or replace these objectives as course-specific FTES can fluctuate. For instance, as AB 705 is implemented, developmental FTES will see a decrease. Look at Student Centered Funding Formula (SCFF), Student Success Metrics, and district KPIs for possible replacements.

Considerations:

- Replace 2.2.1 with “Transferred to a Four-Year Institution” (SCFF metric and KPI) or use Increase ADTs here and replace 1.1.2 with “Transferred to a Four-Year Institution.”
- Replace 2.2.2 with Earned 9+ CTE Units (SCFF metric).

Encl: District KPIs (1), Alignment of Metrics (2)



Office of Research, Planning & Institutional Effectiveness Key Performance Indicator (KPI) Dashboard

- = **Net increase** since 2016 - 2017 academic year (i.e., annual progress report)
- = **No net change** since 2016 - 2017 academic year (i.e., annual progress report)
- = **Net decrease** since 2016 - 2017 academic year (i.e., annual progress report)

Key Performance Indicators		2016 - 2017 Total	2017 - 2018 Total	Net Change Since 2016 - 2017	
GOAL 1	Student Success: Increase student success while preserving access, enhancing quality, and reducing attainment gaps associated with income, race, ethnicity, age, and gender.				
1.1	Percent of Students with a Student Ed Plan (SEP)	69.63%	76.49%	+6.89%	●
1.2	Fall to Spring Retention (i.e., Persistence)	73.25%	71.04%	-2.21%	●
1.3	Number of Degrees and Certificates awarded each year	2839	2797	-42	●
1.4	Number of Students Graduating within 3 years	1864	1914	+50	●
1.5	Number of Transfers to 4-year colleges each year	1298	1425	+127	●
1.6	Course Success Rate (i.e., grade of A, B, C, or P)	71.06%	70.06%	-1.00%	●
GOAL 2	Enrollment and Access: Increase our student population to improve the higher education participation rate and supply a well-equipped, educated workforce for our communities.				
2.1	Number of Full-Time Equivalent Students (FTES)	15,123.38	15,992.83	+869.45	●
2.2	Number of sections fully online (i.e., excluding hybrid sections)	897	990	+93	●
2.3	Number of unduplicated students receiving a California Promise Grant (formerly a BOG waiver)	16,264	16,565	+301	●
2.4	Number of unduplicated students receiving a Pell Grant	6467	6039	-428	●
2.5	Licensure/Certification Pass Rates	94.38%	89.24%	-5.11%	●
2.6	Participation Rate in Service Area	62.48%	62.78%	+0.30%	●
GOAL 3	Partnerships of Strategic Importance: Invest in strategic relationships and collaborative relationships in higher education, PK-12 education, business and workforce development, government, and other community organizations.				
3.1	Higher Education Relationships	NA	16	Baseline	●
3.2	PK - 12 Relationships	NA	31	Baseline	●
3.3	Business/Workforce Development Relationships	NA	77	Baseline	●
3.4	Government and Community Relationships	NA	73	Baseline	●
3.5	Relationships in the Developmental Stage	NA	33	Baseline	●
GOAL 4	District Operational Systems: 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.				
4.1	Reserves at 12 - 15% level set by Board	20%	20%	--	●
4.2	50% law	51.12%	51.19%	+0.07%	●
4.3	Faculty Obligation Number (FON) Met	237.9	246.4	+8.5	●

	Student Success Metrics	Vision for Success	Student Centered Funding Formula
Successful Enrollment	Students who enrolled in a course within a year of applying		
Learning Progress	Students with an adult education or ESL skills gain		
	Course success rate		
	Students who completed transfer-level English and math within one year of enrolling in a district		Same definition as Student Success Metrics
Momentum	Students who completed an adult education level		
	Students with a noncredit workforce milestone		
	Students who completed 9+ CTE units		Same definition as Student Success Metrics
	Students who successfully completed unit thresholds in the fall		
	Students who successfully completed unit thresholds in the academic year		
	Students retained from fall to spring		

Success	Students who transitioned from noncredit to credit		
	<p>Unduplicated count of students who earned each of the following award types:</p> <ul style="list-style-type: none"> • a noncredit certificate over 48 contact hours • a Chancellor’s Office approved credit certificate • associate degree • associate degree for transfer • CCC bachelor’s degree • apprenticeship journey status <p>(in the second release of the dashboard, an additional view will show the Vision Goal definition as well)</p>	<p>Unduplicated count of students who earned one of the following awards:</p> <ul style="list-style-type: none"> • a Chancellor’s Office approved credit certificate • associate degree • associate degree for transfer 	<p>Number of the following awards issued:</p> <ul style="list-style-type: none"> • approved credit certificates over 18 units (will be reduced to 16 units) • associate degrees • associate degrees for transfer • CCC bachelor’s degree <p>(duplicated count)</p>
	Students who transferred to a four-year institution	Students who transferred to UC or CSU	Same definition as the Student Success Metrics
	Average number of units accumulated by associate degree earners	Sam definition as Student Success Metrics	
Employment	Students who were unemployed who became employed		
	Career education students who reported that their job is closely or very closely related to their field of study who did not transfer	Same definition as the Student Success Metrics	
Earnings	Median annual earnings for non-transfer exiting students, in the first year after exit		

	Median change in earnings for non-transfer exiting students		
	Students who exited but did not transfer who attained the living wage for a single adult in the county where the college's district office is located		Same definition as the Student Success Metrics