2016

Comprehensive Master Plan

SAN BERNARDINO VALLEY COLLEGE

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

SEPTEMBER 30, 2016 DRAFT #2

2016 Comprehensive Master Plan

SAN BERNARDINO VALLEY COLLEGE
SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

SBVC-Main Campus
701 S Mt Vernon Ave.
San Bernardino, CA 92410

September 30, 2016 DRAFT

Acknowledgements

Administration

Diana Rodriguez, President (effective July 1, 2016)
Gloria Fisher, President (through June 30, 2016)
Henry Hwa, Interim, Vice President of Instruction (effective July 1, 2016)
Haragewen Kinde, Ph.D., Vice President of Instruction (through June 30, 2016)
Rick Shabazz, Ph.D., Vice President of Student Services
Scott Stark, Vice President of Administrative Services
James E. Smith, Ph.D., Dean of Research, Planning, & Institutional Effectiveness

San Bernardino Valley College Council

Dave Bastedo, Faculty, Science (Technology)
Aaron Beavor, Classified Senate President
Lorrie Burnham, Faculty, Biology (Facilities & Safety)
Marco Cota, Dean, Counseling, (Matriculation) (Enrollment Management & Student Equity)
Paula Ferri-Milligan, Faculty, Reading, (Program Review)
Gloria Fisher, President (through June 30, 2016) & Co-chair
Jeremiah Gilbert, President, Academic Senate & Co-chair
Rania Hamdy, Coordinator, Professional Development
Leticia Hector, Faculty, Speech (Curriculum)
Rick Hrdlicka, Director, Campus Technology Services
Henry Hua, Dean, Mathematics, Business, & Computer Technology (through June 30, 2016) and Interim Vice President of Instruction (effective July 1, 2016)
Diane Hunter, CTA Representative
Celia Huston, Non-instructional Faculty, Library (Accreditation/SLO's)
Haragewen Kinde, Vice President of Instruction (through June 30, 2016)
Rick Shabazz, Vice President of Student Services
James Smith, Dean, Research, Planning, & Institutional Effectiveness
Scott Stark, Vice President of Administrative Services
Linda Subero, ASG President
Kay Weiss, Dean, Arts & Humanities (Program Review)

In-service Day Forum – January 15, 2016

Faculty, Staff, and Administration in attendance

College Forum – April 19, 2016

Paul Bratulin
Gloria Fisher
Jonathan Flaa
Christie Gabriel-Millette
Rania Hamdy
Ron Hastings
Robert Jenkins
Gloria Kracher
Wageha Rabie
Steven Race
David B. Smith
James Smith
Scott Stark
A. Stewart
Kay Weiss
Sara Wilson

Deans

Susan Bangasser, Science
Marco Cota, Counseling
Henry Hua, Mathematics, Business, & Computer Technology (through June 30, 2016)
Wallace Johnson, Ph.D., Social Sciences, Human Development, & Physical Education
Albert Maniaol, Applied Technology, Transportation, & Culinary Arts
Odette Salvaggio McGinnis, Interim, Mathematics, Business, & Computer Technology (effective July 1, 2016)
James Smith, Ph.D., Research, Planning, & Institutional Effectiveness
Kay Weiss, Ph.D., Arts & Humanities

Planning Team

Scott Stark, Vice President of Administrative Services
Robert Jenkins, Director of Facilities, Maintenance, & Operations
HMC Architects, Facilities Planning
ALMA Strategies, Educational & Capital Outlay Planning
Snipes-Dye, Civil Engineering
Marcene Taylor Inc., Cost Modeling

Letter from the President

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SIGNATURE

Diana Rodriguez
President

Mission, Vision, Values

Mission

San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.

Vision

San Bernardino Valley College will become the college of choice for students in the Inland Empire and will be regarded as the alma mater of successful, lifelong learners. We will build our reputation on the quality of our programs and services and on the safety, comfort, and beauty of our campus. We will hold both our students and ourselves to high standards of achievement and will expect all members of the college community to function as informed, responsible, and active members of society.

Values (College Tenets)

We believe:

- That a well-educated populace is essential to the general welfare of the community.
- That a quality education empowers the student to think critically, to communicate clearly, and to grow personally and professionally.
- That an enriched learning environment promotes creativity, self-expression, and the development of critical thinking skills.
- That our strength as an institution is enhanced by the cultural diversity of our student population and staff.
- That we must provide students with access to the resources, services, and technological tools that will enable them to achieve their educational goals.
- That we can measure our success by the degree to which our students become self-sufficient learners and contributing members of society.
- That plans and decisions must be data driven, and based on an informed consideration of what will best serve students and the community.
- That we must model our commitment to lifelong learning by maintaining currency in our professions and subject disciplines.
- That, as part of the collegial consultation process, all levels of the college organization must openly engage in sharing ideas and suggestions to develop innovative ways to improve our programs and services.
- That interactions between all members of the college community must be marked by professionalism, intellectual openness, and mutual respect.
- That we must hold ourselves and our students to the highest ethical and intellectual standards.
- That we must maintain a current, meaningful and challenging curriculum.
- That students succeed best when following an educational plan and when enrolled in classes that meet their interests and goals, and match their level of academic preparedness.
- That all members of our campus community are entitled to learn and work in an environment that is free from physical, verbal, sexual, and/or emotional threat or harassment.
- That students learn best on a campus that is student-centered and aesthetically pleasing.
- That we must be responsible stewards of campus resources.

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SAN BERNARDINO VALLEY COLLEGE

Comprehensive Master Plan Overview

This chapter provides an overview of San Bernardino Valley College's *2016 Comprehensive Master Plan*—an integrated plan that is comprised of both the *Educational Master Plan* and the *Facilities Master Plan*.

The following sections are included in this chapter:

- Intent + Purposes of the Comprehensive Master Plan
- Integrated Planning + Collegial Consultation Process
- Facilities Planning Process
- SBVC Planning History + Context
- Glossary of Terms

Overview

INTENT + PURPOSES OF THE COMPREHENSIVE MASTER PLAN

Intent of the Educational Master Plan

The *San Bernardino Valley College (SBVC) Educational Master Plan* (EMP) is a comprehensive document that establishes a clear direction for the College by envisioning the future of academics and student support under changing internal and external conditions. Quantitative and qualitative data indicators are analyzed to guide the planning process. Additionally, the EMP is directed by core values and goals within the College and by District-wide plans as well as the SBVC and *San Bernardino Community College District (SBCCD) Strategic Plan*.

While the *Educational Master Plan* is intended to provide direction to SBVC over the next five years (2016-21), it is not a rigid script. It helps determine the institution's current level of effectiveness and produces key goals leading to action and dialogue as the College moves toward the future. It is a living document that should be reviewed and updated regularly. Thus, the *Educational Master Plan* is an evolving description of the College'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.

The EMP will provide guidance and support for the College's emerging strategic initiatives and serve as a foundation for other College planning activities.

Purposes of the Educational Master Plan

The main purposes of this educational master plan are as follows:

- Provide a framework within which the College can coordinate long-term goals in support of student learning.
- Integrate planning, not only with the SBCCD and the State Chancellor's Office, but also with other College planning documents and the work of planning and consultation committees.
- Receive input from all stakeholders (faculty, staff, students and the community) to inform the College's planning decisions.
- Serve as an instrument to promote the College by communicating its strengths and capabilities to constituencies in the community.
- Guide further planning and decision-making at all levels.
- Maintain a living and strategically useful document.

Purposes of the Facilities Master Plan

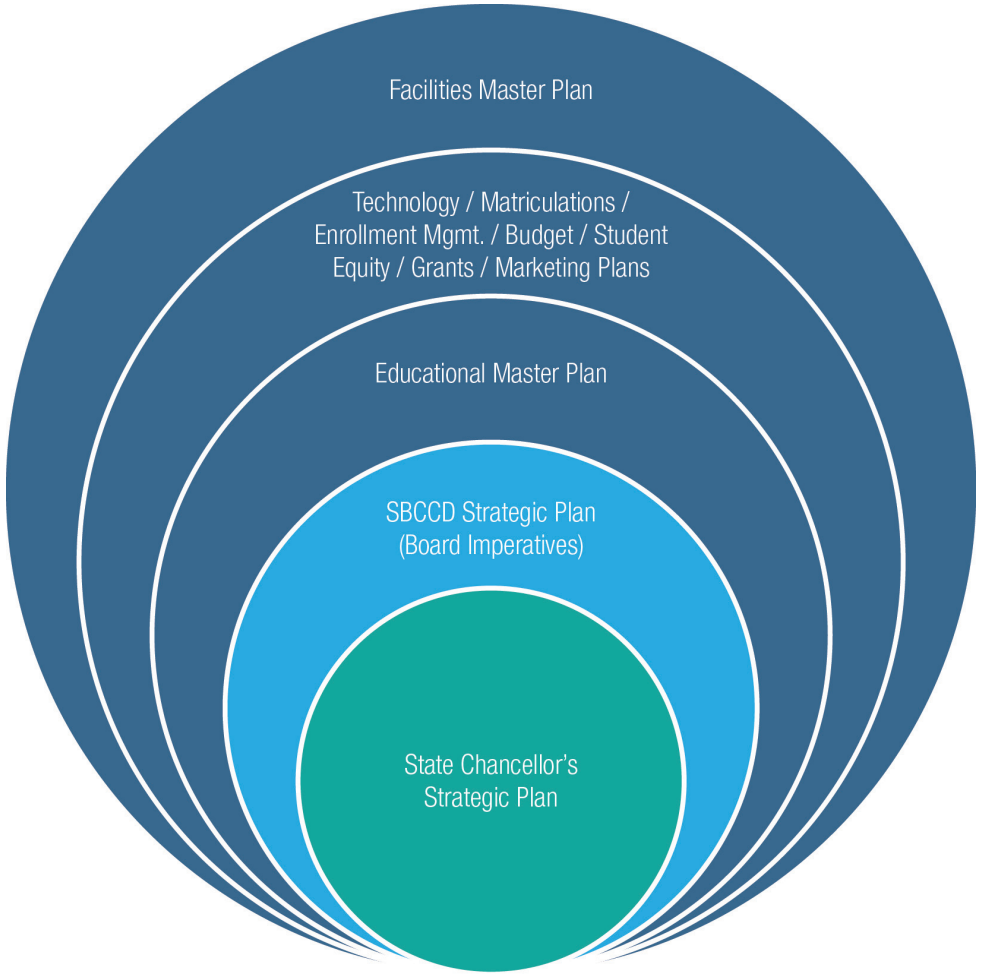
The *2016 Facilities Master Plan* (FMP) is intended to be a flexible and long-range plan that will guide the development of San Bernardino Valley College's facilities. It addresses the growth in enrollment planned over the next 15 years. It describes campus development strategies to support the Strategic Directions of the 2016 *Educational Master Plan* and positions the College to maximize funding and partnership opportunities. The FMP is part of an integrated planning process that supports accreditation and demonstrates compliance with accreditation standards for facilities planning.

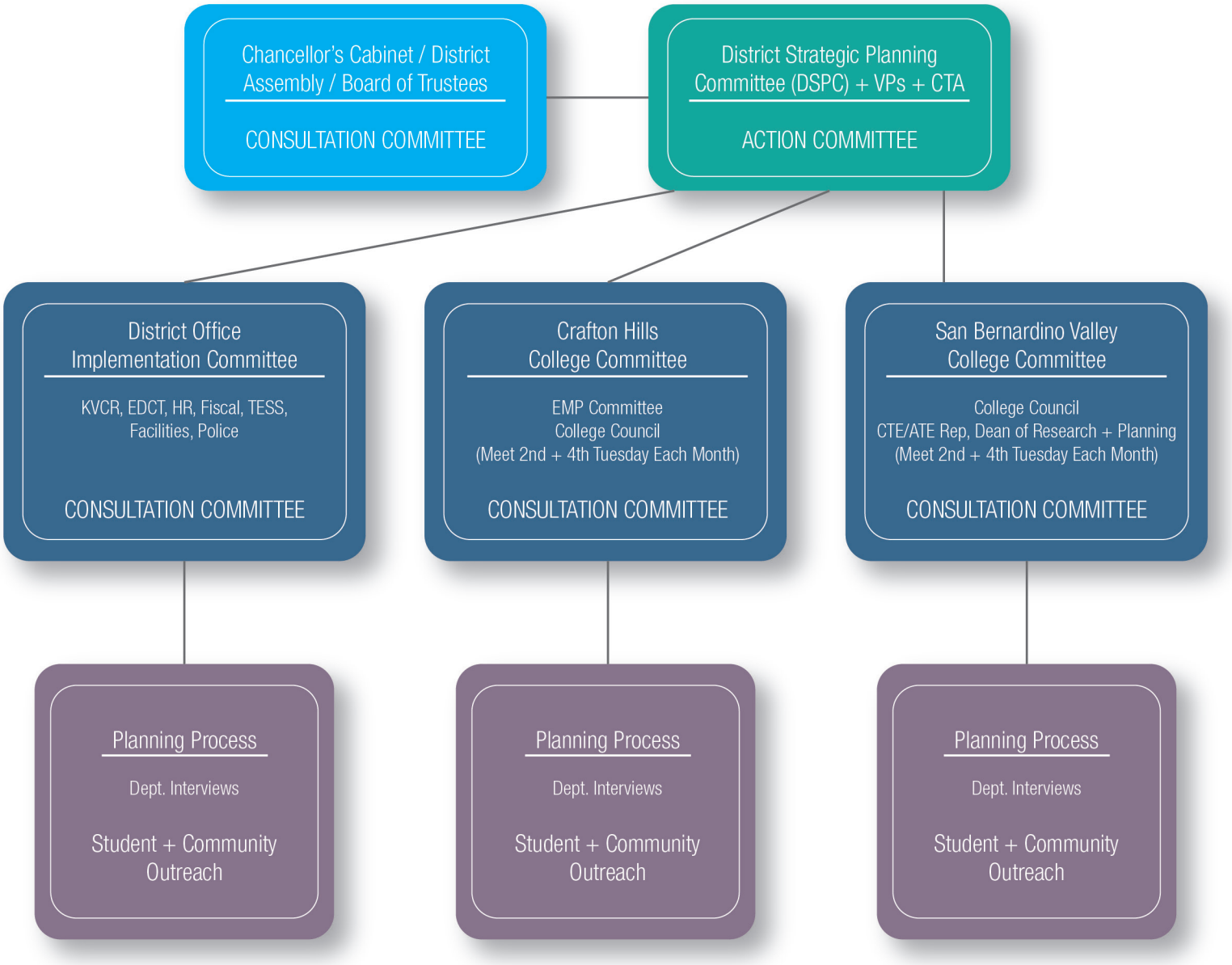
Overview

INTEGRATED PLANNING + COLLEGIAL CONSULTATION PROCESS

The College's educational planning process is guided by an integrated approach. Goals and objectives of the SBVC *Educational Master Plan* must align with a number of plans relevant to the California community college system. These plans include the State Chancellor's Office and San Bernardino Community College District Strategic Plans. Locally, they include the *SBVC Facilities Master Plan*, *Technology Plan*, *Matriculation Plan*, *Enrollment Management Plan*, *Student Equity Plan*, *Grants Plan, Budget Plan* and *Marketing/Public Relations Plan*.

The SBVC collegial consultation process is guided by its Board of Trustees policy (Board Policy 2225) to establish procedures to ensure faculty, management, classified staff and students the right to participate effectively in planning processes. The EMP is a result of an inclusive collegial shared governance process with input from administration, faculty, staff, students and the community.




Chancellor's Cabinet / District Assembly / Board of Trustees
CONSULTATION COMMITTEE
District Strategic Planning Committee (DSPC) + VPs + CTA
ACTION COMMITTEE
District Office Implementation Committee
KVCR, EDCT, HR, Fiscal, TESS, Facilities, Police
CONSULTATION COMMITTEE
Crafton Hills College Committee
EMP Committee
College Council
(Meet 2nd + 4th Tuesday Each Month)
CONSULTATION COMMITTEE
San Bernardino Valley College Committee
College Council
CTE/ATE Rep, Dean of Research + Planning
(Meet 2nd + 4th Tuesday Each Month)
CONSULTATION COMMITTEE
Planning Process
Dept. Interviews
Student + Community Outreach
Planning Process
Dept. Interviews
Student + Community Outreach
Planning Process
Dept. Interviews
Student + Community Outreach

Overview

FACILITIES PLANNING PROCESS

The 2016 *Facilities Master Plan* was developed through an inclusive, participatory, and transparent process that engaged and sought input from the College's many constituencies. San Bernardino Valley College Council (Valley College Council)—which represents the committees within Valley College's collegiate consultation structure and includes faculty, staff, students, and administrators—played a key role as the working committee that participated most closely in the development and review of this document. Additional venues for dialogue included one-on-one interviews, presentations, open forums, community meetings, and working sessions with the SBCCD Board of Trustees. Meeting minutes and exhibits were posted on the SBCCD intra-net and widely shared.

At the district-level, the FMP was reviewed by the SBCCD District Strategic Planning Committee before being recommended by that body to the Board of Trustees for final adoption. The contributions of Valley College Council members and other participants were vital to the success of the facilities master planning process. Please refer to the *Acknowledgements* section for a complete listing.

The educational and facilities master plans were prepared through an integrated process that was facilitated by a single team of educational and facilities planning consultants. When it was practical, stakeholders were engaged in joint educational and facilities planning interviews and forums. Discussions were framed by a holistic perspective that acknowledges the connection between the quality of the campus environment and the success of the students.

As part of the integration and alignment of long-range planning across the District, a five-step facilities planning process was followed within the same timeframe at both San Bernardino Valley College and Crafton Hills College. This process is organized around a logical sequence of activities and discussions that is intended to foster a shared understanding of the planning environment and build consensus around planning objectives and recommendations. This five-step process is outlined as follows.

THE 5 STEPS

01

PREPARE

Planning began in fall 2015 with the development of the timeline of planning activities. Measures of success for the master planning process and outcomes were gathered from stakeholders. Educational and facilities planning information was requested.

02

ANALYZE

To build an understanding of existing campus facilities and their current use, campus facilities were surveyed and the space inventory was updated in fall 2015. In early spring 2016, educational and facilities planners participated in program interviews with faculty and staff from each instructional, student support, and administrative support department in order to hear about facilities-related issues first-hand. The analysis of existing campus conditions was prepared, presented, and validated with Valley College Council and is documented in *Analysis*.

03

FRAME

In the spring of 2016, during college-wide discussions of the EMP strategic directions, the facilities planning process advanced into a discussion of planning objectives and space needs. The forecasted space needs that are documented in *Program of Instruction and Space Needs* were established through the educational planning process and analyzed in relation to the current space inventory on the campus. The planning objectives and programmed space needs provided a framework for the exploration of development options in the next step. This framework and the methodology used to arrive at these results are documented in *Needs*.

04

EXPLORE

Over the course of two workshops that were held prior to summer 2016, development options were presented to Valley College Council, who provided insightful input. During this step, a Final Project Proposal (FPP) was developed to apply for state funding for a facility to replace the Technical Education Building. Faculty in the Applied Technology, Transportation, & Culinary Arts Division participated in its development. Additional meetings with faculty and staff took place as needed to gather specific input. A draft list of recommended projects was reviewed with Valley College Council during the second workshop.

05

RECOMMEND

When planning resumed in fall 2016, the draft FMP document, which had been prepared over the summer, was reviewed and revised in accordance with the College's established procedures. During this time, discussions of the linkages between the educational and facilities plans took place with Valley College Council, yielding more specific implications for facilities planning that were included in the FMP document and addressed in its recommendations. Following approval by Valley College Council, the FMP was recommended to the District Strategic Planning Committee, which reviewed it from the perspective of intra-district alignment and coordination of resources and priorities.

Overview

SBVC PLANNING HISTORY + CONTEXT

Established in 1926, San Bernardino Valley College primarily serves the communities in western San Bernardino County. An election to establish the San Bernardino Valley Union Junior College District was held on March 26, 1926. The first class offerings for the College were scheduled at San Bernardino High School and Colton High School.

A thirty-acre portion of the current site on Mt. Vernon Avenue was selected for the campus and a bond to fund its purchase was approved by the voters in September 1926. During the 1927-28 academic year, classes were offered for the first time at the current SBVC site location. The College enrolled nearly 300 students for the fall 1927 semester with fifty-four course offerings.

The Administration Building, the Life Sciences Building, the Gymnasium, and the Library were completed before the end of the 1927-28 academic year. The Social Hall, the College's first campus center was completed in 1929. The Observatory was completed in 1930 and outfitted with a 16-inch Newtonian reflector telescope under a metal rooftop dome. The design of the telescope mount is notable for being a precursor to the mount used at the Palomar Observatory. During the Great Depression, the Auditorium, Greek Theater, stadium bleachers, and a vocational building were constructed with assistance from the Works Progress Administration and the California State Emergency Relief Administration.

During World War II, no new buildings were built and enrollment and the number of faculty fell significantly, but building resumed in the post-war years in response to the greatly increased student enrollment and the G.I. Bill. A change in the age and interests of post-war students were reflected in changes in the curriculum. Courses in business and technical fields were offered for an increasing percentage of students interested in achieving immediate occupational goals. Twenty years after its founding and one year after the conclusion of World War II, a bond was passed in April 1946 provided for the construction of many new buildings on campus, including an engineering building, a student center, a fine arts building, a new science building, a business education building, and an addition to the library. In 1950, North Hall—a large technical education, home economics, and music building—was completed. The Student Life Building was completed in 1955 and the Chemistry Building was completed in 1957.

By the late 1950s, student enrollment had grown to nearly 6,500 students. Valley College was the center of social life for students. Athletic events were well attended and homecoming festivities were a social highlight in the community. Many new building were built, including the existing Technical Education Building, and the campus land area was expanded to its current boundaries. The campus was expanded to Grant Avenue, Esperanza Street, and K Street. In 1963, the Fairview School property was acquired. Its existing school buildings were repurposed for instruction and services, such as the warehouse, the shipping and receiving office, and the print shop. In 1952, the student-run radio station, KVCR, was launched from the Valley College campus and joined by KVCR public television in 1963.

By 1975, SBVC enrollment reached approximately 18,000 day and evening students. Changes in curriculum mirrored changing social and economic conditions of the 1960's and '70s. The civil rights movement resulted in a substantial increase in the number of minority students. During the 1970s, many more buildings were added to the campus as the acquired residential property was fully developed. The Liberal Arts Building and the Planetarium remain from

among those built in this decade. KVCR became one of the original heritage stations when National Public Radio was launched in 1971. Crafton Hills College opened its doors in 1972 and enrollment at Valley College reached its peak at 18,000 students in 1975.

The 1980's were filled with a variety of challenges for SBVC. The introduction of state-mandated tuition in 1984 and a cap on state funding resulted in a sharp drop in enrollment. In 1992, the Library was damaged by the Landers and Big Bear earthquakes. During the 1995-96 winter break, geotechnical investigations conducted to assess the risk from future earthquakes found that fifteen buildings on campus were located on or near the San Jacinto earthquake fault. In November 2002, SBCCD's voters approved Measure P, which provided $190 million of bond funds to improve the facilities of both Crafton Hills College and San Bernardino Valley College. The College and SBCCD also secured $40 million in funding from FEMA and a California state higher education bond.

Between 2002 and 2009 five new buildings were constructed on the SBVC campus, while six buildings had to be demolished and three buildings were retrofitted. Two new classroom buildings were dedicated in the summer of 2010. The construction of the Library, the Administration/Student Services Building, Health Life Sciences Building, the Art Complex, North Hall, the Media and Communications Building, and the Physical Sciences Building was completed by 2011. The Business Education Building was renovated and structurally strengthened and reopened in 2013. After further analysis, it was determined that the Auditorium, which lies within the seismic folding zone, could be renovated and saved. It was reopened in 2015.

With the passage of Measure M in February 2008, $500 million in funding capacity was approved by the voters. Between 2005 and 2009, a facilities master plan was developed to plan for three horizons: Horizon 1 – 2010, Horizon 2 – 2020, and Horizon 3 – 2030 Build-out, based on Valley College's strategic educational objectives. Following the recommendations of the 2009 FMP, the New Gymnasium and Field Buildings project is being constructed and is scheduled for completion in 2017.

The "Great Recession" following the economic crisis of 2008 took its toll on College enrollments and operational budgets from the 2009-10 to 2012-13 academic years. The drop in property values throughout the District during the Great Recession reduced SBCCD's bonding capacity by about half. Plans for projects that were designed and approved by the Division of the State Architect, such as plans for a parking structure, were postponed.

The passage of Proposition 30 in November 2012 prevented further budget cuts and provides operational funding for the College. Since 2013-14, the College has increased enrollments, full-time equivalent faculty, and course section offerings. San Bernardino Valley College most recently conducted a comprehensive Self-Evaluation Report for the Accrediting Commission for Community and Junior Colleges (ACCJC) in October 2014. The College is in the process of addressing recommendations outlined by the ACCJC and submitted a follow-up Self-Evaluation Report in March 2016. Now, completing its 90th year, SBVC continues to embrace a culture of institutional improvement and refinement. The SBVC Comprehensive Master Plan attests to the College's determination to sustain a culture of accountability and integrated planning. The future starts here.

Overview

GLOSSARY OF TERMS

Assignable Square Footage (ASF)
A measure of "usable" square footage in a given facility that is typically measured by the area from within interior walls of a space. Excludes circulation, custodial, mechanical, electrical and restroom areas.

Capacity Load Ratio
The relationship between the assignable space available for utilization and the efficiency level at which the space is being utilized. There are five space categories for which the State measures capacity load ratios: classroom (lecture), laboratory, office, library and audio visual/television/radio (AV/TV).

Economic Modeling Specialists International (EMSI)
An online database that utilizes multiple sources to provide data regarding population demographics and various economic market trends by geographic locations.

Education Master Plan (EMP)
A College-wide plan that defines the educational goals of an institution. The plan precedes and guides other institutional planning documents.

Enrollment (Unduplicated)
A student enrollment count (also referred to as "headcount") based on an individual student that identified a student only once in the system.

Environmental Scan
An analysis that considers present and future factors that may influence the direction and goals of an institution. May include external and internal elements that are evaluated for their potential impact on an institutions ability to serve its constituents.

Full Time Equivalent Faculty (FTEF)
A measure used to calculate the sum total of faculty resources (full-time and part-time combined) that equate to measurable units of 15 hours per week of "teaching time".

Full Time Equivalent Student (FTES)
A measure used to calculate attendance accounting and student workload that represents 525 instructional contact hours in a full academic year (fall and spring terms).

Participation Rate
The number of headcount students' a college enrolls for every 1,000 persons within the service area population.

Regional Area
The geographic boundary which an institution may consider the primary area of influence regarding student participation and employment opportunities for service area residents. Usually identified on a County level.

Retention
The number of student who received a grade within a course divided by the total number of student initially enrolled within the course.

Service Area
The geographic boundary from which an institution draws 90% or more of its enrollment. Usually identified by zip codes, cities, and/or census tract.

Space Inventory
A record of buildings and space at an institution. Key components include buildings, room numbers, room use types, assignable square footage, gross square footage, taxonomy of program (TOP) codes and number of stations.

State Chancellor's Office

The State agency responsible for leadership, funding and technical assistance for the California Community College system.

Strategic Plan

An organizational plan which defines its overall strategy or direction and process for making decisions regarding resource allocation. Typically, a strategic plan is used to guide divisional plans.

Student Success Scorecard

An annual report provided by the State Chancellor's Office that tracks the progress of first-time students in cohorts over six years on seven measures including persistence, completion of 30 units, remedial math, English, and ESL success, and over all completion (SPAR)

Weekly Student Contact Hours (WSCH)

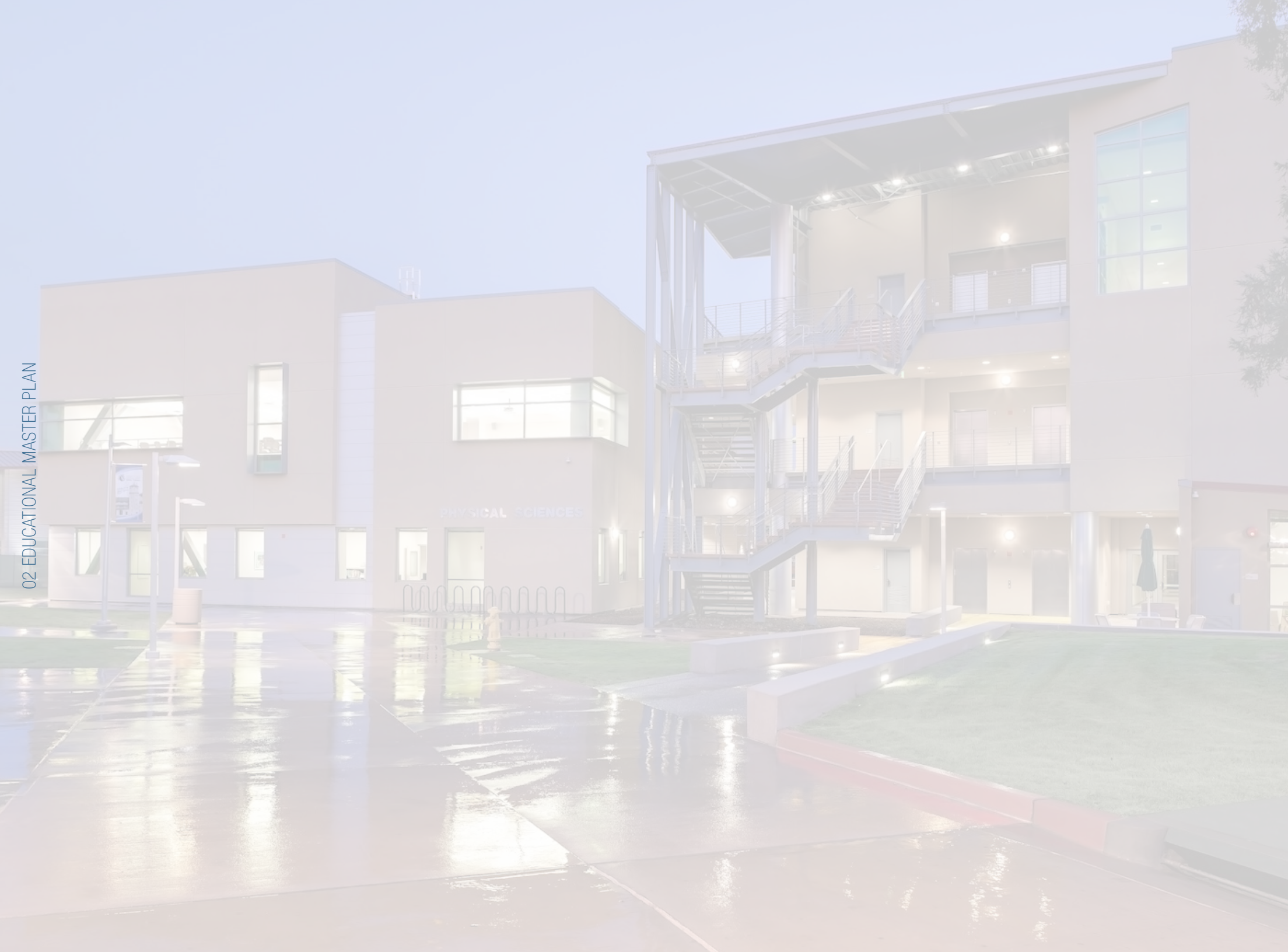
A measure of the number of students enrolled in a course multiplied by the number of hours the course meets per week. A class that meets 3 hours per week and has 30 students generates 90 WSCH. WSCH is utilized to report apportionment attendance.

WSCH/FTEF

A calculation, often referred to as "productivity", is a ratio between a faculty's hours of instruction per week (load) and the weekly contact hours (WSCH) of students enrolled in a course. The State productivity standard is 525 WSCH/FTEF.

SAN BERNARDINO VALLEY COLLEGE

02 EDUCATIONAL MASTER PLAN


PHYSICAL SCIENCES

Educational Master Plan

SAN BERNARDINO VALLEY COLLEGE

Planning Framework

The San Bernardino Valley College (SBVC) *Educational Master Plan* (EMP) is a comprehensive document that establishes a clear direction for the College by envisioning the future of academics and student support under changing internal and external conditions. Quantitative and qualitative data indicators are analyzed to guide the planning process. Additionally, the EMP is directed by core values and goals within the College and by District-wide plans, as well as the SBVC and San Bernardino Community College District (SBCCD) Strategic Plans.

Planning Framework

SBVC ORGANIZATIONAL STRUCTURE

Instructional Services

The Instructional Services Office is responsible for working with each instructional division to develop a balanced schedule of classes, providing administrative support for the development of new courses and providing leadership to ensure the quality of the College's instructional program. The Vice President of Instruction is responsible for all instructional matters including accreditation and each academic division along with their respective departments. SBVC consists of the following divisions and departments:

1. Applied Technology, Transportation and Culinary Arts
   - Aeronautics
   - Electricity & Electronics
   - Heating Ventilation Air Conditioning and Refrigeration
   - Technical Calculations
   - Automotive Technology
   - Diesel
   - Automotive Collision
   - Culinary Arts
   - Food & Nutrition
   - Machine Trades
   - Welding
   - Inspection Technology
   - Water Supply Technology
2. Arts & Humanities
   - Art
   - Communication Studies
   - Radio, Television and Film
   - English
   - Modern Languages
   - Music
   - Theater Arts
   - Dance
   - Reading
3. Mathematics, Business and Computer Technology
   - Accounting
   - Business Calculations
   - Real Estate
   - Computer Information Technology
   - Computer Science
   - Mathematics
4. Science
   - Architecture and Environmental Design
   - Chemistry
   - Physical Science
   - Biology
   - Pharmacy Technology
   - Geography
   - Geographic Information Systems
   - Geology
   - Oceanography
   - Nursing
   - Psychiatric Technology
   - Physics
   - Astronomy
   - Engineering
5. Social Science, Human Development and Physical Education
   - Administration of Justice
   - Corrections
   - Anthropology
   - Child Development
   - Economics
   - History
   - Human Services
   - Health
   - Kinesiology
   - Philosophy
   - Religious Studies
   - Political Science
   - Psychology
   - Sociology

Student Services

The Vice President of Student Services is responsible for all student services matters including counseling and matriculation, student development and success and special services.

- Academic Advancement – An instructional program that introduces students to the college environment and strategies for success in college, as well as providing students with tools for peer tutoring.
- Admissions & Records – Provides enrollment services, including registration, transcripts and graduation.
- California Work Opportunity and Responsibility to Kids (CalWORKs) and Workforce Development – Provides intensive instruction, counseling and support services such as childcare and work experience to students receiving Temporary Assistance for Needy Families (TANF) benefits.
- Cooperative Agencies Resources for Education (CARE) – Provides supplemental financial support and services to qualified students who are single heads of household.
- Counseling – Provides students counseling and career services.
- Disabled Student Programs & Services (DSPS) – Ensures access to educational opportunities for students with visual, hearing, physical, learning and mental disabilities.
- Dreamers Resource Center (DRC) – Helps successfully transition dreamers into college by providing academic advising, counseling, referrals to student services programs and peer-to-peer advising in a welcoming environment where students can connect with campus and community resources.
- Extended Opportunities Programs and Services (EOPS) – Provides supplemental services and financial aid to academically and financially at-risk students.
- Financial Aid – Oversees application for and disbursement of federal and state financial aid.
- First Year Experience (FYE) – Transitions first year students into college; provides a supporting and welcoming environment where first year students connect with student support services on campus to ensure student success.
- Foster and Kinship Care Education - Provides quality education and support opportunities for care givers of children and youth in out-of-home care so that these providers may meet the educational, emotional, behavioral and developmental needs of children and youth.
- Guardian Scholars Foster Youth Services – Offers support to current and former foster youth to achieve a college education, certificate, or transfer to a four-year college or university.
- International Students – The College is approved by the Immigration and Naturalization Service to admit non-immigrant F-1 Visa international students.
- Library Services – Affords students library and learning resource services.

Planning Framework

SBVC ORGANIZATIONAL STRUCTURE *(cont.)*

- Library Technology – An associate of arts and certificate program for students who are interested in working as paraprofessionals in the library field.

- Outreach and Recruitment – Disseminates SBVC information, stimulates SBVC prospective student enrollment growth through outreach and recruitment activities in service area high schools, maintains strong collaborative working partnerships with area high school personnel, establishes a positive image of SBVC and maintains strong working relationships with churches, community organizations, political agencies and businesses.

- Puente Program – Provides counseling, mentoring and writing components for successful statewide transfer program.

- Success through Achievement and Retention (STAR) – Provides counseling and supplemental services.

- Student Development - An instructional program that provides students with guidance on career opportunities and life planning, as well as an assessment of learning disabilities and support with English and mathematics learning.

- Student Health Services – Provides first aid, urgent care and mental health services.

- Student Life – Promotes student engagement in clubs and co-curricular activities. Supports and guides the Associated Student Government.

- Transfer Center – Provides information and guidance about transfer opportunities, as well as support for the transfer process.

- Tumaini Program – Affords students a learning community designed to increase academic and personal success, and promote transfer to four-year colleges and universities.

- Valley Bound Commitment (VBC) – Generously supported by the San Manuel Band of Mission Indians, aims to remove all economic barriers to the first year of college while providing critical guidance and support that is essential to continue striving towards individual educational and career goals.

- Veterans – Provides veteran students with referral, certification and liaison support services.

- Welcome Center – Provides students assistance with admissions, registration and advising in a one-stop location.

- Youth Empowerment Strategies for Success/ Independent Living Program (YESS/ILP) – Offers Life Skills classes to eligible foster youth, referred to the College by the County.

- Workability III (WAIII) – A collaborative program between SBVC and Department of Rehabilitation (DOR) aimed at assisting development of employability skills and confidence.

Administrative Services

The Vice President of Administrative Services is responsible for the maintenance, operations, budgeting, safety compliance and business office. SBVC consists of the following administrative services:

- Administrative Services – Responsible for budget development and management, facilities use and reservations.
- Bookstore – Provides students with new and used textbooks, supplies and clothing.
- Cafeteria & Snack Bar – Provides meals and food service to students, staff and faculty.
- Campus Business Office – Responsible for management of citations, parking decals and the handling for college funds.
- Capital Projects – Oversees and manages capital improvements / consultation and modernization.
- Mailroom – Provides mail services to campus departments, faculty, staff and students.
- Maintenance and Operations – Responsible for maintenance and operations of facilities and grounds.
- Switchboard – Provides callers with information and directs calls to campus offices and departments.
- Campus Technology Services – Responsible for researching, specifying, acquiring, approving, installing, maintaining and replacing all campus owned computer and instructional technology resources.

Departments Reporting to the President

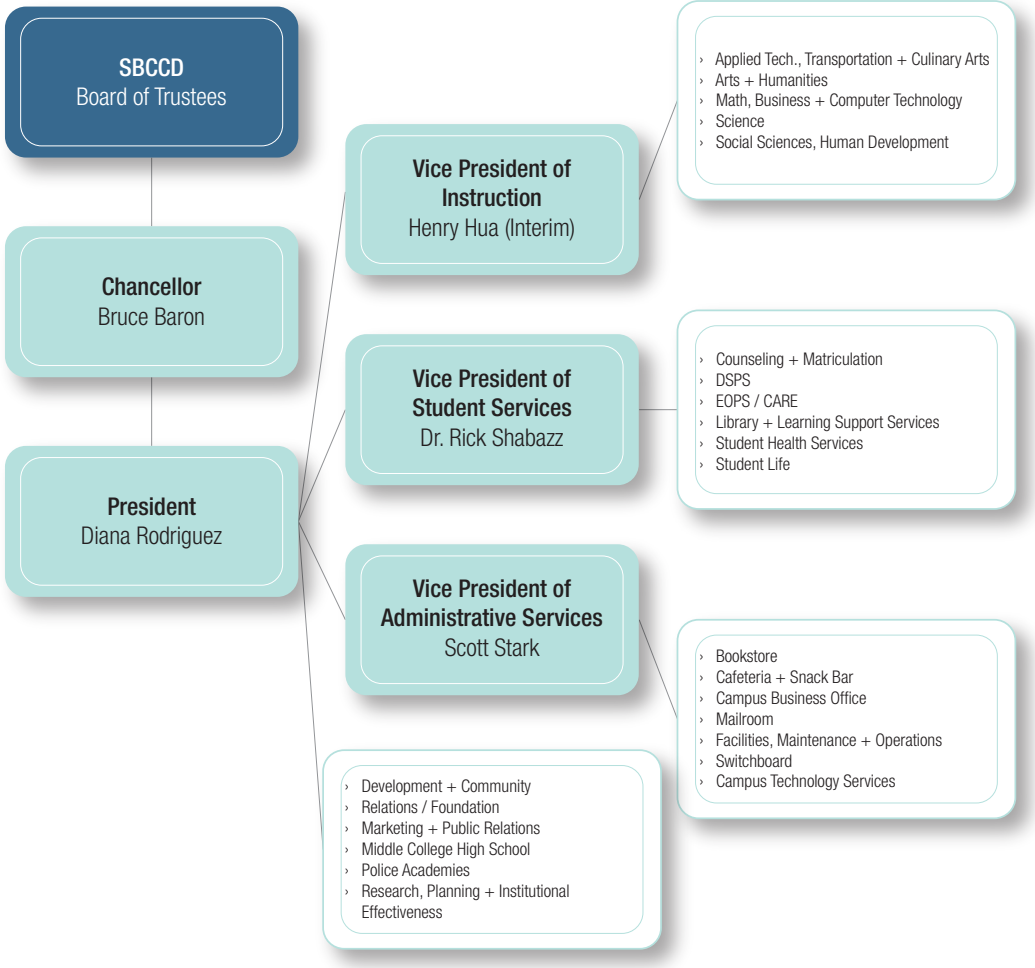
The following departments report directly to the SBVC President:

- Development and Community Relations/ Foundation – Responsible for raising private donations and administering Foundation scholarships.
- Marketing and Public Relations – Responsible for all college media relations, advertising, publications, website and social media.
- Middle College High School (MCHS) – Responsible for the administration of MCHS operations. Services as a liaison with San Bernardino Unified School District personnel.
- Police Academies – Responsible for administration and supervision of Police Academy programs.
- Research, Planning and Institutional Effectiveness – Responsible for collecting, analyzing and reporting data, coordinating campus planning and professional development.

Planning Framework

SBVC ORGANIZATIONAL STRUCTURE *(cont.)*

EXHIBIT 1.01: COLLEGE ORGANIZATIONAL CHART



SAN BERNARDINO VALLEY COLLEGE

02 PLANNING ENVIRONMENT
INTERNAL SCAN

02 PLANNING ENVIRONMENT
INTERNAL SCAN

Planning Environment
Internal Scan

The internal scan of San Bernardino Valley College (SBVC) is an opportunity to assess demographics and other characteristics of the student and employee population based on historical data. The data is utilized to identify and understand patterns to inform institutional planning decisions. Internal scan data presented in this plan will analyze student and employee data on an overall College level.

- Student Enrollment + Demographics
- Sections, WSCH, FTEF, Success + Retention
- Employee Demographics
- Internal Scan Findings

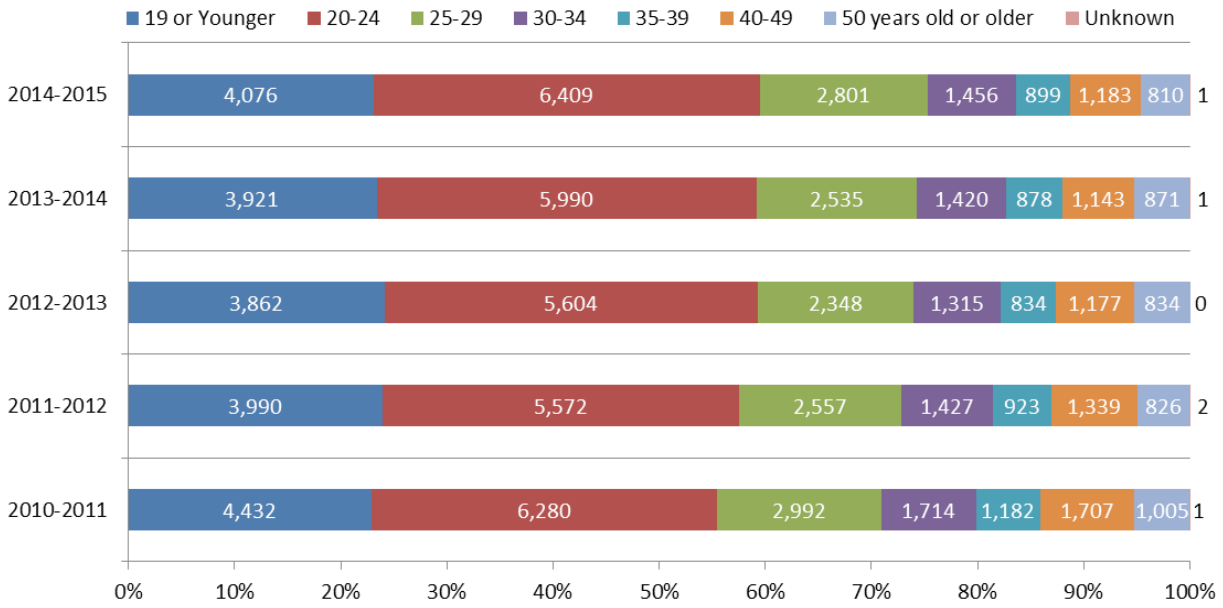
Planning Environment - Internal Scan

STUDENT DEMOGRAPHICS + ENROLLMENT

Student Demographics

From 2010-11 to 2014-15, students in the 20-24 age group accounted for an average of 34.64% of unduplicated enrollment (5,971 students), while students age 19 and under accounted for an average of 23.52% of unduplicated enrollment (4,056 students), and students 25-29 years old accounted for an average of 15.31% of unduplicated enrollment (2,647 students). The only age group to increase in enrollment during the five academic years from 2010-11 to 2014-15 was students 20-24 years old (129 students). The age group that experienced the most decline during the same time period was from students within the 40-49 age group (-524 students).

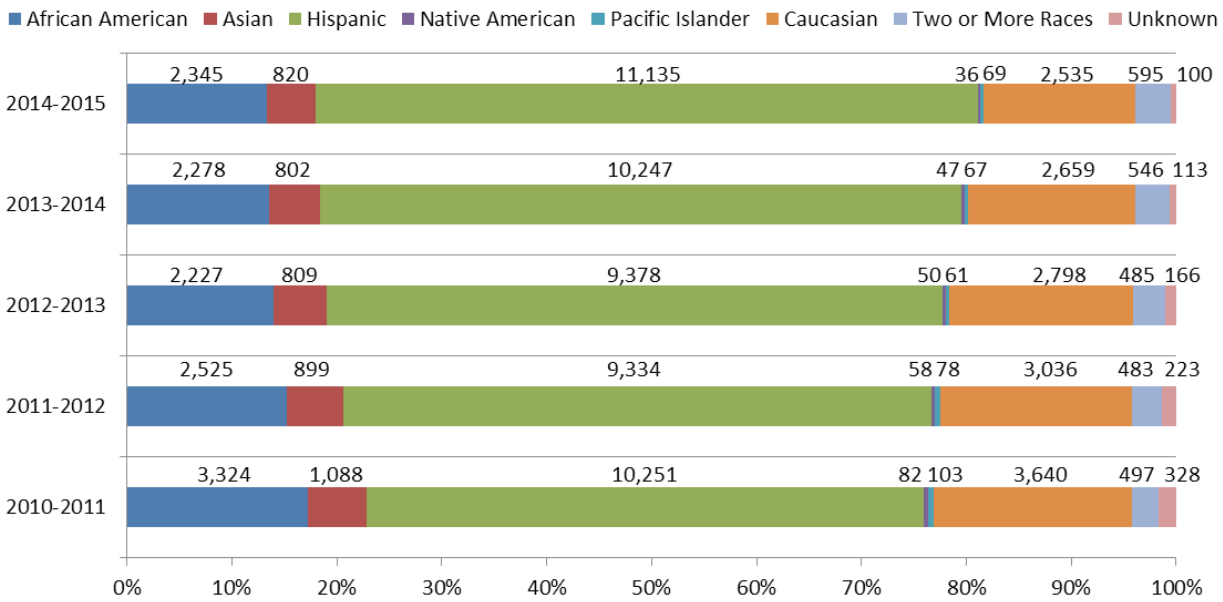
EXHIBIT 2.01: UNDUPLICATED ENROLLMENT BY AGE GROUP



Source: SBCCD Office of Institutional Effectiveness, Research & Planning

From 2010-11 to 2014-15, Hispanic students at SBVC increased from accounting for 53.1% of unduplicated enrollment to 63.1% of enrollment, an increase of 884 students. Conversely, Caucasian students decreased from 18.8% of students to 14.4% of unduplicated enrollment, a decrease of 1,105 students. African American students decreased as well, from accounting for 17.2% of students in 2010-11 to 13.3% of unduplicated enrollment in 20114-15, a decrease of 979 students. During the same time, Asian students decreased by 268 students, while students identifying themselves as two or more races increased by 98 students.

EXHIBIT 2.02: UNDUPLICATED ENROLLMENT BY RACE/ETHNICITY



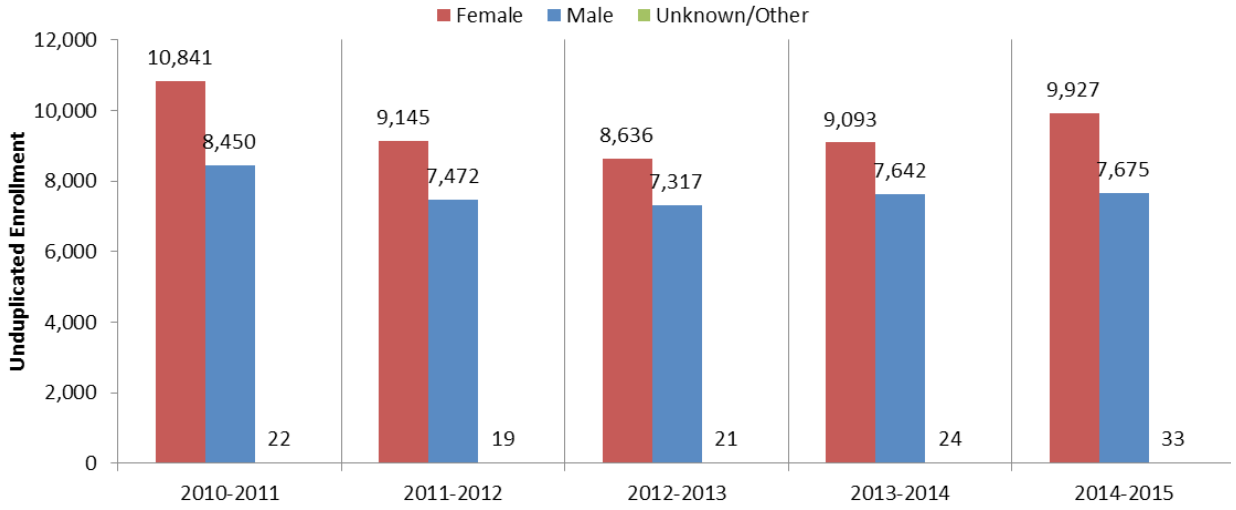
Source: SBCCD Office of Institutional Effectiveness, Research & Planning

Planning Environment - Internal Scan

STUDENT DEMOGRAPHICS + ENROLLMENT *(cont.)*

From 2010-11 to 2014-15, females accounted for an average of 55.1% of unduplicated enrollment (9,528 students), while males accounted for an average of 44.7% of unduplicated enrollment (7,711 students). During the same time, females decreased by 914 students (-8.4%) while males decreased by 775 students (-9.2%).

EXHIBIT 2.03: UNDUPLICATED ENROLLMENT BY GENDER



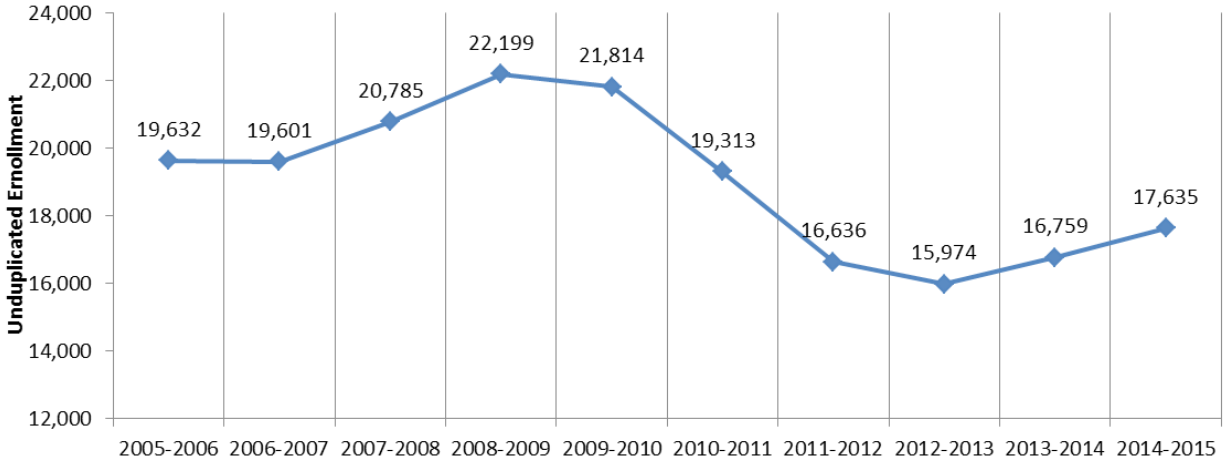
Source: SBCCD Office of Institutional Effectiveness, Research & Planning

Enrollment Trends

The most recent peak enrollment at SBVC was during the 2008-09 academic year, when the College enrolled 22,199 students. From 2008-09 to 2012-13 overall College unduplicated enrollment decreased by 6,225 students (-28.04%). The decline equates to a 7.9% average annual decrease in enrollment over four academic years. This decline occurred during a time when the State-wide economy was experiencing the "Great Recession" and California Community Colleges were in the midst of budget cuts and annual budget uncertainty. More recently, the College has been experiencing an increase in enrollment. From 2012-13 to 2014-15, unduplicated enrollment increased by 1,661 students (10.4%). The increase is equivalent to a 5.07% average annual increase in enrollment over two academic years.

Overall, SBVC students account for approximately 70% of District-wide unduplicated enrollment.

EXHIBIT 2.04: HISTORICAL UNDUPLICATED ENROLLMENT



Source: SBCCD Office of Institutional Effectiveness, Research & Planning

Planning Environment - Internal Scan

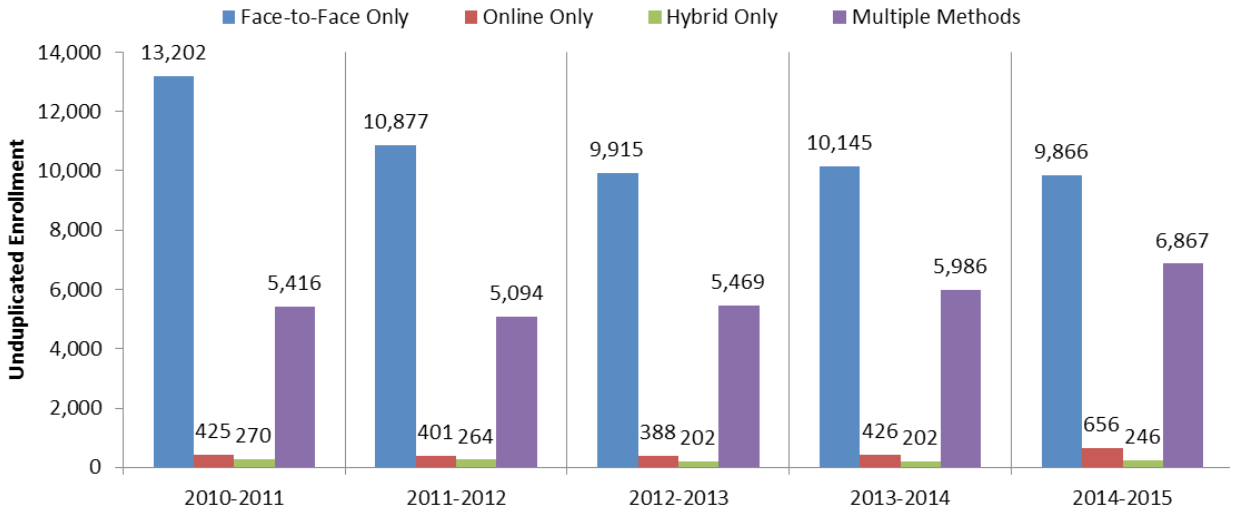
STUDENT DEMOGRAPHICS + ENROLLMENT *(cont.)*

From 2010-11 to 2014-15, students who only enrolled in face-to-face courses at SBVC accounted for an average of 62.46% of unduplicated enrollment (10,801 students). During the same years, students who only enrolled in online classes accounted for an average of 2.66% of unduplicated enrollment (459 students) and students who only enrolled in hybrid courses accounted for an average of 1.37% of unduplicated enrollment (237 students). Students who took courses using multiple instructional methods accounted for an average of 33.51% of unduplicated enrollment (5,766 students).

From 2010-11 to 2014-15, enrollment in face-to-face courses only decreased by 3,336 students (-25.3%) and hybrid only enrollment decreased by 24 students (-8.9%). During the same time period, students who only enrolled in online classes increased by 231 students (54.4%) and enrollment in courses with multiple instructional methods increased by 1,451 students (26.8%).

The number and proportion of students enrolling in traditional face-to-face instruction only has been declining and shifting to students utilizing multiple instructional methods for their courses.

EXHIBIT 2.05: UNDUPLICATED ENROLLMENT BY INSTRUCTIONAL METHOD



Source: SBCCD Office of Institutional Effectiveness, Research & Planning

California (CA) residents accounted for 97.79% of SBVC unduplicated enrollment in 2010-11 (18,886 students); however, the proportion of California resident students fell to 94.95% by 2014-15 (16,745 students). This is a decline of 2,141 California resident students (-11.34%) over five academic years. The number and proportion of CA non-resident (AB 540) students has consistently increased from 2010-11 to 2014-15, increasing by 451 students (234.9%) over four academic years. AB 540 allowed students to qualify for an exemption from paying out-of-state tuition if they met certain criteria. From 2010-11 to 2014-15, foreign country resident enrollment at SBVC increased by 94 students (67.14%).

TABLE 2.06: UNDUPLICATED ENROLLMENT BY RESIDENCY STATUS

Residency Status	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
CA Resident	18,886	16,019	15,428	15,982	16,745
CA Nonresident	192	242	347	519	643
Out of State	8	4	3	2	0
Foreign Country	140	161	136	206	234
Unknown	87	210	60	50	13
Total Unduplicated Enrollment	**19,313**	**16,636**	**15,974**	**16,759**	**17,635**

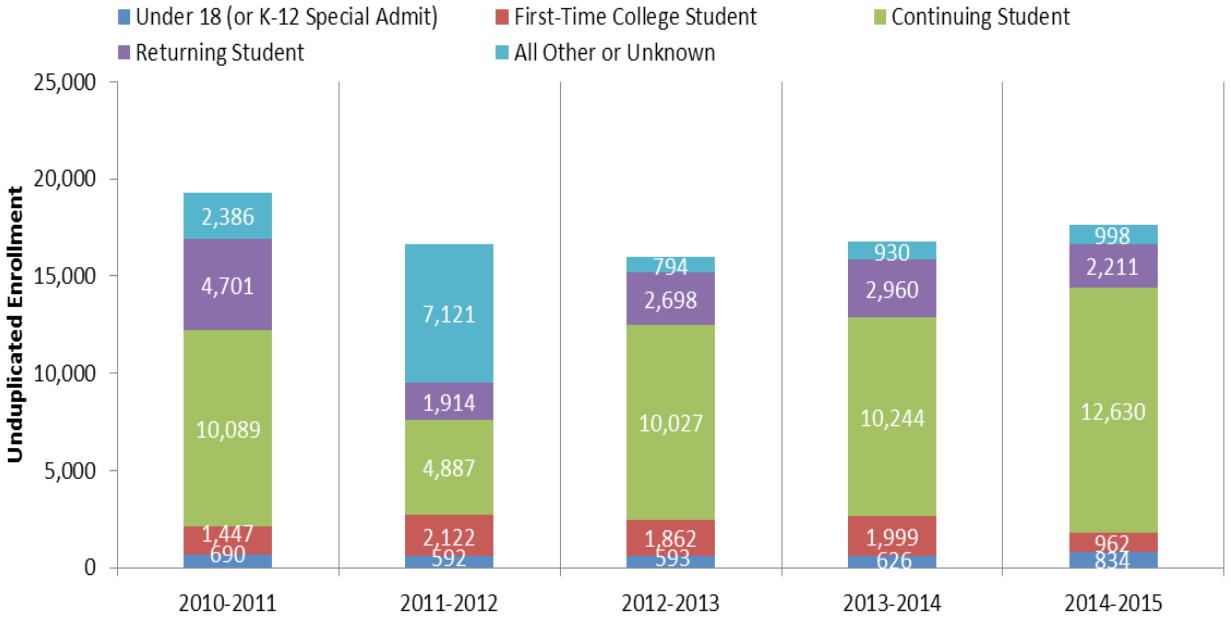
Source: SBCCD Office of Institutional Effectiveness, Research & Planning

Planning Environment - Internal Scan

STUDENT DEMOGRAPHICS + ENROLLMENT *(cont.)*

From 2012-13 to 2014-15, continuing students accounted for an average of 65.17% of unduplicated enrollment (10,967 students), while returning college students accounted for an average of 15.7% of unduplicated enrollment (2,623 students), and first-time college students accounted for an average of 9.68% of unduplicated enrollment (1,608 students). During the same three year period, unduplicated enrollment from continuing students increased by 2,603 students (26%) and under 18 (or K-12 special admit) students increased by 241 students (40.6%). From 2012-13 to 2014-15, unduplicated enrollment from first-time college students decreased by 900 students (-48.3%) and by 487 students (-18.1%) for returning college students.

EXHIBIT 2.07: UNDUPLICATED ENROLLMENT BY ENROLLMENT STATUS



Source: SBCCD Office of Institutional Effectiveness, Research & Planning

Colton High School has consistently been among to top 2 feeder high schools for SBVC, accounting for 134 first-time students in fall 2014. San Gorgonio High School was a top 2 feeder high school from fall 2010 to fall 2013, however dropped to the 5th ranked feeder high school in fall 2014. The College enrolls a high number of students who are home schooled. In fall 2014, 100 first-time college students at SBVC reported that they were home schooled (ranked 3rd amongst feeder high schools).

TABLE 2.08: ENROLLMENT FROM FALL 2014 TOP 10 FEEDER HIGH SCHOOLS

Institution	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	Rank	#	Rank	#	Rank	#	Rank	#	Rank	#
COLTON HIGH SCHOOL	2	123	2	87	2	104	1	135	1	134
PACIFIC HIGH	8	65	7	63	4	81	6	101	2	102
OTHER HOME SCHOOL	9	57	5	72	6	67	8	81	3	100
CAJON HIGH	3	97	3	85	3	81	3	115	4	99
SAN GORGONIO HIGH	1	126	1	89	1	107	2	129	5	94
ARROYO VALLEY HIGH	6	79	4	82	5	72	4	110	6	84
SAN BERNARDINO HIGH	7	76	9	55	8	51	7	93	7	79
RIALTO HIGH	4	93	8	62	7	65	5	105	8	74
EISENHOWER SENIOR HIGH	5	87	6	65	9	48	10	71	9	66
MIDDLE COLLEGE HIGH	17	29	19	18	14	31	9	73	10	54

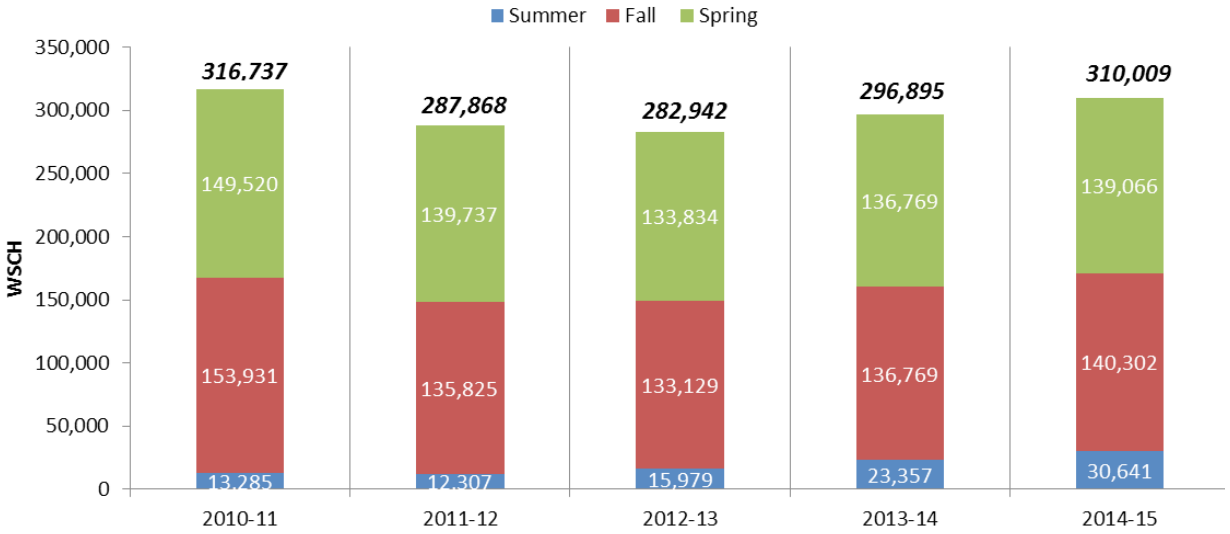
Source: SBCCD Office of Institutional Effectiveness, Research & Planning

Planning Environment - Internal Scan

SECTIONS, WSCH, FTEF, SUCCESS + RETENTION

Weekly Student Contact Hours (WSCH) is calculated by the number of hours courses meet during the semester times the number of student in those courses. WSCH generation is considered a measure of revenue for the College. From 2010-11 to 2014-15, fall and spring terms each accounted for an average of 46.8% of total WSCH while summer accounted for an average of 6.4% of WSCH. During this period overall WSCH at SBVC decreased by 2.1% (-6,727 WSCH). From 2010-11 to 2014-15, fall term WSCH decreased by 8.9% (-13,630 WSCH) and spring term WSCH decreased by 7% (-10,454 WSCH). However, summer WSCH increased by 130.6% (17,356 WSCH). Since 2012-13, SBVC's WSCH generation has increased by 9.6% (27,067 WSCH) over two academic years (2013-14 and 2014-15).

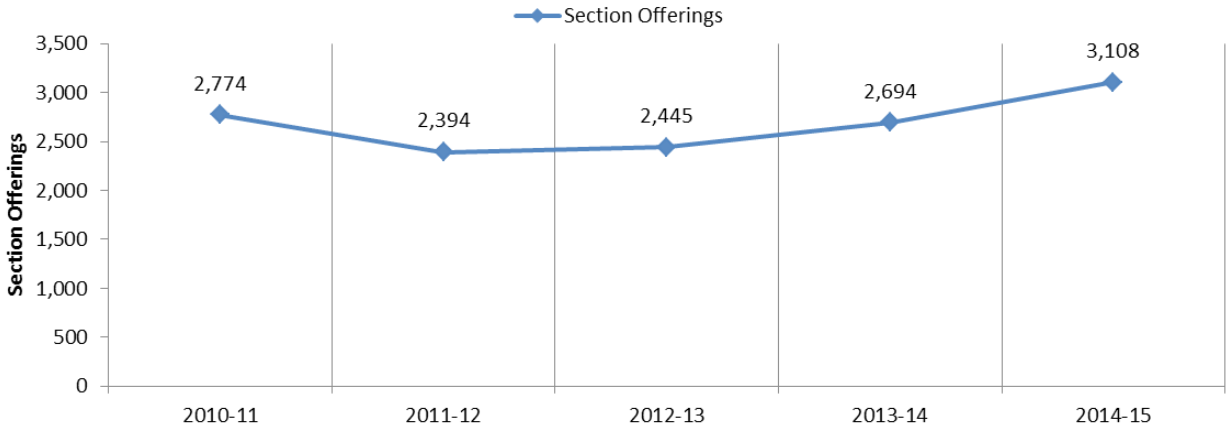
EXHIBIT 2.09: WSCH GENERATION



Source: SBCCD Office of Institutional Effectiveness, Research & Planning

From 2010-11 to 2014-15, the average annual growth rate of section offerings was 2.88% (equivalent to 83.5 sections added per year). Sections offerings reached their most recent low during the 2011-12 academic year (2,394 sections). However, SBVC generated 120.2 WSCH per section offering in 2011-12. As section offerings have recently increased WSCH generation has not increased at the same pace. From 2011-12 to 2014-15, course offerings increased by 714 sections (29.8%) while WSCH per sections offered decreased to 99.7 WSCH/section.

EXHIBIT 2.10: SECTION OFFERINGS



Source: SBCCD Office of Institutional Effectiveness, Research & Planning

Planning Environment - Internal Scan

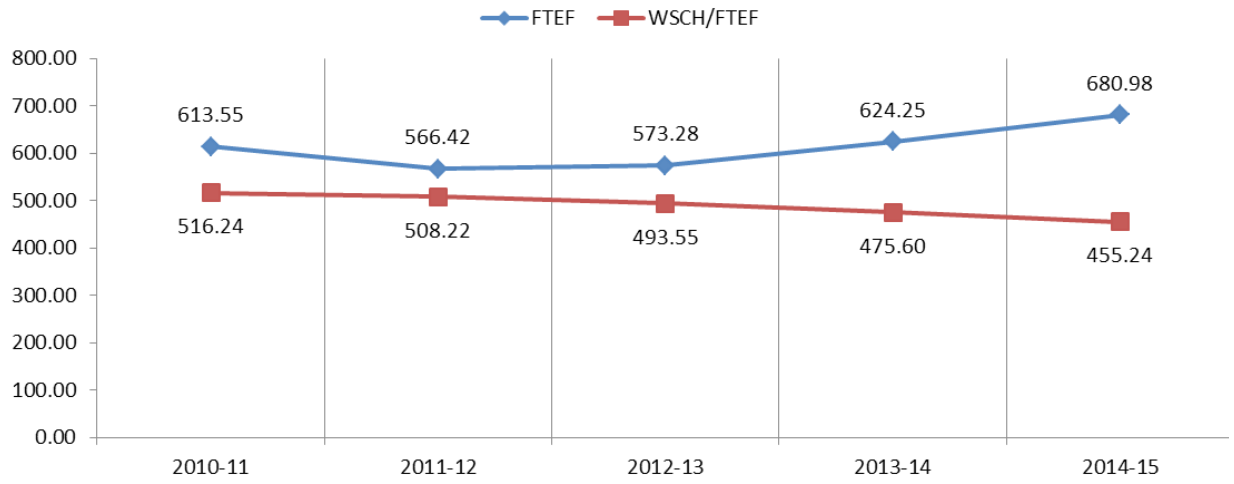
SECTIONS, WSCH, FTEF, SUCCESS + RETENTION *(cont.)*

From 2010-11 to 2014-15, SBVC achieved its highest productivity in 2010-11 when the College had 613.55 full time equivalent faculty (FTEF) and produced 516.24 WSCH/FTEF. From 2011-12 to 2014-15, the College increased faculty by 114.56 FTEF (20.2%); however, productivity decreased by 52.99 WSCH/FTEF (-10.4%). The California community college recommended standard for productivity is 525 WSCH/FTEF, which represents the approximate point of financial breakeven for a College.

In 2014-15, 64.6% of SBVC students (11,392 students) stated that their educational goal was to obtain a bachelor's degree (BA/BS) upon transfer. During the same academic year, 18.8% of students (3,307 students) had an educational goal of obtaining an associate degree (AA/AS) or certificate without transfer, and 6% of students (1,054 students) identified their goals as related to job skills or maintaining a certification/license.

From 2010-11 to 2014-15, the proportion of students with the goal of obtaining a BA/BS upon transfer increased by 13.1% (1,440 students). During the same time, the proportion of students with goals related to job skills or maintaining a certification/license decreased by 5.4% (-1,140 students). It should also be noted that the number of students with an undecided goal decreased by 1,026 students during the same time period.

EXHIBIT 2.11: PRODUCTIVITY (WSCH/FIFF)



Source: SBCCD Office of Institutional Effectiveness, Research & Planning

TABLE 2.12: UNDUPLICATED ENROLLMENT BY EDUCATIONAL GOAL

Educational Goals	Academic Year									
	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	#	%	#	%	#	%	#	%	#	%
BA/BS Degree after Assoc.	8,309	43.0%	7,748	46.6%	7,989	50.0%	8,656	51.6%	9,652	54.7%
BA/BS degree w/o Assoc.	1,643	8.5%	1,494	9.0%	1,461	9.1%	1,525	9.1%	1,740	9.9%
Assoc. Degree w/o trans.	2,394	12.4%	2,068	12.4%	1,991	12.5%	2,191	13.1%	2,292	13.0%
Voc. Assoc. w/o transfer	272	1.4%	212	1.3%	224	1.4%	248	1.5%	256	1.5%
Voc. Certif. w/o transfer	838	4.3%	653	3.9%	633	4.0%	685	4.1%	759	4.3%
Career Exploration	212	1.1%	176	1.1%	135	0.8%	118	0.7%	95	0.5%
Acquire Job Skills	1,005	5.2%	780	4.7%	694	4.3%	632	3.8%	478	2.7%
Update Job Skills	561	2.9%	402	2.4%	332	2.1%	347	2.1%	303	1.7%
Maintain Cert/License	416	2.2%	306	1.8%	234	1.5%	179	1.1%	178	1.0%
Basic Skills	270	1.4%	204	1.2%	169	1.1%	162	1.0%	137	0.8%
H.S Diploma/GED	75	0.4%	36	0.2%	30	0.2%	34	0.2%	33	0.2%
Non-credit to credit	14	0.1%	16	0.1%	11	0.1%	7	0.04%	4	0.02%
4-yr student taking classes	945	4.9%	746	4.5%	651	4.1%	629	3.8%	584	3.3%
Educational Development	389	2.0%	284	1.7%	219	1.4%	210	1.3%	238	1.3%
Personal Interest	44	0.2%	21	0.1%	12	0.1%	10	0.1%	6	0.03%
Undecided Goal	1,903	9.9%	1,478	8.9%	1,182	7.4%	1,122	6.7%	877	5.0%
Uncollected/Unreported	23	0.1%	12	0.1%	7	0.04%	4	0.02%	2	0.01%
Not Applicable	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.01%
Total	**19,313**	**100%**	**16,636**	**100%**	**15,974**	**100%**	**16,759**	**100%**	**17,635**	**100%**

Source: SBCCD Office of Institutional Effectiveness, Research & Planning

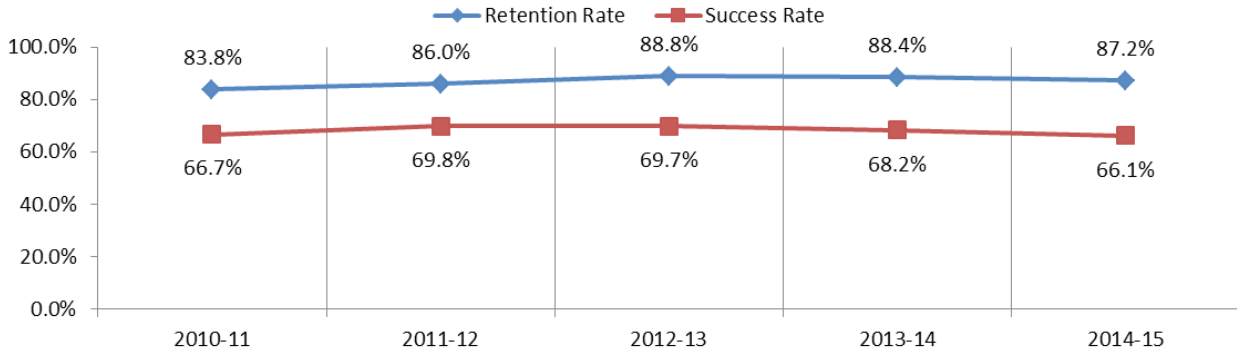
Planning Environment - Internal Scan

SECTIONS, WSCH, FTEF, SUCCESS + RETENTION *(cont.)*

Student Success and Completion

From 2010-11 and 2014-15, SBVC experienced an average retention rate of 86.8% and an average success rate of 68.1%. The most recent peak retention rate at SBVC was 88.8% in 2012-13, while the most recent peak success rate was 69.8% in 2011-12. From 2012-13 to 2014-15, SBVC's retention rate declined at an average annual rate of 0.91% while success rate declined at an average annual rate of 2.65%. From 2010-11 to 2014-15, the average gap between success and retention rates was 18.7%. In fall 2014, State-wide averages for success and retention rates were 69.01% and 86.3%, respectively.

EXHIBIT 2.13: SUCCESS AND RETENTION RATES



Source: SBCCD Office of Institutional Effectiveness, Research & Planning

The total number of degrees and certificates awarded at SBVC increased by 37.8% (364 awards) from 2010-11 to 2014-15. During the same time period, the number of AA degrees awarded increased by 51.8% (232 degrees), while the number of certificates requiring 30 to less than 60 semester units decreased by 9.6% (-20 certificates). From 2012-13 to 2014-15, the number of associate for transfer degrees (AA-T/AS-T) awarded increased by 134 awards over just two academic years. In 2014-15, associate for transfer degrees accounted for 15.9% of all associate degrees awarded (156 AA-T/AS-T awards of 981 total AA/AS awards).

TABLE 2.14: DEGREES AND CERTIFICATES AWARDED

Degree / Certificate Type	2010-11	2011-12	2012-13	2013-14	2014-15
Associate in Science for Transfer (A.S.-T) Degree	0	0	14	27	100
Associate in Arts for Transfer (A.A.-T) Degree	0	0	8	30	56
Associate of Science (A.S.) degree	150	150	142	180	145
Associate of Arts (A.A.) degree	448	576	652	746	680
Certificate requiring 60+ semester units	8	4	10	14	11
Certificate requiring 30 to < 60 semester units	208	178	229	214	188
Certificate requiring 18 to < 30 semester units	105	118	128	132	115
Certificate requiring 12 to < 18 units	0	0	2	0	0
Certificate requiring 6 to < 18 semester units	28	44	40	46	33
Other Credit Award, < 6 semester units	17	0	0	1	0
Total Degrees / Certificates Awarded	**964**	**1,070**	**1,225**	**1,390**	**1,328**

Source: California Community Colleges Chancellor's Office – Datamart

Planning Environment - Internal Scan

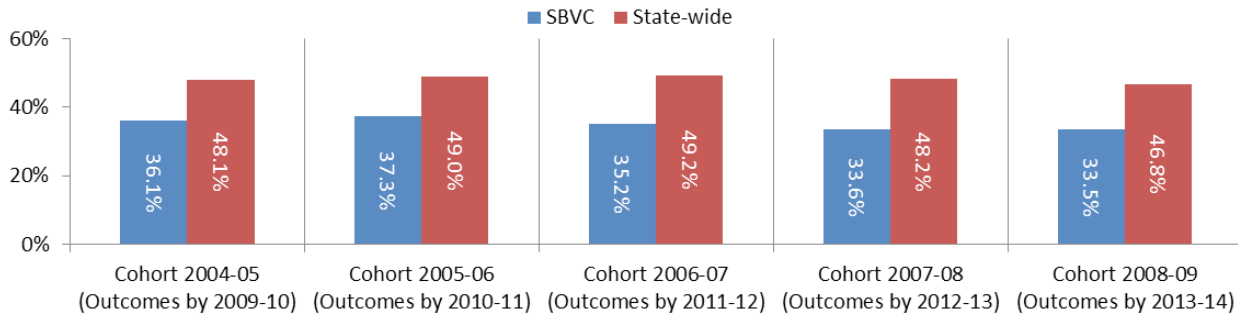
SECTIONS, WSCH, FTEF, SUCCESS + RETENTION *(cont.)*

Completion rate or student progress and attainment rate (SPAR) may be defined as the percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and achieved any of the following outcomes within six years of entry:

Earned an AA/AS or credit Certificate (Chancellor's Office approved)
Transfer to a four-year institution
Achieved "transfer prepared" status (successful completion of 60 UC/CSU transferrable units with a GPA >=2.0)

Student cohorts from 2004-05 to 2008-09, had an average completion rate of 35.1% within 6 years, while the Statewide average completion rate was 48.3%. During the same time period, the average gap between SBVC's completion rate and the State-wide average completion rate was 13.1%.

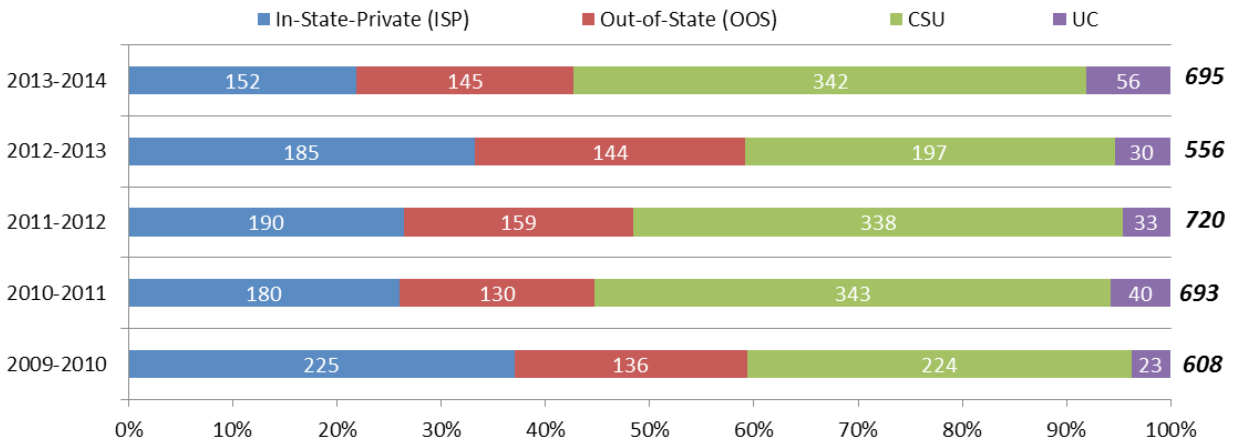
EXHIBIT 2.15: COMPLETION/STUDENT PROGRESS + ATTAINMENT RATE (SPAR)



Source: California Community Colleges Chancellor's Office – Datamart

SBVC transfer volume most recently peaked in 2011-12 with 720 total transfers. From 2009-10 to 2013-14, the average proportion of California State University (CSU) transfers was 43.6%, the average proportion of in-State private school transfers was 28.9%, the average proportion of out-of-State transfers was 22% and the average proportion of University of California (UC) transfers was 5.5%. During the same time period, total transfer volume at SBVC increased by 87 students (14.3%).

EXHIBIT 2.16: TRANSFER VOLUME



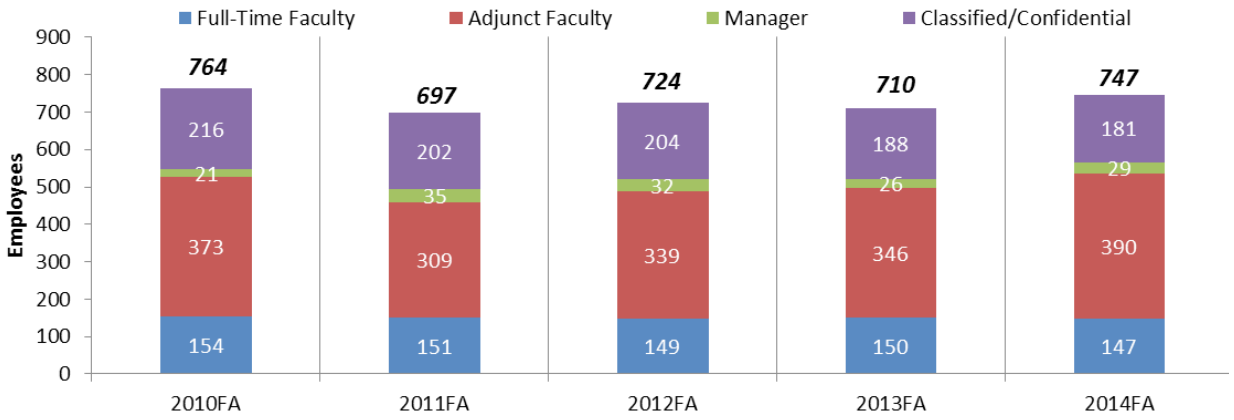
Source: California Community Colleges Chancellor's Office – Datamart

Planning Environment - Internal Scan

EMPLOYEE DEMOGRAPHICS

From fall 2010 to fall 2014, the average proportion of adjunct faculty at SBVC was 48.2%, classified/ confidential employees accounted for an average of 27.2% of all employees, the average proportion of full-time faculty was 20.6% and managers accounted for an average of 3.9% of all employees. Full-time faculty decreased by 4.5% (-7 employees) over the same five fall terms, while adjunct faculty increased by 4.6% (17 employees), classified/confidential employees decreased by 16.2% (35 employees) and managers increased by 38.1% (8 employees). From fall 2010 to fall 2014, the total number of employees at SBVC decreased by 2.2% (-17 employees). In fall 2014, 27.4% of the College's faculty were full-time employees (147 full-time faculty of 537 total faculty).

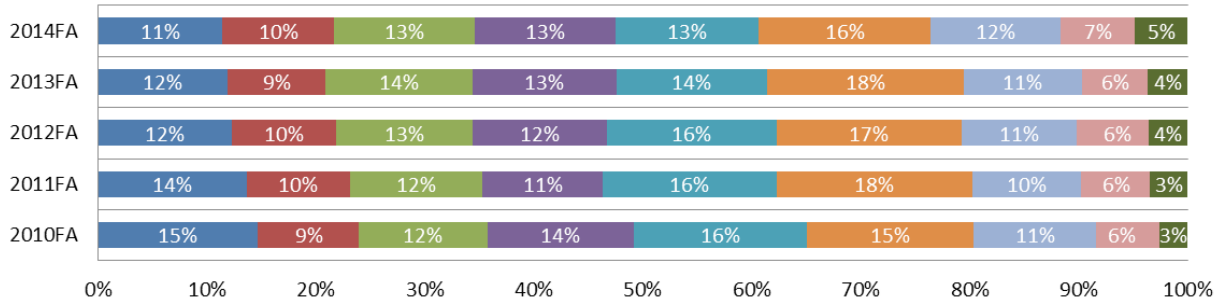
EXHIBIT 2.17: UNDUPLICATED EMPLOYEES BY TYPE (FALL TERM)



Source: SBCCD Office of Institutional Effectiveness, Research & Planning

From fall 2010 to fall 2014, employees age 18-34 years old decreased by 24.1% (-27 employees) and employees age 50-54 years old decreased by 19% (-23 employees). During the same time, employees age 70 or older increased by 80% (16 employees). In fall 2014, 216 employees were within the 50-59 age group (28.9%) and 176 employees were age 60 or older (23.6%). Employee data by age group suggests that it may be reasonable to expect over half of the College's employees to retire within the next 15 years.

EXHIBIT 2.18: UNDUPLICATED EMPLOYEES BY AGE (START OF FALL TERM)



	2010FA	2011FA	2012FA	2013FA	2014FA
18-34	112	95	89	84	85
35-39	71	66	69	64	77
40-44	90	85	91	96	96
45-49	103	77	89	94	97
50-54	121	111	113	98	98
55-59	117	125	123	128	118
60-64	86	70	76	77	89
65-69	44	44	48	43	51
70+	20	24	26	26	36

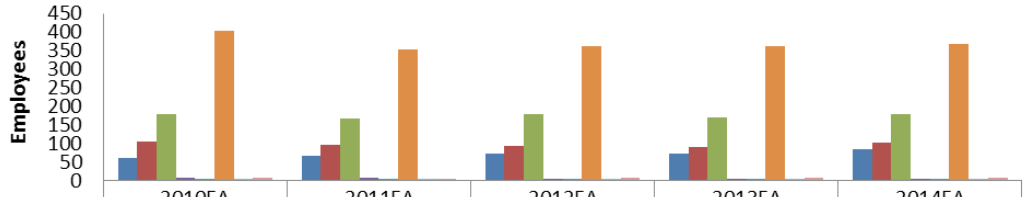
Source: SBCCD Office of Institutional Effectiveness, Research & Planning

Planning Environment - Internal Scan

EMPLOYEE DEMOGRAPHICS *(cont.)*

From fall 2010 to fall 2014, the number of Asian employees at SBVC increased by 37.7% (23 employees) while the number of Caucasian employees decreased by 8.5% (-34 employees). During the same time period, Caucasian's accounted for an average of 50.7% of employees, Hispanic's accounted for an average of 23.9% of employees and African American's accounted for an average of 13.3% of employees.

EXHIBIT 2.19: UNDUPLICATED EMPLOYEES BY RACE/ETHNICITY (FALL TERM)

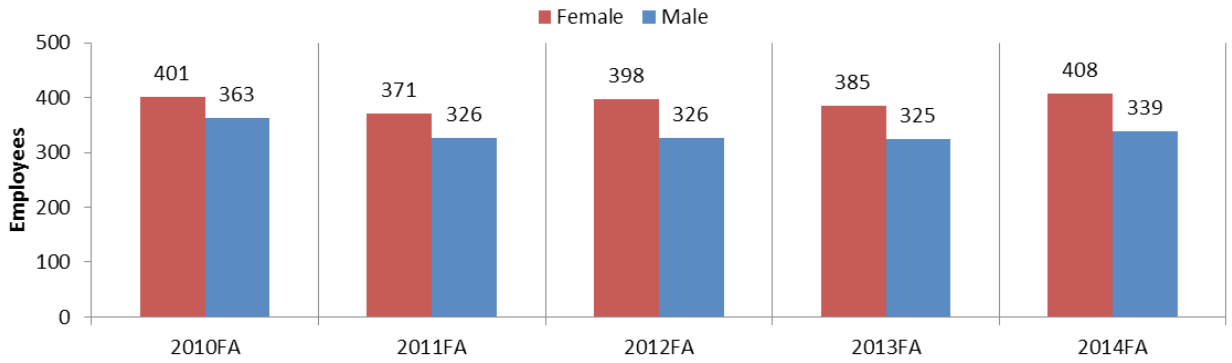


	2010FA	2011FA	2012FA	2013FA	2014FA
Asian	61	67	71	71	84
Black or African American	105	96	94	89	101
Hispanic/Latino	177	167	179	170	179
American Indian	8	6	5	5	5
Pacific Islander	3	3	3	3	3
Caucasian	402	352	363	362	368
Two or More Races	2	1	3	3	1
Unknown	6	5	6	7	6

Source: SBCCD Office of Institutional Effectiveness, Research & Planning

From fall 2010 to fall 2014, females accounted for an average of 53.9% of SBVC employees, while males accounted for an average of 46.1% of employees. During the same time, female employees increased by 1.7% (7 persons) while males decreased by 6.6% (24 employees).

EXHIBIT 2.20: UNDUPLICATED EMPLOYEES BY GENDER (FALL TERM)



Source: SBCCD Office of Institutional Effectiveness, Research & Planning

Planning Environment - Internal Scan

INTERNAL SCAN FINDINGS

Analysis of data regarding the internal college profile at SBVC provides insight for making informed planning decisions. The following findings are derived from the internal scan data presented in this chapter of the EMP:

Student Demographics

- Students 20-24 years old is the largest age group within the College (6,409 students in 2014-15) and the only student age group to increase in enrollment from 2010-11 to 2014-15. The student age group that experienced the most decline during the same period were those 40-49 years old (-524 students).

- Hispanic students accounted for 63.1% of College enrollment in 2014-15 (11,135 students). From 2010-11 to 2014-15, the number of Caucasian students decreased by 1,105 students (-30.4%) and the number of African American students decreased by 979 students (-29.5%).

- Female students accounted for 56.3% of College enrollment in 2014-15 (9,927 students). From 2010-11 to 2014-15, the number of female students decreased by 914 students (-8.4%), while the number of male students declined by 775 students (-9.2%).

Enrollment Trends

- From 2008-09 to 2012-13, overall College enrollment decreased by 6,225 students (-28.04%). However, from 2013-14 to 2014-15, SBVC's enrollment increased by 1,661 students (10.4%). In 2014-15, the College was still 4,564 students shy of its most recent peak enrollment (22,199 students in 2008-09 compared to 17,635 students in 2014-15).

- The number and proportion of students enrolling in tradition face-to-face instruction only has been declining and shifting to students utilizing multiple instructional methods. In 2010-11, 70.9% of students at SBVC enrolled in traditional face-to-face courses (13,202 students). By 2014-15, 59% of students at SBVC enrolled in traditional face-to-face courses (9,866 students).

- Although California residents account for over 95% of students, California resident students declined by 2,141 students (-11.34%) from 2010-11 to 2014-15. During the same time, California non-residents increased by 451 students (234.9%) and foreign country residents increased by 94 students (67.1%).

- Continuing students account for the majority of SBVC enrollment (12,630 students or 71.6% of unduplicated enrollment in 2014-15). First-time college students only accounted for 5.46% of unduplicated enrollment in 2014-15 (962 students), a decreased of 900 students from 2012-13 to 2014-15. During the same time, under age 18 or K-12 special admit students increased by 241 students (40.6%).

- Colton High School has consistently been among to top 2 feeder high schools for SBVC, accounting for 134 first-time students in fall 2014. San Gorgonio High School was a top 2 feeder high school from fall 2010 to fall 2013, however dropped to the 5th ranked feeder high school in fall 2014. Pacific High School went from the 8th ranked feeder high school for SBVC in fall 2010 to the 2nd ranked feeder high school in fall 2014.

- From 2010-11 to 2014-15:
  - Total WSCH generation decreased by 6,727 WSCH (-2.1%)
  - Total unduplicated enrollment decreased by 1,678 students (-8.7%)
  - Total section offerings increased by 334 sections (12%)

  - Total FTEF increased by 67.43 FTEF (11%)
  - Total productivity decreased by 61 WSCH/FTEF (11.8%)

- In 2011-12, the College generated 120.2 WSCH per section. However, in 2014-15 the College generated 99.7 WSCH per section.

- In 2010-11, the College had 613.55 FTEF that reached a productivity level of 516.24 WSCH/FTEF. However, in 2014-15 the College had 680.98 FTEF that reached a productivity level of 455.24 WSCH/FTEF.

- The majority of students at SBVC stated an educational goal of obtaining a BA/BS upon transfer to a four-year institution (11,392 students or 64.6% of unduplicated enrollment in 2014-15). From 2010-11 to 2014-15, the proportion of students with the goal of obtaining a BA/BS upon transfer increased by 13.1% (1,440 students).

Student Success and Completion

- From 2010-11 to 2014-15, SBVC experienced an average retention rate of 86.8% and an average success rate of 68.1%. In 2014-15, the College's retention rate was 87.2% (State-wide retention rate for fall 2014 was 86.3%). In 2014-15, the College's success rate was 66.1% (State-wide success rate for fall 2014 was 69.01%).

- From 2010-11 to 2014-15, total degrees and certificates awarded increased by 364 awards (37.8%). The most significant growth was experienced in AA degrees, which increased by 232 awards (51.8%) during the same time period.

- Student cohorts from 2004-05 to 2008-09, had an average completion rate of 35.1% within 6 years, while the State-wide average completion rate was 48.3%.

- From 2009-10 to 2013-14, the average transfer volume at SBVC was 654 students. During the same period, the average proportion of CSU transfers was 43.6%, while the average proportion of in-State private school transfers was 28.9%, approximately 22% of transfers went to out-of-State schools, and 5.5% of transfer students enrolled in UC schools.

Employee Demographics

- In fall 2014, adjunct faculty accounted for 52.2% of all employees (390 persons), while full-time faculty accounted for 19.7% of all employees (147 persons). Approximately 27.4% of the College's faculty were full-time employees (147 full-time employees of 537 total faculty members).

- In fall 2014, 216 employees were within the 50-59 age group (28.9% of all employees) and 176 employees were age 60 or older (23.6% of all employees). Data suggests that it is reasonable to expect up to over half of the College's employees to retire within the next 15 years.

- In fall 2014, 49.3% of SBVC employees were Caucasian (368 persons), 24% of employees were Hispanic (179 persons), 13.5% of employees were African American (101 persons) and 11.2% were Asian (84 persons). From fall 2010 to fall 2014, Caucasian employees decreased my 34 persons (-8.5%) while Asian employees increased by 23 persons (37.7%).

Planning Environment - Internal Scan

INTERNAL SCAN FINDINGS *(cont.)*

- In fall 2014, 54.6% of the College's employees were female (408 persons), while 45.4% of employees were male (339 persons). From fall 2010 to fall 2014, the number of male employees decreased by 24 persons (-6.6%) while females increased by 7 employees (1.7%).

SAN BERNARDINO VALLEY COLLEGE

02 PLANNING ENVIRONMENT
EXTERNAL SCAN

Planning Environment
External Scan

The intent of the external scan of San Bernardino Valley Community College (SBVC) is to assess demographics and other characteristics of the regional community which the College services. The external scan is used to identify and understand patterns and trends within the area and informs planning directions. The analysis presented in this plan is based on service area (ZIP Codes) and region (Riverside and San Bernardino Counties). Economic Modeling Specialists International (EMSI), Census 2010 American Community Survey 5-Year Estimates (2010-2014) and California Department of Education data was utilized to analyze the community which the College serves.

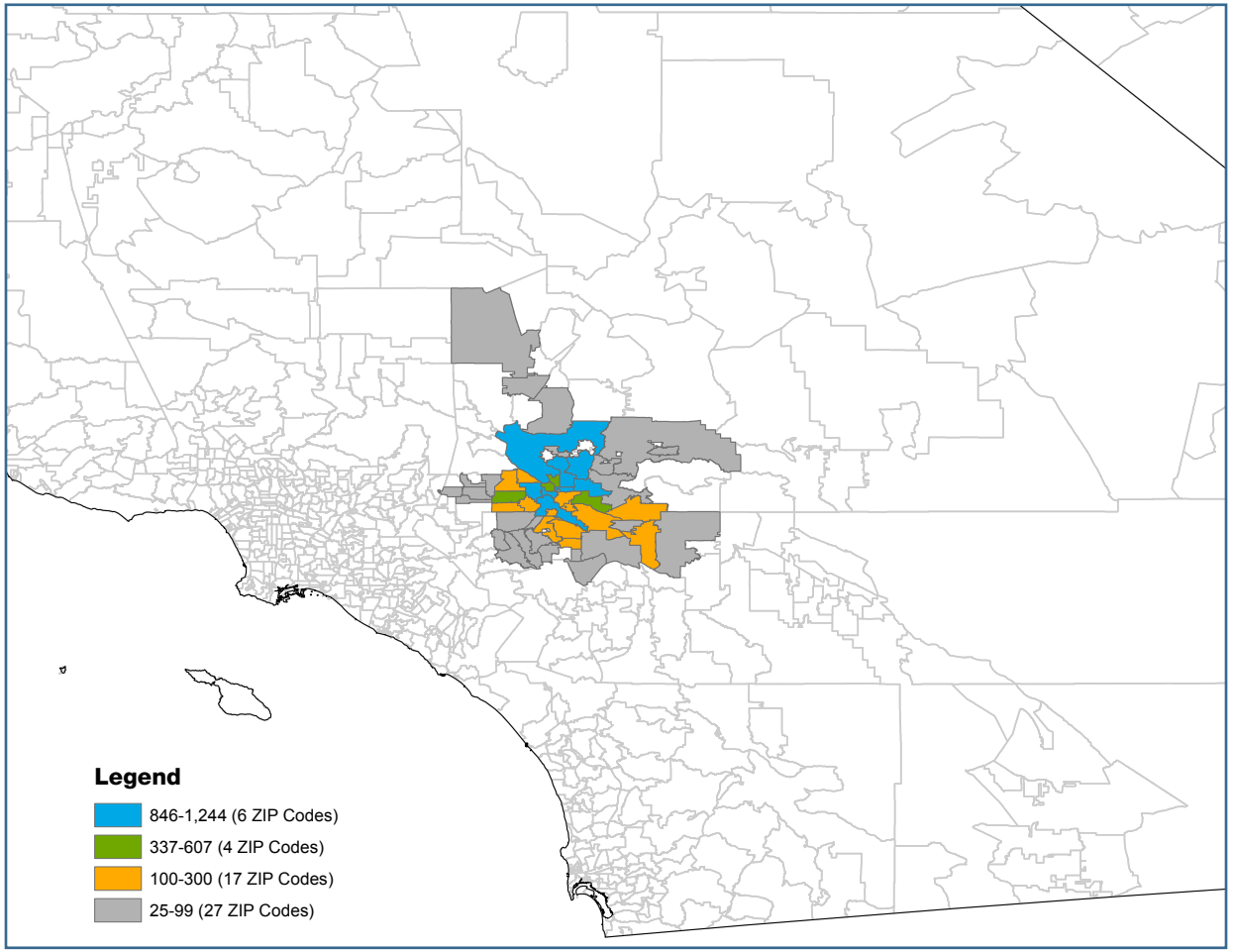
- San Bernardino Valley Community College Service Area
- Population Estimates and Projections
- Educational Attainment
- Household Size, Income, + Property
- Service Area High Schools
- Neighborhood Higher Education Institutions
- Regional + Neighborhood Context Summary

Planning Environment - External Scan

SAN BERNARDINO VALLEY COMMUNITY COLLEGE SERVICE AREA

The San Bernardino Valley Community College service area includes 20 Cities/areas: Rancho Cucamonga, Beaumont, Grand Terrace, Bloomington, Calimesa, Colton, Crestline, Fontana, Highland, Lake Arrowhead, Loma Linda, Lytle Creek, Mentone, Redlands, Rialto, Running Springs, Yucaipa, San Bernardino, Riverside and Moreno Valley. Regionally, SBVC serves the counties of San Bernardino and Riverside.

EXHIBIT 3.01: SBVC SERVICE AREA MAP



Planning Environment - External Scan

POPULATION ESTIMATES + PROJECTIONS

Population data provides an opportunity to understand the make-up of the population SBVC primarily serves relative to the region and State. From 2005 to 2015, the service area population grew by 14.7% (181,878 persons) while the region's total population grew by 17.3% (669,696 persons). By comparison, the State's population grew by 9.1%.

The projected population growth of the service area and region is expected to diminish over the next 10 years. From 2015 to 2025, the service area total population is projected to grow by 5.15% (73,120 persons) and the region's total population is projected to grow by 5.55% (252,316 persons). Both of these increases exceed the State's projected growth during the same time period, which is expected to grow by 5.08% (1,987,346 persons).

In 2015, the proportion of the service area population age 19 and under was 31.3% (444,130 persons). This is more than the regional proportion of 29.8% (1,353,226 persons) and State-wide proportion of 26.22% (10,248,399 persons) during the same year.

Between 2015 and 2025, population projections suggest that the proportion of those in the 19 and under age group will increase by 1.14% within the service area (5,067 persons) and 1.45% in the region (19,651 persons), which is less than the projected 2.07% increase projected for the proportion of the State-wide population in the same age group (212,632 persons).

The 20-24 age group may be considered SBVC's core age demographic. The 20-24 age group accounted for 8.85% of the service area population in 2015 (125,582 persons). The proportion of the service area population in the 20-24 age group was slightly greater than the regional proportion of 8.28% (376,421 persons) and the State proportion of 8% (3,122,810 persons).

TABLE 3.02: TOTAL POPULATION ESTIMATES + PROJECTIONS

Area	2010	2011	2012	2013	2014	2015	2020	2025
Service Area	1,330,288	1,349,005	1,363,020	1,381,744	1,400,318	1,418,898	1,478,258	1,492,018
Regional	4,243,556	4,302,146	4,350,609	4,416,590	4,481,004	4,545,323	4,755,883	4,797,639
California	37,335,221	37,687,015	38,047,900	38,395,867	38,757,231	39,090,228	40,251,903	41,077,574

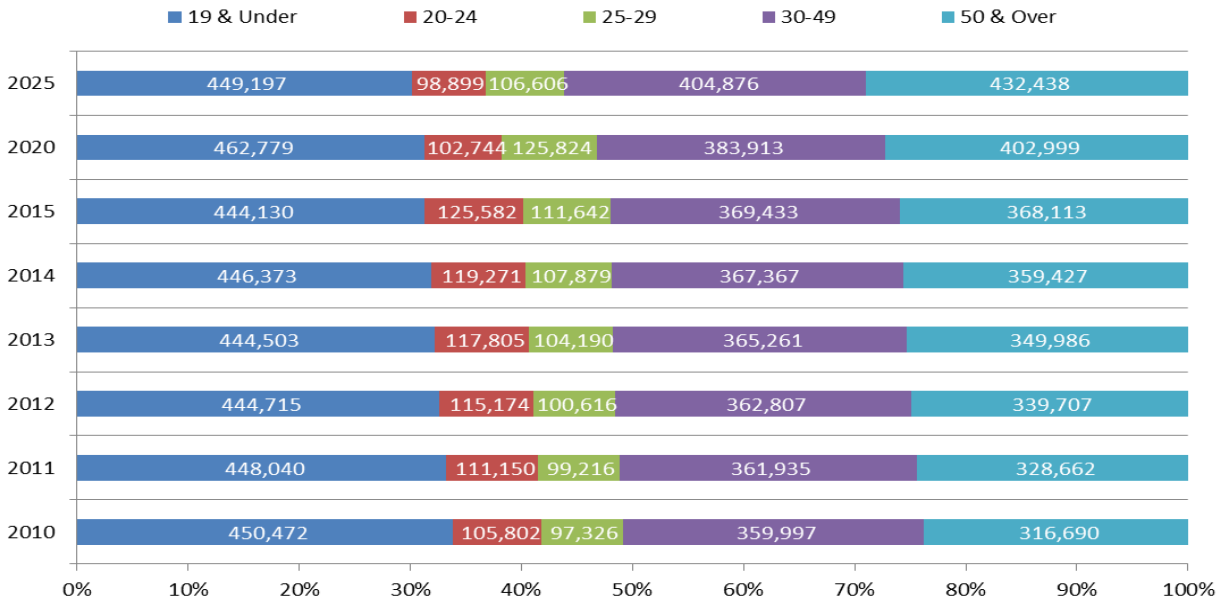
Source: EMSI

Planning Environment - External Scan

POPULATION ESTIMATES + PROJECTIONS *(cont.)*

Between 2015 and 2025, population projections suggest that the proportion of those in the 20-24 age group will decrease by 21.25% (-26,683 persons) in the service area population and 20.23% (-76,153 persons) in the regional population. These are larger decreases than the projected 16.75% (-522,916 persons) decrease expected for the proportion of the State-wide population in the same age group.

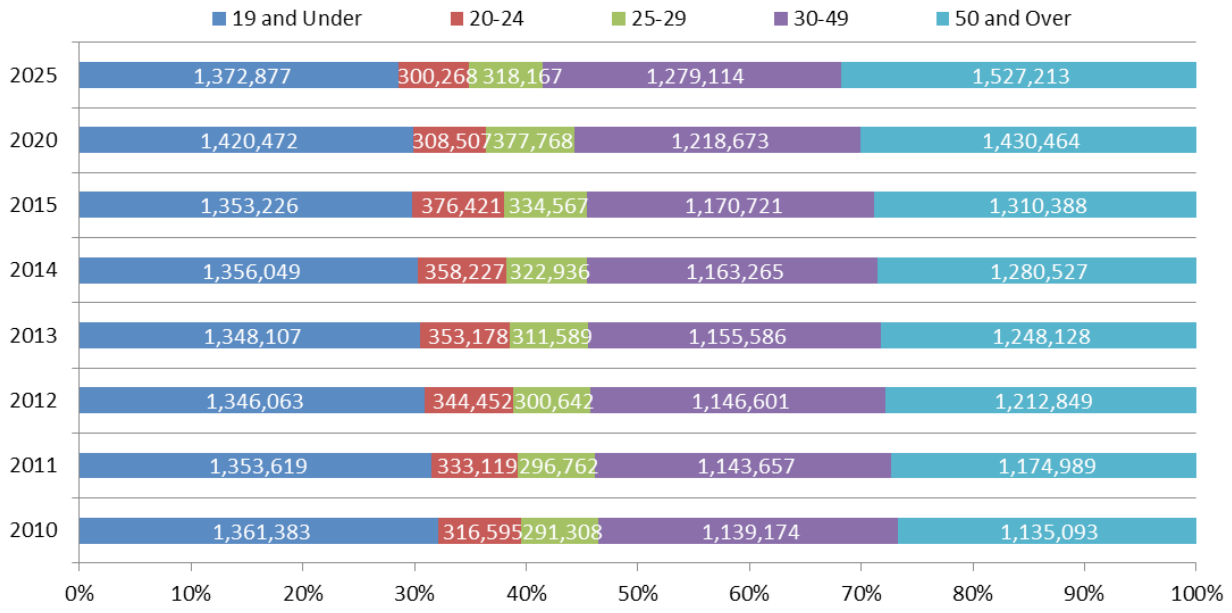
EXHIBIT 3.03: SERVICE AREA POPULATION BY AGE GROUP



Source: EMSI

From 2015 to 2025, population projections indicate that the proportion of those in the 50 and over age group will increase by 17.47% (64,325 persons) within the service area and 16.55% (216,825 persons) in the region. The projected increase for that same age group in the State is 15.38% (1,884,696 persons).

EXHIBIT 3.04: REGIONAL AREA POPULATION BY AGE GROUP



Source: EMSI

Planning Environment - External Scan

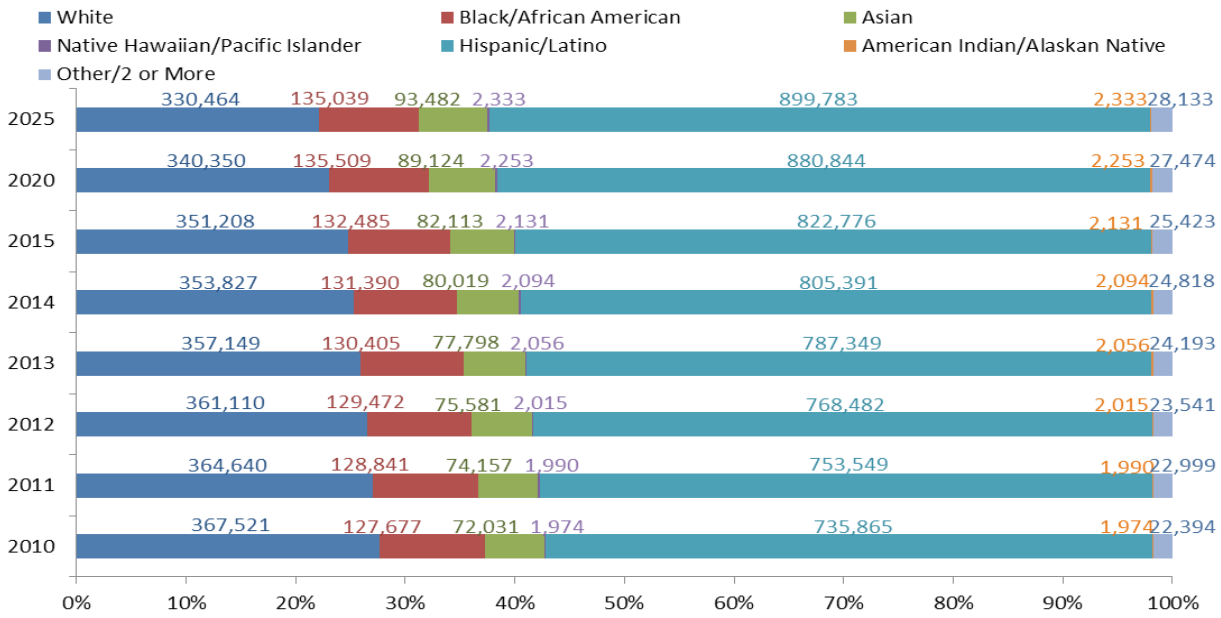
POPULATION ESTIMATES + PROJECTIONS *(cont.)*

The service area is estimated to have seen an increase in the proportion of Hispanics between 2010 and 2015 by approximately 11.81% (86,911 persons). By 2025, the proportion of Hispanics in the service area is projected to reach 60.31% of the total population (899,783 persons) and 52.51% of the total regional population (2,519,083 persons). Hispanics are projected to make-up 40.3% of the State population by the year 2025 (16,555,395 persons).

Between 2010 and 2015 the service area is estimated to have seen a decrease of Caucasians by approximately 4.44% (-16,313 persons). Caucasians in the regional population are estimated to have decreased by approximately 2.2% in the same time period (-34,730 persons). Caucasians in the State-wide population are estimated to have decreased by 1.5% between 2010 and 2015 (-231,334 persons).

Between 2015 and 2025, the number of Caucasians in the service area is projected to decrease by 5.91% (-20,744 persons) and 3.77% in the region (-57,336 persons). The number of Caucasians in the State is projected to decrease by 0.77% in the same time period (-113,913 persons).

EXHIBIT 3.05: SERVICE AREA POPULATION BY RACE/ETHNICITY

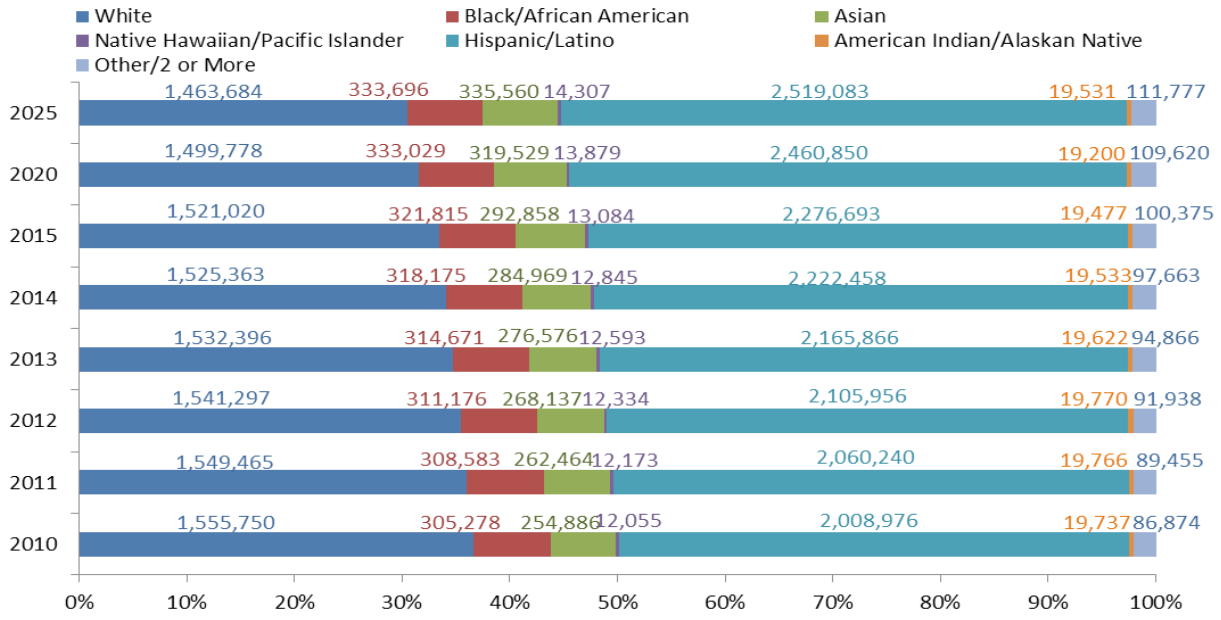


Source: EMSI

In 2015, the proportion of African Americans within the service area population was 9.3% (132,485 persons). By 2025 the proportion of African Americans is projected to make up 9.05% of the service area population (135,039 persons) and 6.96% of the regional population (333,696 persons), as compared to the projected 5.5% of the State population (2,259,304 persons).

In 2015, the proportion of Asians in the service area population was 5.79% (82,113 persons). By 2025, the proportion of Asians in the service area population is projected to be 6.27% (93,482 persons) and 6.99% in the region (335,560 persons), as compared to 14.85% of the State (6,101,547 persons).

EXHIBIT 3.06: REGIONAL POPULATION BY RACE/ETHNICITY



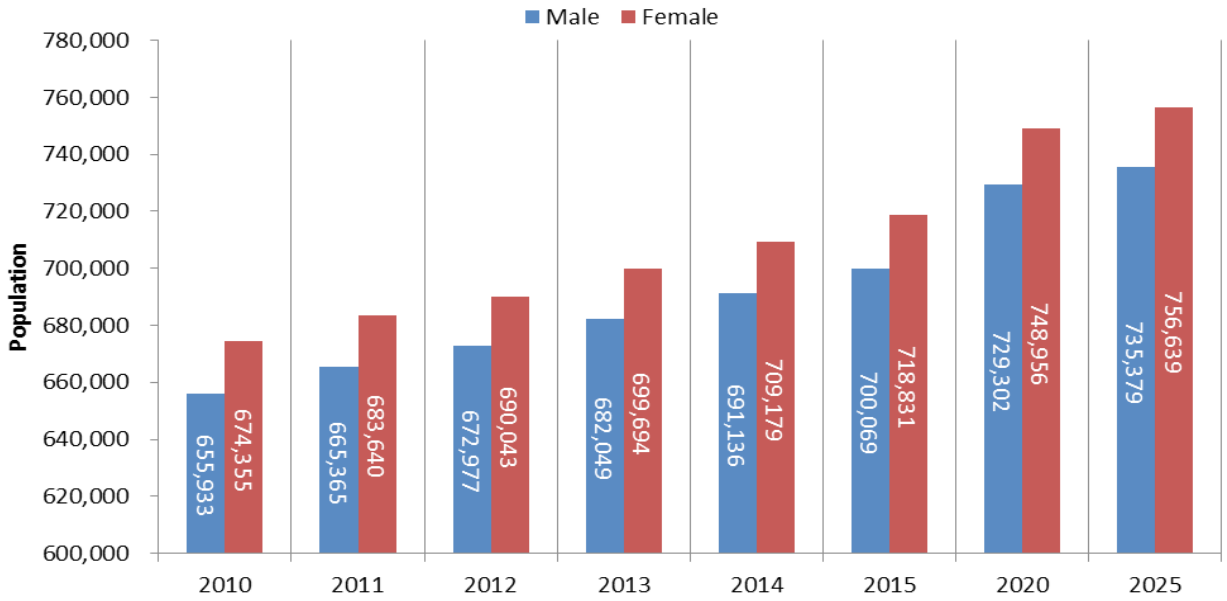
Source: EMSI

Planning Environment - External Scan

POPULATION ESTIMATES + PROJECTIONS *(cont.)*

Between 2010 and 2015, the service area male population proportion stayed relatively steady at 49.3% of the population. In the same time period, the regional male population proportion increased marginally by 0.1%. The State's male population proportion increased by an even smaller amount of 0.01% during the same time period.

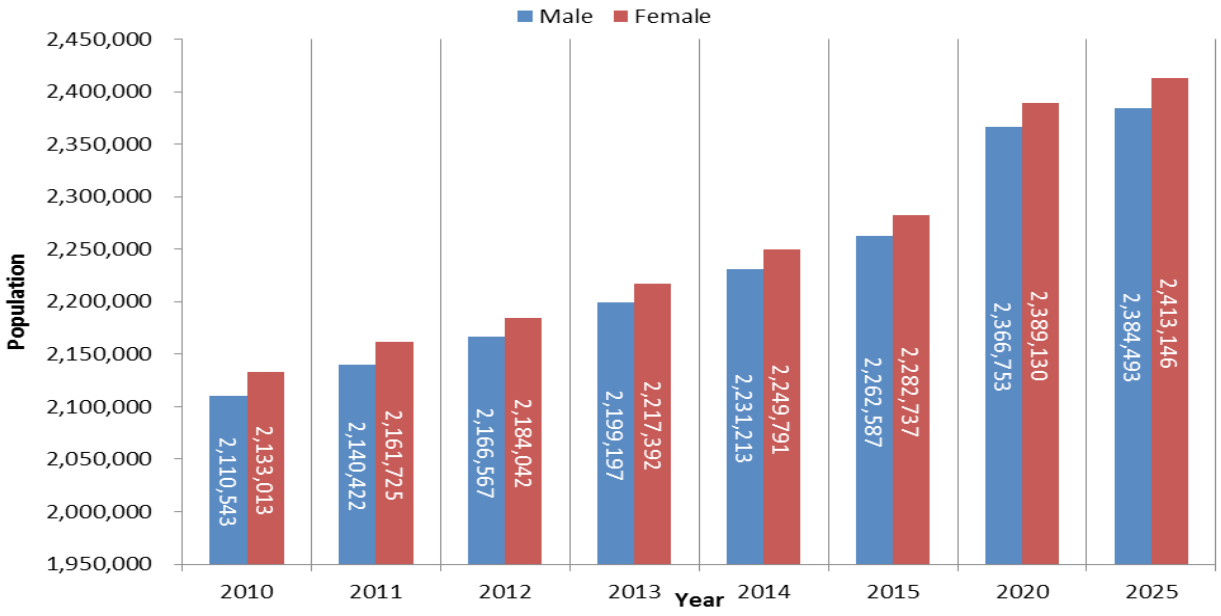
EXHIBIT 3.07: SERVICE AREA POPULATION BY GENDER



Source: EMSI

Between 2015 and 2025, the service area male population is projected to increase by 5.04% (35,310 persons) and the female population is projected to increase by 5.4% (37,808 persons). The number of males in the region is projected to increase by 5.39% (121,906 persons) and 5.71% for females (130,409 persons). The number of males within the State-wide population is projected to increase by 4.8% (931,711 persons) and 5.4% for females (1,055,635 persons) during the same time period.

EXHIBIT 3.08: REGIONAL POPULATION BY GENDER



Source: EMSI

Planning Environment - External Scan

EDUCATIONAL ATTAINMENT

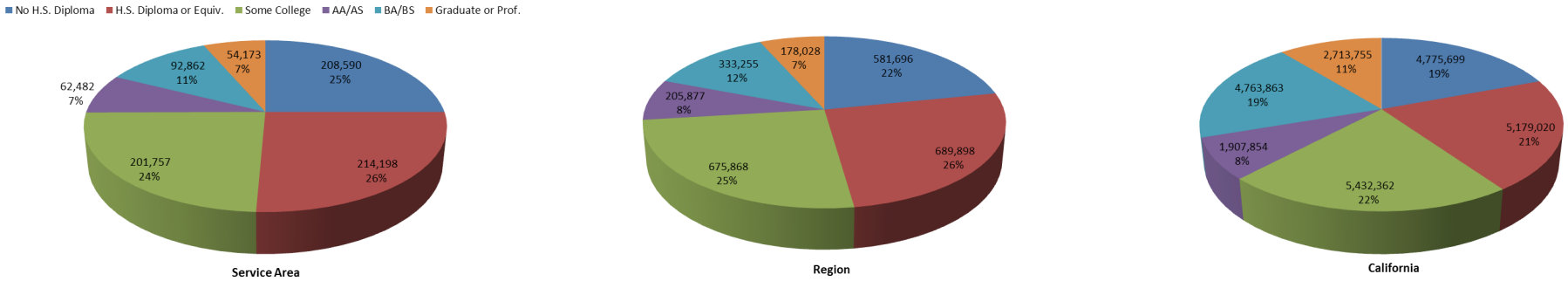
College service area, regional and State data regarding educational attainment provide insight into the academic achievement background of the population and the relationship between income and education levels.

The proportion of service area residents age 25 and over with no high school diploma is 25.01% (208,590 persons), which is higher than the regional proportion of 21.83% (581,696 persons). Both the service area and regional proportion of population with no high school diploma exceeds the State-wide proportion of 19.28%.

The proportion of service area residents age 25 and over with at most a high school diploma or equivalent is 25.68% (214,198 persons), which is fractionally less than the regional proportion of 25.89% (689,898 persons). The proportion of population with at most a high school diploma or equivalent in the service area and region exceeds the State's proportion of 20.91%. Slightly more than half of the population in the service area (50.68%) and slightly less than half of the regional population (47.72%) age 25 and over do not have any higher education experience. The State-wide average population age 25 and over without any higher education experience is 40.18%.

The largest discrepancy between service area and regional residents age 25 and over with college experience when compared to State levels of educational attainment, is for those with a Bachelor's degree. The proportion of the service area population with a BA/BS degree is 11.13%, which is approximately 1.73 times less than that of the State's 19.2%. The proportion of the regional population with a BA/BS degree (12.51%) is slightly higher than the service area proportion. Approximately 10.9% of the State population has a Graduate or Professional degree, while the service area proportion is 6.5% (6.68% regionally).

EXHIBIT 3.09: EDUCATIONAL ATTAINMENT (5-YEAR ESTIMATES)



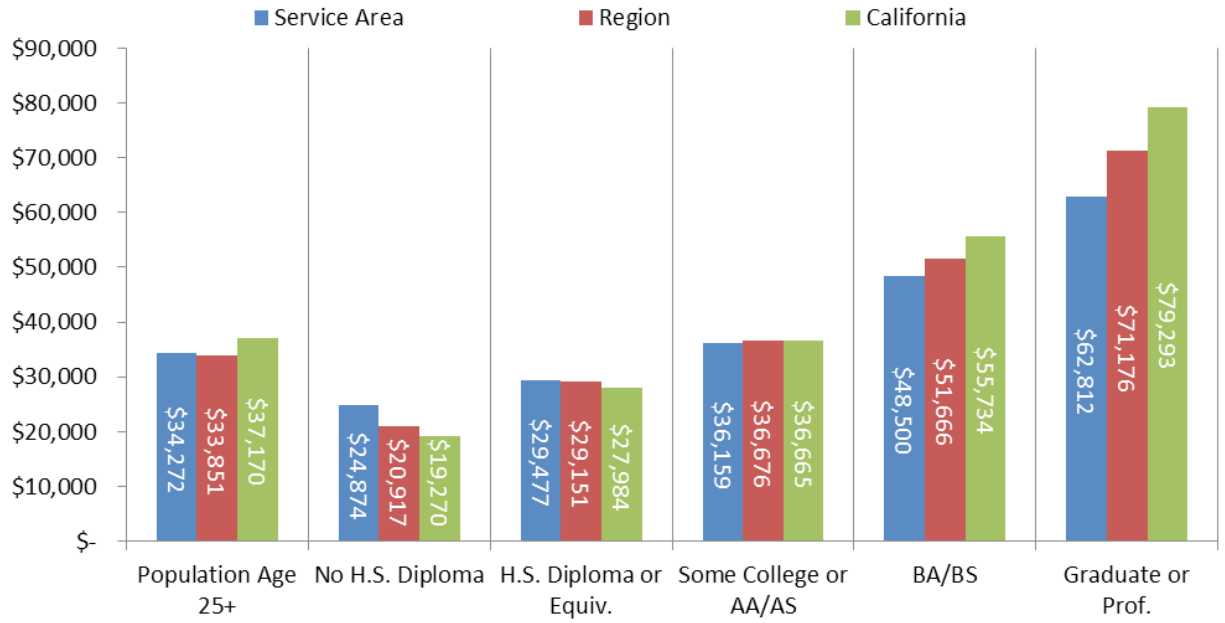
Source: EMSI; Census 2010, ACS 5-Year Estimates

The average median income of the population age 25 and over in the service area ($34,272) and region ($33,851) is slightly less than the State median of $37,170.

For service area residents age 25 and over, the average median income of those with at least some college experience or an AA/AS degree increases by $6,682 when compared to the income of those with only a high school diploma or equivalent. Moreover, the average median income for service area residents with a BA/BS degree increases by $12,341 when compared to those with only some college experience or AA/AS degree, and increases by $19,023 when compared to those with only a high school diploma or equivalent.

Service area and regional residents with a high school diploma/equivalent or less have a median income that is greater than the State-wide average. Conversely, service area and regional residents with a BA/BS degree or higher have a median income that is less than the State-wide average. This dynamic may be correlated to the make-up and availability of blue collar jobs in the area.

EXHIBIT 3.10: MEDIAN INCOME BY EDUCATIONAL ATTAINMENT (5- YEAR ESTIMATES)



Source: Census 2010, ACS 5-Year Estimates

Planning Environment - External Scan

HOUSEHOLD SIZE, INCOME, + PROPERTY

The service area average household size (3.07 persons) is slightly higher than that of the region (2.92 persons). Both the service area and regional average household size are greater than the State's average of 2.76 persons. Median household income within the service area is $1,552.06 more than in the region ($55,346) and is $4,590.94 less than the State median ($61,489). Average per capita income in the service area is $510.70 less than in the region ($22,522) and is $7,894.70 less than the State-wide per capita income ($29,906).

The poverty rate of families within the service area (16.05%) is 1.14 times greater than within the region (14.14%). However, both the service area and regional poverty rate of families are greater than the State's average of 12.3%.

TABLE 3.11: HOUSEHOLD SIZE, INCOME + POVERTY

Area	Avg. Household Size	Median Household Income	Per Capita Income	Families Below Poverty (%)
Service Area	3.07	$56,898.06	$22,011.30	16.1%
Region	2.92	$55,346.00	$22,522.00	14.1%
California	2.76	$61,489.00	$29,906.00	12.3%

Source: Census 2010, ACS 5-Year Estimates

Planning Environment - External Scan

FEEDER HIGH SCHOOL STUDENT PROFICIENCY

Student proficiency is measured with the California Assessment of Student Performance and Progress (CAASPP) test administered to students in the 11th grade. In the 2014-15 academic year, Middle College High produced the greatest percentage of proficient students, with 98% having either met or exceeded the CAASPP standards for English and 72% having either met or exceeded the CAASPP standards for math. Cajon High produced the second largest percentage of proficient students, with 56% having either met or exceeded the standards for English and 26% having met or exceeded the standards for math. The least proficient feeder high school in English was Pacific High, where 34% of students met or exceeded the standards for English. The least proficient feeder high school in math was Colton High, where 14% of students met or exceeded the standards for math.

In the 2014-15 academic year, the average percentage of students from the top 10 feeder high schools who either met or exceeded the CAASPP standards for English was 49%, which is 5% higher than the State average of 44%. The average percentage of top 10 feeder high school students who either met or exceeded the CAASPP standards for math was 24%, which is 9% lower than the State average of 33%.

TABLE 3.12: 2014-15 CAASPP TEST RESULTS (ADMINISTERED IN 11TH GRADE)

School	Percent of Students Who Met or Exceeded Standards	
	English	Math
Colton	35%	14%
Pacific HS	34%	17%
Cajon	56%	26%
Other Home School	N/A	N/A
San Gorgonio	47%	19%
Arroyo Valley	46%	16%
San Bernardino HS	40%	18%
Rialto	40%	21%
Eisenhower Senior HS	49%	23%
Middle College HS	98%	72%
Wilmer Armina	51%	16%
Bloomington HS	43%	20%
Feeder Average	49%	24%
California	44%	33%

Source: California Department of Education, DataQuest

Planning Environment - External Scan

NEIGHBORING HIGHER EDUCATIONAL INSTITUTIONS

Recognizing other higher educational institutions located within a reasonable distance of the SBVC service area is an important factor in understanding educational options available to service area residents. For those with vehicular transportation means, an approximate one hour drive-time is considered a reasonable distance for service area residents to travel for higher education needs.

Approximately 52 higher education institutions are within approximately one driving hour away from SBVC. Of those institutions, 23 are California Community Colleges (excluding Crafton Hills College). There is also one private junior college within one driving hour from SBVC, 21 private 4-year colleges, five California State Universities (Cal Poly Pomona, CSU San Bernardino, CSU Fullerton, CSU Los Angeles and CSU Long Beach), and two University of California colleges (UC Riverside and UC Irvine).

TABLE 3.13: NEIGHBORING HIGHER EDUCATION INSTITUTIONS

Institution	TypeX	Distance from SBVC (mi)	Approx. Drive time from SBVC
National University	Private 4-Year	5.7	10 min
Loma Linda University	Private 4-Year	5.8	10 min
CSU San Bernardino	California State University	7.5	12 min
University of Redlands	Private 4-Year	10.6	13 min
UC Riverside	University of California	11	16 min
Riverside City College	Community College	11.5	16 min
California Baptist University	Private 4-Year	15.4	19 min
San Joaquin Valley College	Private Junior College	18.3	20 min
Chaffey College	Community College	20.3	21 min
University of Riverside	Private 4-Year	20.3	22 min
La Sierra University	Private 4-Year	20.9	23 min
Moreno Valley College	Community College	22.8	29 min
Claremont-McKenna College	Private 4-Year	28.9	32 min
Norco College	Community College	29.2	31 min
University of La Verne	Private 4-Year	30.9	33 min
Cal Poly Pomona	California State University	33.1	34 min
Mt San Jacinto College	Community College	35.5	38 min
Asuza Pacific University	Private 4-Year	38.8	40 min
Citrus College	Community College	39.5	38 min
Santiago Canyon College	Community College	41.1	42 min
Chapman University	Private 4-Year	45.2	49 min
CSU Fullerton	California State University	46.5	51 min

Institution	TypeX	Distance from SBVC (mi)	Approx. Drive time from SBVC
Anaheim University	Private 4-Year	46.8	55 min
Hope International University	Private 4-Year	47.3	45 min
Rio Honda College	Community College	48.5	49 min
Fullerton College	Community College	49.3	49 min
Santa Ana College	Community College	50	53 min
Whittier College	Private 4-Year	50.8	1 hr
UC Irvine	University of California	51.4	1 hr 4 min
Coastline Community College	Community College	52.1	54 min
California Institute of Technology	Private 4-Year	52.9	1 hr 3 min
Concordia University Irvine	Private 4-Year	53.6	53 min
CSU Los Angeles	California State University	54.3	1 hr 2 min
Cypress College	Community College	54.5	1 hr 14 min
Vanguard University of Southern California	Private 4-Year	54.5	54 min
Biola University	Private 4-Year	54.6	58 min
Orange Coast College	Community College	54.8	58 min
Cerritos College	Community College	57.5	1 hr
Golden West College	Community College	57.9	1 hr 1 min
Occidental College	Private 4-Year	58.8	1 hr 10 min
Soka University of America	Private 4-Year	59.9	1 hr 9 min
Glendale Community College	Community College	60.1	1 hr 1 min
Saddleback College	Community College	60.1	59 min
East Los Angeles Community College	Community College	61.5	1 hr

Planning Environment - External Scan

NEIGHBORING HIGHER EDUCATIONAL INSTITUTIONS *(cont.)*

Institution	TypeX	Distance from SBVC (mi)	Approx. Drive time from SBVC
CSU Long Beach	California State University	61.6	1 hr 11 min
El Camino College Compton Center	Community College	63.1	1 hr 4 min
San Antonio College	Community College	63.1	39 min
Woodbury University	Private 4-Year	67.2	1 hr 9 min
University of Southern California	Private 4-Year	67.5	1 hr 18 min
College of the Desert	Community College	67.6	1 hr 3 min
El Camino College	Community College	71	1 hr 16 min
Barstow Community College	Community College	71.7	1 hr 4 min

Planning Environment - External Scan

EXTERNAL SCAN FINDINGS

Analysis of data regarding the external scan provides insight for making informed planning decisions. The following findings are derived from the external scan data presented in this chapter of the EMP:

Population Demographics

- From 2005 to 2015:
  - Service area total population is estimated to have grown by 14.7% (181,878 persons)
  - Regional area total population is estimated to have grown by 17.3% (669,696 persons)
  - State total population is estimated to have grown by 9.1% (1,755,007 persons)

- From 2015 to 2025:
  - Service area total population is projected to grow by 5.15% (73,120 persons)
  - Regional area total population is projected to grow by 5.5% (252,316 persons)
  - State total population is projected to grow by 5.08% (1,987,346 persons)

- Population projections suggest that between 2015 and 2025, the proportion of people in the 19 and under age group will increase by 1.14% (5,607 persons) within the service area and 1.45% (19,651 persons) in the region, which is less than the projected 2.07% (212,632 persons) increase Statewide.

- Between 2015 and 2025, population projections indicate that the proportion of people in the 20-24 age group will decrease by 21.25% in the service area population (-26,683 persons) and 20.23% in the region (-76,153 persons), both of which are larger than the projected 16.75% decrease expected Statewide (-522,916 persons).

- Population projections suggest that the proportion of people in the 50 and over age group will increase by 17.47% in the service area (64,325 persons) and 16.55% in the region (216,825 persons) by the year 2025. The projected increase for that same age group in the State is 15.38% (1,884,696 persons).

- By 2025, Hispanics are expected to make up:
  - 60.31% of the service area population
  - 52.51% of the regional population
  - 40.3% of the State population

- By 2025, Caucasians are expected account for:
  - 18.79% of the service area population
  - 29.73% of the regional population
  - 37.05% of the State population

- By 2025 African Americans are expected to constitute:
  - 9.05% of the service area population
  - 6.96% of the regional population
  - 5.5% of the State population.

- By 2025, Asians are expected to comprise:
  - 6.27% of the service area population
  - 6.99% of the regional population
  - 14.85% of the State population

- By 2025, the service area male population is projected to increase by 5.04% (35,310 persons) and the female population is projected to increase by 5.4% (37,808 persons). The number of males within the Statewide population is projected to increase by 4.79% (931,711 persons) and 5.37% for females (1,055,635 persons) during the same time period.

Planning Environment - External Scan

EXTERNAL SCAN FINDINGS *(cont.)*

Educational Attainment

- The proportion of service area residents age 25 and over with no high school diploma is 25.01% (208,590 persons), which is higher than the regional proportion of 21.83% (581,696 persons). Both the service area and regional proportion of population with no high school diploma is higher than the Statewide proportion of 19.28%.
- 50.68% of the service area residents age 25 and over do not have any higher education experience (422,787 persons) while 47.72% of regional residents age 25 and over do not have any higher education experience (1,271,594 persons). The Statewide average of persons without any higher education experience is 40.18% (9,954,719 persons).
- The proportion of service area residents age 25 and over with a BA/BS degree is 11.13%, which is 1.73 times less than that of the State's 19.23%. The proportion of the regional population age 25 and over with a BA/BS degree is 12.51%.
- The average median income of the population age 25 and over in the service area ($34,272) and region ($33,851) is slightly less than the State median of $37,170.
- Service area and regional residents with a high school diploma/equivalent or less have a median income that is greater than the State-wide average. Conversely, service area and regional residents with a BA/BS degree or higher have a median income that is less than the State-wide average. This dynamic may be correlated to the makeup and availability of blue collar jobs in the area.

Household Size, Income & Poverty

- The average household size in the service area is 3.07 persons and 2.92 persons in the region, both of which are higher than the State's average of 2.76 persons.
- Median household income in the service area is $56,898.06, as compared $55,346 in the region and, $61,489 in the State.
- Per capita income in the service area is $22,011.30 and $22,522 in the region, while per capita income in the State is $29,906.
- The percentage of families below the poverty line in the service area is 16.1%. The percentage of families below the poverty line in the region is 14.1% and 12.3% in the State.

Service Area High Schools

- In the 2014-15 academic year, Middle College High produced the most proficient students, with 98% having either met or exceeded the CAASPP standards for English and 72% having either met or exceeded the CAASPP standards for math. The next proficient students came from Cajon High, with 56% and 26% of students having met or exceeded the standards for English and math, respectively. The least proficient feeder high school in English was Pacific High, with 34% of students meeting or exceeding the CAASPP standards. The least proficient feeder high school in math was Colton High, with 14% of students meeting or exceeding the CAASPP standards.

- In the 2014-15 academic year, the average percentage of feeder high school students who either met or exceeded the CAASPP standards for English was 49%, which is 5% higher than the State average of 44%.

- In the 2014-15 academic year, the average percentage of feeder high school students who either met or exceeded the CAASPP standards for math was 24%, which is 9% lower than the State average of 33%.

Neighboring Higher Education Institutions

- There are approximately 52 higher education institutions that are approximately one driving hour away from SBVC. Those 52 neighboring institutions are comprised of:
  - 23 California Community Colleges
  - 1 private junior college
  - 21 private 4-year colleges
  - 5 California State Universities (Cal Poly Pomona, CSU San Bernardino, CSU Fullerton, CSU Los Angeles and CSU Long Beach)
  - 2 University of California Institutions (UC Riverside and UC Irvine)

SAN BERNARDINO VALLEY COLLEGE


HEALTH PROFESSIONS
OFFICES

Labor Market Information

San Bernardino Valley College (SBVC) is committed to providing students with education for transfer to four-year institutions and with career technical and professional education important to the region. In an effort to best understand economic conditions, the following examines labor market information for the region (San Bernardino and Riverside Counties) as well as the service area community directly in the College's sphere of influence.

- Labor Force, Employment + Unemployment
- Industry Estimates + Projections
- Occupation Estimates + Projections
- Labor Market Information Findings
- Considerations From Internal + External Scan Data Comparison

Labor Market Information

LABOR FORCE, EMPLOYMENT + UNEMPLOYMENT

Labor force may be defined as the working age (16 years and older) population that is employed (part or full time) or actively seeking employment. The SBVC service area labor force is comprised of approximately 729,700 residents age 16 and over. Approximately 1,961,800 of the regional population age 16 and over made up the labor force.

In 2015, the unemployment rate of the service area (6.39%) and the region (6.6%) was fractionally higher than the State's estimated unemployment rate of 6.2%.

EXHIBIT 4.01: LABOR FORCE, EMPLOYMENT + UNEMPLOYMENT (ANNUAL AVERAGE 2015)

Area	Labor Force	Employment	Unemployment	Unemployment Rate
Service Area	729,700	683,400	46,600	6.39%
Region	1,961,800	1,832,300	129,500	6.60%
State	18,981,800	17,798,600	1,183,200	6.20%

Source: California Employment Development Department, LMI Division

Labor Market Information

INDUSTRY ESTIMATES + PROJECTIONS

In 2015, the top five employment industries for the service area were the following: Health Care and Social Assistance (17% or 63,624 jobs), Government (13.39% or 50,130 jobs), Retail Trade (12.55% or 46,964 jobs), Accommodation and Food Services (8.94% or 33,458 jobs), and Transportation and Warehousing (8.23% or 30,810 jobs).

Between 2010 and 2015, the top five employment industries in the service area grew by the following: Health Care and Social Assistance (49% or 20,857 jobs), Government (1% or 435 jobs), Retail Trade (9% or 3,836 jobs), Accommodation and Food Services (23% or 6,290 jobs), and Transportation and Warehousing (39.14% or 8,666 jobs).

By 2025, the top five employment in the service area are projected to be: Health Care and Social Assistance (19.1% or 83,142 jobs), Retail Trade (12.83% or 55,837 jobs), Government (11.85% or 51,582 jobs), Accommodation and Food Services (9.19% or 40,010 jobs), and Transportation and Warehousing (9.04% or 39,341 jobs).

From 2015 to 2025, the largest numerical job growth for service area employment by industry is expected to be the following: Health Care and Social Assistance (19,518 jobs or 30.68%), Retail Trade (8,873 jobs or 18.89%), Transportation and Warehousing (8,531 jobs or 27.69%), Accommodation and Food Services (6,552 jobs or 19.58%), and Administrative/Support and Waste Management/ Remediation Services (4,145 jobs or 14.97%).

TABLE 4.02: SERVICE AREA EMPLOYMENT PROJECTIONS BY INDUSTRY (2010-2025)

Description	2010 Jobs	2015 Jobs	2010 - 2015 Change	2025 Jobs	2015 - 2025 Change
Health Care and Social Assistance	42,767	63,624	20,857	83,142	19,518
Retail Trade	43,128	46,964	3,836	55,837	8,873
Government	49,695	50,130	435	51,582	1,452
Accommodation and Food Services	27,168	33,458	6,290	40,010	6,552
Transportation and Warehousing	22,144	30,810	8,666	39,341	8,531
Administrative and Support and Waste Management and Remediation Services	24,303	27,682	3,379	31,827	4,145
Manufacturing	26,148	29,840	3,692	30,713	873
Construction	15,405	20,409	5,004	21,319	910
Wholesale Trade	12,903	15,792	2,889	19,370	3,578
Professional, Scientific, and Technical Services	9,334	10,949	1,615	13,503	2,554
Other Services (except Public Administration)	14,795	10,292	(4,503)	11,649	1,357
Finance and Insurance	7,375	8,442	1,067	9,632	1,190
Educational Services	5,859	6,598	739	8,402	1,804
Real Estate and Rental and Leasing	3,967	4,167	200	4,183	16
Arts, Entertainment, and Recreation	2,794	3,496	702	3,875	379
Management of Companies and Enterprises	3,199	3,353	154	3,156	(197)
Utilities	2,607	2,522	(85)	2,564	42
Information	3,341	2,394	(947)	2,282	(112)
Unclassified Industry	526	1,363	837	1,529	166
Crop and Animal Production	2,025	1,774	(251)	1,150	(624)
Mining, Quarrying, and Oil and Gas Extraction	139	259	120	302	43
Total	**319,622**	**374,317**	**54,696**	**435,367**	**61,050**

Source: EMSI

Labor Market Information

INDUSTRY ESTIMATES + PROJECTIONS *(cont.)*

In 2015, the top five employment industries in the region were the following: Government (17.62% or 233,853 jobs), Retail Trade (12.91% or 171,405 jobs), Health Care and Social Assistance (12.84% or 170,431 jobs), Accommodation and Food Services (9.97% or 132,410 jobs) and Administrative/Support and Waste Management/Remediation Services (7.11% or 94,319 jobs).

Between 2010 and 2015, the top five industries for employment in the region grew by the following: Government (-0.14% or -330 jobs), Retail Trade (11% or 16,642 jobs), Health Care and Social Assistance (45% or 53,075 jobs), Accommodation and Food Services (23% or 24,840 jobs) and Administrative/Support and Waste Management/Remediation Services (13.9% or 3,692 jobs). Manufacturing dropped from the fifth ranked employment industry in the region to the 6th ranked employment industry.

By 2025, the top five industries for employment in the region are projected to be the following: Government (15.96% or 244,893 jobs), Health Care and Social Assistance (14.48% or 222,162 jobs), Retail Trade (13.28% or 203,840 jobs), Accommodation and Food Services (10.28% or 157,773 jobs) and Administrative/Support/Waste Management/Remediation Services (7.41% or 113,626 jobs).

From 2015 to 2025, the largest numerical job growth for regional employment by industry is expected to be the following: Health Care and Social Assistance (51,731 jobs or 30.35%), Retail Trade (32,435 jobs or 18.92%), Accommodation and Food Services (25,363 jobs or 19.15%), Transportation and Warehousing (23,046 jobs or 28.75%) and Administrative/Support and Waste Management/Remediation Services (19,307 jobs or 20.47%).

TABLE 4.03: REGIONAL EMPLOYMENT PROJECTIONS BY INDUSTRY (2010-2025)

Description	2010 Jobs	2015 Jobs	2010 - 2015 Change	2025 Jobs	2015 - 2025 Change
Government	234,183	233,853	(330)	244,893	11,040
Health Care and Social Assistance	117,356	170,431	53,075	222,162	51,731
Retail Trade	154,763	171,405	16,642	203,840	32,435
Accommodation and Food Services	107,570	132,410	24,840	157,773	25,363
Administrative and Support and Waste Management and Remediation Services	77,889	94,319	16,430	113,626	19,307
Transportation and Warehousing	55,804	80,133	24,329	103,179	23,046
Construction	59,611	84,152	24,541	92,042	7,890
Manufacturing	83,940	93,624	9,684	91,421	(2,203)
Wholesale Trade	48,722	62,436	13,714	77,877	15,441
Professional, Scientific, and Technical Services	34,961	42,551	7,590	52,089	9,538
Other Services (except Public Administration)	51,914	35,982	(15,932)	40,986	5,004
Finance and Insurance	25,569	28,298	2,729	32,091	3,793
Educational Services	13,126	16,109	2,983	20,399	4,290
Arts, Entertainment, and Recreation	15,710	18,009	2,299	19,863	1,854
Real Estate and Rental and Leasing	15,511	16,859	1,348	18,094	1,235
Crop and Animal Production	14,822	14,291	(531)	11,693	(2,598)
Information	16,046	11,260	(4,786)	10,652	(608)
Management of Companies and Enterprises	8,632	9,148	516	8,679	(469)
Unclassified Industry	2,251	5,582	3,331	6,189	607
Utilities	5,754	5,493	(261)	5,668	175
Mining, Quarrying, and Oil and Gas Extraction	1,017	1,100	83	1,202	102
Total	**1,145,149**	**1,327,444**	**182,294**	**1,534,418**	**206,973**

Source: EMSI

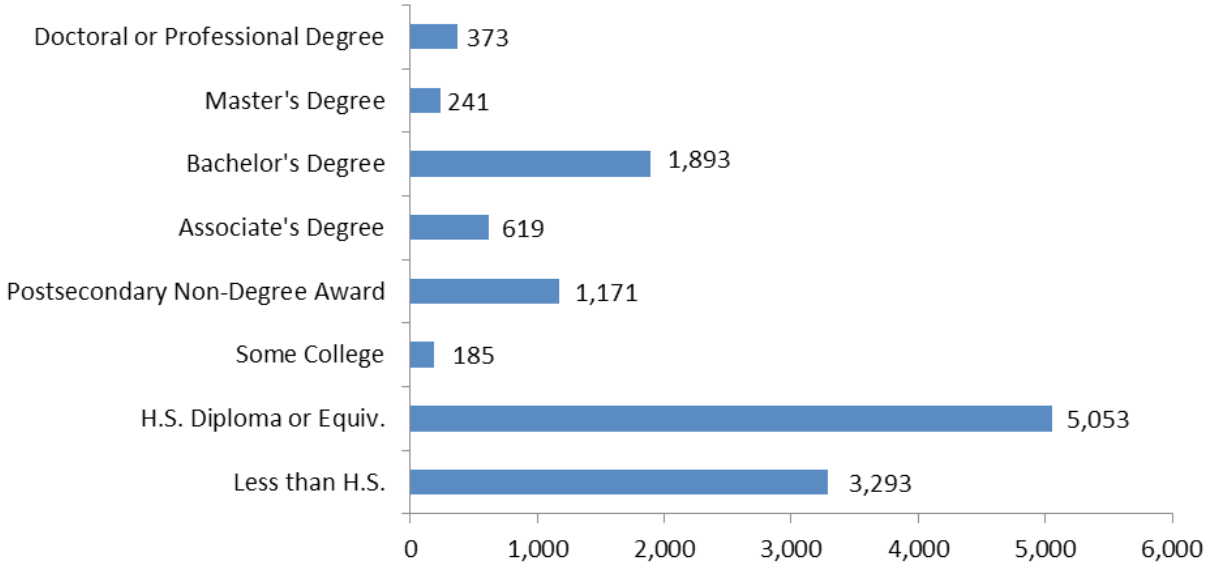
Labor Market Information

OCCUPATION ESTIMATES + PROJECTIONS

There are projected to be approximately 12,828 average annual openings in the service area between 2015 and 2025. Annual openings are determined by the sum of new and replacement jobs in an occupation over the selected timeframe (2015-2025) divided by the number of years in the timeframe. Of these annual openings, 8,346 (65.06%) have a typical entry level education of a high school diploma/equivalent or less, 185 (1.44%) have a typical entry level education of some college, 1,171 (9.13%) have a typical entry level education of a postsecondary non-degree award, 619 (4.82%) have a typical entry level education of an Associate's degree, 1,893 (14.76%) have a typical entry level education of a Bachelor's degree, and 614 (4.79%) have a typical entry level education of a Master's degree or higher.

It should be noted that occupations with an average hourly wage of less than $12 were excluded, as were those occupations with insufficient data to determine average hourly wages. Additionally, typical entry level education required is determined by the minimum qualifications identified by the U.S. Department of Labor and Bureau of Labor Statistics. Although a job may be identified as requiring a typical entry level education of a high school diploma or equivalent, in many circumstances the Department of Labor and Bureau of Labor Statistics recommends some level of continuing higher education to be competitive for obtaining that particular job.

EXHIBIT 4.04: SERVICE AREA AVERAGE ANNUAL JOB OPENINGS BY TYPICAL ENTRY LEVEL EDUCATION (2015-2025)



Source: EMSI

Labor Market Information

OCCUPATION ESTIMATES + PROJECTIONS *(cont.)*

Of the occupations with the most expected annual openings within the service area by the year 2025, SBVC may be in a position to provide instruction that would supply workers for the following jobs: registered nurses, nursing assistants, licensed practical and licensed vocational nurses, medical assistants, home health aides, elementary and postsecondary teachers, teacher assistants, general and operations managers, customer service representatives, first-line supervisors of office/administrative support/retail sales/food prep. workers, sales representatives in wholesale and manufacturing, secretaries/administrative assistants, accountants/auditors, maintenance and repair workers, and automotive service technicians/mechanics.

For a full listing of average annual job openings by occupation in the service area please refer to the *Appendix*.

TABLE 4.05: TOP 30 SERVICE AREA AVERAGE ANNUAL JOB OPENINGS BY OCCUPATION (2015-2025)

Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015-2025 % Change	Avg. Hourly Earnings
Laborers and Freight, Stock, and Material Movers, Hand	835	14,935	17,997	3,062	21%	$13.46
Retail Salespersons	784	12,621	15,575	2,954	23%	$12.48
Heavy and Tractor-Trailer Truck Drivers	406	11,393	13,428	2,035	18%	$23.12
Registered Nurses	368	8,305	10,147	1,842	22%	$42.92
Stock Clerks and Order Fillers	363	7,774	8,856	1,082	14%	$12.84
Office Clerks, General	265	8,271	9,081	810	10%	$14.58
Customer Service Representatives	232	4,471	5,432	961	21%	$17.62

Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015-2025 % Change	Avg. Hourly Earnings
General and Operations Managers	205	5,653	6,550	897	16%	$51.26
Nursing Assistants	198	3,597	4,755	1,158	32%	$13.58
Elementary School Teachers, Except Special Education	187	5,414	6,019	605	11%	$35.16
Packers and Packagers, Hand	180	3,794	4,465	671	18%	$12.08
First-Line Supervisors of Office & Admin. Support Workers	179	4,033	4,766	733	18%	$25.41
Janitors/Cleaners, Except Maids & Housekeeping Cleaners	173	5,265	5,932	667	13%	$13.56
Home Health Aides	172	1,596	2,854	1,258	79%	$13.22
First-Line Supervisors of Retail Sales Workers	160	3,576	4,308	732	20%	$20.82
First-Line Supervisors of Food Prep. & Serving Workers	150	2,678	3,316	638	24%	$14.93
Secretaries & Admin. Assts., Except Legal, Medical, & Executive	149	5,094	5,910	816	16%	$17.90
Sales Reps., Wholesale & Manuf., Except Tech. & Sci. Products	145	3,127	3,886	759	24%	$31.53
Teacher Assistants	138	4,410	4,745	335	8%	$14.34
Industrial Truck and Tractor Operators	138	3,317	3,837	520	16%	$15.93
Licensed Practical and Licensed Vocational Nurses	134	2,327	2,994	667	29%	$23.13
Receptionists and Information Clerks	131	2,656	3,167	511	19%	$13.52
Postsecondary Teachers	127	3,189	3,907	718	23%	$41.67
Shipping, Receiving, and Traffic Clerks	124	2,882	3,291	409	14%	$15.33
Medical Assistants	123	2,603	3,257	654	25%	$14.07
Landscaping and Groundskeeping Workers	118	2,965	3,343	378	13%	$12.35
Accountants and Auditors	111	2,103	2,522	419	20%	$34.16
Maintenance and Repair Workers, General	109	3,016	3,478	462	15%	$18.75
Construction Laborers	105	3,153	3,288	135	4%	$20.07
Automotive Service Technicians and Mechanics	101	2,350	2,707	357	15%	$19.74

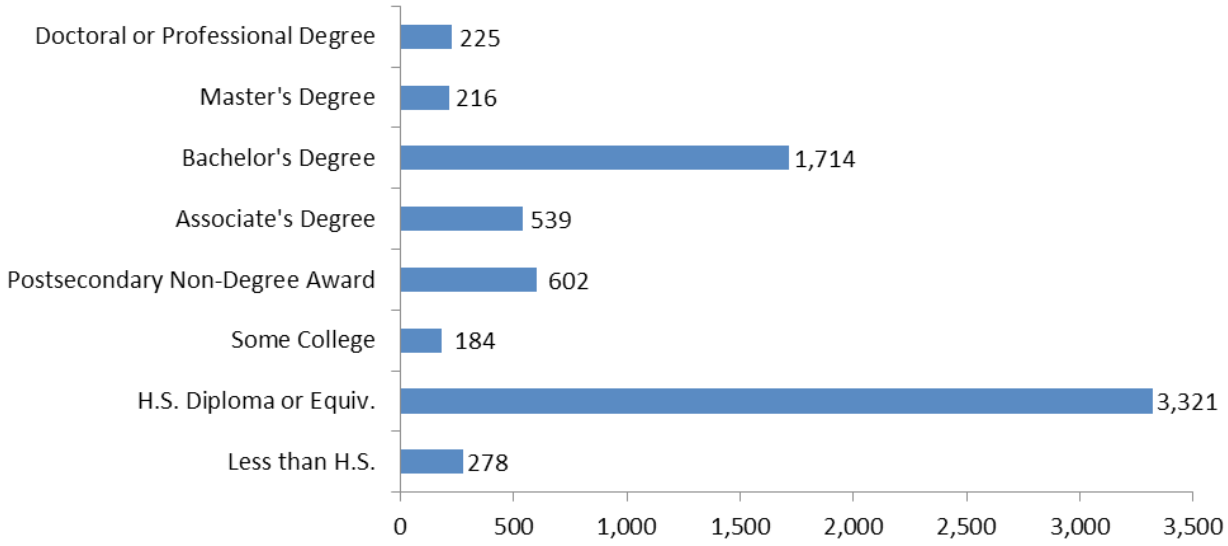
Source: EMSI

Labor Market Information

OCCUPATION ESTIMATES + PROJECTIONS *(cont.)*

Of the projected 12,828 average annual job openings between 2015 and 2025 in the service area, approximately 7,079 openings belong to occupations that are related to programs offered by SBVC. An occupation was determined to be related to a program if the program prepared an individual for employment in the occupation or for transfer to another program that would then prepare the individual for employment in the occupation (for example, a background in psychology may prepare a student for medical school to eventually become a psychiatrist, thus, the psychiatrist occupation is considered to be related to SBVC's psychology program). Approximately 3,599 jobs (50.84%) have a typical entry level education of a high school diploma/ equivalent or less, 184 (2.59%) have a typical entry level education of some college, 602 (8.5%) have a typical entry level education of a postsecondary non-degree award, 539 (7.61%) have a typical entry level education of an Associate's degree, 1,714 (24.33%) have a typical entry level education of a Bachelor's degree, and 441 (6.23%) have a typical entry level education of a Master's degree or higher.

EXHIBIT 4.06: SERVICE AREA ANNUAL JOB OPENINGS RELATED TO OFFERED PROGRAMS BY TYPICAL ENTRY LEVEL EDUCATION (2015-2025)



Source: EMSI

Labor Market Information

OCCUPATION ESTIMATES + PROJECTIONS *(cont.)*

SBVC programs with the highest number of related average annual openings in the service area were the following: Business Administration (22.22% or 1,573 openings), Nursing (17.68% or 1,252 openings), Childhood Development/Education (11.62% or 823 openings), Accounting (7.69% or 544 openings) and Automotive Technology (5.25% or 372 openings).

TABLE 4.07: SERVICE AREA AVERAGE ANNUAL JOB OPENINGS BY PROGRAM (2015-2025)

Program	Annual Openings		Avg. Hourly Wage
	%	#	
Bus. Administration	22.22%	1,573	$32.86
Nursing	17.68%	1,252	$28.51
Childhood Development/Education	11.62%	823	$30.00
Accounting	7.69%	544	$26.81
Automotive Tech.	5.25%	372	$20.81
Culinary Arts	4.48%	317	$15.74
Communication Studies	4.02%	284	$25.60
Human Services	3.90%	276	$26.33
Admin. Of Justice/Corrections	3.25%	230	$38.43
Electricity/Electronics	2.77%	196	$27.46
Biology	2.71%	192	$47.90
Machinist Technology	2.42%	171	$16.62
Comp. Info. Tech./Comp. Science	2.33%	165	$41.17
Pharmacy Technology	1.26%	89	$32.03
Kinesiology	0.85%	60	$24.35
Welding	0.83%	59	$22.39
Inspection Technology	0.81%	57	$26.44
Diesel Technology	0.69%	49	$21.75
Engineering	0.61%	43	$36.96
Real Estate	0.44%	31	$29.57
Architecture/Environmental Design	0.37%	26	$37.36
HVAC/R	0.35%	25	$19.86

Program	Annual Openings		Avg. Hourly Wage
	%	#	
Psychology	0.34%	24	$48.73
Art	0.31%	22	$26.18
Philosophy	0.28%	20	$57.01
Food & Nutrition	0.25%	18	$22.50
Physics	0.24%	17	$38.14
Mathematics	0.22%	16	$36.67
Religious Studies	0.22%	16	$24.91
Physical Science	0.22%	16	$37.00
Chemistry	0.19%	14	$29.55
Theatre Arts	0.15%	11	$25.67
English	0.14%	10	$34.32
History	0.14%	10	$18.43
Aeronautics	0.14%	10	$33.65
Modern Languages	0.10%	7	$19.93
Psychiatric Technology	0.10%	7	$20.38
Music	0.09%	7	$26.19
Geography	0.08%	6	$30.03
Water Supply Technology	0.08%	6	$28.23
Sociology	0.04%	3	$29.12
Economics	0.03%	2	$33.80
Geology	0.03%	2	$31.40
Anthropology	0.02%	1	$25.59
Dance	-	-	$21.58

Source: EMSI

Labor Market Information

OCCUPATION ESTIMATES + PROJECTIONS *(cont.)*

Between 2015 and 2025, the service area job openings that have a typical entry level education of a postsecondary non-degree award or higher are expected to primarily relate to the following programs: Nursing (28.81% or 949 openings), Child Development/ Education (18.15% or 598 openings), Business Administration (15.81% or 521 openings), Accounting (7.08% or 233 openings) and Human Services (5.78% or 191 openings).

TABLE 4.08: SERVICE AREA AVERAGE ANNUAL JOB OPENINGS BY PROGRAM, POSTSECONDARY NON-DEGREE AWARD OR HIGHER (2015-2025)

Program	Annual Openings		Avg. Hourly Wage
	%	#	
Nursing	28.81%	949	$31.27
Child Development/Education	18.15%	598	$32.06
Business Administration	15.81%	521	$42.51
Accounting	7.08%	233	$35.04
Human Services	5.78%	191	$27.97
Biology	5.63%	186	$53.97
Comp. Info. Tech./Comp. Science	3.99%	131	$43.84
Electricity/Electronics	1.54%	51	$32.80
Communication Studies	1.45%	48	$27.46
Engineering	1.31%	43	$36.96
Pharmacy Technology	1.27%	42	$63.37
Kinesiology	1.22%	40	$28.23
Architecture & Environmental Design	0.79%	26	$39.40
HVAC/R	0.75%	25	$24.50
Psychology	0.73%	24	$51.03
Philosophy	0.61%	20	$57.01
Food & Nutrition	0.54%	18	$22.50
Physics	0.52%	17	$38.14
Religious Studies	0.48%	16	$24.91

Program	Annual Openings		Avg. Hourly Wage
	%	#	
Mathematics	0.48%	16	$36.67
Physical Science	0.47%	16	$31.40
Art	0.37%	12	$24.56
Chemistry	0.31%	10	$27.86
English	0.31%	10	$32.69
History	0.31%	10	$18.40
Aeronautics	0.25%	8	$28.03
Modern Languages	0.22%	7	$19.93
Geography	0.13%	4	$30.84
Psychiatric Technology	0.12%	4	$27.39
Music	0.08%	3	$25.52
Sociology	0.08%	3	$29.12
Economics	0.07%	2	$33.80
Administration of Justice/Corrections	0.07%	2	$40.30
Theatre Arts	0.07%	2	$32.96
Machinist Technology	0.07%	2	$25.73
Geology	0.06%	2	$37.26
Anthropology	0.04%	1	$25.59
Real Estate	0.04%	1	$34.12

Source: EMSI

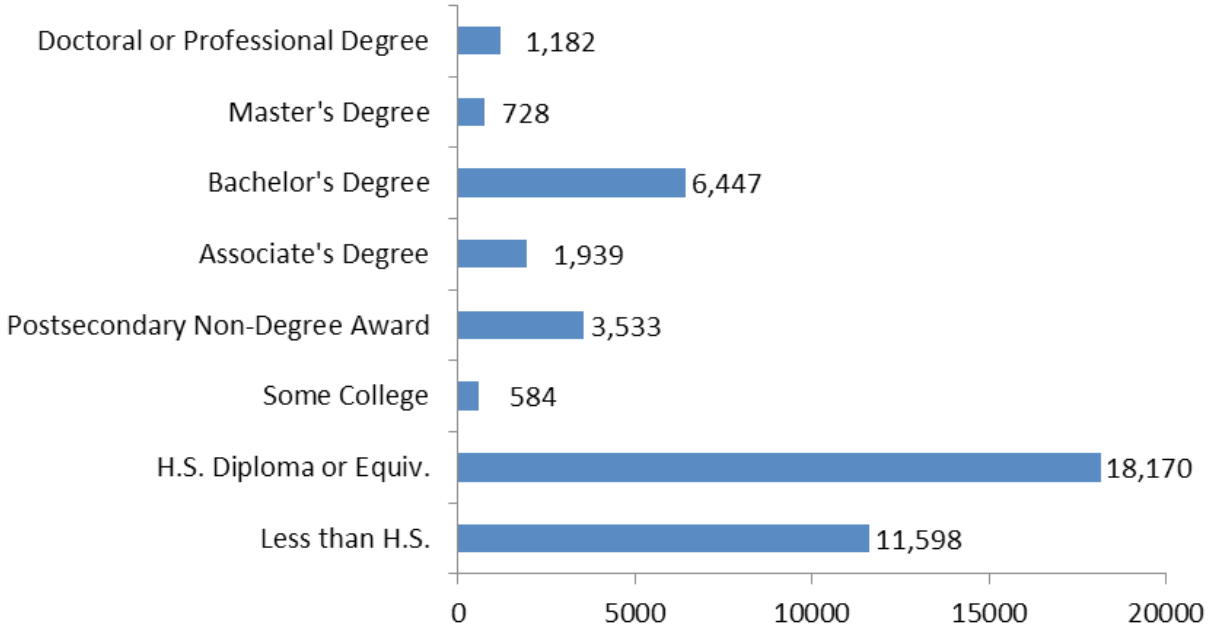
Labor Market Information

OCCUPATION ESTIMATES + PROJECTIONS *(cont.)*

There are projected to be approximately 44,181 average annual job openings between 2015 and 2025 in the region. Of these annual openings, 29,768 (67.38%) typically require an entry level education of a high school diploma/equivalent or less, 584 (1.32%) typically require some college, 3,533 (8%) have a typical entry level education of a postsecondary non-degree award, 1,939 (4.39%) typically require an Associate's degree, 6,447 (14.59%) have an entry level education of a Bachelor's degree, and 1,910 (4.32%) typically require a Master's degree or higher.

Again, it should be noted that occupations with an average hourly wage of less than $12 were excluded, as were those occupations with insufficient data to determine average hourly wages. Additionally, typical entry level education required is determined by the minimum qualifications identified by the U.S. Department of Labor and Bureau of Labor Statistics. Although a job may be identified as requiring a typical entry level education of a high school diploma or equivalent, in many circumstances the Department of Labor and Bureau of Labor Statistics recommend some level of continuing higher education to be competitive for obtaining that particular job.

EXHIBIT 4.09: REGIONAL AVERAGE ANNUAL JOB OPENINGS BY ENTRY LEVEL EDUCATION (2015-2025)



Source: EMSI

Labor Market Information

OCCUPATION ESTIMATES + PROJECTIONS *(cont.)*

Of the occupations with the most expected annual openings within the region by the year 2025, SBVC may be in a position to provide instruction that would supply workers for the following jobs: registered nurses, nursing assistants, licensed practical and licensed vocational nurses, home health aides, elementary and postsecondary teachers, teacher assistants, general and operations managers, customer service representatives, first-line supervisors of office/ administrative support/retail sales/food prep. workers, sales representatives in wholesale and manufacturing, secretaries/administrative assistants, accountants/ auditors, and maintenance and repair workers.

For a full listing of average annual job openings by occupation in the region please refer to the *Appendix*.

TABLE 4.10: TOP 30 REGIONAL AVERAGE ANNUAL JOB OPENINGS BY OCCUPATION (2015-2025)

Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015-2025 % Change	Avg. Hourly Earnings
Retail Salespersons	3,052	49,183	60,673	11,490	23%	$12.46
Laborers and Freight, Stock, and Material Movers, Hand	2,624	47,382	57,228	9,846	21%	$13.45
Stock Clerks and Order Fillers	1,209	26,373	29,870	3,497	13%	$12.83
Registered Nurses	1,076	24,849	30,146	5,297	21%	$43.04
Heavy and Tractor-Trailer Truck Drivers	1,022	26,335	31,860	5,525	21%	$22.84
Office Clerks, General	926	29,566	32,330	2,764	9%	$14.57
Customer Service Representatives	833	16,189	19,613	3,424	21%	$17.62

Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015-2025 % Change	Avg. Hourly Earnings
General and Operations Managers	716	20,281	23,346	3,065	15%	$51.21
Security Guards	650	15,768	19,495	3,727	24%	$12.10
Janitors/Cleaners, Except Maids and Housekeeping Cleaners	610	18,992	21,282	2,290	12%	$13.55
First-Line Supervisors of Retail Sales Workers	608	13,373	16,191	2,818	21%	$20.79
First-Line Supervisors of Office and Admin. Support Workers	607	14,391	16,735	2,344	16%	$25.37
Packers and Packagers, Hand	584	12,300	14,577	2,277	19%	$12.09
Landscaping and Groundskeeping Workers	576	14,111	16,053	1,942	14%	$12.33
Elementary School Teachers, Except Special Education	569	16,400	18,248	1,848	11%	$35.11
Sales Reps., Wholesale & Manuf., Except Tech./Sci. Products	541	11,759	14,587	2,828	24%	$31.15
Nursing Assistants	533	9,577	12,714	3,137	33%	$13.61
First-Line Supervisors of Food Prep. & Serving Workers	528	9,361	11,627	2,266	24%	$15.07
Secretaries/Admin. Assts., Except Legal, Medical, & Executive	516	17,907	20,732	2,825	16%	$17.85
Home Health Aides	437	4,029	7,240	3,211	80%	$13.32
Construction Laborers	418	11,705	12,926	1,221	10%	$20.01
Maintenance and Repair Workers, General	413	12,074	13,722	1,648	14%	$18.77
Teacher Assistants	413	13,372	14,340	968	7%	$14.32
Shipping, Receiving, and Traffic Clerks	409	9,840	11,155	1,315	13%	$15.24
Receptionists and Information Clerks	401	8,579	10,048	1,469	17%	$13.51
Industrial Truck and Tractor Operators	398	9,849	11,357	1,508	15%	$15.89
Accountants and Auditors	393	7,554	9,014	1,460	19%	$33.59
Postsecondary Teachers	392	10,851	12,959	2,108	19%	$41.66
Licensed Practical and Licensed Vocational Nurses	359	6,562	8,286	1,724	26%	$23.06
Bookkeeping, Accounting, and Auditing Clerks	347	13,270	15,416	2,146	16%	$19.07

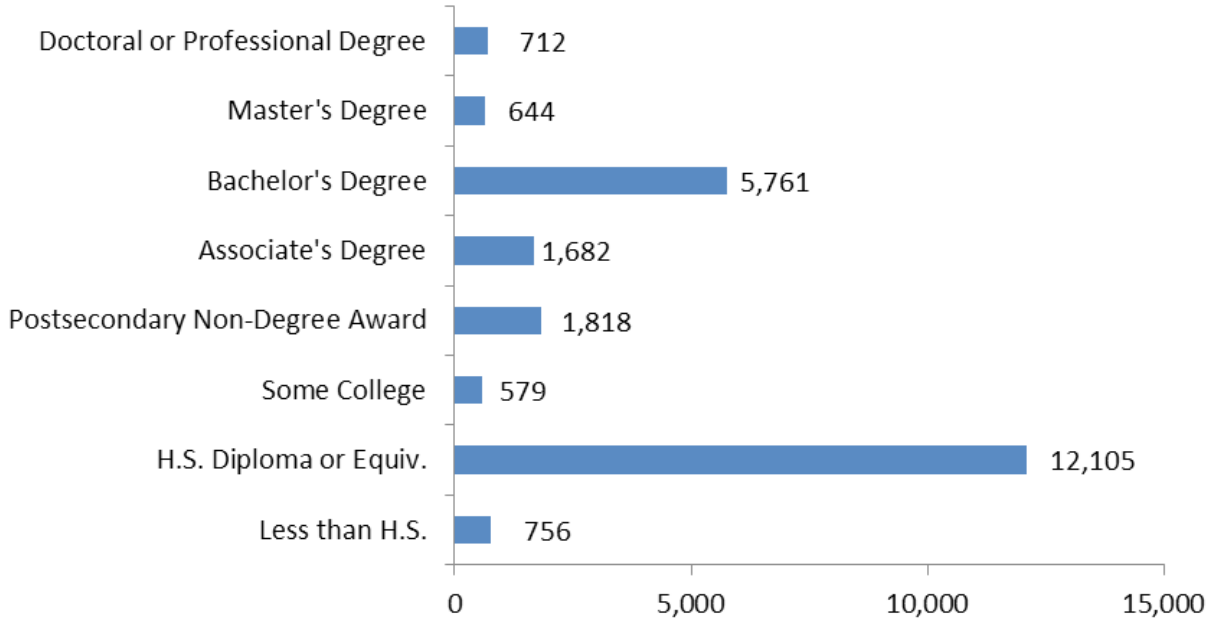
Source: EMSI

Labor Market Information

OCCUPATION ESTIMATES + PROJECTIONS *(cont.)*

Of the 44,181 average annual job openings in the region, approximately 24,057 openings belong to occupations related to programs offered by SBVC. Approximately 756 (3.14%) jobs have a typical entry level education of less than high school, 12,105 (50.32%) have a typical entry level education of a high school diploma or equivalent, 579 (2.41%) have a typical entry level education of some college, 1,818 (7.56%) have a typical entry level education of a postsecondary non-degree award, 1,682 (6.99%) have a typical entry level education of an Associate's degree, 5,761 (23.95%) have a typical entry level education of a Bachelor's degree, 644 (2.68%) have a typical entry level education of a Master's degree and 712 (2.96%) have a typical entry level education of a Doctoral or professional degree.

EXHIBIT 4.11: REGIONAL AVERAGE ANNUAL JOB OPENINGS RELATED TO OFFERED PROGRAMS BY ENERGY LEVEL EDUCATION (2015-2025)



Source: EMSI

Labor Market Information

OCCUPATION ESTIMATES + PROJECTIONS *(cont.)*

The programs with the highest number of related average annual openings in the region were the following: Business Administration (22.01% or 5,295 openings), Nursing (14.46% or 3,748 openings) Child Development/Education (10.29% or 2,476 openings), Accounting (8.64% or 2,079 openings) and Administration of Justice/Corrections (6.71% or 1,614 openings).

TABLE 4.12: REGIONAL AVERAGE ANNUAL JOB OPENINGS BY PROGRAM (2015-2025)

Program	Annual Openings		Avg. Hourly Wage
	%	#	
Business Administration	22.01%	5,295	$33.27
Nursing	14.46%	3,478	$28.34
Child Development/Education	10.29%	2,476	$29.75
Accounting	8.64%	2,079	$27.93
Admin. of Justice/Corrections	6.71%	1,614	$35.07
Automotive Technology	5.40%	1,299	$20.71
Culinary Arts	4.34%	1,045	$15.78
Communication Studies	4.30%	1,033	$26.57
Human Services	3.34%	804	$25.34
Electricity/Electronics	2.93%	705	$27.54
Biology	2.84%	683	$46.24
Comp. Info. Tech./Comp. Science	2.41%	580	$39.94
Machinist Technology	2.07%	498	$17.00
Pharmacy Technology	1.25%	300	$32.03
Kinesiology	0.86%	208	$24.53
Welding	0.83%	201	$22.19
Inspection Technology	0.78%	188	$26.37
Engineering	0.65%	156	$38.30
Diesel Technology	0.60%	144	$21.40
Real Estate	0.54%	131	$29.69
HVAC/R	0.49%	117	$19.59
Architecture/Environmental Design	0.47%	114	$36.70
Art	0.40%	95	$25.45

Program	Annual Openings		Avg. Hourly Wage
	%	#	
Philosophy	0.36%	88	$49.55
Psychology	0.30%	72	$57.45
History	0.29%	70	$20.89
Physics	0.25%	61	$40.71
Food & Nutrition	0.23%	56	$22.48
Mathematics	0.23%	55	$34.01
Chemistry	0.22%	54	$29.74
Aeronautics	0.22%	53	$33.91
Water Supply Technology	0.21%	52	$27.97
English	0.17%	41	$32.44
Religious Studies	0.16%	39	$24.11
Theatre Arts	0.16%	38	$27.58
Modern Languages	0.11%	27	$20.28
Geography	0.11%	26	$29.35
Psychiatric Technology	0.09%	22	$20.54
Music	0.07%	16	$25.99
Geology	0.05%	13	$37.45
Economics	0.04%	9	$34.11
Sociology	0.04%	9	$27.81
Physical Science	0.02%	5	$42.52
Dance	0.02%	4	$22.09
Anthropology	0.01%	4	$25.92
Political Science	-	-	$36.67

Source: EMSI

Labor Market Information

OCCUPATION ESTIMATES + PROJECTIONS *(cont.)*

Between 2015 and 2025, the regional job openings that have a typical entry level education of at least a postsecondary non-degree award or higher are expected primarily to be in the following programs: Nursing (25.11% or 2,666 openings), Child Development/Education (17.12% or 1,818 openings), Business Administration (15.74% or 1,671 openings), Accounting (8.69% or 922 openings) and Biology (6.17% or 655 openings).

TABLE 4.13: REGIONAL AVERAGE ANNUAL JOB OPENNINGS BY PROGRAM, POSTSECONDARY NON-DEGREE AWARD OR HIGHER (2015-2025)

Program	Annual Openings		Avg. Hourly Wage
	%	#	
Nursing	25.11%	2,666	$32.26
Child Development/Education	17.12%	1,818	$31.66
Business Administration	15.74%	1,671	$43.58
Accounting	8.69%	922	$36.25
Biology	6.17%	655	$48.46
Human Services	5.35%	568	$27.15
Comp. Info. Tech./Comp. Science	4.36%	463	$42.28
Electricity/Electronics	2.03%	215	$30.52
Communication Studies	1.56%	165	$26.27
Engineering	1.47%	156	$38.30
Kinesiology	1.32%	140	$27.74
Pharmacy Technology	1.31%	139	$63.40
HVAC/R	1.09%	115	$24.11
Architecture/Environmental Design	1.08%	114	$36.70
Philosophy	0.83%	88	$49.55
Psychology	0.68%	72	$57.45
History	0.66%	70	$20.89
Art	0.61%	65	$27.99
Physics	0.57%	61	$42.09
Food & Nutrition	0.52%	56	$22.48
Mathematics	0.52%	55	$34.01
Aeronautics	0.46%	49	$37.26

Program	Annual Openings		Avg. Hourly Wage
	%	#	
Chemistry	0.39%	41	$32.86
English	0.39%	41	$32.44
Religious Studies	0.37%	39	$24.11
Admin. of Justice/Corrections	0.33%	35	$65.84
Modern Languages	0.26%	27	$20.28
Geography	0.17%	18	$30.21
Geology	0.12%	13	$37.45
Psychiatric Technology	0.12%	12	$27.61
Theatre Arts	0.10%	11	$29.14
Economics	0.09%	9	$34.11
Sociology	0.09%	9	$27.81
Real Estate	0.08%	9	$33.99
Machinist Technology	0.07%	8	$25.77
Music	0.06%	6	$25.32
Automotive Technology	0.06%	6	$20.84
Physical Science	0.05%	5	$42.52
Anthropology	0.03%	4	$25.92
Culinary Arts	0.01%	1	$20.33
Political Science	-	-	$36.67
Sociology	0.04%	9	$27.81
Physical Science	0.02%	5	$42.52
Dance	0.02%	4	$22.09
Anthropology	0.01%	4	$25.92
Political Science	-	-	$36.67

Source: EMSI

Labor Market Information

LABOR MARKET INFORMATION FINDINGS

Analysis of data regarding the labor market in the service area and region provides insight for making informed planning decisions. The following findings are derived from the labor market information presented in this chapter of the EMP:

Labor Force, Employment and Unemployment

- The labor force for 2015 was:
  - 729,700 in the service area
  - 1,961,800 in the region
  - 18,981,800 in the State

- The number of employed persons in 2015 was:
  - 683,400 in the service area
  - 1,832,300 in the region
  - 17,798,600 in the State

- The unemployment rate for 2015 was:
  - 6.39% in the service area
  - 6.6% in the region
  - 6.2% in the State

Industry Estimates and Projections

- In 2015, the top five industries in the service area in terms of people employed were:
  - Health Care and Social Assistance (63,624 jobs) – 48.77% growth from 2010
  - Government (50,130 jobs) – 0.88% growth from 2010
  - Retail Trade (46,964 jobs) – 8.89% growth from 2010
  - Accommodation and Food Services (33,458 jobs) – 23.15% growth from 2010
  - Transportation and Warehousing (30,810 jobs) – 39.13% growth from 2010.

- By 2025, the top five industries in the service area in terms of people employed are projected to be:
  - Health Care and Social Assistance (83,142 jobs) – 30.68% growth from 2015
  - Retail Trade (55,837 jobs) – 18.89% growth from 2015
  - Government (51,582 jobs) – 2.9% growth from 2015
  - Accommodation and Food Services (40,010 jobs) – 19.58% growth from 2015
  - Transportation and Warehousing (39,341 jobs) – 27.69% growth from 2015

- In 2015, the top five industries in the region in terms of people employed were:
  - Government (233,853 jobs) – 0.14% decline from 2010
  - Retail Trade (171,405 jobs) –10.75% growth from 2010
  - Health Care and Social Assistance (170,431 jobs) –45.23% growth from 2010
  - Accommodation and Food Services (132,410 jobs) – 23.09% growth from 2010
  - Administrative/Support and Waste Management/Remediation Services (94,319 jobs) – 21.09% growth from 2010

- By 2025, the top five industries in the region in terms of people employed are projected to be:
  - Government (244,893 jobs) – 4.72% growth from 2015
  - Health Care and Social Assistance (222,162 jobs) – 30.35% growth from 2015
  - Retail Trade (203,840 jobs) – 18.92% growth from 2015
  - Accommodation and Food Services (157,773 jobs) – 19.15% growth from 2015

- Administrative/Support and Waste Management/Remediation Services (113,626 jobs) –20.47% growth from 2015

Occupation Estimates and Projections

- There are projected to be about 12,828 average annual occupation openings in the service area between 2015 and 2025, excluding occupations with an average hourly wage of less than $12 and occupations with insufficient data to determine average hourly wages. The 12,828 annual openings can be broken down by typical entry level education as follows:
  - 3,293 (25.67%) openings – less than high school
  - 5,053 (39.39%) openings – high school diploma or equivalent
  - 185 (1.44%) openings – some college, no degree
  - 1,171 (9.13%) openings – postsecondary non-degree award
  - 619 (4.82%) openings – Associate's degree
  - 1,893 (14,76%) openings – Bachelor's degree
  - 241 (1.87%) openings – Master's degree
  - 373 (2.91%) openings – Doctoral or professional degree
- Of the top thirty annual job openings within the service area between 2015 and 2025, approximately 994 openings are related to medical occupations, 1,332 are related to business occupations, and 452 are related to education/teaching.
- Of the projected 12,828 average annual occupation openings in the service area between 2015 and 2025, approximately 7,079 openings belong to occupations that are related to programs offered by SBVC. The 7,079 openings can be broken down by typical entry level education as follows:
  - 278 (3.93%) openings – less than high school
  - 3,321 (46.91%) openings – high school diploma or equivalent
  - 184 (2.59%) openings – some college, no degree
  - 602 (8.5%) openings – postsecondary non-degree award
  - 539 (7.61%) openings – Associate's degree
  - 1,714 (24.33%) openings – Bachelor's degree
  - 216 (3.06%) openings – Master's degree
  - 225 (3.17%) openings – Doctoral or professional degree
- The programs with the highest number of related average annual openings in the service area between 2015 and 2025 are the following:
  - Business Administration (22.22% or 1,573 openings)
  - Nursing (17.68% or 1,252 openings)
  - Childhood Development/Education (11.62% or 823 openings)
  - Accounting (7.69% or 544 openings)
  - Automotive Technology (5.25% or 372 openings)

Labor Market Information

LABOR MARKET INFORMATION FINDINGS *(cont.)*

- The service area job openings that have a typical entry level education of a postsecondary non-degree award or higher between 2015 and 2025 are expected to primarily be related to the following programs:
  - Nursing (28.81% or 949 openings)
  - Childhood Development/Education (18.15% or 598 openings)
  - Business Administration (15.81% or 521 openings)
  - Accounting (7.08% or 233 openings)
  - Human Services (5.78% or 191 openings)

- There are projected to be approximately 44,181 average annual job openings between 2015 and 2025 in the region, excluding occupations with an average hourly wage of less than $12 and occupations with insufficient data to determine average hourly wages. The 44,103 openings can be broken down by typical entry level education as follows:
  - 11,598 (26.25%) openings – less than high school
  - 18,170 (41.13%) openings – high school diploma or equivalent
  - 584 (1.32%) openings – some college, no degree
  - 3,533 (8%) openings – postsecondary non-degree award
  - 1,939 (4.39%) openings – Associate's degree
  - 6,447 (14.59%) openings – Bachelor's degree
  - 728 (1.65%) openings – Master's degree
  - 1,182 (2.68%) openings – Doctoral or professional degree

- Of the top thirty annual job openings within the region between 2015 and 2025, approximately 2,404 annual openings are related to medical occupations, 5090 are related to business professions, and approximately 1,374 jobs are related to education/teaching.

- Of the 44,181 regional openings projected between 2015 and 2025, approximately 24,057 of the openings belong to occupations related to programs offered by SBVC. The 24,057 average annual openings can be broken down by typical entry level education as follows:
  - 756 (3.14%) openings – less than high school
  - 12,105 (50.32%) openings – high school diploma or equivalent
  - 579 (2.41%) openings – some college, no degree
  - 1,818 (7.56%) openings – postsecondary non-degree award
  - 1,682 (6.99%) openings – Associate's degree
  - 5,761 (23.95%) openings – Bachelor's degree
  - 644 (2.68%) openings – Master's degree
  - 712 (2.96%) openings – Doctoral or professional degree

- The programs with the highest number of related average annual openings in the region between 2015 and 2025 are the following:
  - Business Administration (22.01% or 5,295 openings)
  - Nursing (14.46% or 3,748 openings)
  - Child Development/Education (10.29% or 2,476 openings)
  - Accounting (8.64% or 2,079 openings)
  - Administration of Justice/Corrections (6.71% or 1,614 openings)

- The regional job openings that have a typical entry level education of at least a postsecondary non-degree award or higher between 2015 and 2025 are expected to primarily relate to the following programs:
  - Nursing (25.11% or 2,666 openings)
  - Child Development/Education (17.12% or 1,818 openings)
  - Business Administration (15.74% or 1,671 openings)
  - Accounting (8.69% or 922 openings)
  - Biology (6.17% or 655 openings)

Labor Market Information

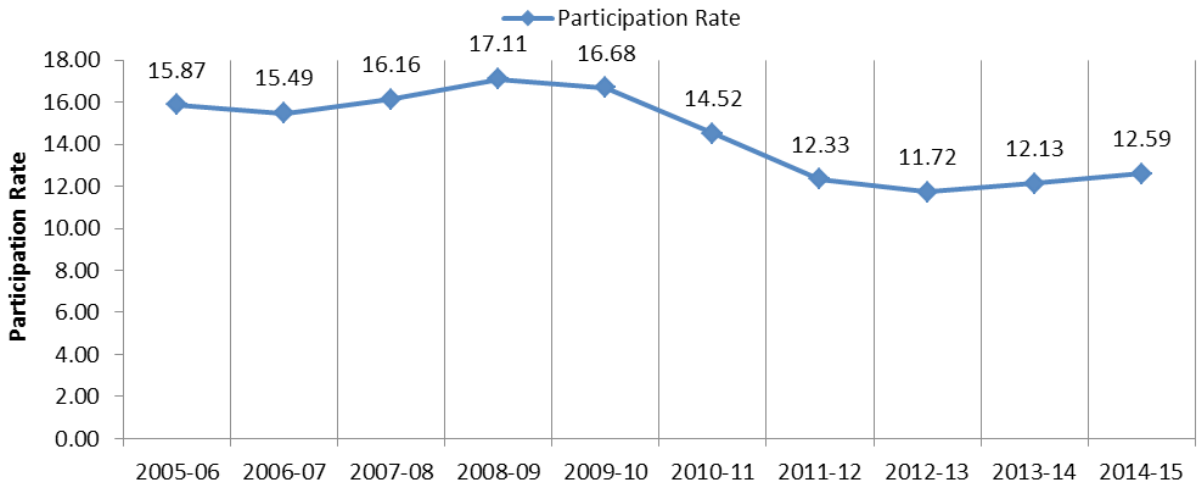
CONSIDERATIONS FROM INTERNAL + EXTERNAL SCAN DATA COMPARISON

Participation rate may be defined as the number of headcount students the College enrolls for every 1,000 persons within the service area population. During the 2014-15 academic year, SBVC had a participation rate of 12.59 students per 1,000 persons within the service area. During the most recent enrollment peak (2008-09) the College's participation rate was 17.11 students per 1,000 persons within the service area. The State-wide California Community College participation rate is approximately 54 students per 1,000 persons within the total population. There is a significant opportunity for SBVC to increase its participation rate.

While service area population age 20-29 years old increased by 34,096 persons from 2010 to 2015, enrollment from students age 20-29 years old declined by 62 persons from 2010-11 to 2014-15. Between 2015 and 2025, the 20-29 year old age group within the service area is projected to decrease by 31,719 persons (-13.37%). The College cannot rely on population growth as a major contributor to enrollment growth and should focus efforts on attracting a larger proportion of persons within its core College demographic.

The College is considered a Hispanic-serving institution with Hispanics accounting for 63.1% of unduplicated

EXHIBIT 4.14: PARTICIPATION RATE (PER 1,000 PERSONS IN TOTAL POPULATION)



enrollment (11,135 students) in the 2014-15 academic year. In 2015, Hispanics accounted for 58% of the service area population (822,776 persons) and by the year 2025 Hispanics are expected to makeup 60.3% of the service area population (899,783 persons). However, in the 2014-15 academic year, Caucasians comprised 14.4% of unduplicated enrollment. In 2015, Caucasians made up 24.8% of the service area population. Additionally, Asians are the second most growing population within the service area with an increase of 11,369 persons expected between 2015 and 2025 (13.85% growth). The College has an opportunity to continue increasing student diversity, particularly with respect to Caucasian and Asian students.

During the fall 2014 term SBVC enrolled 134 first-time college students from Colton High School. During the

2013-14 academic year Colton High School produced 389 graduates. It is reasonable to expect that some of the fall 2014 enrollment from Colton High School graduates were not from the high school class of 2013-14. However, assuming that a great majority of those enrolled at SBVC from Colton High School in fall 2014 were from the high school class of 2013-14, then approximately 34.5% of Colton High School graduates from the class of 2013-14 enrolled at SBVC in the fall of 2014. During the fall 2014 term SBVC captured approximately 26% of 2013-14 graduates from Pacific High School and 23% of graduates from San Bernardino High School. The College captured less than 20% of 2013-14 graduates from Cajon, San Gorgonio, Arroyo Valley, Rialto, and Eisenhower high schools. It should be noted that during the fall 2014 term SBVC captured over 100% of the 2013-14 graduates from Middle College High School, indicating that the College is very successful at capturing both the current and previous classes' graduates. However, there still exists an opportunity for the College to capture a larger proportion of feeder high school graduates.

Labor market information projections show that 13.71% (6,057 openings) of the 44,181 projected annual job openings between 2015 and 2025 in the region with an average hourly wage of $12 or more typically require an entry level education of either some college, a postsecondary non-degree award, or an Associate's degree, and 14.59% (6,446 openings) require a Bachelor's degree. The College has an opportunity to increase regional employment by supporting existing certificate and degree programs, creating new programs that support local labor needs, and supporting transfer to 4-year institutions.

During the fall 2014 term SBVC produced 12,943 WSCH from English courses, however, 7,266 WSCH was attributable to below college level English (56.14% of total English WSCH). Reading courses accounted for 3,881 WSCH of which 100% are considered below college level courses. English as a second language (ESL) courses accounted for 718 WSCH of which 100% are considered below college level courses. Combined, English, Reading, and ESL courses accounted for 17,543 WSCH during fall 2014, of which 11,866 WSCH (67.64%) was attributable to below college level courses. During the fall 2014 term SBVC produced 19,758 WSCH from mathematics courses, however, 13,131 WSCH was generated from below college level math (66.46% of total mathematics WSCH). The high demand for below college level courses is also supported by CAASPP scores for students within the top feeder high schools. The average percentage of students from the top ten feeder high schools (fall 2014) that tested below standards in English was 51% while 76% tested below standards in mathematics. The College has an opportunity to address needs of unprepared/underprepared students.

During the fall 2014 term SBVC produced 11,290 WSCH from CTE designated courses (8.05% of total WSCH). Between 2015 and 2025, there are projected to be approximately 1,280 average annual job openings for occupations related to CTE programs offered by SBVC in the service area (9.97% of all service area job openings). There are projected to be approximately 4,357 average annual job openings for occupations related to CTE programs offered by SVCC in the region during the same time period (9.86% of all regional job openings). The College has an opportunity to expand its offerings of CTE courses to meet the anticipated future demand for skilled vocationally trained workers in the service area and region.

During the fall 2014 term SBVC produced 98,338 WSCH from courses that were not remedial level or CTE designated courses (70.09% of total WSCH). This can

Labor Market Information

CONSIDERATIONS FROM INTERNAL + EXTERNAL SCAN DATA COMPARISON *(cont.)*

be assumed to be the approximate amount of WSCH generated by transfer/degree level courses. However, please note that a portion of WSCH generated by CTE designated courses are from transfer/degree level courses, and that there are non-remedial, non-CTE courses that are not required for transfer or a degree (Academic Advancement 010 for example). The courses generating the 98,338 WSCH support 79.2% of students who have identified their educational goal in 2014-15 as a BA/BS Degree after Associates, BA/BS Degree without Associates, and Associates/Vocational Degree without transfer. The College has an opportunity to support and increase Associate degrees and transfer by providing greater access to the above-mentioned classes.

SAN BERNARDINO VALLEY COLLEGE

02 STRATEGIC DIRECTION
+ GOALS


Sarah

Strategic Directions + Goals

The College's Strategic Directions, goals and objectives were defined thru to collegial consultation process at SBVC and are included within its 2014-2019 Strategic Plan.

Strategic Directions + Goals

STRATEGIC DIRECTIONS + GOALS

1

INCREASE ACCESS

Goal: SBVC will improve the application, registration and enrollment procedures for all students.

Supporting Actions:

- Match the number of basic skills courses to student demand
- Increase the number of accelerated basic skills courses
- Provide more pre-assessment workshops
- Improve the assessment process for more accurate placement
- Establish an maintain partnerships with community organizations, K-12 systems and adult schools
- Explore and expand online advising opportunities
- Improve access to transfer, CTE Certificate, and other courses needed for graduation
- Create better balance between transfer and CTE program offerings
- Improve access to technology

2

PROMOTE STUDENT SUCCESS

Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.

Supporting Actions:

- Increase the percentage of students who succeed in basic skills courses
- Promote and increase the number of students in learning communities
- Expand the use of early alert systems (i.e. SARS)
- Improve performance on all Student Success Scorecard measures
- Increase the use of low-cost and free online resources
- Maintain up-to-date curriculum that is relevant to community needs
- Encourage greater full-time enrollment
- Use Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) in an ongoing, systematic cycle of continuous quality improvement
- Increase the number of students with terminal education plans
- Establish and maintain an appropriate ratio of full-time to part-time faculty
- Increase the number of grant opportunities to support student success

3

IMPROVE COMMUNICATION, CULTURE + CLIMATE

Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on an off-campus.

Supporting Actions:

- Promote a sense of community and solidarity within the campus and embrace diversity (students, faculty and staff)
- Promote budgetary transparency
- Disseminate college committee meeting minute and all plans online
- Build community recognition and networks by capitalizing on the College community roots
- Expand and enhance local business and community awareness of the College
- Establish a College historical archive that is accessible online
- Build a stronger relationship with the SBVC foundation
- Ensure exceptional customer service in all campus offices
- Work with the District to streamline and expedite campus hiring practices
- Improve campus morale

4

MAINTAIN LEADERSHIP + PROMOTE PROFESSIONAL DEVELOPMENT

Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.

Supporting Actions:

- Reduce manager turnover – fewer interims and more permanent managers
- Improve access to a wide variety of professional development activities/organizations
- Maintain a personal achievement inventory for a faculty and staff
- Establish partnerships with neighboring community colleges

5

EFFECTIVE EVALUATION + ACCOUNTABILITY

Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.

Supporting Actions:

- Maintain up-to-date information on campus indicators, including evaluation data on support/ retention programs and accreditation self study evidence
- Improve and maintain effective Program Review procedures
- Evaluate and update all campus level plans on a regular cycle
- Produce and present annual reports that assess student success
- Measure satisfaction with assessment and placement
- Manage grant expenditures and align them with gram objectives

6

PROVIDE EXCEPTIONAL FACILITIES

Goal: SBVC will support the construction and maintenance of safe, efficient, functional facilities and infrastructure to meet the needs of students, employees and community.

Supporting Actions:

- Conserve resources
- Maintain a safe and secure environment
- Improve campus signage
- Continue with the facilities improvement plan (Implementation of the Facilities Master Plan)
- Develop and maintain adequate parking
- Provide exemplary technology and support while maintaining fiscal and environmental responsibilities

SAN BERNARDINO VALLEY COLLEGE

Considerations / Opportunities For The Future

Considerations / Opportunities For The Future
CONTEXT

Positive Forecast for the East Valley in 2001:

- A decade and a half ago, San Bernardino Valley was described as an area with a rapidly growing population and a strong potential for job growth. There was reason for optimism. In 2001, John Husing, an economist with deep knowledge of the Inland Empire, made the case for a favorable future in a report titled "San Bernardino Community College District and the East San Bernardino Valley's Future." He based his assessment of the potential for the Inland Empire, and, more specifically, the East San Bernardino Valley (East Valley) on population growth and job growth. The availability of affordable housing and undeveloped land along transportation corridors were major factors supporting his favorable view of the economic potential for the region.

Barriers to an Improved Economy:

- Husing identified two primary barriers to development in the East Valley: low income levels and limited educational attainment in the region. While the availability of land and affordable housing were attractive features to potential employers, the lack of an educated work force was a disincentive to businesses looking to locate in the region. Those two limitations are still relevant to discussions of the economic and social future of the region.

Cooperative Leadership Necessary for an Improved Standard of Living:

- Husing's report called for a response from the leadership of the East Valley. He advocated for strategic cooperation among the area's governmental, business and educational institutions for the economic and cultural development of the area. In particular, he advocated that the SBCCD, as the major tax-supported institution for adult education and training in the East Valley, take an active leadership role in the future development of the region. He cautioned that without a concerted effort to address the educational needs of the area, the East Valley will become bigger, but no better.

The District and San Bernardino Valley College:

- Husing claimed that the future success of the region depended on the participation of the SBCCD with governmental, business and other educational institutions in leading a movement to vitalize the area. He argued that regional leadership would make the difference between success and failure. For its part, the District was encouraged to lead in the effort to raise the standard of living in the region and to fundamentally alter educational dynamics in favor of integrating its programs with those of other community institutions and to develop mechanisms to respond rapidly to training needs as they arise.

- The optimism of the forecast in 2001 reflected the confidence and hope of many at that time. Employment was growing, population and school enrollments were increasing in double-digit numbers and housing was booming. The economic cataclysm of 2008 was nowhere in sight.

- The passage of bond measures in 2002 and 2008 validated the importance taxpayers assigned to the District and its colleges and their confidence in the future. Funds from the bonds revitalized facilities, addressed earthquake vulnerabilities and constructed new buildings. Even with the economic turnaround in late 2008, the importance of the District as a major cultural institution was, and is, recognized by all.

San Bernardino Valley College Vital to Cultural Development of the Inland Empire:

- SBVC, as the older and larger of the two colleges in the District has served its community since 1926. It has stood the test of time and stands as the primary cultural institution of the East Valley. During its 90 year history, it has adapted to and survived the Great Depression, World War II, the turmoil of the Civil Rights Movement, fires in its surrounding area, threat of earthquake and annual funding fluctuations based on a State budget that rises and falls from year-to-year.

- Today, SBVC is a medium-sized college, located in an urban center of the East San Bernardino Valley. In 2014-15, approximately 17,635 students enrolled at the College (down from its peak enrollment of 22,199 students in 2008-09. A majority of students are Hispanic. The College offers approximately 40 programs of general education curricula and 12 Career and Technical Education departments. Extensive student support services and programs are available, including Admissions and Records, Financial Aid, Library Services, Student Health, Student Clubs, Tutoring, and a numbers of others. The leadership of administrative staff and the support of classified staff are essential to the management and operation of the College. The Aspen Institute recognized SBVC as one of the top 150 community colleges in the nation that show improvement in student performance and completion.

- A number of competitive grants have contributed to recent successes at SBVC. Tutoring resources and basic skills funding are two examples. In 2013-14, approximately 695 students from SBVC transferred to 4-year institutions. In 2014-15, approximately 981 associate degrees were awarded and 347 certificates were awarded from SBVC.

- SBVC is in a strong position to be a catalyst in a rebounding economy over the coming decade. With public awareness that the Inland Empire was among the regions hardest hit by the Great Recession, all eyes are on its recovery. Along with the attention given to other communities damaged by the recession, San Bernardino has had media attention questioning its future. James Fallows, a journalist and former editor of *The Atlantic*, in an article called, “Can America Put Itself Back Together?” referred to San Bernardino as a “hard luck city” whose resilient residents were encouraged by “…the collaborative efforts on education reform under way right now in their own town.” .” During the 2015 *Inland Empire Economic Forecast Conference*, Husing stated that “the economy here is really doing incredibly well … This will be the third year in a row that we’ve added over 50,000 jobs. That’s never happened before … The economy is really taking off.” At the national level, community colleges, which once garnered little attention in the national spotlight, are now prominent in policy discussions of education in Washington, D. C.

- There is potential for renewal that will take the College to a new level. It is assured that the region will grow in population and more complex in its organization. SBVC provides multiple pathways for students. SBVC can influence students who come to college for basic skills, job skills, or workforce certificates by not only supporting basic skills and workforce programs, but by introducing them to a wider array of career and education opportunities.

Considerations / Opportunities For The Future

CONSIDERATIONS/OPPORTUNITIES FOR THE FUTURE OF SAN BERNARDINO VALLEY COLLEGE

The following directions for the future were developed from analysis of extensive data scans of the college and the external environment, interviews of more than 50 administrators, faculty, student services employees and classified staff, review of college and district planning documents, commentary from industry experts, the State Strategic Plan for California Community Colleges, and the College's most recent Accreditation documents. Consultation with the College Council was an on-going feature in the EMP development process.

As appropriate to an Education Master Plan, the Strategic Directions are intended to be long-term priorities and areas of focus, subject to modifications as conditions and capacity change. Strategic Directions have been brought into alignment with the State System Plan and the District Plan as well as other College level plans.

In addition to the College's Strategic Directions, Goals and Supporting Actions (identified in Chapter V: Strategic Directions & Goals), SBVC may consider the following opportunities to shape the future of the College and serve the East Valley community:

- Enhancing and Improving Transfer Pathways
- Doing What Matters for Career and Technical Education (CTE)
- Assuring that Basic Skills Courses Lead to Success and the Realization of Student Goals
- Improving Student Support by Strengthening Coordination between Student Services and Instruction
- Advancing Educational Partnerships
- Supporting the District by Participating in the Restructuring of Adult Education in the Region

Considerations/ Opportunities For The Future

ENHANCING + IMPROVING TRANSFER PATHWAYS

- Continue to provide a clear pathway for students who have a goal of transferring to a 4-year college or university.
- Maintain and enhance relationships with surrounding 4-year colleges and universities to help students obtain information about available options.
- Increase opportunities on campus for students to learn about requirements for transferring and increase articulation agreements.
- Evaluate and improve the availability of transferrable courses to meet the needs of our students' schedules; incoming college-ready students may have the possibility to complete a degree within two years.
- Collaborate internally and with external partners to provide sufficient resources to support student success.

Rationale

San Bernardino Valley College, as mentioned earlier, is responsible for providing high-quality education to an underserved population. As such, the college recognizes, as one of its missions, that it must continually strengthen and enhance its services to students who have chosen this institution as a pathway to four-year colleges and universities. Over the years, the College has had an increase in students with the educational goal of obtaining advanced degrees. In the 2014-15 academic year, nearly 65% of students stated transfer as their educational goal (see Table 2.XX: Unduplicated Enrollment by Educational Goal) and the college upholds its responsibilities to provide those students with the skills, knowledge, and tools they need to become independent and successful learners at those institutions. With the increasing number of students who want to continue their education at four-year institutions, the College must continue its commitment to transfer students and provide those students with a high-quality education and with services targeted at those goals.

Considerations/ Opportunities For The Future

DOING WHAT MATTERS FOR CAREER + TECHNICAL EDUCATION

- Work collaboratively to develop high quality curriculum and implementation programs for Career and Technical Education that are aligned with State and local economic priorities and meet workforce development needs.
- Establish partnerships with education, business and public sector members to develop education and training for employment that will provide a living wage and opportunity for career advancement.
- Work with academic partners to develop comprehensive pathways that encompass core basic skills, applied academic and career technical education and ongoing education for career advancement. This may also include articulation of certain CTE courses with 4-year institutions.
- Participate actively in collaborations with regional networks engaged in economic and workforce development.
- Evaluate course offerings and WSCH production balance between CTE, for transfer, and basic skills courses to adjust for current and future community needs.

Rationale

A renewed focus on Career and Technical Education for is acknowledgement of SBVC's vital role in the economic development of San Bernardino. The rosy forecast for the region in 2001 was stalled by a series of events that have prompted San Bernardino to be labeled a "hard luck" community. Recovery from The Great Recession of 2009 has been slow, but steady growth is, once again, on the horizon. San Bernardino Valley College, as the primary educator of adult residents of the East Valley has an opportunity and obligation to take an active role in realizing the economic future of the region.

A scan of WSCH by instructional area shows that in fall 2014 transfer courses produced 72.8% of WSCH. Basic skills courses generated 17.8% of total WSCH and CTE courses produced 8% of total WSCH. Given current external needs of the service area and region, CTE appears to be underrepresented in course offerings. The College may wish to examine that balance and realign its curriculum.

Considerations / Opportunities For The Future

ASSURING THAT BASIC SKILL COURSES LEAD TO SUCCESS + THE COMPLETION OF STUDENT GOALS

- Accurately assess and place students in courses appropriate to their abilities and academic preparation.
- Determine whether students emerge from different sections of the same course with comparable new skills.
- Assure students are fully prepared by each course for the next course in a sequence and/or college-level sequence.
- Integrate basic skills in appropriate lower division courses.
- Take a leadership role in the Regional Consortium for Adult Education to address the need for basic skills and ESL education in the region.
- Include basic skills sequences when promoting pathways to associate degrees and transfer success. This may also include developing enhanced non-credit offerings with pathways to certificates, associate degrees and transfer.
- Hire and train full-time and adjunct faculty in basic skills methodologies.
- Continue actively seeking basic skills grant funding. This may require designating a District or College level manager for responsibility of grant writing, fiscal management and implementation.

Rationale

The crisis in educational attainment is pervasive at all levels of public education. Across California community colleges more than 60% of entering students require at least one basic skills class when they enroll. (Recent information in the 2016-17 Governor's Budget Proposals places that figure at 75%.) In California, only 25% of basic skills reading students ever enroll in transfer-level English classes and only 10% make it to transfer-level math. (A Guide to Transforming Basic Skills Education).

SBVC is among the California community colleges with the largest share of underprepared students. Reading, writing, math and ESL instruction are areas of high demand and need. The State Student Success Scorecard reports a low success rate for the College in progress to subsequent enrollment in college-level work. By this measure, SBVC's success is low in both English and math compared to other community colleges in the State. The topic of underprepared students was the most frequently identified issue in interviews with deans and faculty at SBVC.

The growing Hispanic population in the region, many of whom have limited English proficiency, reflect the need for ESL instruction and basic skills as well. The current work of the Regional Consortium for Adult Education is an opportunity to clarify the role of SBVC in answering this important unmet need for ESL instruction.

The impact of low educational attainment is hard to overestimate. The social costs of unemployment and underemployment are seen in poverty, crime rates, mental health needs and other conditions that undermine communities. There is little doubt that education is a factor in these costs to society. The economic costs are direct. They are reflected in employers deciding to locate elsewhere because of a lack of a skilled and/or educated workforce and dissatisfaction with applicants for jobs.

The statement of the seriousness of the problem is not to suggest the SBVC community is remiss in addressing it. Nearly 18% of the College's WSCH comes from basic skills courses. The recent development of courses to target identified needs in math and reading attest to faculty response to basic skills needs. Early results from new, accelerated basic skills curriculum are positive. The College pursuit of grant funds for basic skills is another indication of its commitment. Still, the need to address basic skills needs remains acute.

Considerations/ Opportunities For The Future

IMPROVING STUDENT SUPPORT BY STRENGTHENING COORDINATION BETWEEN STUDENT SERVICES + INSTRUCTION

- Resolve issues related to assessment tests, including alignment of tests with specific college courses so that assessment processes are reliable predictors of course success, ESL testing and early assessment.
- Address the gap in information sharing between Student Services and Instruction so that students are able to make full use of student support services. Employ technology to support communication and information between instructional and student services.
- Develop structural mechanisms to build trust and common understanding among stakeholders across the campus with regard to tutoring, supplemental instruction, student success courses and other support programs.
- Streamline written information for easy apprehension and follow through.

Rationale

Student learning does not take place exclusively inside the classroom. Over the years, the Student Services component of an institution has come to be fundamental to student success in ways unimagined a generation ago. Along with registration, financial aid and counseling which were once the main functions of Student Services, a host of services are now essential functions on the student support component of the campus. SBVC lists the following student services programs: Counseling, Disabled Students Programs and Services DSP&S), Extended Opportunities Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), the Financial Aid Office, the Library, TRIO Student Support Services grant program, CalWORKS program, the Office of Student Life, SSSP (formerly Matriculation), the Transfer and Career Services Center, the Veterans Resource Center, the Tumaini Program, the Puente Project, the Foster and Kinship Care Education Program, the VBC program, the Welcome Center, and the Outreach and Recruitment Office. This listing of the services provided by the College through its Student Services operation is a dramatic illustration of the challenge of communication and collaboration with other entities on campus.

Considerations / Opportunities For The Future

ADVANCING EDUCATIONAL PARTNERSHIPS

- Deepen involvement with K-12 partners by expanding and extending past efforts.
- Initiate opportunities to align curriculum in key courses.
- Collaborate with K-12 partners in addressing assessment and placement issues.
- Include K-12 personnel in deliberations with 4-year university pathways discussions.
- Continue work with CSU partners to smooth the way to transfer.
- Pursue relationships with UC to secure transfer opportunities for SBVC students.

Rationale

SBVC has had productive relationships with a number of K-12 partners. The Middle College is noteworthy for its accomplishments in providing enrollment for the College as well as students who tested most proficient in English and math among top feeder high schools (as measured by CAASPP test results administered in 11th grade). Among feeder high schools various opportunities for interaction with College personnel have been productive. The busy schedules of personnel in public schools and the College currently limit the capacity to interact on each other's school sites.

Policy-makers at all levels, education experts, taxpayers, professional educators and students are in agreement that pathways to education at all levels are of the highest importance in public education. Common course numbering, articulation of course content and sequences, streamlining instruction for timely completion of educational programs, the use of technology to improve access and a variety of other strategies are all on the table. The size and scope of challenges facing education is such that crossing the boundaries of public education institutions to form alliances is important.

Considerations/ Opportunities For The Future

SUPPORTING THE DISTRICT BY PARTICIPATING IN THE RESTRUCTURING OF ADULT EDUCATION IN THE REGION

- Participate in rebuilding adult education delivery capacity in the region.
- Along with educational partners, restore and renew adult education programs, especially basic skills, CTE and ESL.
- Align assessments for placement between adult education and community college courses, especially basic skills, CTE and ESL.
- Work with other regional partners to develop a common accountability system for data collection and exchange between the K-12 adult schools and community college system.
- Maintain and extend structures for on-going coordination with Adult Education and community partners.

Rationale

As many as 800,000 people were eliminated from the rolls of Adult Education programs in California during State-wide budget cuts beginning in early 2009. From then and until the passage of Assembly Bill 86, continuity and coherence of the entire State program were in acknowledged disarray. The new legislation in 2013 charged the California Department of Education and the Community College Chancellor's Office to restore, reform, and improve the long-standing Adult Education system in the State.

Since the 1960s, the responsibility for adult education in California has been shared between the community colleges and the K-12 systems. The determination as to which institution offered courses was a local matter. That joint responsibility continues, but with the additional opportunity now to update its programs offerings and improve operations.

Participation of the District and SBVC in the Adult Education regional planning effort is an important opportunity to clarify roles of education providers and jointly determine how to serve the large numbers of community members seeking education in basic skills, as well as potential ESL students. Regarding CTE, collaboration with education partners and private sector partners in redesigning job training opportunities for today's labor market should be a priority. The potential to improve the flow of students from adult education programs to college is an investment in improving the retention and success of those who in the past have often dropped out.

Aligning curriculum between adult schools and community colleges presents a substantial challenge—a project that is best approached over time. And yet, it can be done as has been done between community colleges and some CSU campuses. It is similar to the widely endorsed priority to align curriculum and assessment with high schools. The logic of the recommendation is sound, but the scarce resources of time and money are recognizable obstacles. A counter to the concern about resources is the major accomplishment the community colleges and the 4-year universities have achieved with alignment of curriculum and guaranteed transfer. In the current proposed State Budget, the Governor's Office calls for taking the next step in improving student access to education.

SAN BERNARDINO VALLEY COLLEGE

Program Of Instruction + Space Needs

The 2015 State Chancellor's Office Long Range WSCH Projections for SBCCD were utilized to establish projected enrollment and WSCH growth. From 2015-16 to 2021-22, the State anticipates that District-wide WSCH will increase annually by 1.7% and growth will decrease to 1.4% annually thereafter. Historical data from 10 consecutive terms (fall 2005 to fall 2014) suggest that San Bernardino Valley College is responsible for 68.35% of District-wide WSCH. Fall 2014 data established baseline program of instruction data for the College. Future program of instruction projections were developed and analyzed with Title V space standards to estimate instructional space needs for the College.

The following considerations are accounted for within enrollment and WSCH projections:

- Historical data regarding enrollment and WSCH generation
- Projected population growth within the College service area and region
- Historical participation rate of the population's enrollment at SBVC
- Conditions within the external and internal environment

Program Of Instruction + Space Needs

PROGRAM OF INSTRUCTION

The primary metric for determining the total student demand on facilities space needs is WSCH. This measurement is representative of the student contact hours within instructional space on campus during the semester. Fall 2014 data was utilized to determine a baseline for WSCH generation by department and establish a baseline program of instruction.

Math and English comprise the largest WSCH generating subjects for the College, constituting 14.1% and 9.2% of WSCH during the fall 2014 semester, respectively. The next highest group of WSCH generating subjects at the College generated between 5.6% and 3.6% of total WSCH during the fall 2014 semester, which include Biology, Chemistry, History and Art.

Future program of instruction projections anticipate that the College may see a 3.87% increase in WSCH generation by the fall 2016 term, from 140,302 WSCH during fall 2014 to 145,728 WSCH during fall 2016. From fall 2016 to fall 2021, the College is expected to increase its WSCH generation to 158,457 WSCH (8.73% growth over 5 years). From fall 2021 to fall 2026, the College is expected to increase its WSCH generation to 169,978 WSCH (7.27% growth over 5 years). From fall 2026 to fall 2031, the College is expected to grow to generating 182,214 WSCH (7.2% growth over 5 years).

EXHIBIT 7.01: PROGRAM OF INSTRUCTION (FALL 2014 – FALL 2031)

Department	SBVC - FALL WSCH BY COURSE TYPE					
	Subject	2014	2016	2021	2026	2031
Academic Advancement (ACAD)	ACAD	331	344	374	401	430
Accounting (ACCT)	ACCT	2,104	2,185	2,376	2,549	2,733
Administration of Justice (ADJUS)	ADJUS	1,683	1,748	1,901	2,039	2,186
Aeronautics (AERO)	AERO	1,047	1,087	1,182	1,268	1,360
Anthropology (ANTHRO)	ANTHRO	1,453	1,509	1,641	1,760	1,887
Arabic (ARAB/ARABIC)	ARAB	240	249	271	291	312
Architecture & Environmental Design (ARCH)	ARCH	441	458	498	534	573
Art (ART)	ART	5,014	5,208	5,663	6,074	6,512
American Sign Language (ASL)	ASL	1,361	1,414	1,537	1,649	1,768

Department	SBVC - FALL WSCH BY COURSE TYPE					
	Subject	2014	2016	2021	2026	2031
Astronomy (ASTRON)	ASTRON	315	327	356	382	409
Automotive (AUTO)	AUTO	3,307	3,435	3,735	4,007	4,295
Biology (BIOL)	BIOL	7,855	8,159	8,871	9,516	10,202
Business Administration (BUSAD)	BUSAD	2,009	2,087	2,269	2,434	2,610
Child Development (CD)	CD	3,837	3,985	4,333	4,648	4,983
Chemistry (CHEM)	CHEM	5,680	5,900	6,415	6,882	7,377
Computer Information Technology (CIT)	CIT	3,314	3,442	3,743	4,015	4,304
Communication Studies (COMMST)	COMMST	4,237	4,400	4,785	5,133	5,502
Corrections (CORREC)	CORREC	462	480	522	560	600
Criminal Justice (CRMJUS)	CRMJUS	182	189	206	221	237
Computer Science (CS)	CS	852	885	962	1,032	1,107
Culinary Arts (CULART)	CULART	1,106	1,149	1,250	1,340	1,437
Dance (DANCE)	DANCE	369	383	417	447	479
Diesel (DIESEL)	DIESEL	548	569	619	664	712
Economics (ECON)	ECON	1,695	1,761	1,914	2,054	2,201
Electricity (ELEC)	ELEC	174	181	197	211	226
Electronics (ELECTR)	ELECTR	1,261	1,310	1,424	1,528	1,638
English (ENGL)	ENGL	12,943	13,444	14,618	15,681	16,810
Real Estate (REALST)	REALST	327	340	369	396	425
English as Second Language(ESL)	ESL	718	746	811	870	933
Food & Nutrition (FN)	FN	666	692	752	807	865
Geography (GEOG)	GEOG	1,841	1,912	2,079	2,230	2,391
Geology (GEOL)	GEOL	261	271	294	316	338
Geographic Information Systems(GIS)	GIS	205	213	232	249	267

Program Of Instruction + Space Needs

PROGRAM OF INSTRUCTION *(cont.)*

Department	SBVC - FALL WSCH BY COURSE TYPE					
	Subject	2014	2016	2021	2026	2031
Health Education (HEALTH)	HEALTH	1,543	1,602	1,742	1,869	2,004
History (HIST)	HIST	5,093	5,290	5,752	6,171	6,615
Human Services (HUMSV)	HUMSV	2,586	2,686	2,920	3,132	3,358
Heating, Ventilation Air Conditioning & Refrig. (HVAC/R)	HVAC/R	890	924	1,005	1,078	1,156
Inspection Technology (INSPEC)	INSPEC	120	125	136	145	156
Kinesiology(KIN)	KIN	700	727	791	848	909
Kinesiology Adapted (KINA)	KINA	66	69	75	80	86
Kinesiology Fitness (KINF)	KINF	2,987	3,102	3,373	3,619	3,879
Kinesiology Team/Sport & Skill (KINS)	KINS	120	125	136	145	156
Kinesiology Varsity (KINX)	KINX	2,491	2,587	2,813	3,017	3,235
Library Technology (LIB)	LIB	250	260	283	303	325
Machine Technology (MACH)	MACH	330	343	373	400	429
Mathematics (MATH)	MATH	19,758	20,522	22,315	23,938	25,661
Music (MUS/MUSIC)	MUS	2,182	2,266	2,464	2,644	2,834
Nursing (NURS)	NURS	2,850	2,960	3,218	3,452	3,701
Oceanography (OCEAN)	OCEAN	165	171	186	200	214
Occupational Safety and Health Admin. (OSHA)	OSHA	40	41	45	48	51
Philosophy/Religious Studies (PHIL)	PHIL	1,479	1,536	1,670	1,792	1,921

Department	SBVC - FALL WSCH BY COURSE TYPE					
	Subject	2014	2016	2021	2026	2031
Pharmacy Technology (PHT)	PHT	374	388	422	453	486
Physics (PHYSIC)	PHYSIC	2,308	2,398	2,607	2,797	2,998
Police Science (POLICE)	POLICE	2,808	2,917	3,172	3,402	3,647
Political Science (POLIT)	POLIT	2,886	2,997	3,259	3,496	3,748
Physical Science (PS)	PS	79	82	89	96	103
Psychology (PSYCH)	PSYCH	4,227	4,390	4,773	5,121	5,489
Psychiatric Technology (PSYTCH)	PSYTCH	1,075	1,116	1,214	1,302	1,396
Reading & Skills Study (READ)	READ	3,881	4,031	4,383	4,702	5,040
Religious Studies (RELIG)	RELIG	627	651	708	760	814
Radio, Television & Film (RTVF)	RTVF	952	989	1,075	1,153	1,236
Student Development (SDEV)	SDEV	1,105	1,148	1,248	1,339	1,435
Sociology (SOC)	SOC	2,161	2,244	2,440	2,618	2,806
Spanish (SPAN)	SPAN	3,399	3,531	3,839	4,119	4,415
Technical Calculations (TECALC)	TECALC	192	199	217	233	249
Theater Arts (THART)	THART	899	933	1,015	1,089	1,167
Welding Technology (WELD)	WELD	861	894	972	1,043	1,118
Water Supply Technology (WST)	WST	980	1,018	1,106	1,187	1,272
TOTAL		**140,302**	**145,728**	**158,457**	**169,978**	**182,214**

Program Of Instruction + Space Needs

CURRENT + FUTURE INSTRUCTIONAL SPACE NEEDS

The amount of assignable square footage (ASF) required at SBVC to accommodate current and projected growth is based on the College's WSCH projections, fall 2014 baseline program of instruction and Title V space standards. By utilizing the 2015 State Chancellor's Office Long Range WSCH projection growth estimates and Title V space standards, a college may estimate instructional space needs based on projected capacity load ratios that are consistent with how overbuilt or underbuilt the State considers a college to be. Capacity load ratios are a measurement of how much instructional space is required for the amount of WSCH a college is anticipated to generate and are used to determine eligibility for State funding. Therefore, recommended lecture and lab space needs presented in this Plan are consistent with what the State would consider needed to adequately serve the projected WSCH load. It is immaterial what year the College actually reaches the designated amount of projected WSCH. The most important factor is that whenever the College actually reaches a projected level of WSCH generation, the correlated amount of lecture and lab space indicated within this Plan will be minimally required.

EXHIBIT 7.02: TITLE V RECOMMENDATIONS FOR INSTRUCTIONAL SPACE (FALL 2014 – FALL 2031)

Subject	Lecture:Lab WSCH Ratio	TITLE V SPACE RECOMMENDATIONS: LECTURE & LAB									
		2014		2016		2021		2026		2031	
		Lect. ASF	Lab ASF	Lect. ASF	Lab ASF	Lect. ASF	Lab ASF	Lect. ASF	Lab ASF	Lect. ASF	Lab ASF
ACAD	100:0	142	0	148	0	160	0	172	0	184	0
ACCT	100:0	903	0	938	0	1,019	0	1,094	0	1,172	0
ADJUS	100:0	722	0	750	0	815	0	875	0	938	0
AERO	30:70	135	5,489	140	5,702	152	6,200	163	6,651	175	7,129
ANTHRO	100:0	623	0	647	0	704	0	755	0	810	0
ARAB	100:0	103	0	107	0	116	0	125	0	134	0
ARCH	30:70	57	793	59	824	64	896	69	961	74	1,030

Subject	Lecture:Lab WSCH Ratio	TITLE V SPACE RECOMMENDATIONS: LECTURE & LAB									
		2014		2016		2021		2026		2031	
		Lect. ASF	Lab ASF	Lect. ASF	Lab ASF	Lect. ASF	Lab ASF	Lect. ASF	Lab ASF	Lect. ASF	Lab ASF
ART	30:70	645	9,020	670	9,369	729	10,187	782	10,928	838	11,715
ASL	100:0	584	0	607	0	660	0	707	0	758	0
ASTRON	80:20	108	162	112	168	122	183	131	196	140	210
AUTO	30:70	426	19,818	442	20,584	481	22,382	516	24,010	553	25,738
BIOL	40:60	1,348	11,076	1,400	11,504	1,522	12,509	1,633	13,418	1,751	14,384
BUSAD	100:0	862	0	895	0	974	0	1,044	0	1,119	0
CD	70:30	1,152	2,958	1,197	3,073	1,301	3,341	1,396	3,584	1,496	3,842
CHEM	40:60	975	8,759	1,012	9,098	1,101	9,892	1,181	10,611	1,266	11,375
CIT	80:20	1,137	1,133	1,181	1,177	1,285	1,280	1,378	1,373	1,477	1,472
COMMST	100:0	1,817	0	1,888	0	2,053	0	2,202	0	2,360	0
CORREC	100:0	198	0	206	0	224	0	240	0	257	0
CRMJUS	40:60	31	234	32	243	35	264	38	283	41	304
CS	40:60	146	874	152	908	165	987	177	1,059	190	1,135
CULART	30:70	142	1,990	148	2,067	161	2,248	173	2,412	185	2,585
DANCE	10:90	16	853	16	887	18	964	19	1,034	21	1,108
DIESEL	45:55	106	2,579	110	2,679	119	2,913	128	3,125	137	3,350
ECON	100:0	727	0	755	0	821	0	881	0	944	0
ELEC	45:55	34	307	35	319	38	347	41	372	44	399
ELECTR	45:55	243	2,226	253	2,312	275	2,514	295	2,697	316	2,891
ENGL	100:0	5,553	0	5,767	0	6,271	0	6,727	0	7,212	0
REALST	100:0	140	0	146	0	158	0	170	0	182	0
ESL	100:0	308	0	320	0	348	0	373	0	400	0

Program Of Instruction + Space Needs

CURRENT + FUTURE INSTRUCTIONAL SPACE NEEDS *(cont.)*

Subject	Lecture:Lab WSCH Ratio	TITLE V SPACE RECOMMENDATIONS: LECTURE & LAB									
		2014		2016		2021		2026		2031	
		Lect. ASF	Lab ASF	Lect. ASF	Lab ASF	Lect. ASF	Lab ASF	Lect. ASF	Lab ASF	Lect. ASF	Lab ASF
FN	100:0	286	0	297	0	323	0	346	0	371	0
GEOG	80:20	632	946	656	983	714	1,069	765	1,146	821	1,229
GEOL	80:20	89	134	93	139	101	151	108	162	116	174
GIS	40:60	35	211	37	219	40	238	43	255	46	274
HEALTH	100:0	662	0	687	0	747	0	802	0	860	0
HIST	100:0	2,185	0	2,270	0	2,468	0	2,647	0	2,838	0
HUMSV	100:0	1,109	0	1,152	0	1,253	0	1,344	0	1,441	0
HVAC/R	40:60	153	1,714	159	1,780	172	1,936	185	2,077	198	2,226
INSPEC	100:0	51	0	53	0	58	0	62	0	67	0
KIN	100:0	300	0	312	0	339	0	364	0	390	0
KINA	0:100	0	212	0	220	0	239	0	257	0	275
KINF	0:100	0	9,588	0	9,959	0	10,829	0	11,616	0	12,452
KINS	0:100	0	385	0	400	0	435	0	467	0	500
KINX	0:100	0	7,995	0	8,304	0	9,030	0	9,686	0	10,383
LIB	75:25	81	201	84	209	91	227	98	243	105	261
MACH	40:60	57	762	59	792	64	861	69	924	74	990
MATH	100:0	8,476	0	8,804	0	9,573	0	10,269	0	11,008	0
MUS	40:60	374	3,365	389	3,495	423	3,800	454	4,076	486	4,370
NURS	40:60	489	3,659	508	3,801	552	4,133	592	4,433	635	4,752
OCEAN	70:30	50	127	51	132	56	144	60	154	64	165

Subject	Lecture:Lab WSCH Ratio	TITLE V SPACE RECOMMENDATIONS: LECTURE & LAB									
		2014		2016		2021		2026		2031	
		Lect. ASF	Lab ASF	Lect. ASF	Lab ASF	Lect. ASF	Lab ASF	Lect. ASF	Lab ASF	Lect. ASF	Lab ASF
OSHA	50:50	8	51	9	53	10	57	10	62	11	66
PHIL	100:0	634	0	659	0	717	0	769	0	824	0
PHT	40:60	64	480	67	499	72	542	78	582	83	624
PHYSIC	40:60	396	3,560	411	3,697	447	4,020	480	4,312	514	4,623
POLICE	40:60	482	3,606	501	3,745	544	4,072	584	4,368	626	4,683
POLIT	100:0	1,238	0	1,286	0	1,398	0	1,500	0	1,608	0
PS	100:0	34	0	35	0	38	0	41	0	44	0
PSYCH	100:0	1,813	0	1,883	0	2,048	0	2,197	0	2,355	0
PSYTCH	40:60	184	1,380	192	1,433	208	1,558	223	1,672	240	1,792
READ	60:40	999	3,990	1,038	4,144	1,128	4,506	1,210	4,834	1,297	5,182
RELIG	100:0	269	0	279	0	304	0	326	0	349	0
RTVF	40:60	163	1,222	170	1,270	185	1,381	198	1,481	212	1,588
SDEV	90:10	427	284	443	295	482	321	517	344	554	369
SOC	100:0	927	0	963	0	1,047	0	1,123	0	1,204	0
SPAN	100:0	1,458	0	1,515	0	1,647	0	1,767	0	1,894	0
TECALC	100:0	82	0	86	0	93	0	100	0	107	0
THART	40:60	154	1,386	160	1,439	174	1,565	187	1,679	200	1,800
WELD	20:80	74	2,652	77	2,754	83	2,995	89	3,213	96	3,444
WST	100:0	420	0	437	0	475	0	509	0	546	0
TOTAL ASF NEED		**44,242**	**116,182**	**45,953**	**120,676**	**49,967**	**131,217**	**53,600**	**140,757**	**57,459**	**150,890**

Program Of Instruction + Space Needs

OVERALL CURRENT + FUTURE SPACE NEEDS

Projected space needs for all facility needs (instructional and other support spaces) may also be determined based on enrollment and WSCH projections, Title V space standards and a college's current/projected space inventory.

The State Chancellor's Office monitors five space categories by capacity load ratio for funding consideration and support. These five categories are: classroom (lecture), laboratory, office, library and audio visual/television/radio (AV/TV). An analysis of SBVC's capacity load ratios determines that the College currently requires space in three of the five capacity load categories: Laboratory, Library and AV/TV.
When accounting for future construction projects on campus, such as the new Gymnasium, demolition of Snyder and Women's Gymnasiums, new field buildings, activation of vacated space within the Liberal Arts building, and removal of various temporary portables, the College is anticipated to have a need for 48,344 ASF in laboratory, 9,634 ASF of library, and 5,179 ASF of AV/TV space by the year 2021. The need for laboratory space is anticipated in grow to 75,560 ASF by the year 2031. However, the College is significantly overbuilt in classroom and office space for the amount of lecture WSCH it is projected to generate and projected FTEF. It is important to understand that even though a college may perceive that they are efficiently utilizing existing classrooms and there is a need for additional classroom space, State standards for space needs are based on the amount of lecture WSCH a campus should be generating based on the amount of classroom ASF. Thus, although classrooms may be efficiently utilized by hours during a semester, they are not efficiently generating the amount of WSCH that they should be. Overall, the College should work towards reducing its classroom capacity load ratio by converting existing classroom space to laboratories and/or generating more lecture WSCH.

EXHIBIT 7.03: CAPACITY LOAD RATIOS + SPACE NEEDS/SURPLUS

SBVC Capacity Load	F2015	F2016	F2017	F2017 ADJ*	F2021	F2026	F2031
Classroom Capacity	155,904	162,904	162,904	154,100	154,100	154,100	154,100
Classroom WSCH Load	71,349	72,554	73,780	73,780	78,892	84,628	90,720
Classroom Capacity Load	219%	225%	221%	209%	195%	182%	170%
Space Need/Surplus	-36,274	-38,760	-38,234	-34,457	-32,264	-29,804	-27,190
Laboratory Capacity	49,694	50,068	50,068	50,068	50,068	50,068	50,068
Laboratory WSCH Load	61,718	62,761	63,821	63,821	68,243	73,205	78,474
Laboratory Capacity Load	81%	80%	78%	78%	73%	68%	64%
Space Need/Surplus	31,984	33,762	36,583	36,583	48,344	61,542	75,560
Office Capacity	493	502	505	506	506	506	506
Office Load	367	374	381	381	411	427	445
Office Capacity Load	134%	134%	133%	133%	123%	118%	114%
Space Need/Surplus	-17,647	-17,953	-17,358	-17,445	-13,245	-11,005	-8,485
Library Capacity	29,886	29,886	29,886	29,886	29,886	29,886	29,886
Library Load	37,328	37,561	38,059	38,059	39,520	41,977	43,638
Library Capacity Load	80%	80%	79%	79%	76%	71%	68%
Space Need/Surplus	7,442	7,675	8,173	8,173	9,634	12,091	13,752
AV/TV Capacity	6,577	6,577	6,577	6,577	6,577	6,577	6,577
AV/TV Load	11,577	11,604	11,624	11,624	11,756	11,969	12,168
AV/TV Capacity Load	57%	57%	57%	57%	56%	55%	54%
Space Need/Surplus	5,000	5,027	5,047	5,047	5,179	5,392	5,591

* 2017 ADJ estimates capacity load ratios following space inventory changes due to existing capital construction projects.

SAN BERNARDINO VALLEY COLLEGE

Facilities Master Plan

Together, the 2016 *Educational Master Plan* (EMP) and Facilities Master Plan comprise a comprehensive guide toward the future of San Bernardino Valley College. These plans were developed concurrently through an integrated and collaborative process. The EMP establishes clear directions for the future of academics, student support, and administrative support by describing strategic directions and the actions that will be taken to support them. It quantifies the amount and type of space needed to deliver future programs of instruction. In doing so, the EMP provides the basis for planning and decision-making in the key area of campus facilities development. The 2016 Facilities Master Plan translates these goals, actions, and needs into a holistic and implementable vision of the future campus.

SAN BERNARDINO VALLEY COLLEGE

Facilities Analysis

This chapter documents the analysis of existing conditions that shape the use of the San Bernardino Valley College campus. It was compiled from the College's existing planning information, overlaid with the insights of faculty and staff and the observations of the Planning Team.

The analysis of the existing campus is presented through the following lenses.

- District Service Area
- Neighborhood Context
- Environmental Conditions
- Existing Campus
- Development History
- Vehicular Circulation & Parking
- Pedestrian Circulation
- Site Utilities Infrastructure
- Facilities Condition
- Space Utilization
- Campus Zoning

Facilities Analysis

DISTRICT SERVICE AREA

The SBCCD service area is characterized by geographical and geological diversity. Situated at the edge of the Inland Empire, it includes Cajon Pass, a gateway to the high desert, as well as a large portion of the San Bernardino Mountains. The abrupt transitions in regional geology result from the movement of tectonic plates as they grind past each other along the San Andreas rift zone. The rift zone passes through the SBCCD service area at Cajon Pass and along the southern edge of the San Bernardino Mountains. It is this movement that has lifted the San Bernardino and San Gabriel Mountains and set the stage for this region's role as a crossroads and destination.

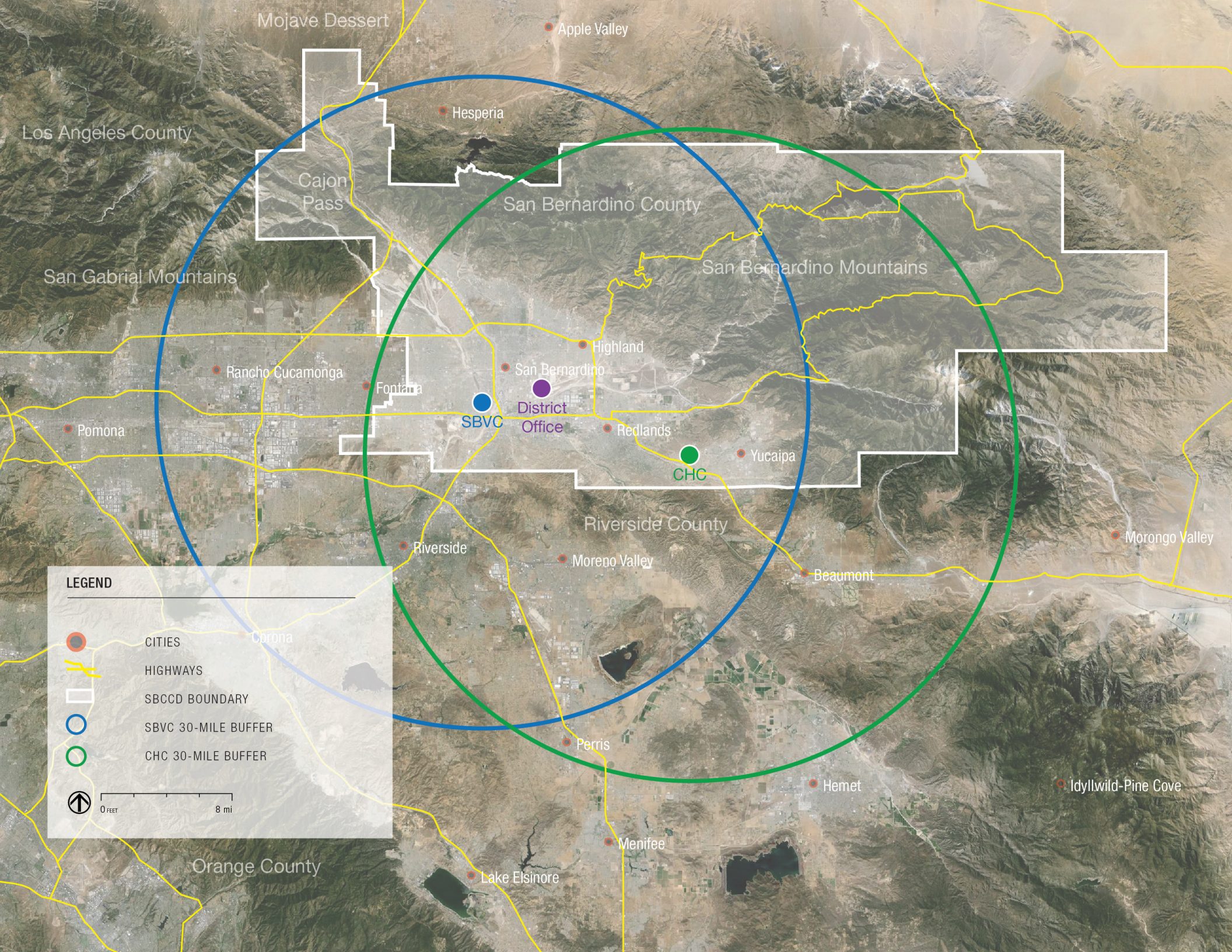
These great transverse mountain ranges are barriers at the edge of the high desert that force travelers to choose among a few routes into the Inland Empire. As a crossroad on the routes from the north, through Cajon Pass, and the east, through Banning Pass, the San Bernardino Valley has long been a notable point along the route of travelers to coastal Southern California, as well as the home to people of many cultures. It continues to be a hub as successive transportation systems were built, including railroads, and interstate highways. World War II brought the development of San Bernardino Army Air Field. This facility is currently the San Bernardino International Airport, which provides passenger, air cargo and logistics, general aviation, and aircraft maintenance services.

These mountains profoundly influence climate conditions in this region. They capture rain and snow and send rivers freighted with alluvium out into the valleys of the Inland Empire. The riverine natural environment of the region's valleys was created by these processes and supported early communities. As the land was developed, frequent flooding was controlled in channels that confine rivers in their courses.

The campus is situated in the western portion of the SBCCD service area. It is the western-most of SBCCD's three sites, nearest to the densest population centers within the Los Angeles metropolitan area and San Bernardino County. The campus is situated within San Bernardino Valley near the confluence of Lytle Creek and the Santa Ana River, within a long-established, albeit evolving, suburban community.

Observations:

- The campus has been in service for many decades and benefits from its longstanding presence and physical connections within its community.


Mojave Dessert
Apple Valley
Hesperia
Los Angeles County
Cajon Pass
San Bernardino County
San Gabrial Mountains
San Bernardino Mountains
Highland
Rancho Cucamonga
San Bernardino
Fontana
District Office
SBVC
Pomona
Redlands
Yucaipa
CHC
Riverside County
Riverside
Morongo Valley
Moreno Valley
Beaumont
Corona
Perris
Hemet
Idyllwild-Pine Cove
Menifee
Orange County
Lake Elsinore
LEGEND
CITIES
HIGHWAYS
SBCCD BOUNDARY
SBVC 30-MILE BUFFER
CHC 30-MILE BUFFER
0 FEET
8 mi

Facilities Analysis

NEIGHBORHOOD CONTEXT

The San Bernardino Valley College campus is located in the City of San Bernardino at its border with the City of Colton. Its neighborhood is served by direct connections to municipal streets and nearby freeways. Regional commercial centers include downtown San Bernardino, which lies around a mile and a half to the northeast and the Inland Center Shopping Mall, which lies less than a mile to the east. Land uses to the north, east, and south of campus mainly consist of single-family residential neighborhoods that are served by San Bernardino City Unified School District. The closest schools are Urbita Elementary School, Richardson PREP HI Middle School, and Lytle Creek Elementary School. Lytle Creek Park is the only public park within a mile of the Valley College campus.

The Valley College campus abuts South Mt. Vernon Avenue, a primary commercial corridor, and is within walking distance of many community services, eateries, and stores. The Pro-Swap Meet is situated across Mt. Vernon Street and directly west of the campus. The College and Pro-Swap Meet have both benefited for many years from a joint-use parking agreement. The campus of Valley College's Middle College High School (MCHS) is situated across West Esperanza Street and directly north of the College. High school students walk between and attend classes on both campuses.

The campus is open to its neighborhood for the enjoyment of the community and the vast majority of visitors respect and are protective of the campus. When incidents occur they tend to be focused on the outer edges of campus, between buildings and the surrounding streets. Measures taken to protect facilities include CCTV system and intrusion alarms. SBCCD Police patrol the campus at all times and are on call to escort students and staff to the swap meet parking lot or other destinations in the evenings. Homeless individuals do shelter in less visible areas of courtyards and outdoor walkways where they are not seen by police patrolling in vehicles.

Observations:

- Open space, parks, and outdoor recreational facilities are not plentiful in the College's neighborhood and use of the College campus and facilities is valued by the community.


LYTLE CREEK PARK
RICHARDSON PREP HI MIDDLE SCHOOL
MILL ST
K ST
J ST
I ST
MT VERNON AVE
MIDDLE COLLEGE HIGH SCHOOL
ESPERANZA ST
INLAND CENTER SHOPPING MALL
PRO-SWAP MEET PARKING
BORDWELL AVE
JOHNSTON ST
SBVC CAMPUS
HAZEL AVE
215
INLAND CENTER DR
URBITA ELEMENTARY SCHOOL
CITRUS ST
GRANT AVE
FAIRVIEW PRECINCT
LA CADENA DR
LYTLE CREEK
COLTON AVE

Facilities Analysis

EXISTING CAMPUS

The Valley College campus occupies most of the city block bounded by South Mt. Vernon Avenue, West Esperanza Street, South K Street, and East Grant Avenue. The existing campus comprises 82 acres. About 18 acres that lie within the earthquake fault and folding zones have been set aside as The Glade, a permanent open space.

A portion of the campus lies to the south of Grant Avenue and will be referred to as the Fairview Precinct. This area was the campus of Fairview School that was acquired by SBCCD in 1963. It contains four former school buildings that were constructed in the 1930s and 1950s, as well as temporary buildings and the Transportation Building, which houses the Diesel Technology Program.

The graphic on the facing page shows the campus as it is projected to appear in 2017, after the construction of the Gymnasium, Stadium, and athletic fields is completed. In 2017, Valley College will hold 684,712 gross square feet of building area and 464,791 square feet of assignable space—59% of all assignable space that will be held by SBCCD.

Permanent buildings are shown with a dark gray color. There are a number of temporary buildings on the campus and these are shown with a yellow color. Facilities used for SBCCD functions, such as the warehouse and the campus office of the SBCCD Police Department are indicated on the graphic. Most of the Media & Communication Building is used by KVCR, the SBCCD public television and national public radio broadcast station.

Observations:

- The earthquake fault and folding zone are a significant portion of the campus and divide campus buildings into two clusters.
- Many of the buildings built during the last 15 years are oriented to be generally parallel or perpendicular to the fault. Buildings constructed earlier are aligned with the cardinal points of the compass.
- The largest temporary facility houses Campus Technology Services (CTS) who are responsible for supporting the use of instructional and institutional technologies on the campus.

EXISTING CAMPUS PLAN

BUILDING KEY

ID	Building Name
AD/SS	ADMINISTRATION/STUDENT SERVICES
ART	ART CENTER
AUD	AUDITORIUM
B	BUSINESS
CC	CAMPUS CENTER
CP1	CENTRAL PLANT (NEW)
CP2	CENTRAL PLANT (OLD)
CDC	CHILD DEVELOPMENT CENTER
CTS	COMPUTER TECHNOLOGY CENTER
GYM	GYMNASIUM
HLS	HEALTH & LIFE SCIENCE
LA	LIBERAL ARTS
LIB	LIBRARY
M&O	MAINTENANCE & OPERATIONS
MC	MEDIA/COMMUNICATIONS
NH	NORTH HALL
O	OBSERVATORY
PEC	PARENT EDUCATION CENTER
PS	PHYSICAL SCIENCES
PL	PLANETARIUM
POL	POLICE STORAGE
SHIP	SHIPPING & RECEIVING OFFICE
STOR1	STORAGE BUILDING 1
STOR2	STORAGE BUILDING 2
STOR3	STORAGE BUILDING 3
SHS	STUDENT HEALTH SERVICES
T	TECHNICAL
TEL	TELECOM BUILDING
TRANS	TRANSPORTATION
WARE	WAREHOUSE

LEGEND

PROPERTY LINE

EXISTING PERMANENT FACILITIES

EXISTING TEMPORARY FACILITIES

FACILITIES IN DESIGN & CONSTRUCTION

HMC Architects

0 FEET 250

Facilities Analysis

ENVIRONMENTAL CONDITIONS

Environmental Conditions

The San Bernardino Valley College campus is situated in the San Bernardino Valley near the point where the Santa Ana River emerges from the San Bernardino Mountains. This broad inland valley is framed by the striking profiles of rugged mountains shaped by active geological forces. Understanding the campus' environmental conditions will help to shape recommendations for sustainable campus design strategies.

Climate

Climate conditions at Valley College are influenced by its inland valley location. Valley floors become colder during the winter when frost is a possibility and warmer in the summer than the surrounding slopes and hillsides from which cold air drains and warm air rises. This climate is only nominally influenced by the ocean. Days are quite sunny and the conditions are favorable for solar energy production. Most of the rain falls during the winter, with the exception of summer monsoons that can bring strong wind and heavy rain. Storm water flows can be sudden and heavy and the college's infrastructure must be ready to prevent flooding and erosion. Wildfire is a growing concern during an increasingly lengthening fire season, but especially during the fall and winter when downslope winds are more frequent, sweeping down from Cajon Pass and the San Bernardino Mountains.

Natural Habitat

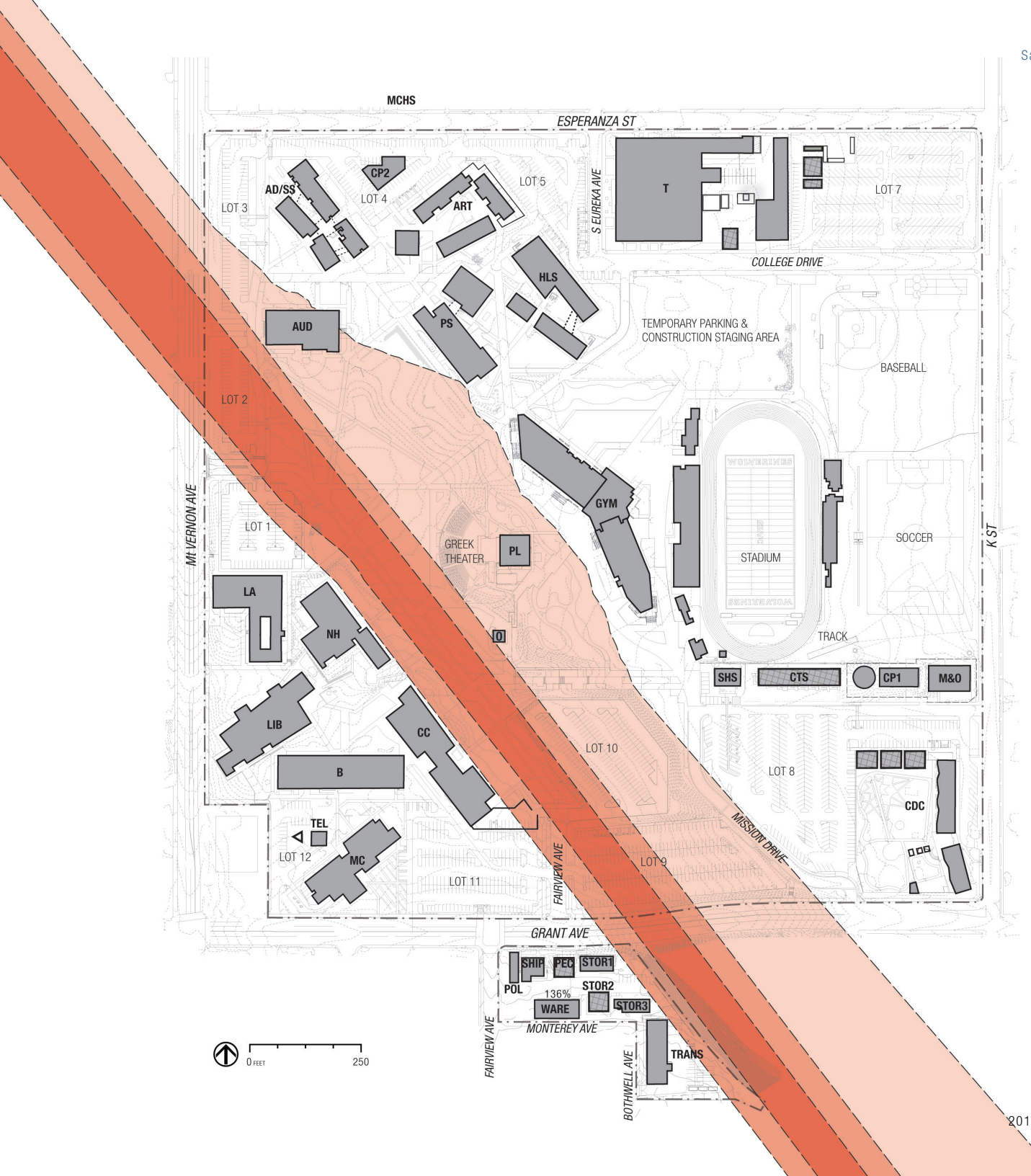
Prior to its development, the San Bernardino Valley was characterized by chaparral. Wide and constantly shifting river beds, most of which are dry and cobble-filled during most of the year, absorbed water that swept with great force out of the San Bernardino and San Gabriel Mountains to recharge ground water aquifers. Oak woodlands grew along rivers and streams. Having evolved with periodic fire, many of these native trees and shrubs are less flammable than non-native plants.

Geology

Geological forces are clearly visible on the San Bernardino Valley College campus. The SBVC campus lies about 7 miles from the San Andreas rift zone and within the wider zone of fracturing and associated faults. One of these, the San Jacinto Earthquake Fault, passes though the campus. The presence of this fault and folding zone was discovered and studied in great detail during the mid-1990s. In accordance with the Alquist-Priolo Earthquake Fault Zoning Act, the construction of structures are not permitted within 50 feet of an earthquake fault. New structures are also not permitted within the folding zone. Following the mapping of these zones, which are shown on the graphic on the facing page, the campus was reorganized significantly. SBCCD's geotechnical engineering study noted that planning for buildings to be rectangular, three-stories tall, and orienting perpendicular or parallel to the fault would simplify their structural design.

Observations:

- Protection from sun, wind, and rain will make outdoor spaces much more comfortable and usable. Hot and windy conditions in particular can discourage the use of outdoor areas.
- Open space within suburban areas can provide green oases that mitigate heat islands and provide homes for beneficial birds and insects.
- Most of the natural riverine habitat within Valley College's neighborhood has long been replaced with suburban development, but understanding the natural landscape of the past can help the College to foster an appreciation of its benefits and beauty.



CAMPUS SEISMIC ZONE

- TEMPORARY FACILITIES
- EXISTING/FUTURE BUILDINGS
- FAULT ZONE
- 50' SETBACK
- FOLD ZONE
- PROPERTY LINE

BUILDING KEY

ID	Building Name
AD/SS	ADMINISTRATION/STUDENT SERVICES
ART	ART CENTER
AUD	AUDITORIUM
B	BUSINESS
CC	CAMPUS CENTER
CP1	CENTRAL PLANT (NEW)
CP2	CENTRAL PLANT (OLD)
CDC	CHILD DEVELOPMENT CENTER
CTS	COMPUTER TECHNOLOGY CENTER
GYM	GYMNASIUM
HLS	HEALTH & LIFE SCIENCE
LA	LIBERAL ARTS
LIB	LIBRARY
M&O	MAINTENANCE & OPERATIONS
MC	MEDIA/COMMUNICATIONS
NH	NORTH HALL
O	OBSERVATORY
PEC	PARENT EDUCATION CENTER
PS	PHYSICAL SCIENCES
PL	PLANETARIUM
POL	POLICE STORAGE
SHIP	SHIPPING & RECEIVING OFFICE
STOR1	STORAGE BUILDING 1
STOR2	STORAGE BUILDING 2
STOR3	STORAGE BUILDING 3
SHS	STUDENT HEALTH SERVICES
T	TECHNICAL
TEL	TELECOM BUILDING
TRANS	TRANSPORTATION
WARE	WAREHOUSE

Facilities Analysis

DEVELOPMENT HISTORY

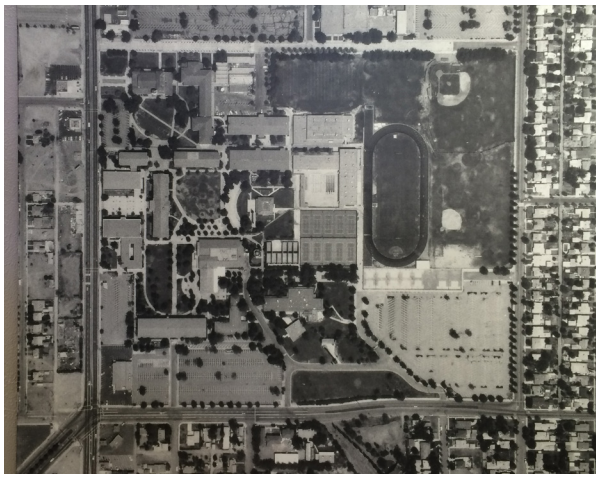
Campus construction by decade is shown by color on the graphic on the opposing page. Buildings that have recently undergone a comprehensive renovation are shown with a ®.

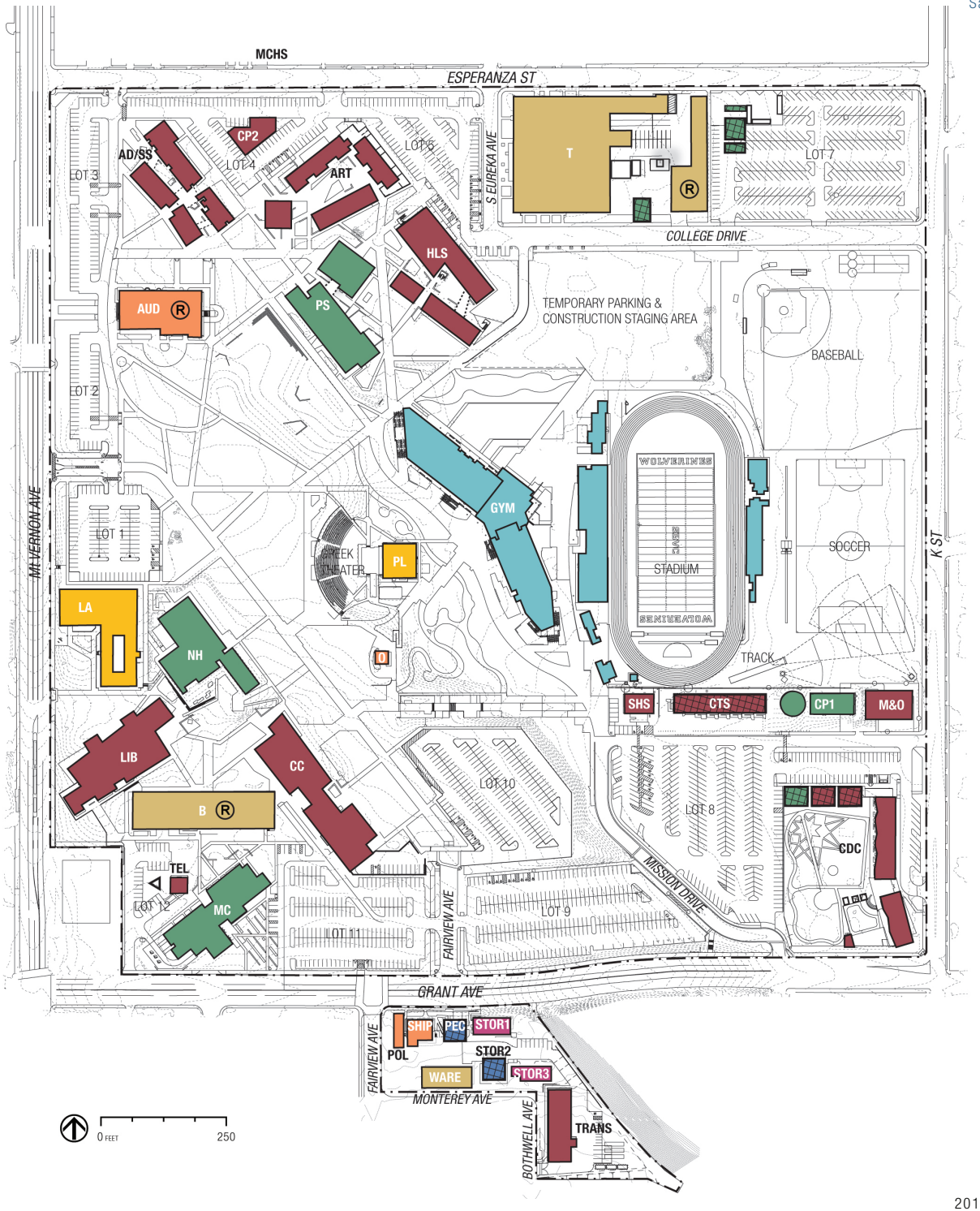
Observations:

- Many college staff and members of the community fondly recall the campus as it was before being redeveloped in the last decade. They recall that indoor and outdoor spaces encouraged a greater and more visible degree of gathering, collegiality, and use by students and staff.

- Although most of the campus buildings were built or renovated after 2000, several aged facilities remain in service. The Liberal Arts Building and the Technical Education Building are the two most aged instructional buildings. The east wing of the Technical Education Building was recently renovated to address health and safety issue.

- The service buildings on the Fairview Precinct are among the oldest with two building that were constructed in the 1930s and two in the 1950s.





CAMPUS DEVELOPMENT HISTORY

- TEMPORARY FACILITIES
- R RECENTLY RENOVATED
- 1930-1939
- 1950-1959
- 1960-1969
- 1970-1979
- 1990-1999
- 2000-2009
- 2010-2017
- UNDER CONSTRUCTION
- PROPERTY LINE

BUILDING KEY

ID	Building Name
AD/SS	ADMINISTRATION/STUDENT SERVICES
ART	ART CENTER
AUD	AUDITORIUM
B	BUSINESS
CC	CAMPUS CENTER
CP1	CENTRAL PLANT (NEW)
CP2	CENTRAL PLANT (OLD)
CDC	CHILD DEVELOPMENT CENTER
CTS	COMPUTER TECHNOLOGY CENTER
GYM	GYMNASIUM
HLS	HEALTH & LIFE SCIENCE
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STOR2	STORAGE BUILDING 2
STOR3	STORAGE BUILDING 3
SHS	STUDENT HEALTH SERVICES
T	TECHNICAL
TEL	TELECOM BUILDING
TRANS	TRANSPORTATION
WARE	WAREHOUSE

Facilities Analysis

VEHICULAR CIRCULATION + PARKING

The campus occupies most of a roughly square city block, with the exception of the commercial property at the corner of South Mt. Vernon and Grant Avenues. Therefore, much circulation occurs on the surrounding city streets. Mt. Vernon Avenue, a major arterial, is the most travelled circulation route and it connects the campus to Interstate Highway 10. Plans are in place to upgrade the Mt. Vernon Avenue/I-10 interchange for improved mobility and Mt. Vernon Avenue is being considered for the route of a future bus rapid transit (BRT) line. A Metrolink light rail station is planned for Colton.

The main campus vehicular entry is on Mt. Vernon Avenue, to the south of the signal at Johnston Street. West Mill Street connects to Interstate Highway 215, as does Grant Avenue via South I Street and Inland Center Drive. Many travel to campus via Grant Avenue. Entry points from Grant Avenue, South K Street, and Esperanza Streets lead directly to well-distributed parking lots.

Near the perimeter of campus, several on-campus streets, such as College Drive and South Eureka Avenue, accommodate general vehicular traffic within the campus, but travel through the center of campus is restricted to emergency and service vehicles.

Parking

Available parking include 1,585 stalls in 12 campus parking lots and 465 on-street spaces on the surrounding streets: South Mt. Vernon Avenue, Grant Avenue, South K Street, Esperanza Street, South Eureka Avenue, Holly Avenue, and Fairview Avenue. Through a joint-use agreement, 414 stalls in the Pro Swap-Meet parking lot, which is situated directly across Mt. Vernon Avenue at Johnston Street, are available for campus use. In exchange, stalls in Lots 1 through 5 are used by the swap meet in the evenings on Friday, Saturday, and Sunday.

Transit

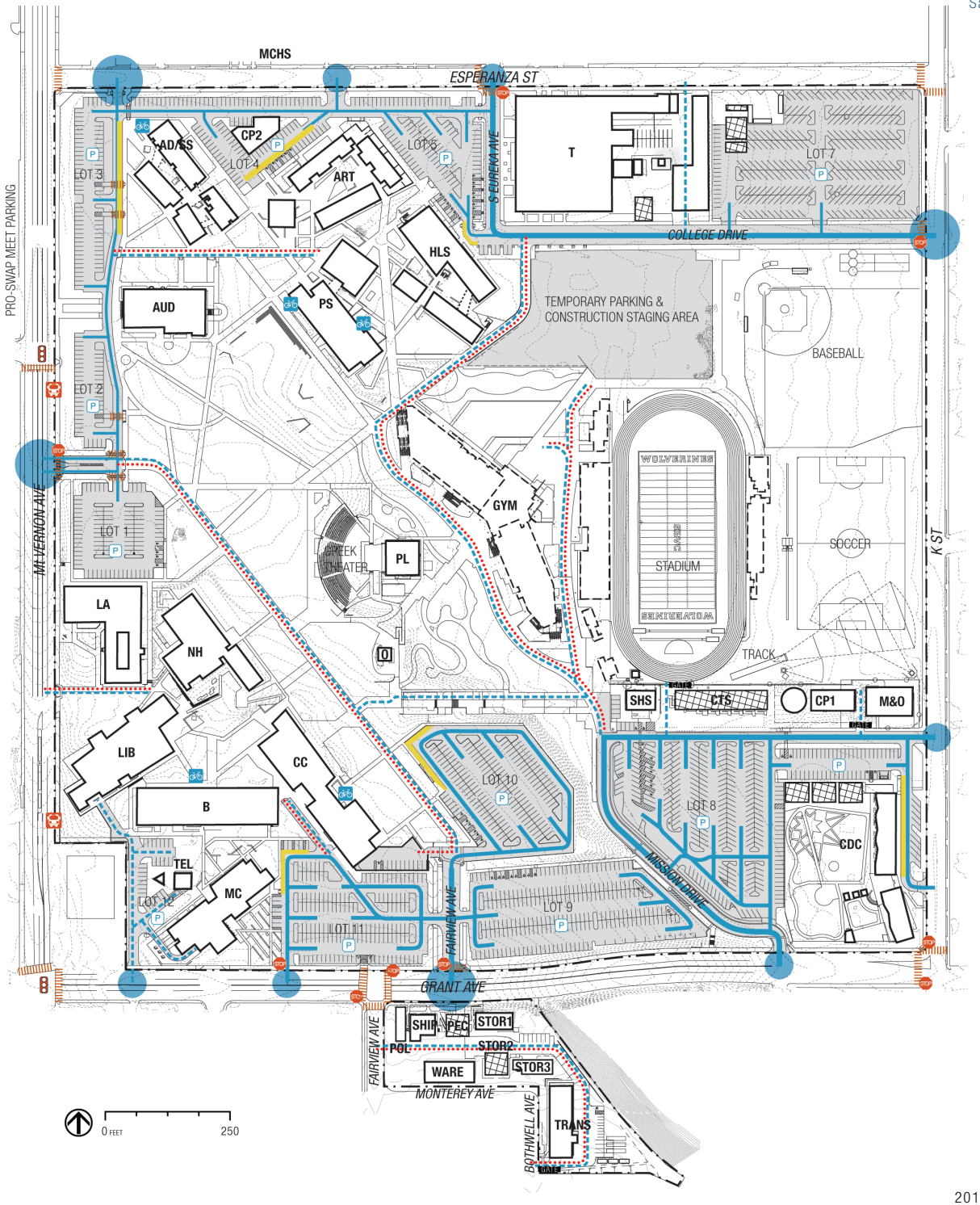
Half of the students at Valley College regularly use public transportation to travel to the campus. Through the Go Smart Program, Valley College encourages students to commute by bus. OMNITRANS is the primary bus transit provider in the Colton and San Bernardino region. Students can ride for free on any regular OMNITRANS route with their student identification card. Routes 1 and 15 provide frequent and convenient service to the campus.

Bicycling and Walking

Valley College encourages commuting by bicycle and provides two bicycle racks next to the Physical Sciences Building. The City of Colton, in its mobility plan, expresses its commitment to maintaining Mt. Vernon Avenue and other key transportation corridors as attractive and walkable. Mt. Vernon Avenue is a designated Class III bicycle route and a multi-modal transit street that accommodates public transit, pedestrians, and bicycles, as well as vehicles. The Class I bicycle path that parallels nearby Colton Avenue is intended for the exclusive use of bicycles. The City plans to extend the Class I Bike Path along the Lytle Creek Channel, which passes close to the campus and connects to Mt. Vernon Avenue.

Observations:

- During hot weather, students place a premium on parking that is close to their destination and parking lots near instructional buildings fill quickly. During the peak periods, on-campus parking even in remote areas along K Street, are filled. However, on-street parking is observed to be available, as well as swap meet parking, even during the busiest times.



EXISTING VEHICULAR CIRCULATION

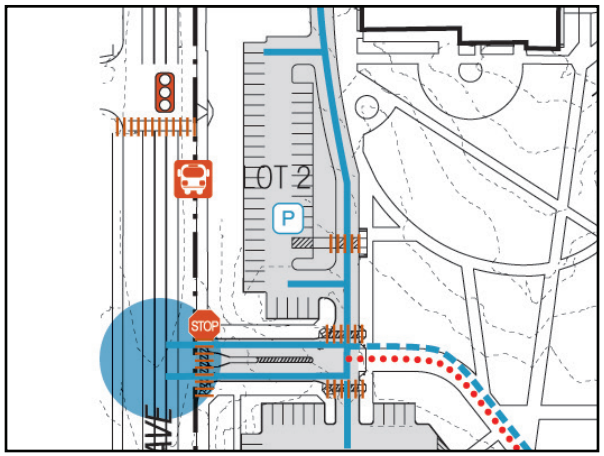
- FACILITIES
- IN DESIGN/UNDER CONSTRUCTION
- TEMPORARY FACILITIES
- CAMPUS ENTRY - MAJOR/MINOR
- PASSENGER LOADING/DROP OFF ZONE
- PARKING AREA
- PRIMARY VEHICULAR ROUTE
- SECONDARY VEHICULAR ROUTE
- SERVICE VEHICULAR ROUTE
- EMERGENCY VEHICULAR ROUTE
- BICYCLE PARKING
- CROSSWALKS
- BUS STOPS
- TRAFFIC SIGNALS
- STOP SIGNS
- GATED ENTRY
- PROPERTY LINE

Lot	Spaces
1	99
2	45
3	70
4	104
5	106
6 (gravel)	25
7	203
8	298
9	232
10	160
11	139
12	26
College Dr	45
Eureka Ave	9
CDC	10
Total	1585

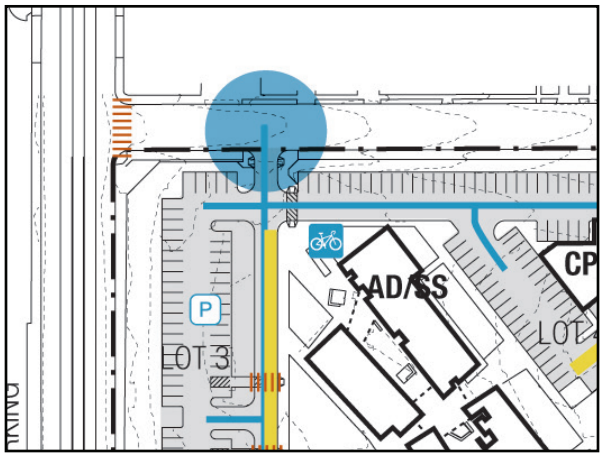
Facilities Analysis

VEHICULAR CIRCULATION + PARKING *(cont.)*

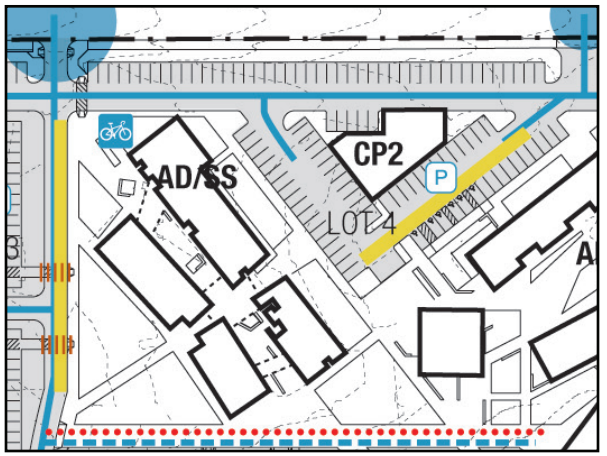
VEHICULAR CIRCULATION NEEDS



The main vehicular entry point, being offset from the signal at Johnston Street, limits traffic to right turns-in and right turns-out.



The busy entry point to Lot 3 on Esperanza Street near the intersection at Mt. Vernon Avenue lacks stacking space and is occasionally gridlocked during busy hours.



Passenger loading occurs in designated zones and informally in parking lots, especially Lots 1, 3, and 4.

Year	Planned Fall Student Headcount	Recommended Supply Rate	Recommended Supply	Recommended On-campus Supply
Horizon 1 - 2021	14,040	0.18	2,527	1,648
Horizon 2 - 2026	15,060	0.18	2,711	1,832
Horizon 3 - 2031	16,145	0.18	2,906	2,027

Parking Needs

An assessment of existing parking utilization and future parking needs was prepared in 2003 and updated in June 2009. The updated report projected future parking demand during three master plan development horizons, based upon enrollment projections that were current in 2009. For this plan, updated enrollment projections that are established by the Educational Master Plan for years 2021, 2026, and 2031 are used. The current projections reflect more conservative expectations for the growth of the College's enrollment. A parking utilization rate of 0.16 spaces per enrolled student was calculated for the 2009 parking study, based on vehicle counts and field observations. To estimate future demand, the study recommended a parking supply rate of 0.18 spaces per enrolled student—after adding a 15% circulation and turnover factor.

It is likely that in the long-term the required supply rate will drop as students and staff have available more transportation choices that lessen their demand for parking capacity. Local and regional mobility plans show that the cities and county are committed to this objective. And Valley College is successfully encouraging students and staff to use public and alternative transportation. It is also likely that trends toward online delivery of instruction and support services will change students' the amount of time that each student spends on campus. Parking is but one of many land uses competing for space on the Valley College campus. Sufficient parking is necessary, but not directly linked to the College's educational mission. And due to the expense of acquiring land and building parking structures, a measured approach is recommended when planning for parking. This approach should encourage alternatives to single-occupant vehicle use and monitor changes in the actual parking utilization rate.

Facilities Analysis

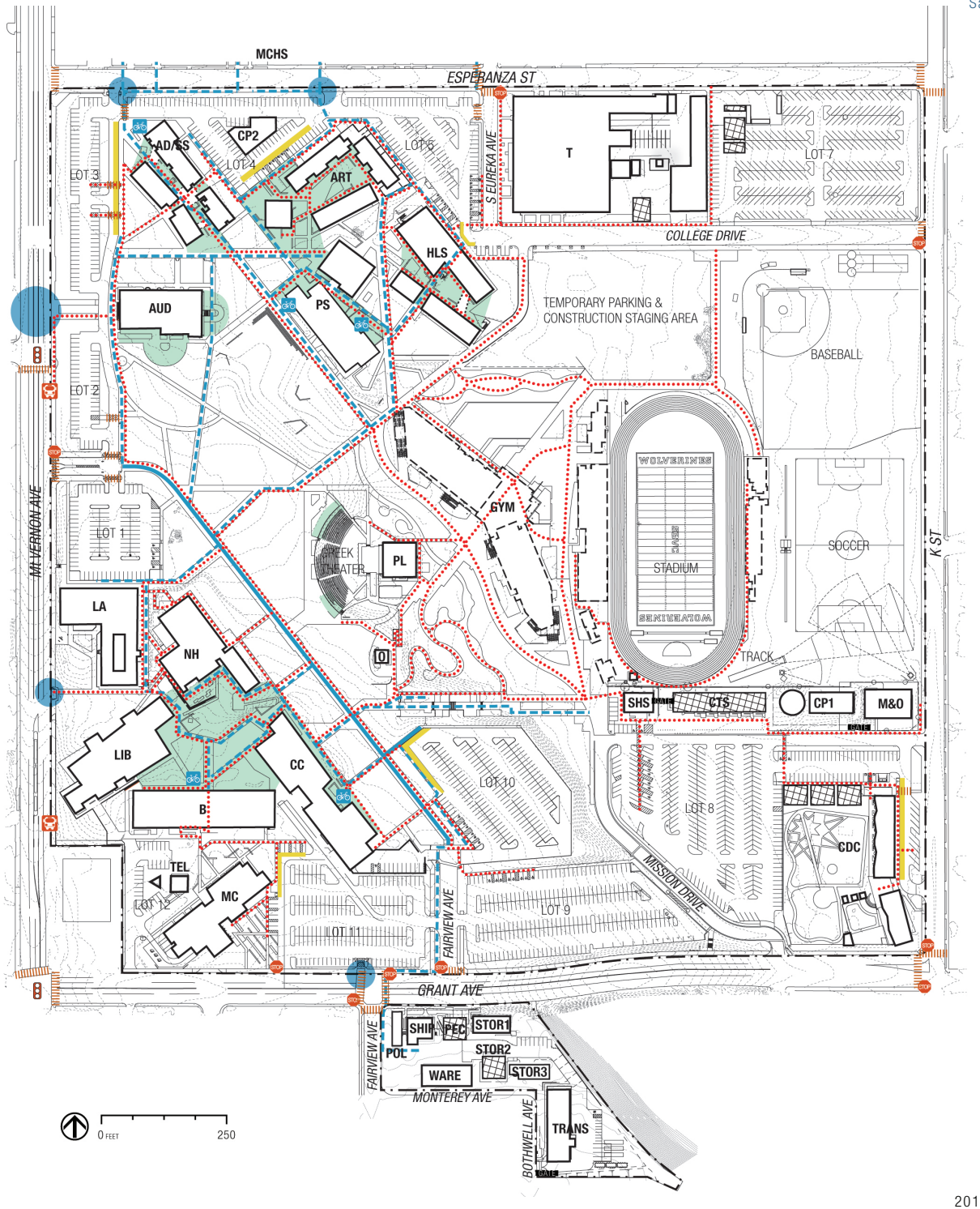
PEDESTRIAN CIRCULATION

SBCCD and Valley College studied how well campus facilities comply with accessibility requirements and prepared a plan to remove existing architectural barriers. Each recent project has implemented part of this plan and together they have removed most of the barriers that prevent universal access to parking, buildings, and site areas. The New Gymnasium and Field Building Project is transforming the center of the campus by constructing accessible new paths, plazas, and learning gardens. The last phase of this project will provide barrier-free paths to outdoor athletic fields. The Glade, which contains the earthquake fault and folding zones, is the primary open space on campus. Much of the Glade consists of open lawns. The more mature trees grace the areas near the Auditorium and the Greek Theater.

Courtyards among the two clusters of buildings vary in character, scale, and degree of use by students. One of the better used courtyards is set between North Hall, the Library, the Business Education Building, and the Campus Center. The courtyards around the Physical Sciences and Health and Life Science Buildings are also well used.

Observations:

- The Glade has changed the character of the campus. It has lessened the sense of place and the level of activity in the outdoor spaces. The Glade offers little to engage students, but it has the potential to be developed further.
- The existing paths across the Glade do not offer the choice of a clear and direct path between the two instructional building clusters.
- A safer way to cross Esperanza Street could be provided for high school students traveling between MCHS and Valley College.
- A safer crosswalk to cross Grant Avenue could be provided for students and staff traveling between the Fairview Precinct and the rest of campus.
- Electric carts used by college maintenance staff are often recharged in walkways, blocking the path of students.



EXISTING PEDESTRIAN CIRCULATION

- FACILITIES
- IN DESIGN/UNDER CONSTRUCTION
- TEMPORARY FACILITIES
- CAMPUS ENTRY - MAJOR/MINOR
- PASSENGER LOADING/DROP OFF ZONE
- STUDENT GATHERING AREA
- PRIMARY PEDESTRIAN ROUTE
- SECONDARY PEDESTRIAN ROUTE
- ACCESSIBLE PATH OF TRAVEL
- BICYCLE PARKING
- CROSSWALKS
- BUS STOPS
- TRAFFIC SIGNALS
- STOP SIGNS
- PROPERTY LINE

BUILDING KEY

ID	Building Name
AD/SS	ADMINISTRATION/STUDENT SERVICES
ART	ART CENTER
AUD	AUDITORIUM
B	BUSINESS
CC	CAMPUS CENTER
CP1	CENTRAL PLANT (NEW)
CP2	CENTRAL PLANT (OLD)
CDC	CHILD DEVELOPMENT CENTER
CTS	COMPUTER TECHNOLOGY CENTER
GYM	GYMNASIUM
HLS	HEALTH & LIFE SCIENCE
LA	LIBERAL ARTS
LIB	LIBRARY
M&O	MAINTENANCE & OPERATIONS
MC	MEDIA/COMMUNICATIONS
NH	NORTH HALL
O	OBSERVATORY
PEC	PARENT EDUCATION CENTER
PS	PHYSICAL SCIENCES
PL	PLANETARIUM
POL	POLICE STORAGE
SHIP	SHIPPING & RECEIVING OFFICE
STOR1	STORAGE BUILDING 1
STOR2	STORAGE BUILDING 2
STOR3	STORAGE BUILDING 3
SHS	STUDENT HEALTH SERVICES
T	TECHNICAL
TEL	TELECOM BUILDING
TRANS	TRANSPORTATION
WARE	WAREHOUSE

Facilities Analysis

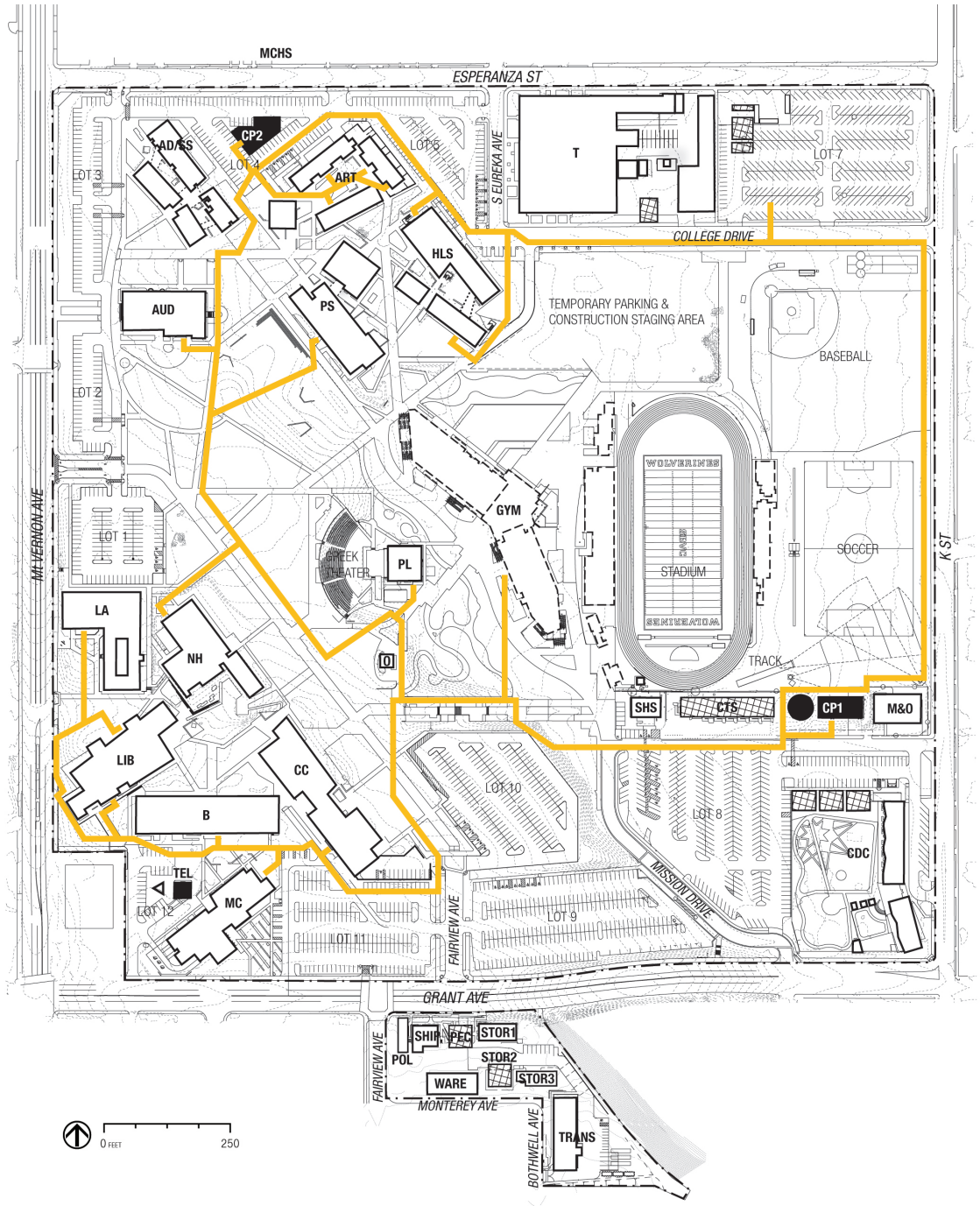
SITE FACILITIES INFRASTRUCTURE

Campus-wide infrastructure systems connect college facilities to utilities and communication systems that support the College's educational mission. Robust power, water, and data connections are increasingly necessary to fully use state of the art learning environments. As part of its program to replace seismically vulnerable buildings, the College implemented an infrastructure project that built new pathways for utilities to the planned sites of new buildings. In 2013, SBCCD and Valley College completed a central plant and thermal energy storage (TES) tank that allows the campus to chill water at night, when the cost of power is lower, and store it for use the next day. Currently, a new communication fiber optic backbone is being installed as part of the Gymnasium and Field Buildings project. WiFi access points serve the indoor areas of all buildings, but coverage does not yet extend to all outdoor spaces.

Valley College's students, faculty, and staff are working to make SBVC an even greener campus. Guided by the SBCCD Sustainability Plan, they are adopting environmentally sustainable practices in their daily habits as they operate and use the campus facilities. New buildings, renovation projects, and gardens are being designed and constructed to meet increasingly stringent goals for efficient and healthy places to work and learn. For example, recently constructed buildings, beginning with the Physical Sciences Building, have been designed and constructed to be certified though the Leadership in Energy and Environmental Design (LEED) rating system. These buildings are or will soon be certified by the US Green Building Council at either the LEED Silver or LEED Certified levels.

Observations:

- Due to current water quality regulations, adequate space must be set aside for the storm water retention and treatment systems that will be required for future building projects.
- The capacity of the TES tank is currently being fully used. As when considering any strategy, the cost of increasing the capacity should be weighed against projected savings and compared to the benefits of investing in other energy saving strategies.



CAMPUS UTILITIES

FACILITIES
UNDER CONSTRUCTION
TEMPORARY FACILITIES
CHILLED WATER LOOP
PROPERTY LINE

BUILDING KEY

ID	Building Name
AD/SS	ADMINISTRATION/STUDENT SERVICES
ART	ART CENTER
AUD	AUDITORIUM
B	BUSINESS
CC	CAMPUS CENTER
CP1	CENTRAL PLANT (NEW)
CP2	CENTRAL PLANT (OLD)
CDC	CHILD DEVELOPMENT CENTER
CTS	COMPUTER TECHNOLOGY CENTER
GYM	GYMNASIUM
HLS	HEALTH & LIFE SCIENCE
LA	LIBERAL ARTS
LIB	LIBRARY
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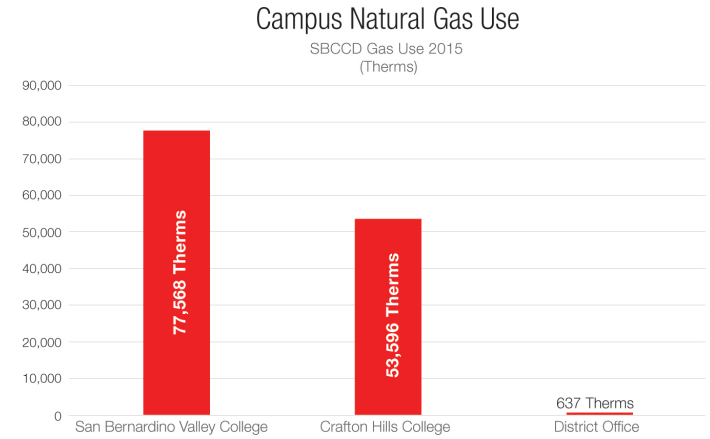
STOR3	STORAGE BUILDING 3
SHS	STUDENT HEALTH SERVICES
T	TECHNICAL
TEL	TELECOM BUILDING
TRANS	TRANSPORTATION
WARE	WAREHOUSE

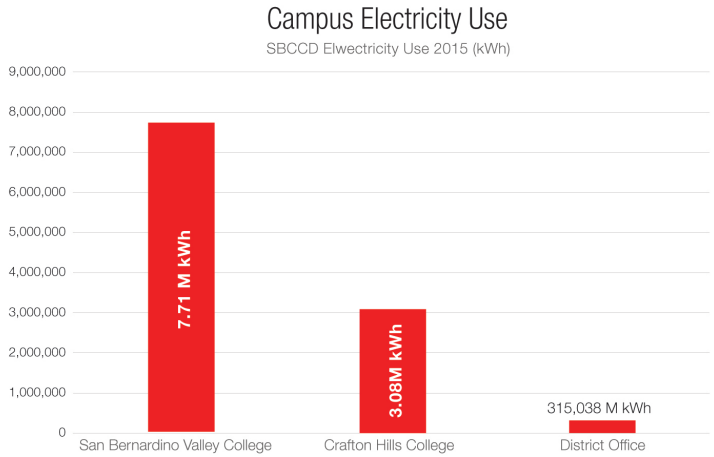
Facilities Analysis

SITE FACILITIES INFRASTRUCTURE *(cont.)*

Energy Use

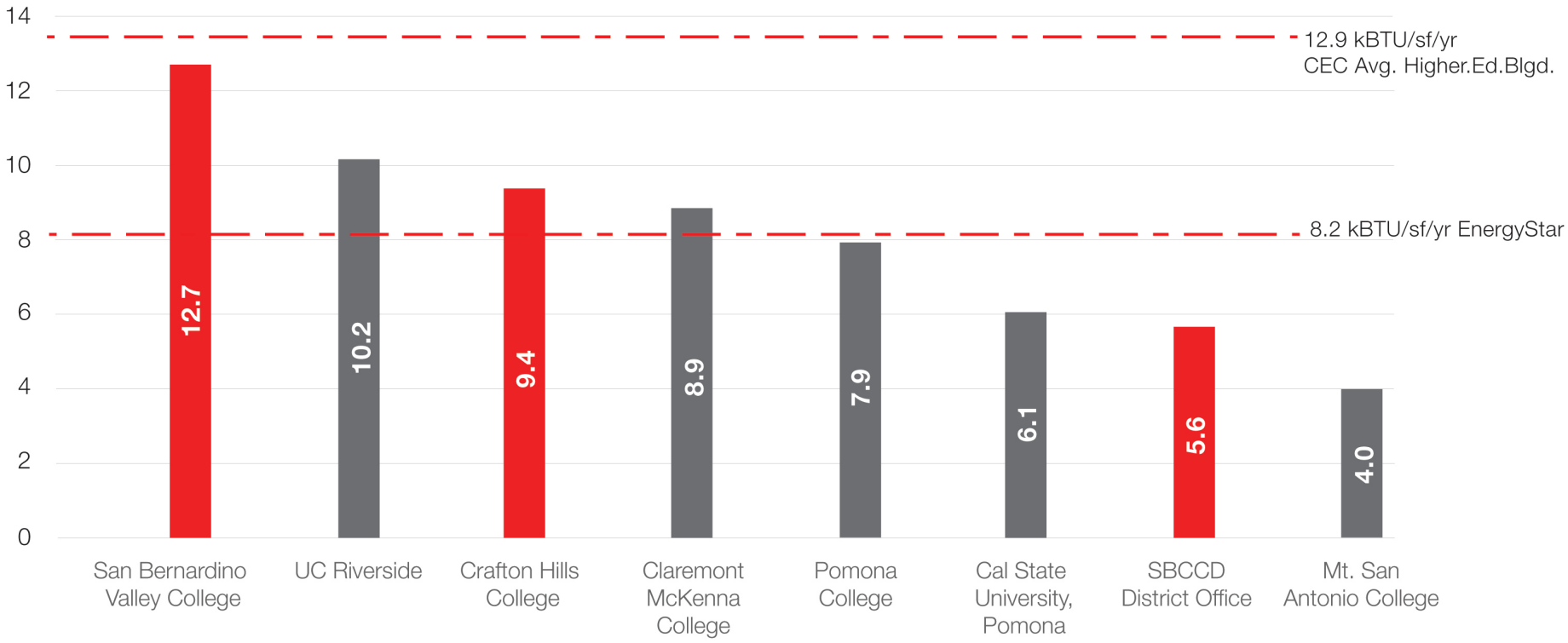
SBCCD and Valley College have invested in measures that are making the campus more energy efficient. The two graphs on this page compare the use of energy in the forms of electricity and natural gas on SBCCD's three main sites. The graphs show the total number of kilowatt-hours of electricity and therms of gas used in 2015. Because the three sites are not the same size, it is helpful to compare their average energy usage for each square foot of building area. For the graph on the opposing page, the data has been converted to the equivalent amount of carbon dioxide (CO_2e) expressed in metric tons per square foot of overall gross campus building area. Several other higher education institutions are shown for comparison, using data that they reported to the American College and University Climate Action Plan's 2014-2015 Annual Report. At 12.7 CO_2e/square foot/year, the level of energy use at Valley College falls just below 12.9 CO_2e/SF/year, the level of the average higher education building in this climate zone, as reported by the California Energy Commission. Both Valley College and Crafton Hills College are at a higher level than 8.2 CO_2e/SF/year, the Energy Star benchmark, which represents the level of a green building in this climate zone.





Campus Carbon Footprint from Energy Use

Natural Gas and Electricity
(CO2e/gsf/yr expressed in metric tons)



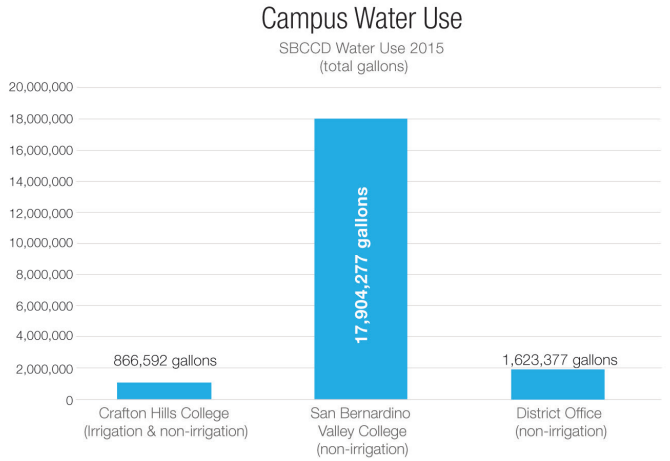
Facilities Analysis

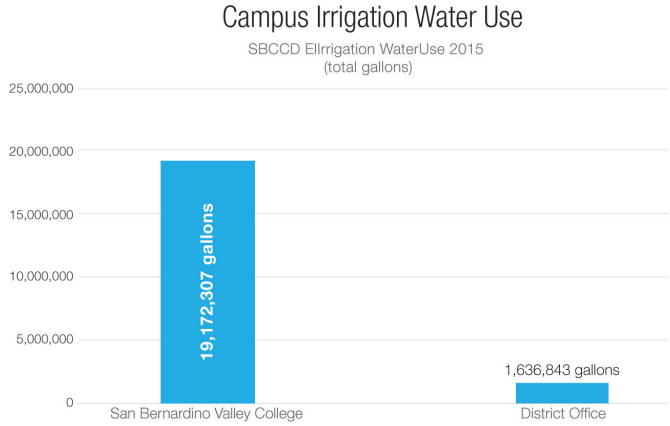
SITE FACILITIES INFRASTRUCTURE *(cont.)*

Water Use

The two graphs on this page compare the use of water on SBCCD's three main sites. Valley College used almost 18 million gallons of water in 2015 for non-irrigation purposes. It used over 19 million gallons to irrigate landscaped areas and lawns. The water usage data for Crafton Hills College is not metered separately for irrigation and non-irrigation use. CHC used under 900,000 gallons total for both. Once again, because the three sites are not the same size, it is helpful to compare their average building water usage for each square foot of building area. The graph on the opposing page shows that Valley College used an average of 29 gallons/SF/year in 2015. This amount is greater than the two benchmarked levels: 20 gallons/SF/year for the Energy Star 2012 Data Trends for Office Buildings and 12 gallons/SF/year for the Energy Star 2012 Data Trends for Pre-K-12 School Buildings.

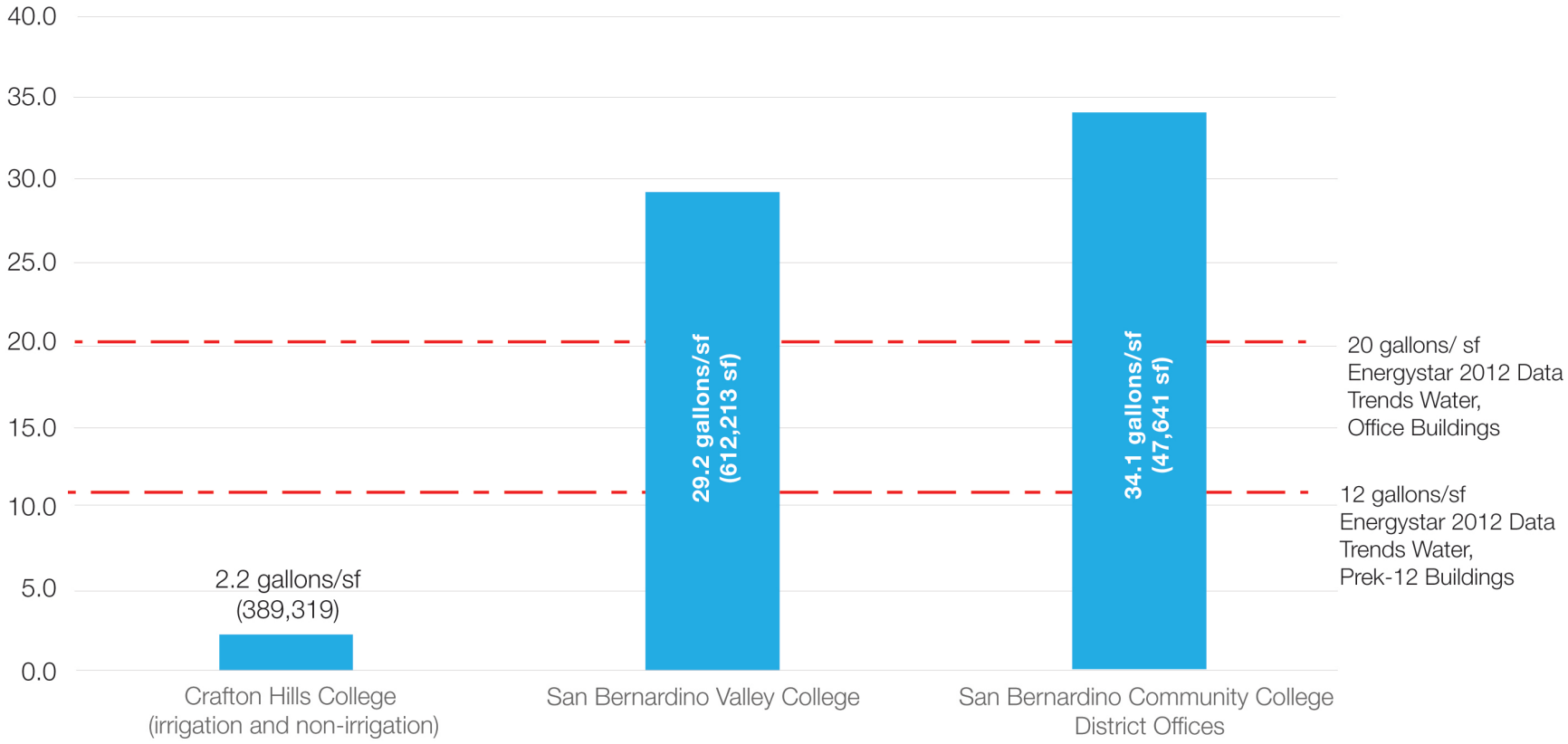
In 2015 Valley College used about 19 million gallons of potable water for landscape irrigation, which cost about $250,000. Irrigation of the turf in The Glade likely accounted for much of this usage.





Total Campus Water Use

SBCCD Sites
(gallons/gsf)



Facilities Analysis

FACILITIES CONDITIONS

San Bernardino Valley College and SBCCD participate in the California Community Colleges Facility Condition Assessment Program, which assesses existing buildings to help districts plan for maintenance and repair work. The results of the spring 2016 assessment are shown on the graphic on the opposing page. The Facilities Condition Index (FCI) is the ratio of the cost of all needed repairs to the replacement cost of the facility, expressed as a percentage. An FCI value is shown for each facility.

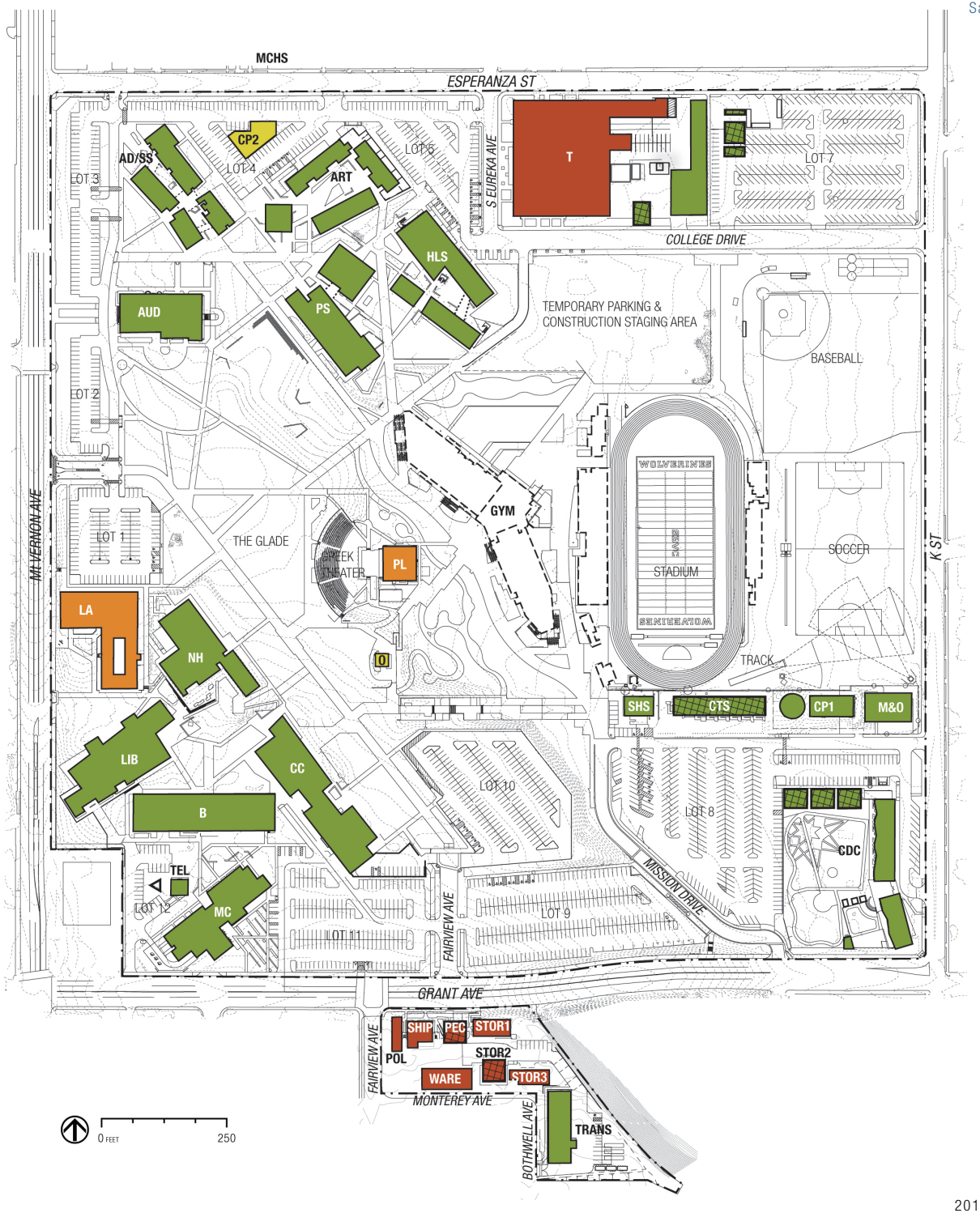
In addition, San Bernardino Valley College gathers information on maintenance needs, regulatory compliance, potential sustainability and energy efficiency upgrades, and repair issues. Based on interviews with college staff and the Facilities Condition Assessment report, each facility has been placed in one of four categories:

- Good Condition
- Fair Condition
- Poor Condition
- Very Poor Condition

Observations:

- Most of the building are in good condition, being fairly new or recently renovated, however, very little has been done to maintain these newer buildings since they were constructed.

- Several of the buildings are in poor or very poor condition. These few buildings use a disproportional amount of the resources that are allocated for the maintenance of the entire campus.



FACILITIES CONDITIONS INDEX

- TEMPORARY FACILITIES
- IN DESIGN/UNDER CONSTRUCTION
- GOOD
- FAIR
- POOR
- VERY POOR
- (X%) FACILITIES CONDITION INDEX
- PROPERTY LINE

BUILDING KEY

ID	Building Name
AD/SS	ADMINISTRATION/STUDENT SERVICES - 0%
ART	ART CENTER - 0%
AUD	AUDITORIUM - 29%
B	BUSINESS - 0%
CC	CAMPUS CENTER - 0%
CP1	CENTRAL PLANT (NEW)
CP2	CENTRAL PLANT (OLD)
CDC	CHILD DEVELOPMENT CENTER - 0%
CTS	COMPUTER TECHNOLOGY CENTER
GYM	GYMNASIUM
HLS	HEALTH & LIFE SCIENCE - 0%
LA	LIBERAL ARTS - 41%
LIB	LIBRARY - 0%
M&O	MAINTENANCE & OPERATIONS - 0%
MC	MEDIA/COMMUNICATIONS - 0%
NH	NORTH HALL - 0%
O	OBSERVATORY - 8%
PEC	PARENT EDUCATION CENTER - 5%
PS	PHYSICAL SCIENCES - 0%
PL	PLANETARIUM - 17%
POL	POLICE STORAGE
SHIP	SHIPPING & RECEIVING OFFICE - 17%
STOR1	STORAGE BUILDING 1 - 40%
STOR2	STORAGE BUILDING 2
STOR3	STORAGE BUILDING 3
SHS	STUDENT HEALTH SERVICES - 0%
T	TECHNICAL - 20%
TEL	TELECOM BUILDING - 0%
TRANS	TRANSPORTATION - 0%
WARE	WAREHOUSE - 11%

Facilities Analysis
SPACE UTILIZATION

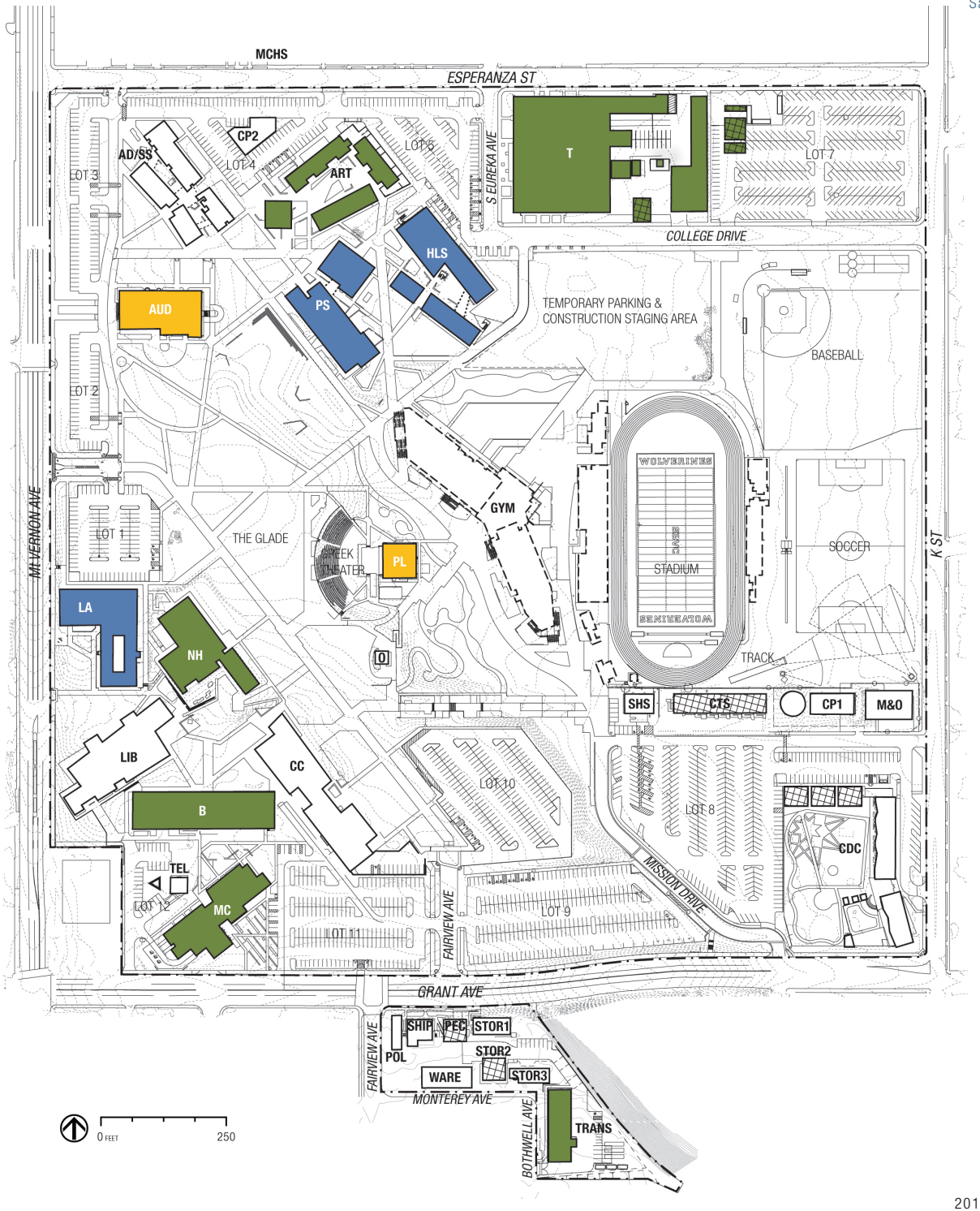
The EMP includes a study of the utilization of Valley College's lecture and laboratory space. The study looks at usage in fall 2014, the most recent available for the study and does not include the new Gymnasium and Field Buildings.

The graphic on the opposing page illustrates the results of the first section of the study, the Overall Building Summary, which indicates the instructional space usage by hours of weekly utilization per semester on an overall building level. The level of utilization of a classroom or lab can be influenced by its many physical attributes, including its configuration, equipment, furnishings, acoustics, indoor environmental quality, location, and accessibility. Low hourly utilization could indicate deficient facilities and spaces that are not desirable or adequately outfitted places to learn.

Please refer to *San Bernardino Valley College Space Utilization,* dated April 2016 for the full report.

Observations:

- Utilization could be improved for many of the buildings, with regard to the average number of contact hours that occurred in classrooms and labs. The site review indicated that the utilization of most classrooms and labs was not due to deficiencies in physical design and outfitting.
- The study showed that the highest average hourly utilization occurred in the Health Life Science, Liberal Arts, and Physical Sciences Buildings.
- In many classrooms only one or two subjects were taught, indicating that classrooms may be "owned" by specific programs instead of being shared among all programs.
- Often a perceived shortage of classrooms and labs is due to competition for desirable timeslots.



SPACE UTILIZATION

- TEMPORARY FACILITIES
- IN DESIGN/UNDER CONSTRUCTION
- HIGH UTILIZATION
- MEDIUM UTILIZATION
- LOW UTILIZATION
- PROPERTY LINE

BUILDING KEY

ID	Building Name
AD/SS	ADMINISTRATION/STUDENT SERVICES
ART	ART CENTER
AUD	AUDITORIUM
B	BUSINESS
CC	CAMPUS CENTER
CP1	CENTRAL PLANT (NEW)
CP2	CENTRAL PLANT (OLD)
CDC	CHILD DEVELOPMENT CENTER
CTS	COMPUTER TECHNOLOGY CENTER
GYM	GYMNASIUM
HLS	HEALTH & LIFE SCIENCE
LA	LIBERAL ARTS
LIB	LIBRARY
M&O	MAINTENANCE & OPERATIONS
MC	MEDIA/COMMUNICATIONS
NH	NORTH HALL
O	OBSERVATORY
PEC	PARENT EDUCATION CENTER
PS	PHYSICAL SCIENCES
PL	PLANETARIUM
POL	POLICE STORAGE
SHIP	SHIPPING & RECEIVING OFFICE
STOR1	STORAGE BUILDING 1
STOR2	STORAGE BUILDING 2
STOR3	STORAGE BUILDING 3
SHS	STUDENT HEALTH SERVICES
T	TECHNICAL
TEL	TELECOM BUILDING
TRANS	TRANSPORTATION
WARE	WAREHOUSE

Facilities Analysis

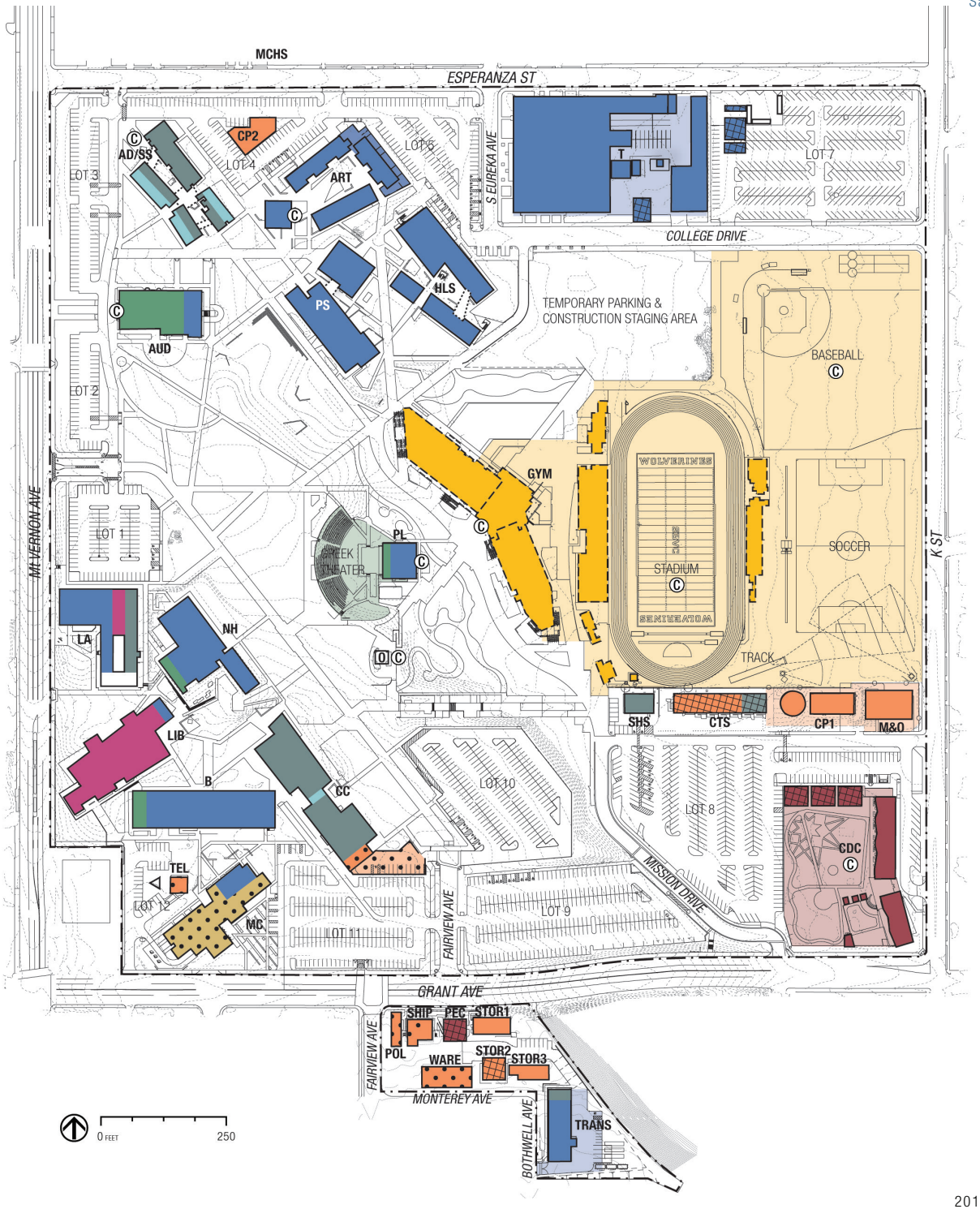
CAMPUS ZONING

The programmed uses of facilities across the campus are logically zoned for most college functions. Functions that are visited by the community, such as the administrative offices in the AD/SS Building, are located on Mt. Vernon Avenue where they are visible and near parking. The Auditorium and Library are also clearly visible from Mt. Vernon Avenue. Kinesiology and athletic facilities are well organized and clustered. Instructional facilities are loosely organized into program-related clusters. The Child Development Center is separated appropriately from the rest of campus.

An important exception to the logical zoning of college functions is the zoning of facilities that house student support services. The Administration/Student Services Building was intended to be a one-stop location for all student services, but it was quickly outgrown. Students must seek guidance and support from services that are distributed across the AD/SS Building, the Liberal Arts Building, the Campus Center, and the Student Health Services Building—complicating their access to services that are critical to their success. It also complicates the ability of student services faculty and staff to collaborate and share resources.

Observations:

- The spaces assigned to student support services in the Liberal Arts Building are often not easily found by many students. These former faculty office spaces lack full accessibility and have not been repurposed to support the specific needs of these programs.
- Spaces in the older buildings on the Fairview Precinct have not been properly repurposed to suit their current use.
- The Diesel Technology Program occupies the Transportation Building, which is located on the Fairview Precinct, separated from support services and related programs that are housed in the Technical Education Building.
- The STEM Success Center, a tutoring center in the Physical Sciences Building, cannot grow further due to lack of available space.



CAMPUS ZONING

- TEMPORARY FACILITIES
- DISTRICT FACILITIES
- IN DESIGN/UNDER CONSTRUCTION
- STUDENT SERVICES + ACTIVITIES
- ADMINISTRATION
- LIBRARY
- INSTRUCTIONAL
- CHILD DEVELOPMENT CENTER
- SERVICE
- PHYSICAL EDUCATION
- EVENT SPACE
- KVCR
- Ⓒ COMMUNITY USE
- EMPTY
- PROPERTY LINE

BUILDING KEY

ID	Building Name
AD/SS	ADMINISTRATION/STUDENT SERVICES
ART	ART CENTER
AUD	AUDITORIUM
B	BUSINESS
CC	CAMPUS CENTER
CP1	CENTRAL PLANT (NEW)
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CDC	CHILD DEVELOPMENT CENTER
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GYM	GYMNASIUM
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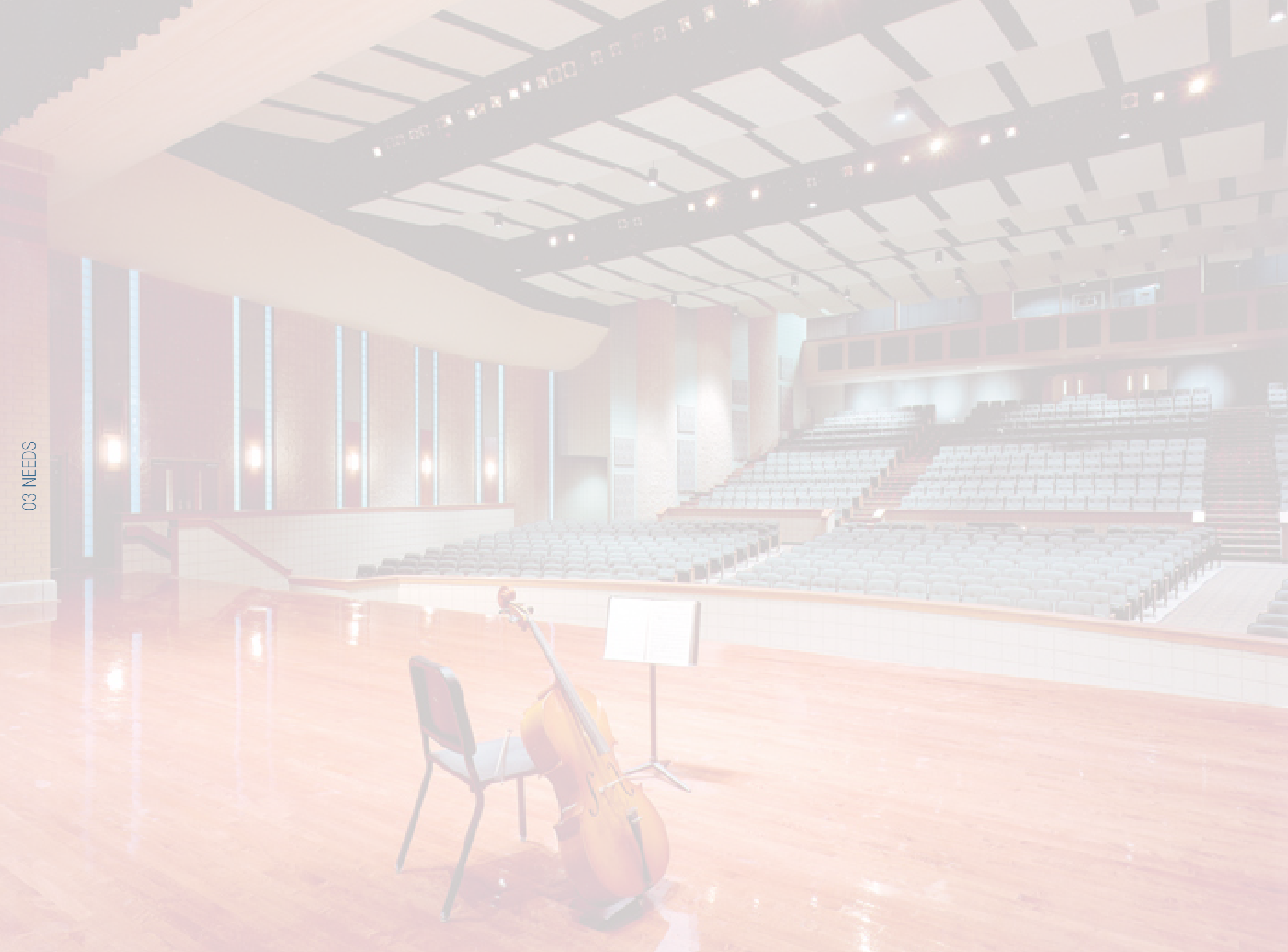
SAN BERNARDINO VALLEY COLLEGE



Needs

This chapter highlights the linkage between the *Educational Master Plan* and the *Facilities Master Plan*. The EMP served as the foundation for all discussions related to facilities and was used to drive decisions related to the recommendations for the campus. The purpose of this section of the *Facilities Master Plan* is to establish the amount and type of space necessary to support the academic program of instruction and support services through the year 2031.

The approach uses both qualitative and quantitative information and is described in the sections listed below. *Educational Planning Linkages* describes the qualitative connections that were established through the identification of facilities-related implications of the *Educational Master Plan*. During fall 2016, College Council evaluated numerous ideas for repurposing, expanding, and creating space for services and programs, with regard to how well each idea supports the EMP's strategic directions, goals, and supporting actions.

The quantitative linkage is forged by translating the enrollment data shown in the EMP *Program of Instruction + Space Needs* into the amount of space needed to accommodate the projected enrollment levels. The approach used and the resulting program of space are described in *Quantified Space Needs*.

The chapter concludes with *Planning Objectives* that represent sound and prudent planning principles that align with SBVC's vision for an intellectually stimulating, welcoming, and inclusive campus environment.

- Educational Linkages
- Quantified Space Needs
- Planning Objectives

Needs

EDUCATIONAL LINKAGES

01 INCREASE ACCESS

GOALS:

IMPROVE THE APPLICATION, REGISTRATION AND ENROLLMENT PROCEDURES FOR ALL STUDENTS.

SUPPORTING ACTIONS:

- Match the number of basic skills courses to student demand
- Increase the number of accelerated basic skills courses
- Provide more pre-assessment workshops
- Improve the assessment process for more accurate placement
- Establish and maintain partnerships with community organizations, K-12 systems and adult schoools
- Explore and expand online advising opportunities
- Imrpove access to transfer, CTE Certificate, and other courses needed for graduation
- Create better balance between transfer and CTE program offerings
- Improve access to technology

FACILITIES LINKAGES:

- Welcoming and easy to find one-stop Student Services
- Marketing, Public Relations, and Outreach space
- Opportunities for K-12 students' exposure to campus / familiarity with campus

02 PROMOTE STUDENT SUCCESS

GOALS:

INCREASE COURSE SUCCESS, PROGRAM SUCCESS, ACCESS TO EMPLOYMENT, AND TRANSFER RATES BY ENHANCING STUDENT LEARNING.

SUPPORTING ACTIONS:

- Increase the percentage of students who succeed in basic skills courses
- Promote and increase the number of students in learning communities
- Expand the use of early alert systems (i.e. SARS)
- Improve performance on all Student Success Scorecard measures
- Increase the use of low-cost and free online resources
- Maintain up-to-date curriculum that is relevant to community needs
- Encourage greater full-time enrollment
- Use Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) in an ongoing, systematic cycle of continuous quality improvement
- Increase the number of students with terminal education plans
- Establish and maintain an appropriate ratio of full-time to part-time faculty
- Increase the number of grant opportunities to support student success

FACILITIES LINKAGES:

- Collaboration space
- Student Services space
- Tutoring and supplemental instruction space, as well as Basic Skills instruction space
- Campus living laboratory
- Technology

03 IMPROVE COMMUNICATION, CULTURE, AND CLIMATE

GOALS:

PROMOTE A COLLEGIAL CAMPUS CULTURE, WITH OPEN LINES OF COMMUNICATION BETWEEN ALL STAKEHOLDER GROUPS ON AND OFF CAMPUS.

SUPPORTING ACTIONS:

- Promote a sense of community and solidarity within the campus and embrace diversity (students, faculty and staff)
- Promote budgetary transparency
- Disseminate college committee meeting minute and all plans online
- Build community recognition and networks by capitalizing on the College community roots
- Expand and enhance local business and community awareness of the College
- Establish a College historical archive that is accessible online
- Build a stronger relationship with the SBVC foundation
- Ensure exceptional customer service in all campus offices
- Work with the District to streamline and expedite campus hiring practices
- Improve campus morale

FACILITIES LINKAGES:

- Event, meeting and collaboration spaces
- Useful and welcoming outdoor spaces
- Library, historical archives and a Multi-cultural center
- Transportation access and parking for cars and bicycles
- Invisible maintenance (lessen the impact of maintenance staff and equipment in student areas by building maintenance facilities with adequate cart charging and equipment storage space)

04 MAINTAIN LEADERSHIP AND PROMOTE PROFESSIONAL DEVELOPMENT

GOALS:

MAINTAIN CAPABLE LEADERSHIP AND PROVIDE PROFESSIONAL DEVELOPMENT TO STAFF THAT WILL NEED SKILLS TO FUNCTION EFFECTIVELY IN AN EVOLVING EDUCATIONAL ENVIRONMENT.

SUPPORTING ACTIONS:

- Reduce manager turnover – fewer interims and more permanent managers
- Improve access to a wide variety of professional development activities/organizations
- Maintain a personal achievement inventory for a faculty and staff
- Establish partnerships with neighboring community colleges

FACILITIES LINKAGES:

- Collaboration space for faculty and Campus Technology Services (CTS). More centralized faculty office space
- Professional Development Center
- Learning Lab

05 EFFECTIVE EVALUATION AND ACCOUNTABILITY

GOALS:

IMPROVE INSTITUTIONAL EFFECTIVENESS THROUGH A PROCESS OF EVALUATION AND CONTINUOUS IMPROVEMENT.

SUPPORTING ACTIONS:

- Maintain up-to-date information on campus indicators, including evaluation data on support/retention programs and accreditation self study evidence
- Improve and maintain effective Program Review procedures
- Evaluate and update all campus level plans on a regular cycle
- Produce and present annual reports that assess student success
- Measure satisfaction with assessment and placement
- Manage grant expenditures and align them with gram objectives

FACILITIES LINKAGES:

- Integrated planning areas
- Facilities Implementation Studies
- Facilities Archives and Records

06 PROVIDE EXCEPTIONAL FACILITIES

GOALS:

SUPPORT THE CONSTRUCTION AND MAINTENANCE OF SAFE, EFFICIENT, FUNCTIONAL FACILITIES AND INFRASTRUCTURE TO MEET THE NEEDS OF STUDENTS, EMPLOYEES, AND COMMUNITY.

SUPPORTING ACTIONS:

- Conserve resources
- Maintain a safe and secure environment
- Improve campus signage
- Continue with the facilities improvement plan (Implementation of the Facilities Master Plan)
- Develop and maintain adequate parking
- Provide exemplary technology and support while maintaining fiscal and environmental responsibilities

FACILITIES LINKAGES:

- Maintenance and facilities planning space
- Sustainable and comfortable outdoor learning environments
- Safe and secure campus with effective wayfinding
- Parking capcity
- Technology Improvements

Needs
QUANTIFIED SPACE NEEDS

The *Program of Instruction + Space Needs* in the *Educational Master Plan* describes the planned growth rate, projected enrollment, and projected space need for each program offered by San Bernardino Valley College. These projections are aligned with the EMP's strategic directions and goals and take into consideration the results of research into the educational planning environment and economic opportunities.

Calculating Space Needs

The inventory of facilities is an important tool in planning and managing college campuses. FUSION (Facilities Utilization, Space Inventory Options Net) is a database of all the California community college facilities that includes descriptive data on buildings and rooms for each college and district within the state. This information is essential for developing the annual five-year construction plans, planning for capital outlay construction projects, projecting future facility needs, and analyzing space utilization.

The California Community Colleges Chancellor's Office (CCCCO) mandates annual updates of the inventory of all facilities in a district. By combining existing and future enrollment and program forecasts with appropriate space standards, space requirements for current and future needs are developed. Space capacity/load is the direct relationship between the amount of space available, by type, which may be used to serve students, and the number of students participating in campus programs.

Space capacity/load analysis enables an institution to identify the types of space it needs and the types of space it holds in excess. The analysis of space forms the core of this *Facilities Master Plan*.

Space capacity/load analysis typically includes the categories of space listed in Table 1 on the opposing page. Generally, the standard for the quantity of space is proportional to student enrollment. While the state provides standards for utilization for more than 60% of space types on campus, the capacity estimates for non-state standard spaces are based on a combination of factors, the most important being the specific needs of individual institutions identified through educational master planning discussions.

The upper five types of space listed in Table 1 are the capacity/load categories for which utilization and space standards are set by state regulations. The line item in Table 1 for space type "Other" includes a number of spaces on campus that are considered to be in non-capacity load categories. These are spaces that are not analyzed by the CCCCO in relation to utilization and efficiency, but are important as part of the District's inventory related to maintenance and operations. Types of spaces included in "Other" include the following:

- Physical Education (Teaching Gym)
- Clinic/Demonstration
- Assembly/Exhibition
- Food Facilities
- Lounge
- Merchandise Facilities (Bookstore)
- Recreation
- Meeting Rooms
- Locker Rooms
- Data Processing
- Physical Plant/Facilities
- Health Services

TABLE 1: ROOM USE CATEGORIES

Space Type	Room Use Numbers	Description
Lecture	100s	Classrooms + support spaces
Lab	200s	Labs + support spaces
Offices/Conference Room	300s	Offices + support spaces; all offices, including administrative and student services
Library/LRC Study/Tutorial	400s	Library, study and tutorial + support spaces
Instructional Media AV/TV	530s	AV/TV; Technology + support spaces
Other	520, 540 to 800s	PE, Assembly, Food Service, Lounge, Bookstore, Meeting Rooms, Data Processing, Physical Plant, Health Service

Source: California Community Colleges Chancellor's Office (CCCCO) Space Inventory Handbook

Needs
QUANTIFIED SPACE NEEDS *(cont.)*

Space Utilization and Planning

To determine the amount of space required to support the programmatic needs of each campus, the enrollment and program forecasts are applied to a set of standards for each type of space.

The required utilization and space standards for classroom, laboratory, office, library, and audio-visual are contained in the California Code of Regulations (CCR), Title 5, Chapter 8, Section 57020–57032. These standards refer to the Board of Governors of the California Community Colleges Policy on Utilization and Space Standards dated September 2010.

These space standards, when applied to the total weekly student contact hours (WSCH), produce total capacity requirements that are expressed in assignable square feet (allocated on a per student or per faculty member basis). The space standards and formulas used to determine both existing and future capacity requirements are summarized in Tables 2 and 3 on the following page.

Table 2, on the opposing page, is applied to a campus with less than 140,000 WSCH, such as the Crafton Hills College campus. Table 3 is applied to a campus for 140,000 or more WSCH, such as the San Bernardino Valley College campus.

The standards for teaching laboratories are measured in both ASF per student station and in ASF per 100 WSCH generated. Table 4, on page 3.40, summarizes these standards.

Each component of these standards is applied to projected enrollment to produce a total assignable square foot (ASF) capacity requirement for each category of space. The sum of these areas represents the total building area requirement for the campus.

The space standards are based on the following assumptions:

- Utilization standards refer to the amount of time rooms and “stations” (such as a desk, laboratory bench, or computer terminal) should be in use. “Utilization” is the amount of time rooms and stations are actually in use. Utilization standards used address utilization on an “hours-per-week” basis.
- Classrooms are available 48 hours per 70-hour week for a campus with less than 140,000 WSCH and 53 hours per 70-hour week for a campus with 140,000, or more, WSCH and will be occupied, on average, two-thirds of the time. (That occupancy percentage might be achieved by having full classrooms two-thirds of the time and empty classrooms the remaining time.) Thus, the classroom utilization standard is either 32 or 35 weekly hours of station use depending on amount of WSCH. The utilization standards for laboratories are lower than the classroom utilization standards.
- Office space includes academic offices, administrative offices, clerical offices, office service rooms, and conference rooms.
- Library space includes stack, staff, and reader station space.
- Areas such as the main lobby (excluding card catalog area), elevators, stairs, walled corridors, restrooms, and areas accommodating building maintenance services are not deemed usable/ assignable.

TABLE 2: PRESCRIBED SPACE STANDARDS FOR A CAMPUS WITH LESS THAN 140,000 WSCH

Category	Formula	Rates/ Allowances
Lecture (Classroom)	ASF/Student Station	15
	Station Utilization Rate (occupancy)	66%
	Average hours room/week	48
	Station use/week (hours)	31.68
Laboratory (Teaching Labs)	ASF/Student Station	see Table 4
	Station Utilization Rate (occupancy)	85%
	Average hours room/week	27.5
	Station use/work (hours)	23.375
Offices/Conference Room	ASF per FTE instructional staff member	140
Library/LRC/Study	Base ASF Allowance	3,795
	ASF/1st 3,000 DGE	3.83
	ASF/3001–9,000 DGE	3.39
	ASF/DGE>9,000 DGE	2.94
Instructional Media AV/TV + Radio	Base ASF Allowance	3,500
	ASF/1st 3,000 DGE	1.50
	ASF/3001–9,000 DGE	0.75
	ASF/DGE>9,000 DGE	0.25

Source: Board of Governors of the California Community Colleges, Policy on Utilization and Space Standards, September 2010.

TABLE 3: PRESCRIBED SPACE STANDARDS FOR A CAMPUS WITH 140,000, OR MORE, WSCH

Category	Formula	Rates/ Allowances
Lecture (Classroom)	ASF/Student Station	15
	Station Utilization Rate (occupancy)	66%
	Average hours room/week	53
	Station use/week (hours)	34.98
Laboratory (Teaching Labs)	ASF/Student Station	see Table 4
	Station Utilization Rate (occupancy)	85%
	Average hours room/week	27.5
	Station use/work (hours)	23.375
Offices/Conference Room	ASF per FTE instructional staff member	140
Library/LRC/Study	Base ASF Allowance	3,795
	ASF/1st 3,000 DGE	3.83
	ASF/3001–9,000 DGE	3.39
	ASF/DGE>9,000 DGE	2.94
Instructional Media AV/TV + Radio	Base ASF Allowance	3,500
	ASF/1st 3,000 DGE	1.50
	ASF/3001–9,000 DGE	0.75
	ASF/DGE>9,000 DGE	0.25

Source: Board of Governors of the California Community Colleges, Policy on Utilization and Space Standards, September 2010.

The following definitions pertain to the formulas listed in above Tables 2 and 3.

ASF/Student Station:	Assignable square feet per student station
Average hours room/week:	Number of hours out of a 70-hour week, 8am to 10pm, a classroom or class laboratory, on the average, should be in use
Station Utilization Rate (occupancy):	The percentage of expected student station occupancy when rooms are in use
Station use/week:	The number of hours per week (out of the 70-hour week for classrooms and class laboratories) which a student station, on average, should be in use
FTE:	Full-time equivalent
DGE:	Day-graded enrollment
DGS:	Day-graded student

Needs

QUANTIFIED SPACE NEEDS *(cont.)*

TABLE 4: ASSIGNABLE SQUARE FEET (ASF) FOR LABORATORY SPACE

Top Code	Top Code Division	ASF per 100 WSCH	ASF per Station
0100	Agriculture and Natural Resources	492	115
0115	Agricultural & Forestry Power/Machinery	856	200
0200	Architecture and Environmental Design	257	60
0400	Biological Sciences	235	55
0500	Business and Management	128	30
0600	Communications	214	50
0700	Computer and Information Science	171	40
0800	Education	321	75
0936	Printing and Lithography	342	80
0937	Tool and Machine	385	90
0945	Mechanical Technology	556	130
0947	Diesel Technology	856	200
0948	Automotive Technology	856	200
0950	Aeronautical and Aviation Technology	749	175
0952	Construction Crafts/ Trades Technology	749	175
0954	Chemical Technology	556	130
0956	Industrial Technology	385	90
All other 900s	(Engineering)	321	75
1000	Foreign Language	150	35
1200	Health Services	214	50
1300	Consumer Education/ Home Economics	257	60
1400	Law	150	35
1500	Humanities	150	35
1600	Library Science	150	35
1700	Mathematics	150	35
1800	Military Studies	214	50
1900	Physical Sciences	257	60
2000	Psychology	150	35
2100	Public Affairs and Service	214	50
2200	Social Sciences	150	35
3000	Commercial Services	214	50
4900	Interdisciplinary	257	60

Source: Board of Governors of the California Community Colleges, Policy on Utilization and Space Standards, September 2010.

SBVC Space Inventory Analysis

The San Bernardino Valley College Space Inventory Report was updated in 2015 and used to analyze the utilization and sufficiency of campus space. Table 5 summarizes the total assignable area in each of the capacity load categories of space.

The analysis compares the current inventory of space with current space needs. Current needs were calculated by applying space planning standards for each type of space in the capacity/load categories to the current enrollment. The results show that the College holds an excess of lecture, office, and instructional media space. A need for additional laboratory and library space is supported by the results.

TABLE 5: EXISTING SPACE

Space Type	Current Inventory (ASF)*	Current Space Needs**	Current Cap/ Load Ratios
Lecture	66,883	(36,274)	219%
Lab	132,187	31,984	81%
Office	69,027	(17,647)	134%
Library	29,886	7,442	80%
Instructional Media	6,577	5,000	57%
Other	143,244		
TOTALS	447,804		

** 2015 Space Inventory*

*** For fall 2015 enrollment*

Needs
QUANTIFIED SPACE NEEDS *(cont.)*

The master plan space program forms the basis for developing recommendations for facilities. The space inventory analysis combined with the space needs forecast is summarized in Table 6 and indicates the total amount of additional assignable space needed to accommodate a master plan horizon student enrollment of 182,214 WSCH, which equates to 16,145 unduplicated student headcount.

It is important to note that the Space Inventory Report includes all facilities on campus that are in use, including temporary facilities. As described in the analysis of existing facilities, there are several facilities that are recommended for removal by this Facilities Master Plan. Table 6 includes an "adjusted inventory" which accounts for the removal of these permanent and temporary facilities, as shown in *Recommended Demolition & Replacement*. The analysis compares the current inventory of space with current space needs. Current needs were calculated by applying space planning standards for each type of space in the capacity/load categories to the current enrollment. The results show that the College holds an excess of lecture, office, and instructional media space. A need for additional laboratory and library space is supported by the results.

The methodology for projecting future space needs is summarized as follows:

- The fall 2031 enrollment for each course was projected by applying the program-specific annual planned growth rate (compounded annually) to the baseline fall 2015 WSCH data for that course.
- Master plan WSCH projections were applied in combination with appropriate space planning standards to result in a total space requirement in ASF by type of space.
- The "adjusted inventory" was subtracted from the total space requirements described above to yield the net assignable area (ASF) overage or

TABLE 6: 2031 SPACE NEEDS

Space Type	2017 Inventory (ASF)*	Adjusted Inventory (ASF)	2031 Space Needs	Difference
Lecture	69,886	66,109	38,913	(27,196)
Lab	133,182	133,182	208,742	75,560
Office	70,698	70,785	62,300	(8,485)
Library	29,886	29,886	43,638	13,752
Instructional Media	6,577	6,577	12,168	5,591
Other	154,562	139,926		
TOTALS	464,791	446,465		

** Temporary buildings (Campus Tech. Svcs. (CTS), Portable Conf. Bldg., Portable Classroom, Parent Edu. Ctr., CDC sheds 1-2, Storage 4 (old CD4), T-122, T-123, T-124) have been removed and the Gym and Field Buildings have been added to the 2017 inventory. Inactive offices in LA building considered re-activated.*

need by type of space for the fall 2031 master plan horizon.

› The result, net assignable square footage by type of space, served as the basis for developing facilities options for the master plan.

The program need for instructional laboratory space is further disaggregated into Taxonomy of Program (TOP) categories as shown in Table 7. The adjusted inventory of laboratory space was subtracted to yield the assignable laboratory space overage or need in fall 2021, 2026, and 2031.

TABLE 7: LAB SPACE NEED

TOPS	Disciplines	2015 Lab Inventory (ASF)	2017 Lab Inventory (ASF)	Adjusted Lab Inventory (ASF)	2021 Lab Space Need (ASF)	Difference (ASF)	2026 Lab Space Need (ASF)	Difference (ASF)	2031 Lab Space Need (ASF)	Difference (ASF)
400	Biological Sciences									
700	Information Technology									
800	Education									
1000	Fine + Applied Arts									
1200	Health									
1700	Mathematics									
1900	Physical Sciences									
2100	Public + Protective Services									
4900	Interdisciplinary Studies									
	TOTAL									

Needs
PLANNING OBJECTIVES

In addition to quantified space needs, the discussions with Valley College Council were informed by the vision of a campus that is imbued with the desired character and qualities. These lists of *Needs, Issues, and Challenges* and *Planning Objectives* summarize the most resonant elements of this qualitative vision and were used to guide the development and evaluation of facilities options.

Needs, Issues, and Challenges

The following were heard as recurring themes in the program interviews or the analysis of existing facilities.

1. More classrooms and offices
2. Flexible classrooms
3. Appropriate instructional tools and equipment in classrooms
4. Consistent design standards for classrooms
5. Program-specific storage space
6. Faculty offices near shared collaboration space
7. A one-stop student services location
8. Consistent/equitable delivery of learning resources & tutoring
9. Dedicated open computer labs
10. Current with technology and technology access
11. More student study & gathering spaces
12. More parking
13. Improved safety & security on campus

Planning Objectives

These objectives were established to guide the discussion and decision-making.

1. Align campus space with the educational priorities
2. Maximize the physical space on campus
3. Ensure a student-centered and friendly campus
4. Develop student gathering spaces + activity zones
5. Improve College visibility to the community
6. Provide flexible, consistent, and well-equipped instructional spaces
7. Plan for future teaching and learning opportunities
8. Showcase students' projects and successes
9. Create faculty office space that encourages collaboration
10. Continue sustainable campus development
11. Address parking needs and alternative transportation
12. Allocate resources to care for facilities

Needs

PLANNING PRINCIPLES

This list of planning principles represent good planning practices that guided the evaluation and discussion of facilities development options with Valley College Council.

- Maximize functional space and activity zoning
- Eliminate non-functional space
- Improve efficiency and utilization of space/land
- Right-size facilities to address program needs
- Enhance the campus environment
- Consider safety and security in redevelopment
- Utilize CPTED (Crime Prevention Through Environmental Design) principles in site design
- Plan for a sustainable campus
- Plan for flexibility, change, and growth
- Simplify implementation
- Use resources prudently

SAN BERNARDINO VALLEY COLLEGE


HIGH VOLTAGE
HIGH VOLTAGE
ENERGY
EcoCAR3
ENERGY
EcoCAR3

Recommendations

The *2016 Facilities Master Plan* translates the strategic directions and space needs, which are identified in the *2016 Educational Master Plan*, into recommendations for the future development of the campus. While the drawings presented in this chapter may appear specific, the forms are conceptual sketches that describe the general location and purpose of improvements. As they are funded, each project will be programmed and designed in detail with the participation of a user group.

The recommendations for the future development of the campus are described in the following sections.

- Recommended Demolition + Replacement
- Opportunities
- 2016 Long-Range Campus Master Plan
- Project Descriptions
- Exploration of Future Options
- Implementation

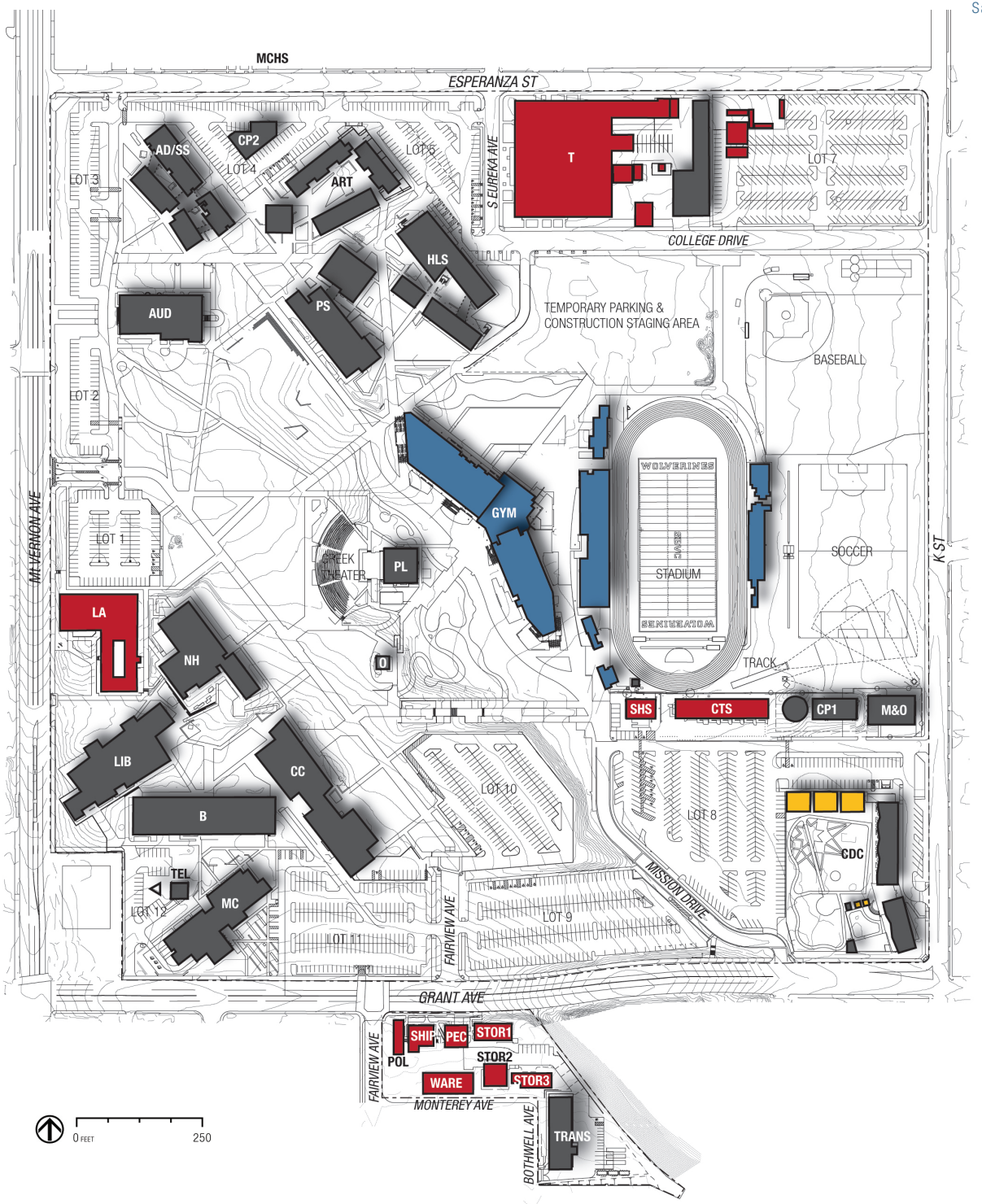
Recommendations

RECOMMENDED DEMOLITION + REPLACEMENT

The graphic on the opposing page illustrates the recommendations for demolition and removal of facilities. Temporary facilities, as well as aged permanent facilities that are no longer feasible or cost effective to renovate, are recommended for replacement. The decision to renovate or replace an existing facility is often influenced by the limitations that an existing structure or site places on the success of a potential renovation. These factors were considered by SBCCD and San Bernardino Valley College in the course of seeking the most effective solutions.

The removal of the following facilities clears the way to improve the utilization of the campus land area. Removal of facilities will be phased to take place as new and renovated space becomes available. In certain circumstances, programs may be temporarily housed in swing space prior to being relocated to long-term facilities.

- Technical Education Building (main wing and temporary buildings)
- Liberal Arts Building
- CTS Portables and Classrooms
- Student Health Services
- Police Storage
- Shipping & Receiving
- Parent Education Center
- Warehouse
- Storage Building 1
- Storage Building 2
- Storage Building 3



RECOMMENDED DEMOLITION & REMOVAL

PROPERTY LINE
EXISTING PERMANENT FACILITIES
EXISTING TEMPORARY FACILITIES
FACILITIES IN DESIGN & CONSTRUCTION
RECOMMENDED DEMOLITION & REMOVAL

BUILDING KEY

ID	Building Name
AD/SS	ADMINISTRATION/STUDENT SERVICES
ART	ART CENTER
AUD	AUDITORIUM
B	BUSINESS
CC	CAMPUS CENTER
CP1	CENTRAL PLANT (NEW)
CP2	CENTRAL PLANT (OLD)
CDC	CHILD DEVELOPMENT CENTER
CTS	COMPUTER TECHNOLOGY CENTER
GYM	GYMNASIUM
HLS	HEALTH & LIFE SCIENCE
LA	LIBERAL ARTS
LIB	LIBRARY
M&O	MAINTENANCE & OPERATIONS
MC	MEDIA/COMMUNICATIONS
NH	NORTH HALL
O	OBSERVATORY
PEC	PARENT EDUCATION CENTER
PS	PHYSICAL SCIENCES
PL	PLANETARIUM
POL	POLICE STORAGE
SHIP	SHIPPING & RECEIVING OFFICE
STOR1	STORAGE BUILDING 1
STOR2	STORAGE BUILDING 2
STOR3	STORAGE BUILDING 3
SHS	STUDENT HEALTH SERVICES
T	TECHNICAL
TEL	TELECOM BUILDING
TRANS	TRANSPORTATION
WARE	WAREHOUSE

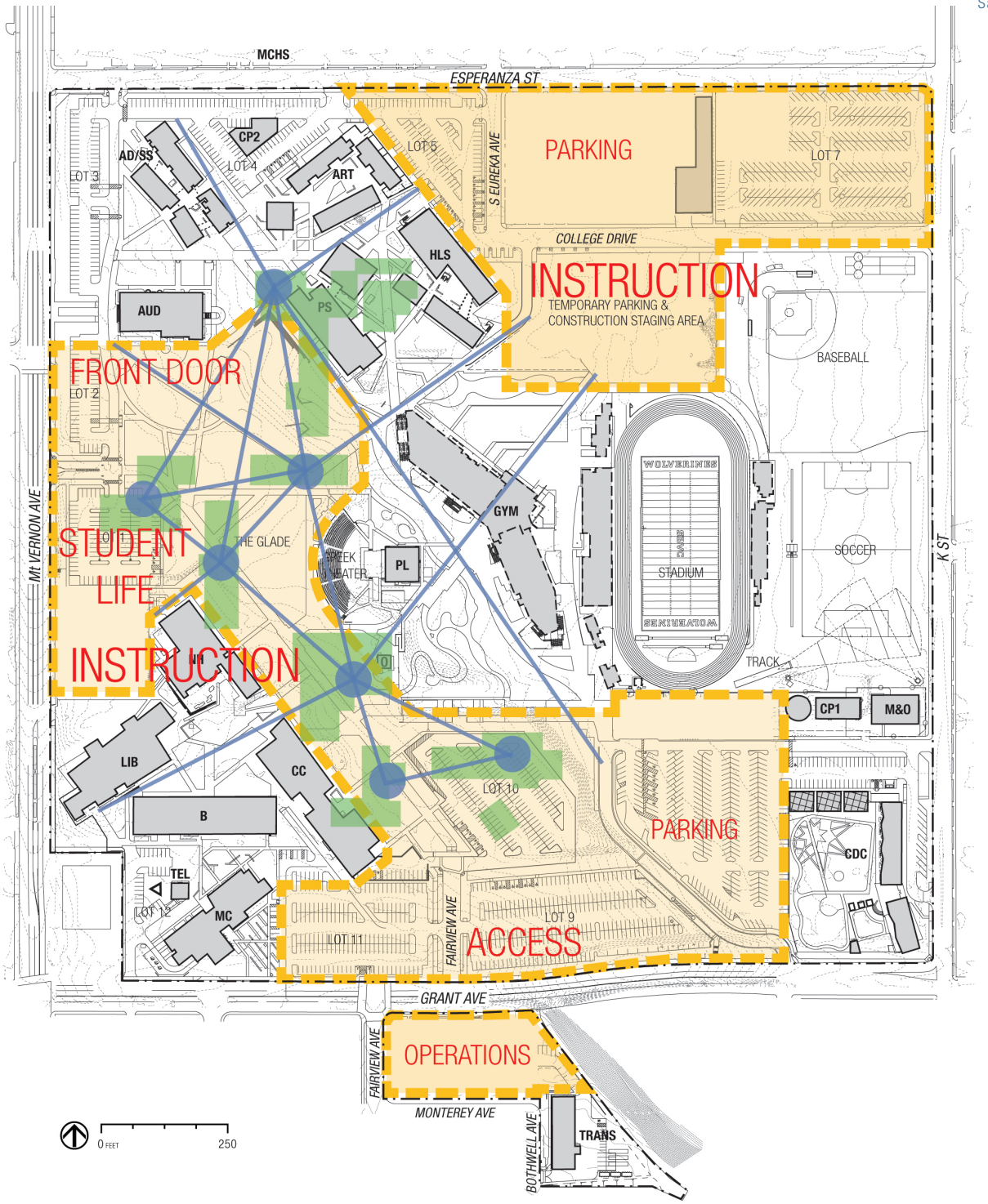
Facilities Analysis
OPPORTUNITIES

Removal of buildings opens up opportunities to improve the campus and address educational program needs. The graphic on the opposing page shows the campus without the facilities that are recommended for demolition and removal. Areas of opportunity are available to achieve many objectives.

In addition, the facilities planning process took inspiration from the campus as it existed prior to the changes that followed the mapping of the San Jacinto Fault on the campus. Many stakeholders expressed their fond memories of the vibrant and well-used courtyards and walkways that comprised the spaces between buildings. The graphic illustrates the footprints of these long gone buildings (shown in green) and the scale of the outdoor spaces that connected them.

Opportunities

- To create a more prominent “front door” and visually consistent edges that strengthen the campus’ identity
- To create usable, welcoming, and sustainable outdoor spaces
- To build facilities that align with the new vision for career technical education
- To build a hub for student services and activities
- To provide modern operational support and storage facilities
- To satisfy the long-range need for parking
- To replace the most aged and inefficient facilities



CAMPUS OPPORTUNITIES

- TEMPORARY FACILITIES
- IN DESIGN/UNDER CONSTRUCTION
- AREAS OF OPPORTUNITIES
- OLD CAMPUS FOOTPRINTS
- BUILDING FOOTPRINT NODES
- NODE CONNECTIONS/CAMPUS PATHWAYS
- PROPERTY LINE

BUILDING KEY

ID	Building Name
AD/SS	ADMINISTRATION/STUDENT SERVICES
ART	ART CENTER
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SHS	STUDENT HEALTH SERVICES
T	TECHNICAL
TEL	TELECOM BUILDING
TRANS	TRANSPORTATION
WARE	WAREHOUSE

Recommendations
2016 LONG-RANGE CAMPUS MASTER PLAN

The *Facilities Master Plan* for the San Bernardino Valley College campus presents a picture of development that is intended to support the College's Strategic Directions and accommodate its projected enrollment and program forecasts.

Furthermore, the FMP supports the vision for a welcoming and student-centered campus that supports collegial interaction and collaboration among all who learn, teach, and support Valley College's students.

The recommendations are described in a series of capital construction and renovation projects, as well as initiatives for campus-wide improvement that are intended to be implemented in a flexible and phased manner.

PROJECT LIST

New Facilities

- Career Pathways
- Parking Structure
- Student Services/Instructional Building
- Warehouse Facilities
- Performing Arts Center
- Aquatic Center
- Softball Field

Renovation of Facilities

- Maintenance & Operations Building Renovation
- Administration Building Renovation
- Campus Center Renovation
- Greek Theater & Planetarium Renovation

Campus-Wide Improvements

- Campus-wide Learning Environment Upgrades
- Campus-wide Vehicular Circulation & Parking
- Campus-wide Enriched Outdoor Environment
- Campus-wide Security & Safety
- Ancillary Logistics & Infrastructure

Exploration of Future Options

- Downtown San Bernardino 8th Street Building
- Aeronautic Technology Program Facility at San Bernardino International Airport

2016 LONG-RANGE CAMPUS MASTER PLAN

BUILDING KEY

ID	Building Name
AD	ADMINISTRATION
ART	ART CENTER
AUD	AUDITORIUM
B	BUSINESS
CC	CAMPUS CENTER
CP1	CENTRAL PLANT 1
CP2	CENTRAL PLANT 2
CDC	CHILD DEVELOPMENT CENTER
CTS	COMPUTER TECHNOLOGY CENTER
GRND	GROUNDS
GYM	GYMNASIUM
HLS	HEALTH & LIFE SCIENCE
LIB	LIBRARY
M&O	MAINTENANCE & OPERATIONS
MC	MEDIA/COMMUNICATIONS
NH	NORTH HALL
O	OBSERVATORY
PAC	PERFORMING ARTS CENTER
PATH1	CAREER PATHWAYS 1
PATH2	CAREER PATHWAYS 2
PRK	PARKING STRUCTURE
PS	PHYSICAL SCIENCES
PL	PLANETARIUM
SS/INST	STUDENT SERVICES/ INSTRUCTIONAL BUILDING
TEL	TELECOM BUILDING
WARE	WAREHOUSE

LEGEND

- PROPERTY LINE
- EXISTING FACILITIES
- PROPOSED RENOVATIONS
- PROPOSED NEW FACILITIES
- PROPOSED PARKING STRUCTURE

HMC Architects

0 FEET 250

Recommendations
CAREER PATHWAYS

PHASE 1

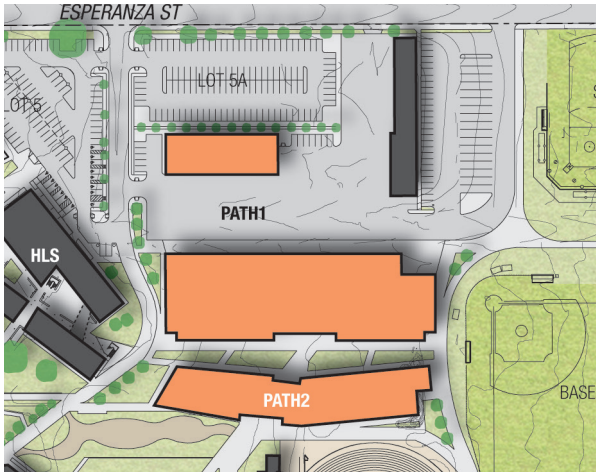
Phase 1 of the Career Pathways Complex will provide additional flexible, hands-on learning labs for the instruction of evolving and emerging applied technologies. This facility will replace one of the most aged and maintenance-intensive facilities on the campus with space that simulates current working environments and is richly supported with technology network connectivity and utilities. As a model of sustainable building design, this two-story facility will demonstrate and teach the use of innovative green technologies. Adjacent outdoor instructional spaces will support flexible, high-clearance ground floor laboratories. A new laboratory for diesel technology instruction will allow this program to move out of its current isolated location in the Fairview Precinct and near to related programs.

Both Phase 1 and 2 are planned to be near existing instructional buildings, thus taking advantage of this opportunity to expand the college's inventory of laboratory space for many programs that have outgrown their facilities. Phase 1 will house a new STEM Tutoring Center, allowing for the expansion of this function and the repurposing of the existing tutoring space in the Health Life Science Building into needed laboratories. The STEM Tutoring Center will extend into an outdoor courtyard between Phase 1 and Phase 2.

PHASE 2

Phase 2 of the Career Pathways Complex will provide additional laboratory space to accommodate the planned growth of Valley College's current and future career pathway programs—in particular, the programs that have grown to fill the Health Life Science and Physical Sciences Buildings. In addition to flexible and well-equipped laboratories, this facility will provide additional space for student-faculty interaction, supplemental instruction, and study.

This project will include a partial reorganization and repurposing of space in the existing Health Life Science and Physical Sciences Buildings, in order to implement a holistic approach to zoning existing and new programs and functions throughout these facilities.



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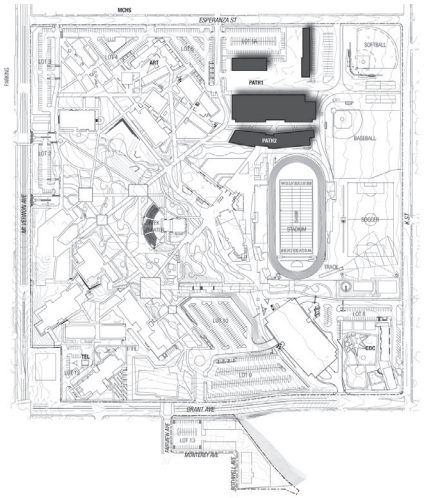

Key Plan


Work together
work safely

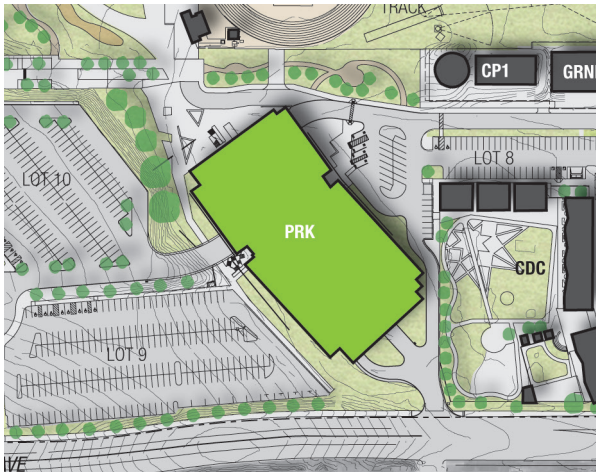
Recommendations

PARKING STRUCTURE

The Parking Structure will provide 1,225 parking stalls, including handicap accessible stalls, 51 stalls with electric vehicle charging stations, and 30 stalls for fuel efficient vehicles. It will replace a portion of the surface parking stalls in Lot 8, providing a net increase of 975 stalls. A 400 kW solar photovoltaic production plant will be built on the structure's top level.

The Parking Structure will be well-placed to accommodate parking for large campus events at the Stadium, The Glade, and the Greek Theater. It will be set back from the street front and screened with landscaping. Vehicular access directly from Grant Avenue will help to reduce traffic on campus driveways and spacious and accessible pedestrian pathways will link this structure to all parts of the campus.

The Parking Structure design shown on these pages is reflective of the prior design completed in 2010, which was not constructed due to a reprioritization of bond financed facilities allowing instructional buildings to be constructed instead.



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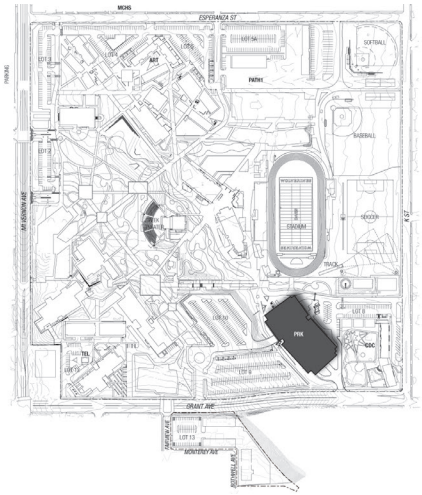


Key Plan

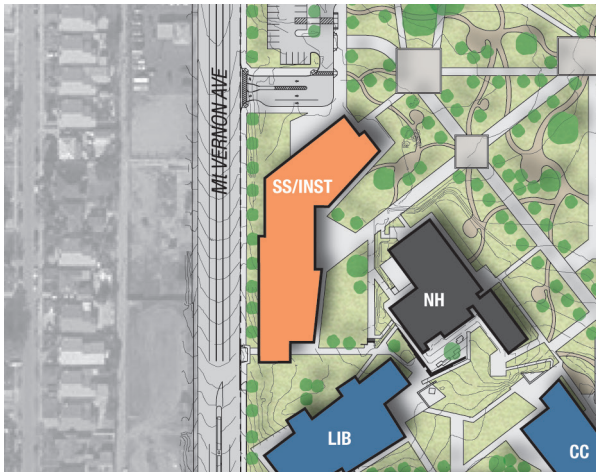

SBVC

Recommendations

STUDENT SERVICES/INSTRUCTIONAL BUILDING

The Student Services & Instructional Building will bring student-centered instructional and support space into a welcoming facility at the front of campus. The new "one-stop" center will replace offices that are currently distributed among three widely separated buildings, simplifying way-finding and access for students and collaboration and sharing of resources for staff. This facility will also provide modern space to replace aged classrooms, laboratories, and faculty offices in the existing Liberal Arts Building, which has outlived its usefulness. The location next to the existing Library is ideal to house the expansion of learning resources, tutoring centers, instructional media, study space, and open computer labs—providing sufficient space to grow these functions and support the initiative for basic skills instruction. Because the quality of resources and support for faculty bears directly on student success, this facility will provide space to expand the College's Professional Development Center and faculty collaboration space in a central campus location.

The Student Services & Liberal Arts Building is well-located to give Valley College a stronger presence on Mt. Vernon Avenue. It will be bracketed by pedestrian-friendly outdoor spaces that flow directly into a ground-level student welcome center. A plaza will draw students in from the "front door" of the College. Students and their family and friends will find respite in the sheltered and shady courtyard between this building and North Hall. A strong physical connection is recommended to link related functions to the existing Library.



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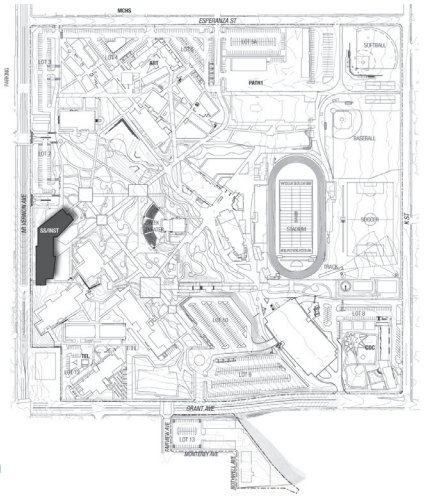

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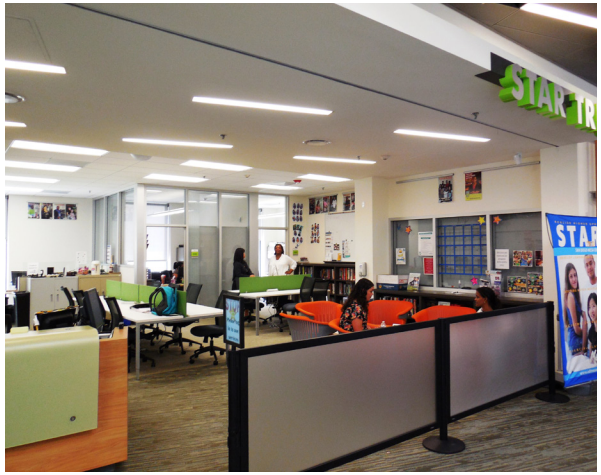
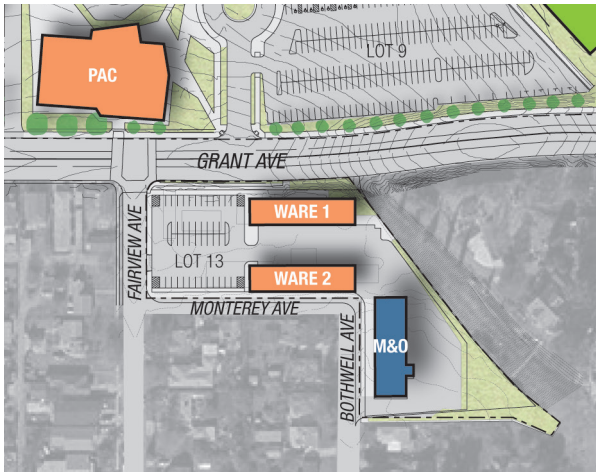


Recommendations

WAREHOUSE FACILITIES

The Warehouse Facility will provide space for SBCCD's district shipping, receiving, and storage functions, as well as a storage space for San Bernardino Valley College. This facility replaces six aged and temporary buildings, including two that were built in the 1930s. The new facility will be durable and easy to maintain—providing flexible and efficient space for receiving and handling deliveries, inventory processing, and disposing of obsolete equipment. It will provide secure storage for the SBCCD Police Department. The college portion of this facility will provide secure storage for general college needs and the needs of individual departments. This facility will include provisions to support the management and recycling of waste, including the storage and disposal of hazardous materials.

The Warehouse will be located on the Fairview precinct of campus. The outdoor areas will be improved to provide for delivery vehicle access and loading and staff parking—all secured by an attractive perimeter wall and landscaping.



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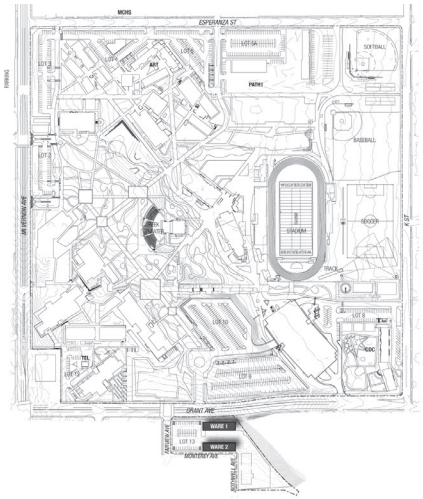


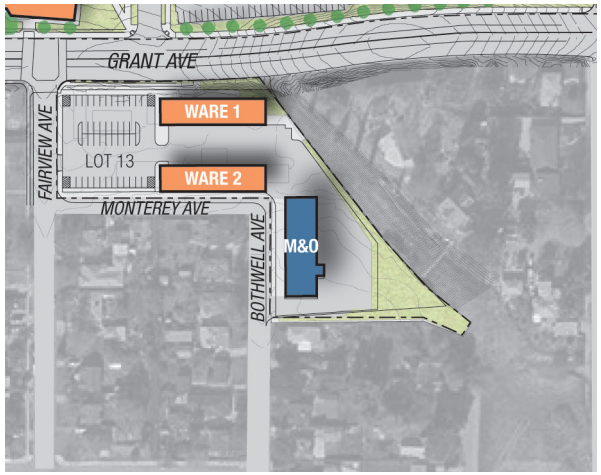
Key Plan

Recommendations

MAINTENANCE + OPERATIONS BUILDING RENOVATION

Following the construction of the Career Pathway Complex, Phase 1, which will provide a new laboratory for the Diesel Technology program, the Transportation Building and its surrounding site will be repurposed to provide maintenance & operations work space. These work spaces are necessary to properly maintain the campus facilities and operate them efficiently, sustainably, and safely.

The building's location on the Fairview Precinct, south of Grant Avenue, is currently surrounded by unimproved grounds and this project will renovate the site and provide outdoor work space and maintenance vehicle parking and charging stations that are safely separated from student walking paths.



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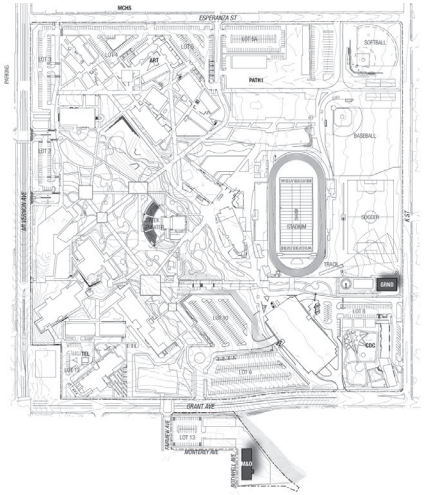


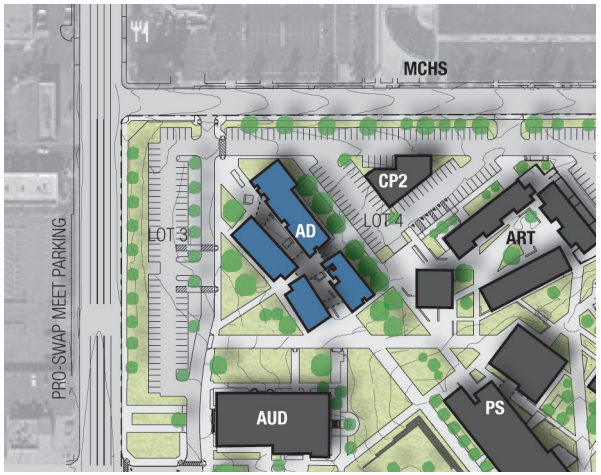
Key Plan

Recommendations

ADMINISTRATION BUILDING RENOVATION

Following the construction of the Student Services & Instructional Building and the relocation of student services offices, the vacated space in this building, the former Administration/Student Services Building, will be repurposed to house additional meeting space and workspace for Campus Technology Services (CTS), as well as offices for the College Foundation and Marketing and Public Affairs, which are currently housed in the Campus Center. The renovation of this building is an opportunity to repair and replace worn building components, to make it more efficient to operate, and to update its technology network infrastructure and connectivity.

The Administration Building will provide an ideal location for CTS. Since CTS staff work closely with administration, faculty, and staff to integrate, support, and refresh general and program-specific instructional technologies in offices, classrooms, and labs, their ability to support the College will benefit from the needed expansion of their workspace and a location closer to their “customers.”



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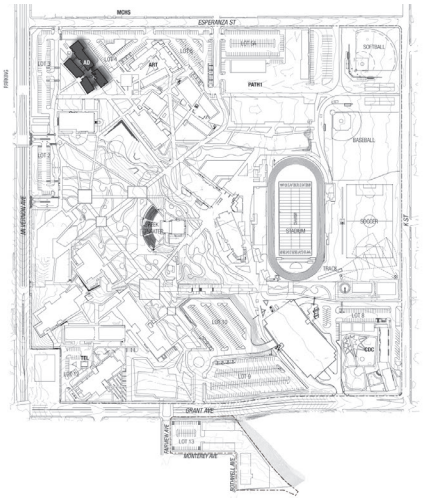
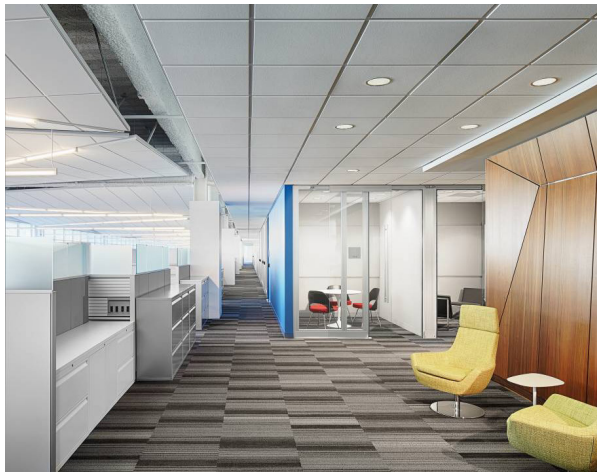
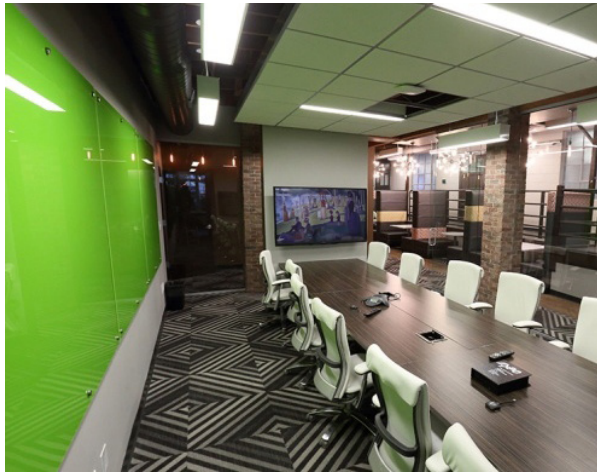
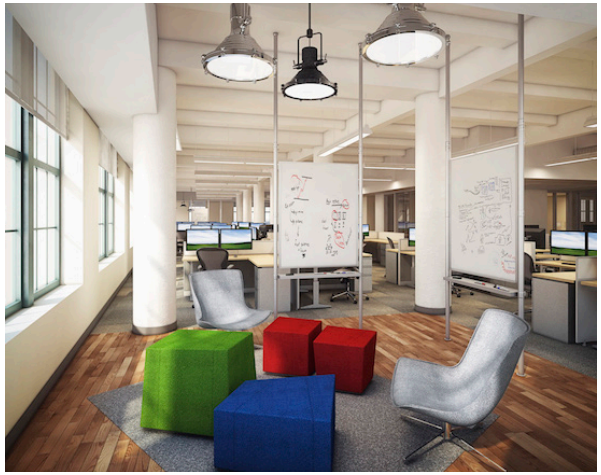


Key Plan





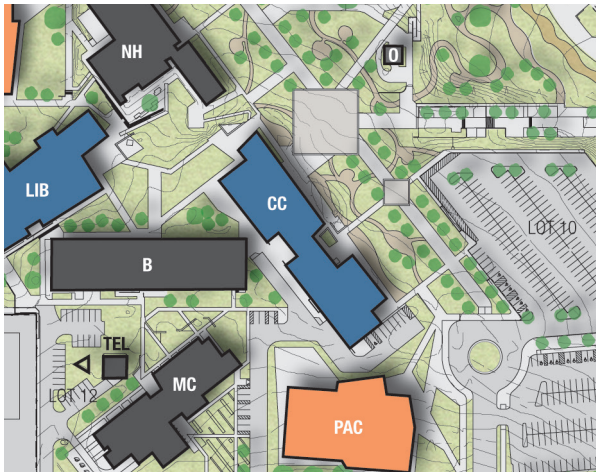


Recommendations

CAMPUS CENTER RENOVATION

The Campus Center Renovation will provide more space that is dedicated to student activities and recreation, student government, and clubs. Relocating the Veteran's Center to the Student Services and Instructional Building and the College Foundation and Marketing and Public Affairs to the Administration Building frees space for a student lounge and recreation room and a student club workroom and meeting space.

Outdoor areas, including the enclosed patio and the lanai adjacent to the Sunroom and dining room will be shaded, improved, and outfitted to enlarge the space that is available for student dining and gathering. The renovation of this building is an opportunity to repair and replace worn building components, to make it more efficient to operate, and to update its technology network infrastructure and connectivity—specifically to integrate the use of student-owned devices to support college life.



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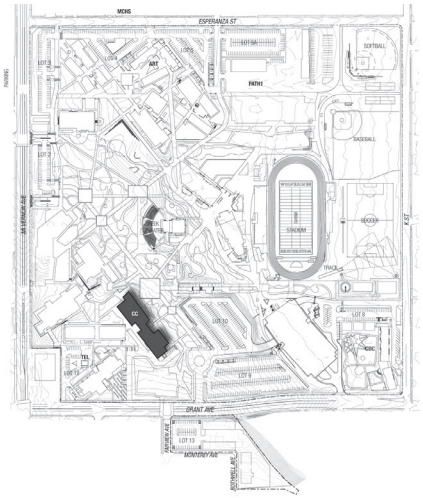

Key Plan


STUDENT GOVERNMENT
NOTICES


SOUPER DELI


Veterans Resource Center
Financial Aid

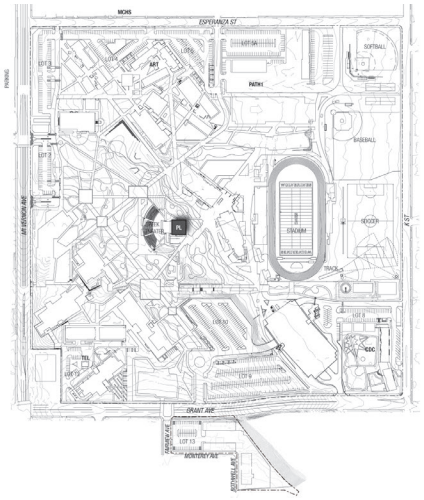
Recommendations

GREEK THEATER + PLANETARIUM RENOVATION

The Greek Theater is well-known and loved by Valley College's community as the location of many memorable graduation ceremonies, events, and performances. This facility also serves the community through its many shows at the 57-seat planetarium that are seen each year by thousands of local K-12 students and that are also open to the public on Friday evenings twice a month from September through April. The Observatory houses a college history collection, as well as the 14-inch telescope that is open for night sky viewing after each public planetarium show.

To prepare these facilities for many more years of service, they will be renovated and updated for accessibility and energy efficiency. The Greek Theater will receive audio-visual and technology equipment and infrastructure upgrades. Options for shading the seating area, within the seismic constraints of the Alquist-Priolo Act, will be explored. Interior space that has been used for temporary housing during the construction of many buildings, including the Gymnasium and Stadium, will be repurposed for permanent uses.

Vignette Plan



Key Plan


M.A. RICHARDSON

Recommendations

PERFORMING ARTS CENTER

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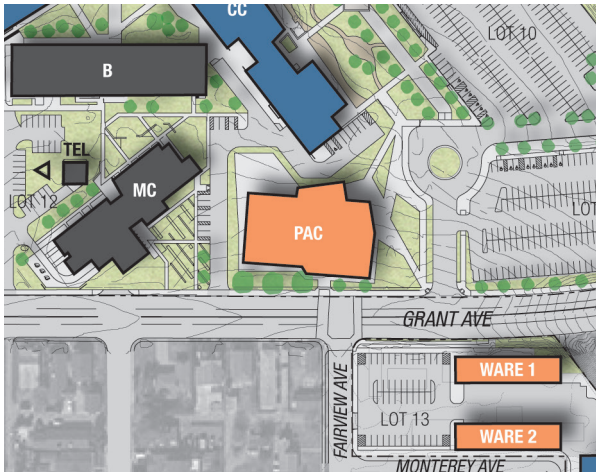

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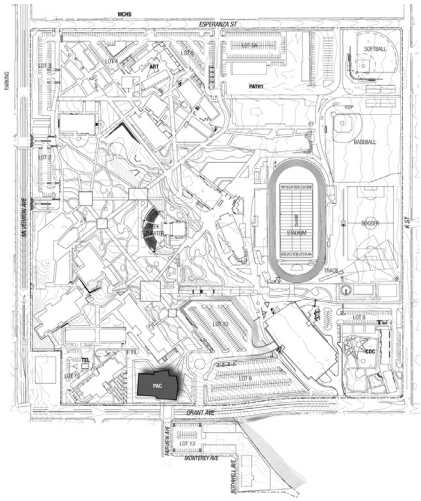
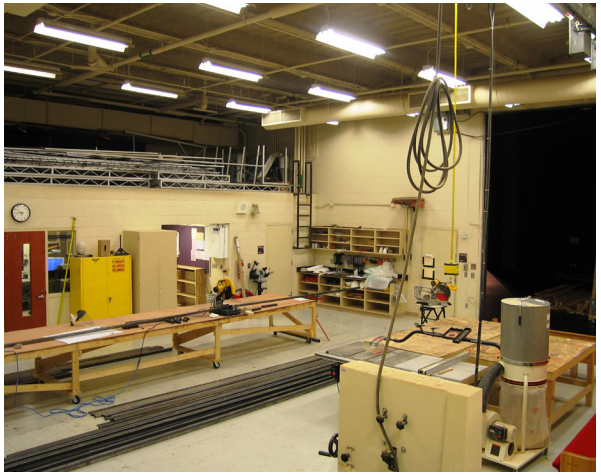


Key Plan



Recommendations

AQUATIC CENTER

Text

Vignette Plan

Key Plan

Recommendations

SOFTBALL FIELD

Text

Vignette Plan

Key Plan

Recommendations

CAMPUS-WIDE LEARNING ENVIRONMENT UPGRADES

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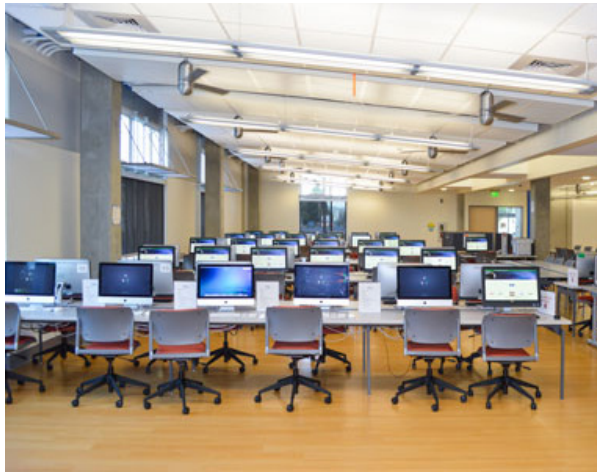
Vignette Plan

Key Plan



Recommendations

CAMPUS-WIDE VEHICULAR CIRCULATION + PARKING

The Facilities Master Plan makes recommendations to improve circulation and access at specific portions of the campus vehicular circulation system. It increases the amount of parking spaces while also providing for alternatives to single-vehicle commuting that will helps to slow the growing need for parking capacity. The FMP aligns with regional and local mobility plans to provide a range of transportation modes from which to choose. Close collaboration among SBCCD and Valley College, transit authorities, and local and regional planning authorities is recommended to facilitate these improvements.

Campus Entry Points and Circulation

The FMP plans for the development of a welcoming "front door" to the campus along Mt. Vernon Avenue, between the Auditorium and the Student Services & Instructional Building. Within this zone, the main vehicular entry point is recommended to be aligned with the signal at Johnston Street. This change would allow both north-bound and south-bound vehicles to enter the campus. The signalized intersection would continue to provide for the pedestrians crossing Mt. Vernon Avenue between the campus and the Pro Swap-Meet. To improve the flow of traffic at the juncture of Lots 3 and 4, the driveway connecting Esperanza Street and Lot 3 should be altered to allow entrance only. Vehicles will be able to exit the campus farther east to Esperanza Street and further south to Mt. Vernon Avenue.
The FMP recommends closing College Drive to general vehicular circulation. This area will be incorporated into the outdoor instructional labs of the Career Pathway Complex and be restricted to pedestrian, service, and emergency circulation between the Baseball and Softball Fields.

The Parking Structure project will improve circulation in the driveways and parking lots near Grant Avenue. Traffic will flow directly into and out of the parking structure via Grant and Fairview Avenues lessening the traffic in other parking lots.

Transit Stops & Passenger Loading zones

Currently many students are dropped off and picked up at the campus by family and friends. As the use of ride-sharing and ride-hailing becomes an even greater proportion of vehicle trips to campus, the need for passenger loading zones with adequate vehicle stacking space will grow. Providing dedicated loading zones reduces congestion in parking lots that currently serve as informal waiting and loading zones. The development of three passenger loading zones are recommended.

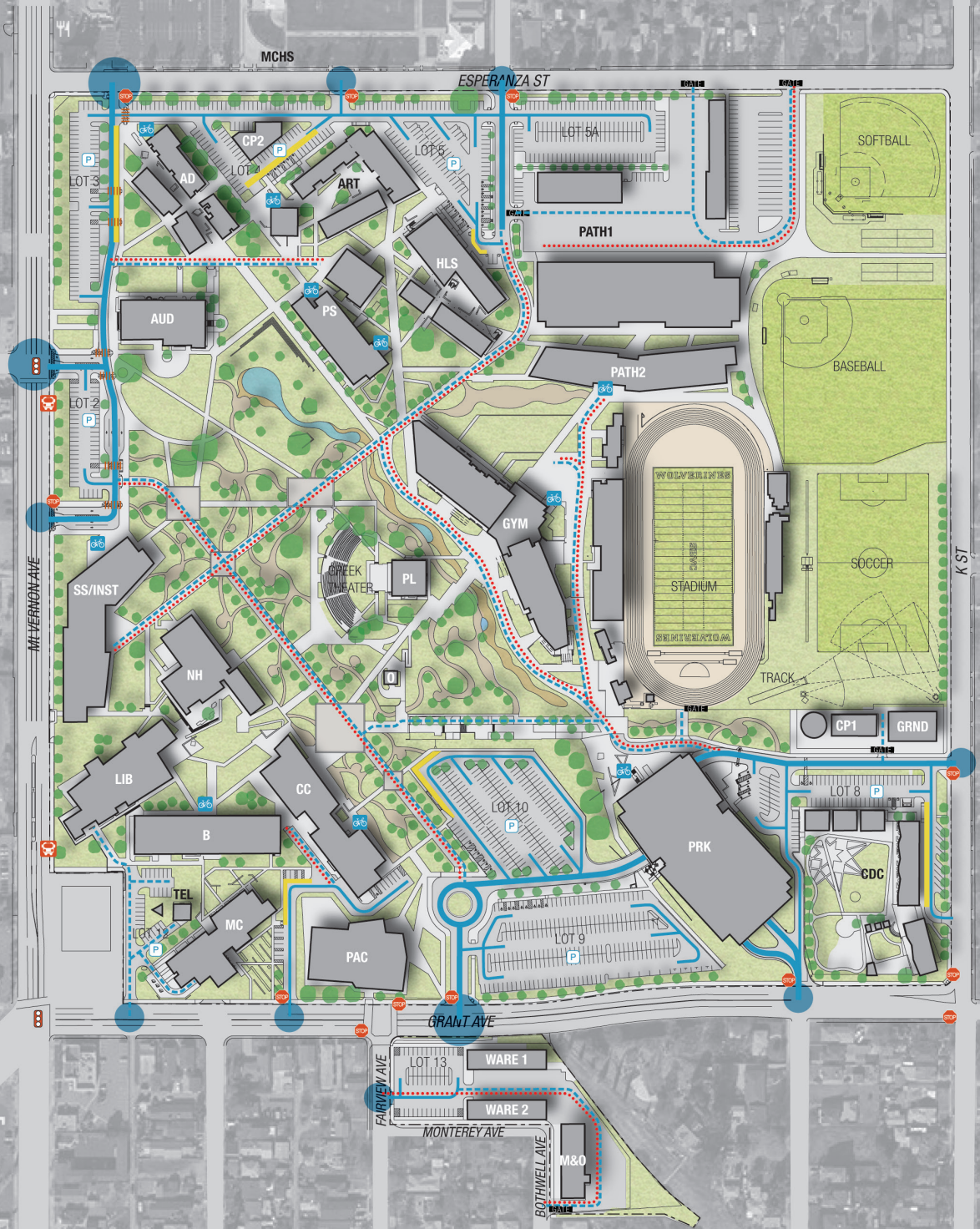
- Main entrance passenger loading zone and transit stop
- Eureka Avenue passenger loading zone
- Fairview Avenue passenger loading zone

Parking

The FMP plans for more parking on the Valley College campus. It also assumes that the joint-use parking agreement with Pro Swap-Meet, as well as on-street parking in the surrounding public streets will remain available during the master planning horizon.

The Parking Structure project will provide a net increase of 975 additional parking spaces. The FMP alters previous plans to build a second parking structure near Esperanza Street and instead plans for a redistribution of surface parking lots in the northern part of the campus. Much of the location previously planned for a second parking structure will instead be used to provide more indoor and outdoor instructional space for the Career Pathways Complex.

Looking beyond the planning horizon for this FMP, it is recommended that SBCCD and Valley College continue to implement policies and programs that encourage the use of alternative transportation modes that help



2016 LONG-RANGE CAMPUS MASTER PLAN

- FACILITIES
- CAMPUS ENTRY - MAJOR/MINOR
- PASSENGER LOADING/DROP OFF ZONE
- PARKING AREA
- PRIMARY VEHICULAR ROUTE
- SECONDARY VEHICULAR ROUTE
- SERVICE VEHICULAR ROUTE
- EMERGENCY VEHICULAR ROUTE
- BICYCLE PARKING
- CROSSWALKS
- BUS STOPS
- TRAFFIC SIGNALS
- STOP SIGNS
- GATED ENTRY
- PROPERTY LINE

Lot	Spaces	
	Existing	Proposed
1	99	n.a.
2	45	45
3	70	70
4	104	104
5	106	106
6 (gravel)	25	n.a.
7	203	n.a.
8	298	48
9	232	232
10	160	160
11	139	16 or 139
12	26	26
13	n.a.	44
Parking Structure	n.a.	1225
College Dr	45	0
Eureka Ave	9	?
CDC	10	10
Police Lot	15	15
Total	1585	

HMC Architects

0 FEET 250

Recommendations
CAMPUS-WIDE VEHICULAR CIRCULATION + PARKING *(cont.)*

to reduce the parking utilization rate. Because the continued availability and terms of use of the Pro Swap-Meet and off-campus street parking are not guaranteed, SBCCD and Valley College should continue to explore additional options. The joint-use agreement with Pro Swap-Meet should serve as a model for addressing the need for parking in ways that are cost-effective and based on community partnerships.

Bicycle Facilities

Bicycling to campus promotes fitness and reduces the demand for parking lots. It also helps to reduce the College's carbon footprint that results from fuel-based transportation, by far its largest contribution of greenhouse gases. Valley College could do more to welcome cyclists. Discussions among stakeholders and a review of current policies are recommended to build consensus around a set of goals, policies, and rules for safe and convenient bicycle use on the campus.

The FMP recommends integrating bicycle use at the campus entry points, especially at or near existing and planned community bicycle routes and paths. Bicycle entrances are recommended at points on Mt. Vernon Avenue, which is a Class III bicycle route, and on Grant Avenue nearest the Lytle Creek Channel Class I bicycle path. Signage along campus routes shared with vehicles or pedestrians will promote awareness of bicycle traffic. Existing pedestrian/emergency vehicle routes have the capacity to serve as bicycle routes and should be designated with signage placed next to or painted on the pavement. These paths extend to the Gymnasium, where secure parking and access to showers would be provided.


SBVC

Recommendations

CAMPUS-WIDE ENRICHED OUTDOOR ENVIRONMENT

Beginning 20 years ago, when it became necessary to redevelop much of the campus, Valley College has tested different approaches for the design of its buildings and open spaces. Currently, a large area at the center of campus is being redeveloped for the Gymnasium and Stadium, implementing concepts that were developed with the participation of many faculty and staff.

These concepts draw upon the College's physical context and educational mission for inspiration. Learning gardens and outdoor classrooms are transforming the campus into a lab for learning that accommodates the diverse and active ways in which students learn. The FMP recommends extending these features into The Glade and throughout the campus—making it clear that the campus is here for Valley College's community by fostering a welcoming neighborhood feel that celebrates Valley College's community, history, and heritage.

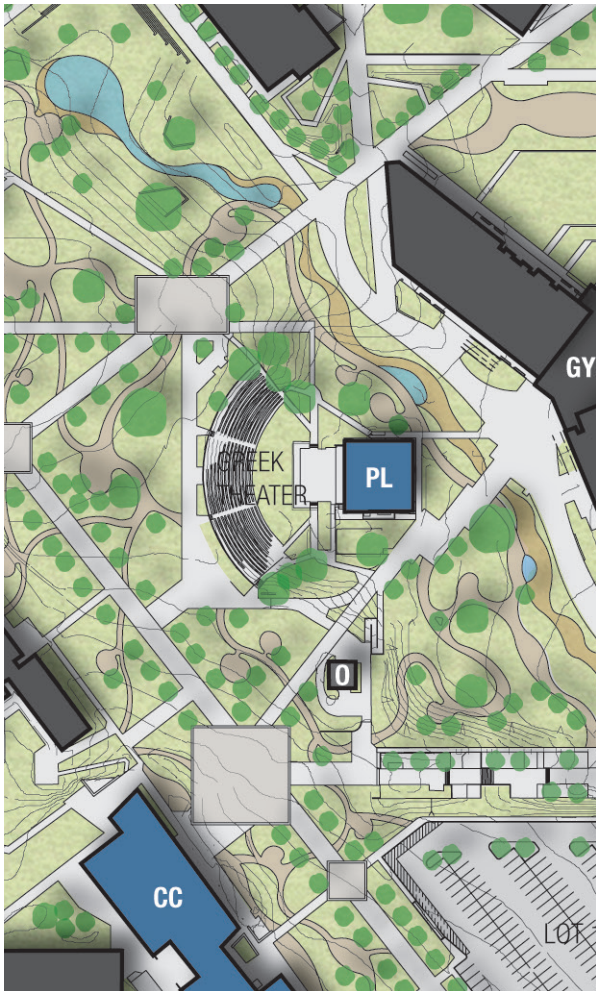
Student-centered Campus

In support of San Bernardino Valley College's strategic directions, the FMP recommends a revisioning of the campus into a place that welcomes and invites students to use it to further their growth and educational goals. To be an effective resource for student learning and growth, the campus must be an enriched, stimulating, and interactive environment that offers many lessons that grow organically out of available opportunities. These include but are not limited to proximity to instructional programs, campus facilities, the natural environment, local history, and the expertise and interests of faculty and staff. Special features such as small performance opportunities and interactive displays may be incorporated. The concepts described are just a taste of the many possibilities.

The Campus as a Living Laboratory

Valley College's history would be highlighted and honored through features that recall buildings, courtyards, and places such as the Free Speech platform, and their role in college history. Architectural elements of the Mission Revival-style that have been saved from the original campus buildings would be incorporated. Public art and student art will be displayed and featured in indoor and outdoor spaces to enhance gathering spaces.

Opportunities will be sought to program and design learning gardens such as the Biology Learning Garden that is being built next to the Gymnasium. For example, an Astronomy Learning Garden could be constructed around the Observatory and Planetarium. Other gardens could feature native habitat and wildlife, the local




NESBITT
PLAZA

Recommendations

CAMPUS-WIDE ENRICHED OUTDOOR ENVIRONMENT *(cont.)*

geology and seismicity, and storm water management and its effect on regional water quality.

Network connectivity through the campus WiFi system will be extended to cover outdoor areas to support instructional and social activities using both college- and student-owned devices.

The Glade

Native riverine environments will be modeled by a dry creek bed that winds pass the Gymnasium and into The Glade to find its destination among the oak trees. The dry creek would serve a double-duty by helping to manage storm water on the campus while recalling the restorative beauty of the naturally flowing water.

Plazas and gathering spaces of a variety of sizes and scales would be developed at nodes that recall the location and functions of past campus buildings. Areas furnished with tables and seating and paved with decomposed granite or other materials would support many uses, such as outdoor dining and events, or define outdoor living rooms that would welcoming students and staff. Use of natural elements such as boulders for informal seating and walkways accented with stone pavers will be encouraged.

Larger paths would link destinations across the campus. Smaller, winding paths would bring walkers through the garden environments at a slower pace. Large trees will be preserved and many more trees will be planted to create shade. Shade structures will be provided where permitted.

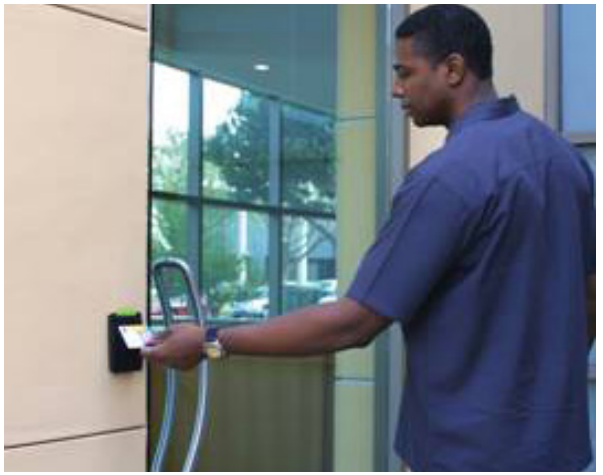
Courtyards

Paving, shade structures, landscaping, lighting, and furnishings will be provided for courtyards that are adjacent to the Career Pathways Complex and the Student Services and Instructional Building. Charging stations for personal devices and WiFi coverage will be provided.

Recommendations

CAMPUS-WIDE SECURITY + SAFETY

SBCCD and the College will take a proactive approach to the security and safety of the campus including designing outdoor and building space using CPTED (Crime Prevention through Environmental Design) design principals and best practices for creating secure environments. This approach will be augmented with electronic security and safety systems. Projects to upgrade systems can be done as new buildings and site areas are built, as existing facilities are renovated, or as specific security systems are brought on line. The implementation of these upgrades should be coordinated with the campus police and a campus-wide safety and security plan.



Projects include:

- Expand the electronic access control system to control access to all buildings.
- Install digital CCTV security cameras and monitoring system in parking areas and other key areas of the campus.
- Expand the intrusion alarm system on campus to include all buildings and key spaces on campus.
- Install a campus-wide emergency notification system through the fire alarm system and include exterior speakers to cover all areas of the campus.

Recommendations

ANCILLARY LOGISTICS + INFRASTRUCTURE

Developing new facilities, roads, and infrastructure on an active campus requires a rigorous and logistically-sound approach. New facilities must be integrated into existing systems, which, in turn, must be upgraded to accommodate increasing loads. Simultaneously, campuses must evolve to keep up with new regulations and standards for sustainability and efficiency—a responsibility that community colleges have embraced as an extension of their educational mission and as stewards of public resources. In addition to the improvements listed below, this project will fund temporary facilities, moving expenses, systems integration, and site utilities that must be upgraded and extended to new facilities.

Gymnasium Rooftop Solar Photovoltaic Plant

Valley College is poised to make its first move toward a renewable energy future. The new Gymnasium is solar-ready—built to support a 450 kW rooftop solar PV plant that will supply the campus with clean energy.

Parking Structure Solar Photovoltaic Plant

The next renewable energy project is ready to build. The Parking Structure has been designed to support a 400 kW rooftop solar PV plant that will further decrease Valley College's reliance on the grid.

Softball Field Storm Water Retention and Treatment

Recently enacted water quality regulations no longer exempt community colleges from complying with their requirements. Moving forward, the design of new buildings and site improvements must mitigate against increases in impervious surface areas—surfaces that restrict storm water from being absorbed into the ground. The design must include measures to retain and treat storm water that runs off roofs, parking lots, and other impervious surfaces. To the extent that it is practical, localized measures such as bio-swales, rain gardens, and pervious paving will be used to capture storm water close to where it falls. But it is likely that a more extensive retention and treatment system will be needed for development in the northeast portion of the campus, including Career Pathways, Phase 1 and 2 and Parking Lots 5A and 5B. The planned Softball Field is next to the connection to the municipal storm drain line and is a logical location for such a system.

In addition to storm water requirements, water quality regulations also require a campus sewer management plan and SBCCD and the College are currently studying the existing sewer infrastructure and identifying needed repairs and upgrades.

Central Cooling Plant Upgrades

Air conditioning on campus runs on chilled water that is generated at the central cooling plant and circulates underground to each building. The Central Plant operates throughout the night when power costs less and stores chilled water in the thermal energy storage tank for use during the next day. This project will upgrade the chilling and storage capacity to keep pace with the development of new buildings.

Site Utilities Infrastructure Improvements

The preparation of an infrastructure master plan is recommended as a necessary step in the implementation of this facilities master plan. The infrastructure master plan will study the current capacity of campus-wide data, energy, hydronic cooling, water, sewer, and storm drainage systems and make recommendations to upgrade and extend these services as required to support the recommended new and renovated facilities and site improvements. Included should be recommendations that address the need to simplify operations and promote safety and security, involving systems such as the energy management system, security and access control systems, among others.

Recommendations
EXPLORATION OF FUTURE OPTIONS

Downtown San Bernardino 8th Street Building

Collaborate in a district-wide exploration of options to use the SBCCD-owned 8th Street property in downtown San Bernardino. The location of this property within a regional urban center places it at a hub of transportation systems, as well as business and government activity. This site could provide an opportunity for many students to learn in a location that is closer to where they live and work. It could also be a strong presence in the community from which to reach out and build partnerships.

Aeronautic Technology Program Facility at San Bernardino International Airport

Explore the option for students in the Aeronautic Technology Program to learn within the active environment of an operating international airport. A facility here could have the space needed to expand Valley College's existing program beyond what is possible to teach on its campus. A presence at the airport could help to build partnerships with the industry, train incumbent workers, and place Valley College students in jobs and internship programs.

Recommendations
IMPLEMENTATIONS

Text

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

HMC Architects

AIMA strategies