San Bernardino Valley College

Educational Master Plan 2023-2028

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November 10, 2022

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President's Message

It is my privilege to share with you San Bernardino Valley College's Educational Master Plan for 2022-2027. This plan, developed with collective input from our faculty, students, classified professionals, management, and community partners, defines our college's direction at an exciting time in our history as we approach our centennial anniversary in 2026. This document serves as a blueprint for the next five years and represents the vision, values and dedication to student success shared by our entire campus community. It is a living document that will be actively reviewed and updated throughout its existence to incorporate ever-changing educational trends and accommodate the needs of the students and communities we serve.

SBVC has impacted generations of families in our region and beyond. It is no wonder that we have been ranked as the number one most affordable community college in the State of California as well as one of its top online community colleges. Every year, several of our programs are regularly ranked among the best statewide and nationally. In 2021, we received the highest level of accreditation possible, as well as numerous commendations for exemplary outcomes as a higher education institution.

From our humble origins as a tiny, liberal arts-focused college with just 300 students and 17 faculty, to our current standing as the educational nexus for tens of thousands of career and transfer-focused professionals every year, SBVC has indisputably transformed and grown with its community, serving as a pillar of stability and driver of growth for the many industries and businesses that have flourished in our region for almost a century. No matter the obstacles it has faced throughout its history, SBVC has demonstrated that it has what it takes to rise, overcome and thrive.

Thank you to our many dedicated colleagues for your tireless work and contributions to this plan. It is such a privilege to be a participant in SBVC's remarkable story as we close its first century of transformation and excellence.

Sincerely,
Dr. Scott W. Thayer

Acknowledgements

While thousands of voices are reflected in the work of developing this plan, a special acknowledgement goes to the members of the Educational Master Planning Committee (EMPC). Those members are listed below.

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History of San Bernardino Valley College

An election to establish the San Bernardino Valley Union Junior College District was held on March 26, 1926. On June 23, 1926, the Board of Trustees met at a site on the east side of Mt. Vernon Avenue equidistant between the downtown areas of San Bernardino and Colton. It was suggested that approximately 30 acres in the northwestern section of the parcel being inspected would provide the ideal location for the new college. The 1927-1928 SBVC faculty comprised eleven men and six women. Nearly 300 students enrolled for the fall semester of 1927 with the freshmen outnumbering the sophomores nearly six to one. Fifty-four courses were offered, nearly all with a strong academic orientation.

The effects of the Great Depression were felt on campus in the early 1930s, but beginning in 1936, SBVCs financial situation seemed to recover. Additional buildings were added, providing employment for over 500 individuals in the area. The auditorium was accepted by the Board of Trustees in October 1938, and during that same month, the Drama Department presented Shakespeare's *As You Like It* as its first production.

In other construction projects, State Emergency Relief Administration funds were obtained to construct a Greek Theatre, and Works Progress Administration (WPA) funds were used to build concrete bleachers for the stadium and a new vocational building.

The fall of France in 1940 and the passage and implementation of the Selective Service Act had a sobering effect on the SBVC campus. After the United States' entry into World War II, the number of male students on the campus decreased drastically. The war impacted the college in other direct ways in both curriculum and campus activities. The vocational building, completed in the fall of 1941, was used to house a number of Off Reservation Training (ORT) courses. Courses in radio equipment repair and battery maintenance were also offered. Some of the first veterans returned to campus in 1944, and a Veterans' Club was organized. By the fall of 1945, the faculty men who had been on military leave began to return, and veterans enrolled in SBVC in ever-increasing numbers.

A big expansion in enrollment came a year later in 1946 with the addition of many new faculty members and a rapidly growing student body. Through the 1960s, 1970s, and 1980s, changes in curriculum mirrored the changing social and economic conditions. The Civil Rights Movement resulted in a substantial increase of minority students. Occupational courses were in great demand, and courses in psychology and philosophy also became popular. Faced with increasing enrollment and a cap on state funding, SBVC faculty and administration held a forum in 1991 to discuss "Whom Shall We Serve?" Initiatives to bring new populations to the campus were reduced, while state-mandated tuition was increased, resulting in a sharp decline in enrollment.

An earthquake in 1992 severely damaged the book stacks on the main floor of the Library, causing the facility to be closed for the summer while repairs were made. During the winter break for the 1995-1996 academic year, trenching began to determine the vulnerability of the campus to future seismic activity. The results of the study revealed that seven of the 15 buildings on campus straddled or were near the San Jacinto earthquake fault and would eventually have to be taken down. In 1997, SBVC President Sharon Caballero was presented with an immediate challenge. There was a pressing need to identify a funding source to build new facilities to replace seven buildings that straddled the San Jacinto fault line, which traversed the campus. A combination of District and College efforts as well as contacts with the Federal Emergency Management Agency (FEMA) resulted in the positive outcome of a state commitment of over $40 million to erect replacement structures. In 2002, voters passed Measure P, a local bond measure totaling $190 million benefiting SBCCD and its two sister colleges. Steven Ehrlich, a noted architect, was hired to design the new buildings for the Library, Administration/Student Services, Campus Center, Health and Life Sciences, and the Art Building and Gallery at SBVC. These buildings were completed between 2005 and 2006. At the same time several outdated buildings were demolished, and three buildings were retrofitted.

In 2008, SBCCD asked voters again to approve funds to complete work laid out in SBCCD's Master Plan. Voters approved a $500 million general obligation bond, Measure M, to complete construction projects at SBVC and Crafton Hills College (CHC) In fall 2008, SBVC began another phase of construction with a phasing in of three new buildings on campus and a fourth across Grant Street and the demolition of the old North Hall, the Physical Sciences Building, the Chemistry Building, and the Maintenance and Operations (M&O) Building. Four new buildings opened in 2010: North Hall, Media and Communications, Custodial, and M&O. The new M&O Building was soon converted to the Diesel instructional program, with M&O and Custodial using the same building. In fall 2011, another new three-story building opened, the 56,000-square-foot Physical Sciences Building, the campus's first Leadership in Energy and Environmental Design (LEED) certified building.

The SBVC campus now features new access points, sweeping walkways, vistas, and an expansive greenbelt area. As visitors, staff, and students traverse the college grounds—from the Administration Building to the Campus Center—the area now equals the size of the Pasadena Rose Bowl. The revamped Business Building is Silver LEED Certified from the U.S. Green Building Council. A new state of the art Athletic building opened in fall 2016. The SBVC website contains a full history of SBVC. In November 2018, voters approved bond measure CC to support new construction and retrofitting of buildings laid out in the 2016 Facilities Master Plan. In addition, SBVC will receive $34 million from Prop 51 funding to support the construction of a new Career Technology Education (CTE) building. SBVC is in the developmental stages for construction of the CTE building and new parking structure.

SBVC has found that student success courses, learning communities (such as Valley-Bound Commitment [VBC] for low-income students), Free College Promise, faculty mentoring, curriculum redesign, guidance, tutoring, recruitment efforts, and celebration programs in STEM have resulted in improved achievement for students. The services provided to students include personal counseling, career counseling, workforce education and job placement, a Veterans Resource Center, programs and services for disabled students, tutoring, academic

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advising and matriculation, transfer services, vocational rehabilitation, and childcare for students who are parents. There are several tutoring centers on campus specifically dedicated to assisting students in need of academic help.

SBVC presently offers 88 certificate and 66 degree programs (2018-2019 Catalog). SBVC also maintains one of the most diverse and comprehensive vocational programs in its region with 11 programs, from Aeronautics to Water Supply Technology, and has more than 170 distributed education courses. Strong Workforce funding has enhanced offering and resources for CTE programs across campus. New programs include Sterile Processing, Baking, and Pharmacy Technology. For students interested in enrolling in a four-year college or university, SBVC offers 19 AA-T and AA-S transfer degrees that guarantee admission into the four-year CSU and UC systems. SBVC has one fully online degree path and one zero textbook cost degree path. Despite challenges unique to SBVC, such as a massive construction project, statewide initiatives being implemented throughout the educational system, and uncertainty of the new funding model, SBVC has remained committed to maintaining 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.

The COVID-19 pandemic of 2020 had significant impact on SBVC and SBCCD. Just prior to spring break SBCCD announced that in order to reduce the spread of the virus and for the safety of students and District employees, most classes and many student and learning support services would be moved online. The campus complied with the CCCCOs Office and ACCJC requirements for waiving DE requirements. The District entered MOUs with SBCDTA and CSEA on March 16, 2020. The campus moved forward in good faith to provide DE training for faculty, work at home training for all employees, and for department chairs and deans to identify classes which could be feasibly taught online. On March 19, 2020, the governor of California issued a stay-at-home order (Executive Order N-33-20) that further affected how classes and services might be offered. Faculty and staff began receiving training during spring break (March 16, 2020-March 22, 2020). Classes were suspended from March 23, 2020-March 30, 2020, while faculty moved classes into a fully online format.

On May 22, 2020 SBVC conducted a COVID-19 Student Needs Survey. The survey inquires on student's perception on communication from the campus and with instructors, how well students are adjusting to online learning, and how SBVC could better support students in an online environment. Campus and District shared governance processes were observed during the COVID-19 pandemic. The campus employees were resilient and strove to adapt and complete their workload in a work-at-home environment. Essential campus processes such as curriculum, Program Review, accreditation and outcomes assessment continued. The Professional Development Coordinator, DE Faculty Leads, and Technology and Educational Support Services provided outstanding support and training.

Mission, Vision, and Values

MISSION STATEMENT

San Bernardino Valley College provides innovative instructional programs and cohesive student services to support the educational goals of a culturally diverse community of learners by engaging in continuous improvement and actively working towards an anti-racist culture to foster an environment of meaningful learning and belonging for our students, employees, and the community.

VISION STATEMENT

Through offering a variety of degrees, certificates, skill-building courses, and opportunities for personal and professional enrichment, San Bernardino Valley College strives to be the institution of choice for the region. Our inclusive culture, quality education, and comprehensive support services will create leaders dedicated to promoting social justice and community advocacy on a local and national level.

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VALUES

San Bernardino Valley College's commitment to its mission is expressed through its values. As a community, the college values:

Diversity, Equity, Inclusion, and Anti-Racism: Our strength as an institution is enhanced by the cultural diversity, and varied lived experiences of our students, faculty, staff, and external community. Policies, plans, and decisions must be data-informed, utilize an equity lens, and be based on thoughtful consideration of what will best serve our students and the community at large.

Student Success: Quality education and training supports students in improving their lives and the lives of their families, while uplifting the community. Students will enhance their ability to think critically, to communicate clearly, and to grow personally and professionally within an enriched learning environment that promotes creativity, self-expression, and the development of critical thinking skills. We strive to identify and address equity gaps through evidence-based research to ensure that each student has the opportunity to succeed.

Open Access: We are committed to providing quality programs and services for every member of our community regardless of their level of preparedness; socio-economic status; gender and gender expression; sexual orientation; cultural, religion, ethnic background; and abilities. Additionally, we must provide students with access to the resources, services, and technological tools that will enable them to achieve their educational goals.

Campus Climate: We value a campus-wide climate that is student-focused, fosters mutual respect between all constituencies, values multiple perspectives, and appreciates diverse cultures and human experiences. We must hold ourselves and our students to the highest ethical and intellectual standards.

Participatory Governance: As part of the collegial consultation process, all levels of the college must openly engage in sharing ideas and suggestions to develop innovative ways to improve our programs and services. We value equitable, inclusive, collaborative, and transparent governance processes grounded in open, honest, and reflective discourse.

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Integrated Planning

District-Wide Planning

This San Bernardino Valley College Educational Master Plan is part of an integrated planning process in the San Bernardino Community College District (SBCCD). In April, 2022, the SBCCD Board of Trustees has adopted the *San Bernardino Community College District Strategic Plan 2022-2027*. The Plan encompasses four broad goals to serve the residents, communities, and employers of the SBCCD region:

GOAL 1:	Eliminate Barriers to Student Access and Success
GOAL 2:	Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
GOAL 3:	Be a Leader and Partner in Addressing Regional Issues
GOAL 4:	Ensure Fiscal Accountability / Sustainability

San Bernardino Valley College (SBVC) and Crafton Hills College (CHC), along with the support of the District Services Operations (DSO), work in collaboration to support these four district goals and to meet the local needs of each college's service area. This Educational Master Plan outlines SBVC's Strategic Directions and Supporting Actions for the next five years to meet those needs.

Ongoing Planning Efforts and New Initiatives

SBVC has a wide array of planning efforts that are ongoing, as well as new initiatives to meet the changing needs of the region. This Educational Master Plan has incorporated these ongoing efforts and new initiatives into a singular, integrated plan to ensure an effective and efficient process to meet the needs of students and the greater community.

EMP Development Process

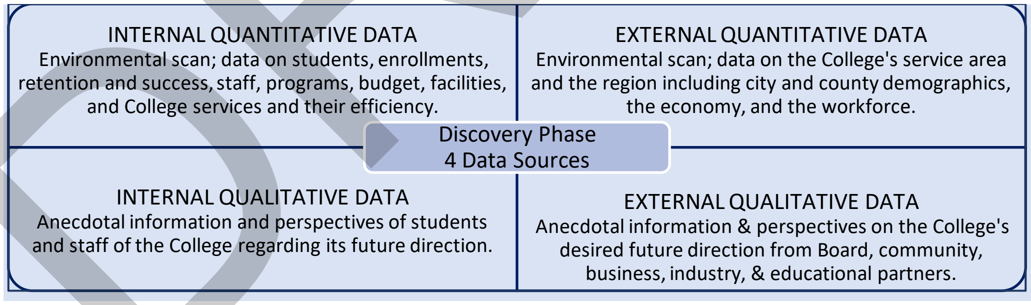
In conjunction with the Board's creation of the *SBCCD Strategic Plan 2022-2027*, San Bernardino Valley College embarked upon the development of its Educational Master Plan to establish a five-year plan of high-priority Strategic Directions and Supporting Actions. With the technical support of a national community college educational consulting firm, SBVC began a twelve month, three-phase project for plan development:

Phase I:	Discovery Phase: Data Collection, Analysis, and Synthesis
Phase II:	Portfolio Development and Planning Assumptions
Phase III:	Goal-Setting: Establishing Strategic Directions and Supporting Actions

An internal Educational Master Planning Committee (EMPC) was formed, comprised of representatives from across the college, to serve as the working group for developing the five-year EMP. The college president, along with representatives from faculty, administrative, classified, and student groups met twice monthly providing leadership for plan development.

Phase I: Discovery Phase: Data Collection, Analysis, and Synthesis

During this first phase, extensive quantitative and qualitative data was gathered, analyzed, and synthesized. Both internal data on students and the college, and external data on the region and workforce was included. A series of listening sessions and focus groups were held with students, internal and external stakeholders, and SBVC's community partners. Surveys conducted included students, college employees, and employers serving on the college's advisory committees. Local and regional workforce data, and information on programs and jobs across the region were also examined. The graph below summarizes the four data sources for the Discovery Phase.



INTERNAL QUANTITATIVE DATA
Environmental scan; data on students, enrollments, retention and success, staff, programs, budget, facilities, and College services and their efficiency.

EXTERNAL QUANTITATIVE DATA
Environmental scan; data on the College's service area and the region including city and county demographics, the economy, and the workforce.

Discovery Phase
4 Data Sources

INTERNAL QUALITATIVE DATA
Anecdotal information and perspectives of students and staff of the College regarding its future direction.

EXTERNAL QUALITATIVE DATA
Anecdotal information & perspectives on the College's desired future direction from Board, community, business, industry, & educational partners.

Phase II: Portfolio Development and Planning Assumptions

Phase II compiled the information collected in Phase I, identifying trends, themes, and planning assumptions to guide the college in developing the five-year plan. Contents of that portfolio are included in this plan, along with the significant findings that guided Phase III of the project.

Phase III: Goal-Setting: Establishing Strategic Directions and Supporting Actions

Phase III of the project provided an opportunity for the EMPC to review trends and planning assumptions, examine themes that emerged from the listening sessions and surveys, and to identify threats and opportunities from the data to lead the college into the future. These areas are described in detail later in this EMP document.

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Data Portfolio

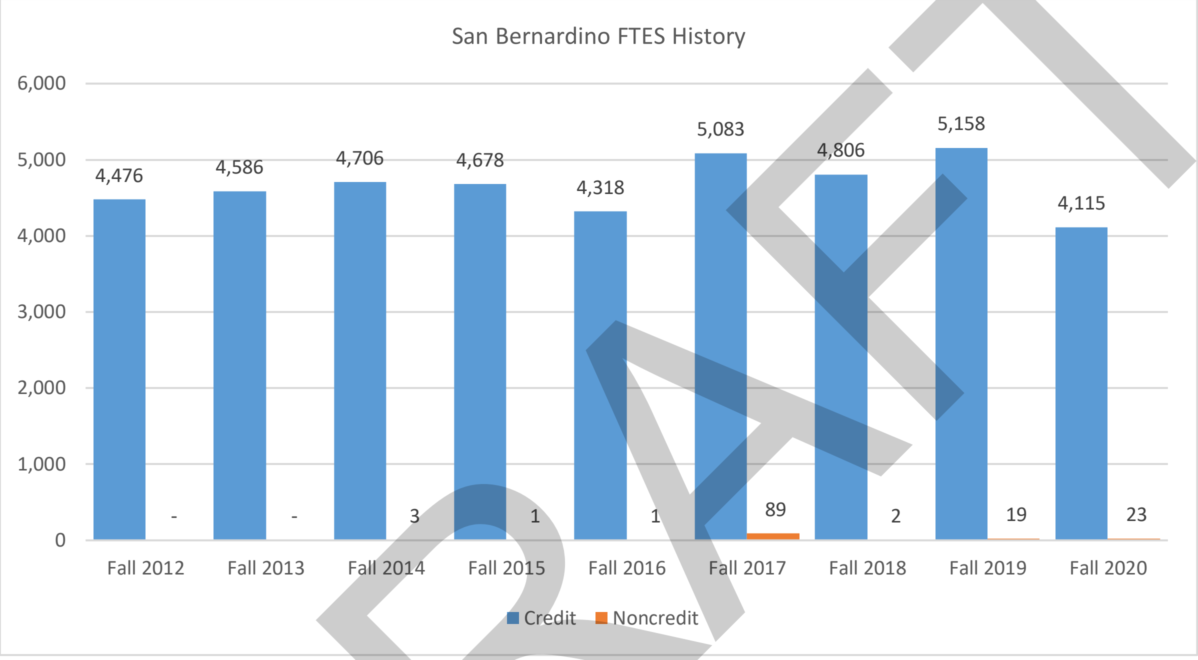
This section of the Plan provides data and analysis important for planning. The portfolio includes data related to the internal and external environments and is gathered from several different sources.

Internal Scan

The Internal Environmental Scan includes a demographic profile of the students and staff at the College. It also includes an analysis of FTES, headcount, degrees and certificates awarded and other institutional trend data.

FTES and Headcount

Credit FTES has fluctuated modestly from fall 2012 to 2020. The lowest level of FTES was in fall 2012 (4,476) and the highest was in fall 2019 (5,158). FTES fell by 20.2% in fall 2020.

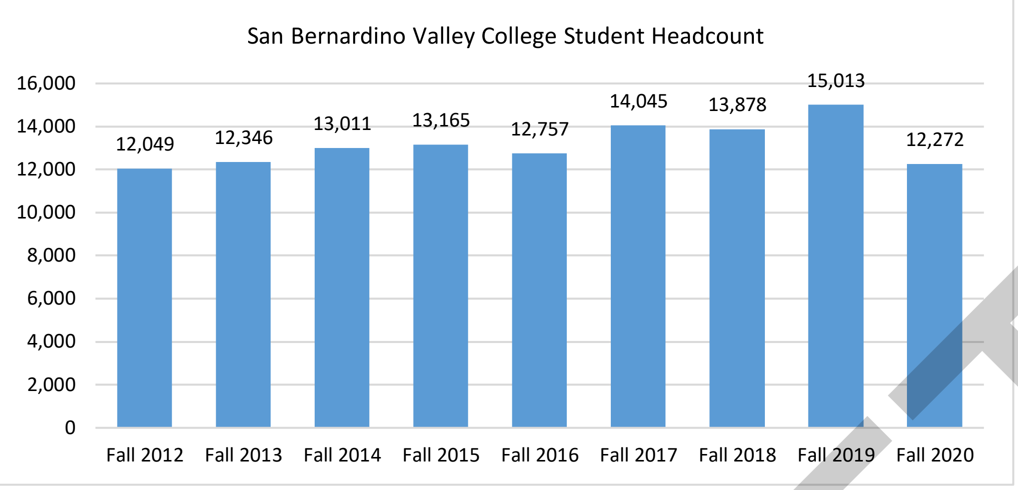


Source: cccco.edu DataMart; analysis by CBT

The following table shows the FTES history for credit and noncredit enrollments.

SBVC FTES History			
Term	**Credit**	**Noncredit**	**Total**
Fall 2012	4,476	-	4,476
Fall 2013	4,586	-	4,586
Fall 2014	4,706	3	4,709
Fall 2015	4,678	1	4,680
Fall 2016	4,318	1	4,319
Fall 2017	5,083	89	5,172
Fall 2018	4,806	2	4,808
Fall 2019	5,158	19	5,177
Fall 2020	4,115	23	4,138

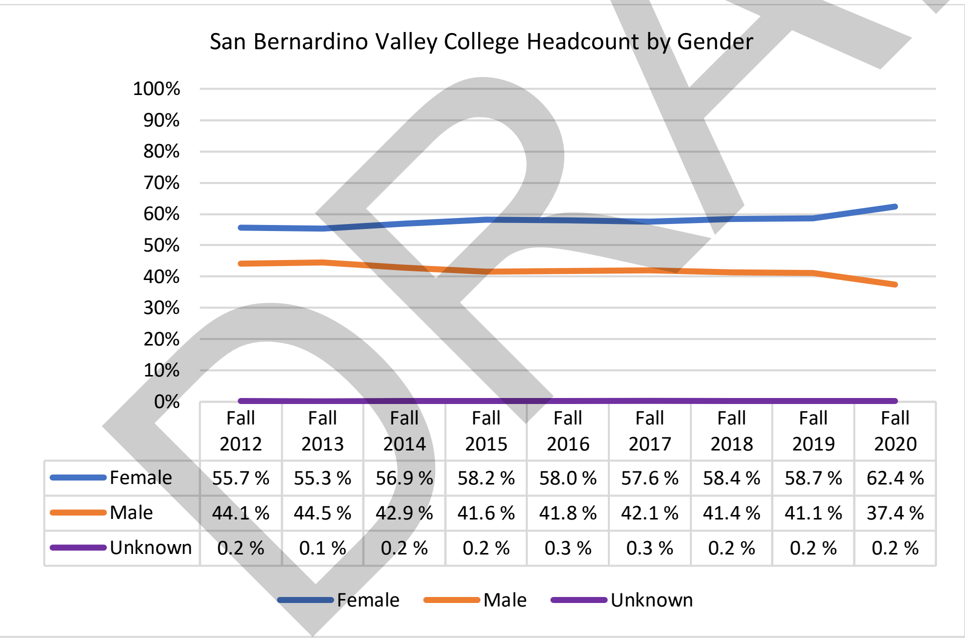
Headcount increased almost every year from fall 2012 to fall 2019 but fell 18.3% in fall 2020. According to the National Student Clearinghouse Research Center, enrollments in public 2-Year Colleges fell by 10.1% Nationally and by 11.7% in California in the fall 2020 semester[1].



Source: cccco.edu DataMart; analysis by CBT

Student Demographics

The gender distribution of the student body has shifted over the past couple of years. The College has had a majority female student population from fall 2012 to fall 2020. That female majority grew significantly in the fall 2020 semester (from 54.2% to 56.7%). This means that the drop in student headcount was more acute for male students.



	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Female	55.7 %	55.3 %	56.9 %	58.2 %	58.0 %	57.6 %	58.4 %	58.7 %	62.4 %
Male	44.1 %	44.5 %	42.9 %	41.6 %	41.8 %	42.1 %	41.4 %	41.1 %	37.4 %
Unknown	0.2 %	0.1 %	0.2 %	0.2 %	0.3 %	0.3 %	0.2 %	0.2 %	0.2 %

Source: cccco.edu DataMart; analysis by CBT

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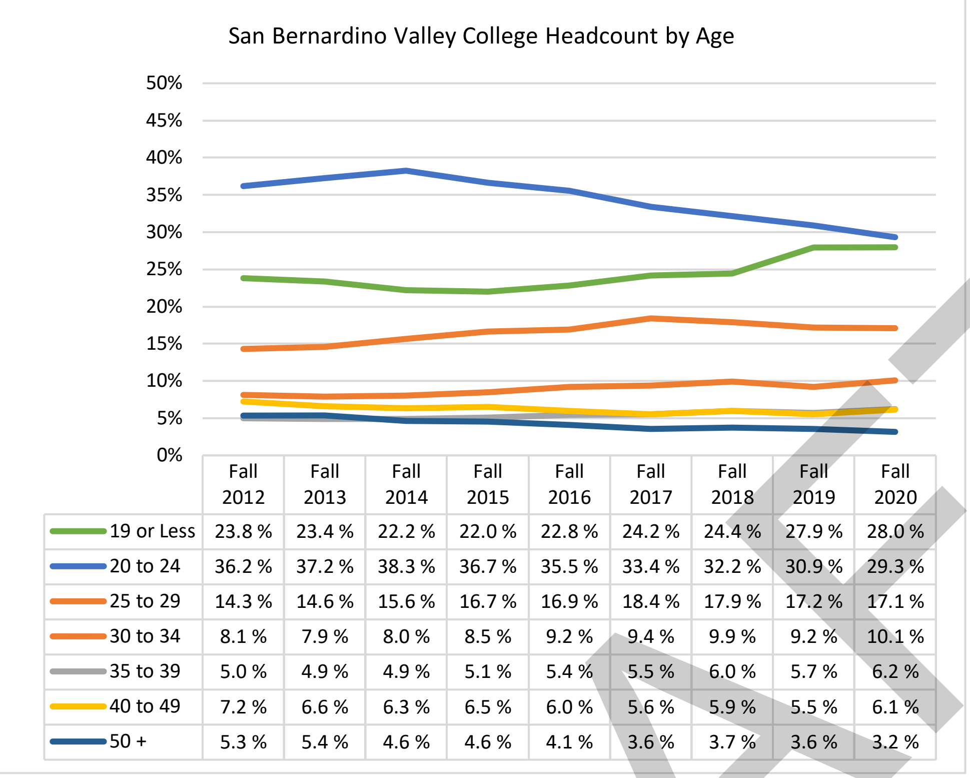
[1] National Student Clearinghouse Research Center Fall 2021, nscresearchcenter.org

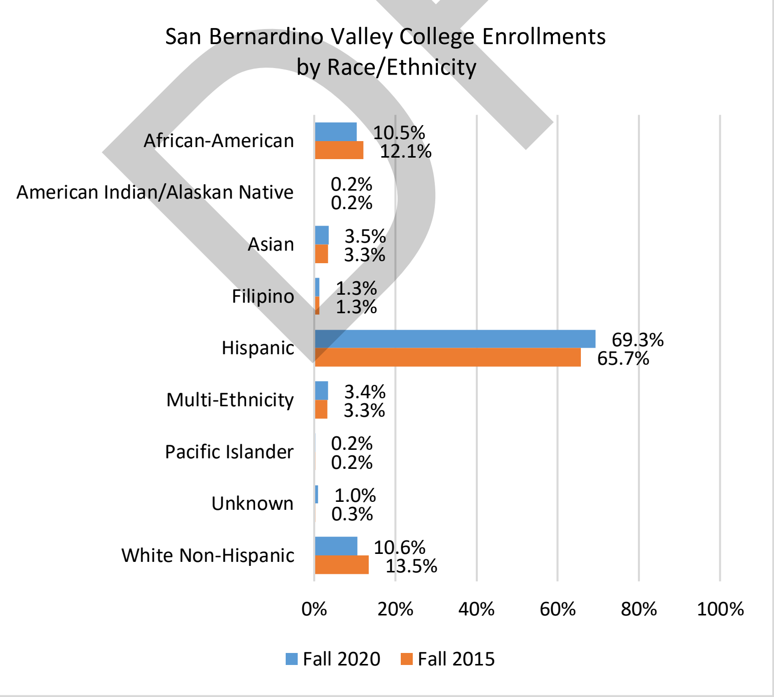
The largest age segment of students at the College were between 20-24 years of age from fall 2012 to fall 2020. In fall 2020 the segment of students 19 or younger was nearly as large as the 20–24-year-old segment. This indicates that the fall 2020 drop in student headcount disproportionally hit the 20–24-year-old age segment. This age segment has been declining as a percentage of the student body for the past 6 years.



	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
19 or Less	23.8 %	23.4 %	22.2 %	22.0 %	22.8 %	24.2 %	24.4 %	27.9 %	28.0 %
20 to 24	36.2 %	37.2 %	38.3 %	36.7 %	35.5 %	33.4 %	32.2 %	30.9 %	29.3 %
25 to 29	14.3 %	14.6 %	15.6 %	16.7 %	16.9 %	18.4 %	17.9 %	17.2 %	17.1 %
30 to 34	8.1 %	7.9 %	8.0 %	8.5 %	9.2 %	9.4 %	9.9 %	9.2 %	10.1 %
35 to 39	5.0 %	4.9 %	4.9 %	5.1 %	5.4 %	5.5 %	6.0 %	5.7 %	6.2 %
40 to 49	7.2 %	6.6 %	6.3 %	6.5 %	6.0 %	5.6 %	5.9 %	5.5 %	6.1 %
50 +	5.3 %	5.4 %	4.6 %	4.6 %	4.1 %	3.6 %	3.7 %	3.6 %	3.2 %

Source: cccco.edu DataMart; analysis by CBT

This chart disaggregates students by race and ethnicity for the fall 2020 and fall 2015 semesters. In fall 2020, a majority of students (69.3%) identified as Hispanic. This represents an increase from five years earlier (65.7%). The next largest segments of students identify as White Non-Hispanic (10.6%) and African American (10.5%). Both groups declined over the past five years.



Source: cccco.edu DataMart; analysis by CBT

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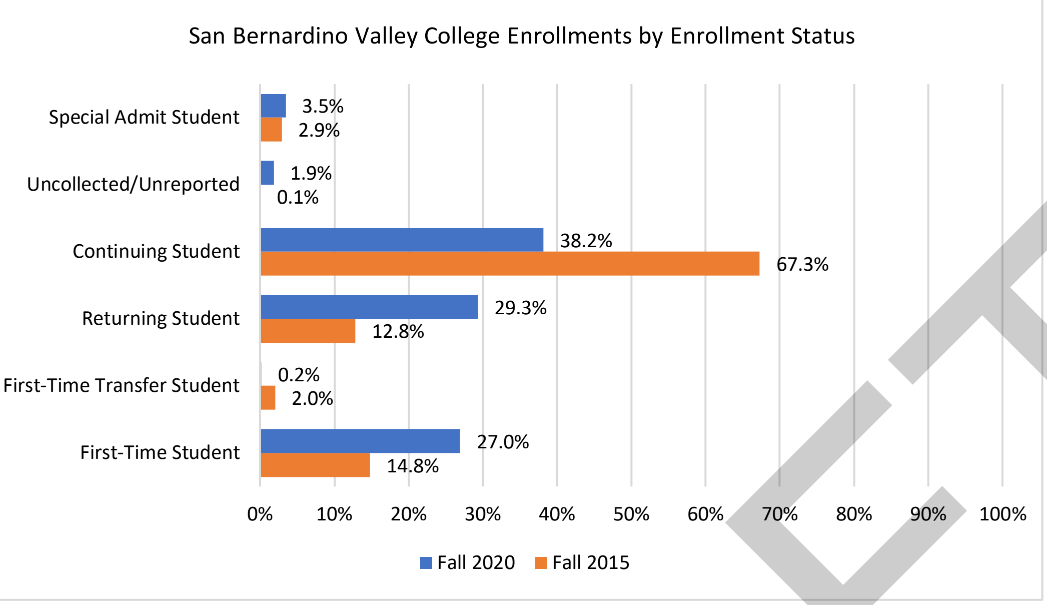
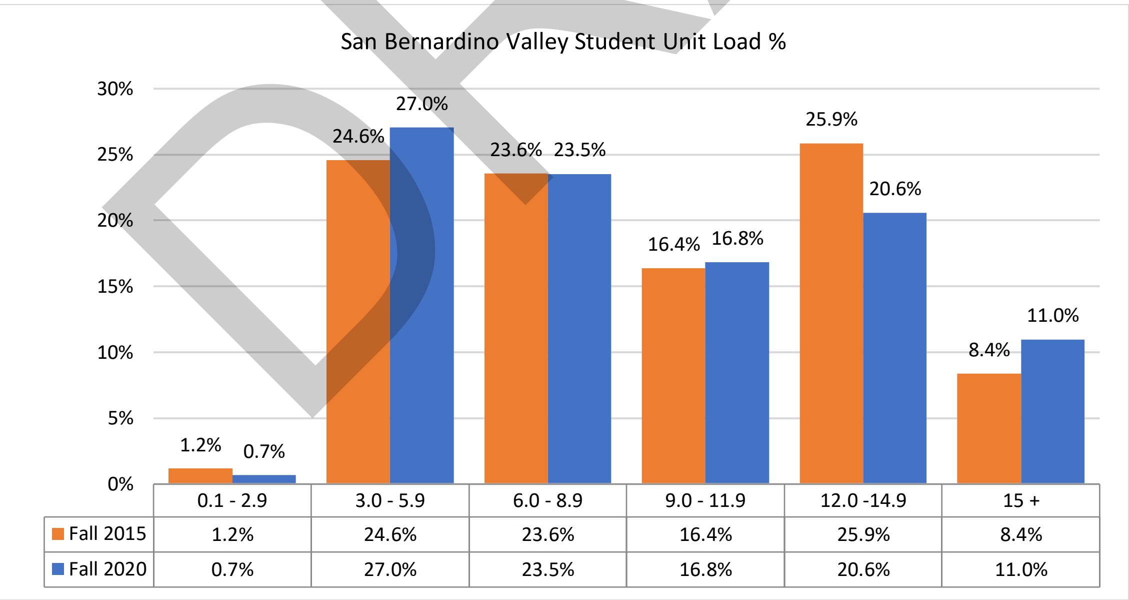
The following chart shows the percentages of students by enrollment status. There were significant shifts from fall 2015 to fall 2020. Students identifying as Continuing Students[2] fell from 67.3% to 38.2%. Over the same period, first-time students increased from 14.8% to 27.0% of students; and returning students increased from 12.8% to 29.3%.



Source: cccco.edu DataMart; analysis by CBT

From fall 2015 to fall 2020 there were some significant shifts in students' unit load. The largest increases were among students enrolled in 3.0 to 5.9 units and 15 units or more. These groups increased by 2.4 percentage points and 2.6 percentage points respectively. The largest decline was for students enrolled in 12.0 to 14.9 units. This group fell from 25.9% to 20.6% of students. Interestingly, the percentage of students attending full-time (12 or more units) went from 34.3% in fall 2015 to 33.6% in fall 2020.

Overall, the percentage of full-time students (12 or more units) declined; and the percentage of students taking fewer than 6 units increased.



Source: cccco.edu DataMart; analysis by CBT

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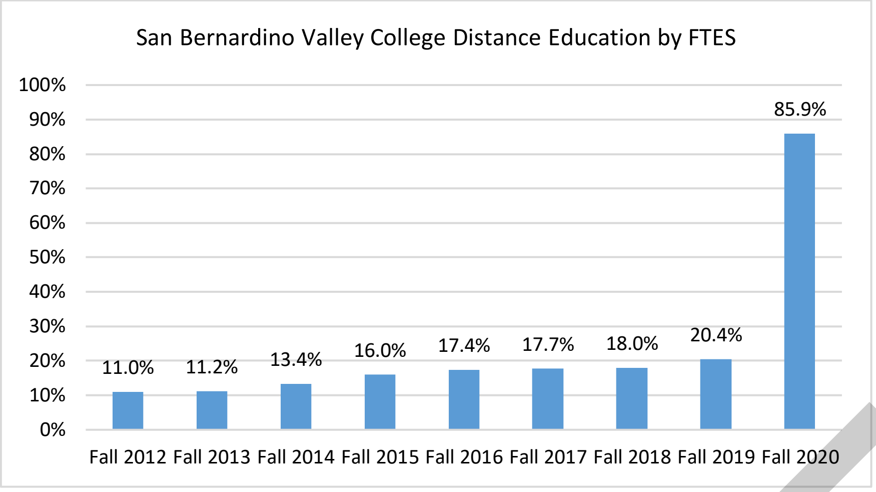
[2] A "Continuing Student" is a student enrolled in the current session who was enrolled in the previous regular session.

The portion of FTES generated in distance education formats increased steadily from fall 2012 to 2019. In fall 2020, due to the Covid pandemic, more than 85% of FTES was generated in distance education formats.



Source: cccco.edu DataMart; analysis by CBT

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Student Profiles and Success Metrics

While the Internal Scan provides broad student demographic datasets of the overall student population and the External Scan provides current and projected community demographic datasets, the *Student Profiles and Success Metrics* provides a more detailed review of the student experience (disaggregated by race and ethnicity, where available) based on state's *Vision for Success* metrics and categorial programs using the California Colleges Chancellor's Office Management Information Systems (MIS) data applications. Specifically, the MIS DataMart, Cal-Pass Plus – Launchboard - Student – Success – Metrics, and Digital Futures – Student Success Metrics. Each of these three data inquiry tools includes specific and technical definitions for students and program of study datasets. Its critical to review these definitions as the definitions do vary among the applications.

Collectively, the state's *Vision for Success*, the *San Bernardino Community College District Strategic Plan* and the student datasets are key to college planning and allocation determinations. These data may be used to bring focus to student outreach and marketing, access, programs of study, student persistence and retention strategies, with a goal of increasing student completion rates for all students as outlined in the *Vision for Success* plan, supported by the Guided Pathways framework, and aligned to the Student Centered Funding Formula.

This section provides a brief overview of the state's mandates related to promoting student success, the San Bernardino District Strategic Plan (District) goals, followed by San Bernardino Valley College student profiles and success metrics. San Bernardino Valley College has a unique opportunity for integrated student-centered planning with the development of its Educational Master Plan by identifying strategic directions and supportive actions aligned to the overall state and District goals.

State Vision for Success Plan – Guided Pathways – Student Centered Funding Formula

In 2017, the California Community Colleges Chancellor's Office (CCCCO) launched the *Vision for Success* plan with a primary purpose of, "making sure students from all backgrounds succeed in reaching their goals and improving their families and communities, eliminating achievement gaps once and for all." The *Vision for Success* "commitment" statement is described, in part, as follows:

The *Vision for Success core commitment* statement is intended to drive improvement, student access, equity, and success for all students.

1	Focus relentlessly on students' end goals.	5	Take ownership of goals and performance.
2	Always design and decide with the student in mind.	6	Enable action and thoughtful innovation.
3	Pair high expectations with high support.	7	Lead the work of partnering across systems.
4	Foster the use of data, inquiry, and evidence.		

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The *Vision for Success* goals read in part as follows, complete goal descriptors available at Vision for Success.

Goal 1: Completion Increase the number of students who complete a program of study	**Goal 3: Unit Accumulation** Decrease the number of units accumulated by students earning an associate degree	**Goal 5: Equity** Reduce equity gaps across all measures (goals) among traditionally underrepresented student groups – fully close the achievement gap
Goal 2: Transfer Increase the number of students annually transferring to the CSU and UC	**Goal 4: Workforce** Increase the percentage of existing students who report being employed in their field of study	**Goal 6: Regional Equity** Reduce regional achievement gaps across all measures (goal) among colleges in regions with the lowest educational goal attainment of adults

The *Vision for Success* plan relies upon the Guided Pathways framework to improve student access, persistence and retention and student goal completion. Colleges have an opportunity to integrate and align community college plans for Guided Pathways, Student Equity and Achievement Program, College and Career Access Pathways (CCAP), Adult Education, categorical programs and services, and more.

Reaffirmation of State's Commitment to Vision for Success Goals

On June 30, 2022, Governor Newsom signed the 2022-23 State budget reaffirming the state's commitment and investment in the California Community College system, the *Vision for Success* plan, the Guided Pathways framework, and the Student Centered Funding Formula. The CCCCO Joint [Budget] Analysis was released on July 11, 2022, and highlights an increase in overall community college budgets with additional funding extended through one-time grants and/or augmentations to categorical programs, financial aid, technology, student housing (planning grants), COVID-19 Recovery, Equal Employment Opportunity, transfer reform, apprenticeships and so much more. In addition, SBCCD is the recipient of a one-time $15M award to support the KVCR-DT public radio broadcasting station. The SBCCD KCVR-DT report presented to the SBCCD Board of Trustee on March 24, 2022, is available here and is aligned with the *SBCCD Strategic Plan* goals and college programs of study. The CCCCO Joint [Budget] Analysis provides a complete listing of all on-going and one-time funding.

The Governor's Office and A New California Community College Roadmap

The CCCCO Joint [Budget] Analysis (Joint Analysis) includes a new agreement between the Governor's Office and the California Community College system. The Governor's Office and the CCC system have mutually agreed to prioritize advancement of shared goals over the next five-year term as described in the *Multi-Year Roadmap Between the Newsom Administration and the California Community Colleges*. The "…shared goals are herein designed to build upon the system's *Vision for Success* goals to promote student access and success; close (eliminate) equity gaps; expand opportunities for transfer students; increase intersegmental collaboration to benefit students; support for workforce preparedness; and high-demand career pipelines." This "roadmap" includes new goals and expectations and "…represents an unwavering commitment to continue to increase support and socialize existing reforms such as Guided Pathways, equitable [student] placement, the Student Centered Funding Formula, and competency-based education, among others – aimed at improving student success and making that success equitable for all students served by the CCCs" (Roadmap, pg.5; Roadmap, pg.2).

Further, "key goals and expectations in the roadmap include increased collaboration across segments and sectors to enhance timely transfer; improved rates of completion with reduced excess units; closure of equity gaps; and better alignment of the system with K-12 and workforce needs" (Joint Analysis, pg. 11).

Guided Pathways

As noted earlier, the Guided Pathways framework is codified in Education Code 88920-88922 and aligns with the *Redesigning America's Community Colleges* model as defined by authors Bailey, Jaggars and Jenkins, 2015. This national community college model is described as, "…an integrated, institution wide approach to student success based on intentionally designed, clear, coherent, and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from her/his point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market" (AACC, 2015). Further, the "guided pathways reforms involve every part of the college, requiring redesign of departments and functions" (Bailey, 2017).

The Guided Pathways framework is anchored in four pillars of the student experience as described, in part, as follows:

Guided Pathway Pillars	
1. Clarify the Path	Create clear curricular program of study pathway maps to employment or transfer, simplify student choices, establish detailed transfer pathways, and expected learning outcomes with transfer institutions
2. Enter the Path	Help students choose and select a pathway, redesign developmental education, and course placement
3. Stay on the Path	Support students through strong advising and counseling, embed proactive support services throughout the student journey, strengthen clarity about transfer and career opportunities, ensure academic planning with predictable course scheduling
4. Ensure Learning	Ensure learning is occurring with intentional outcomes, establish program of study level of outcomes in employment or transfer, integrate group projects, internships, and other applied learning experiences to enhance instruction and improve student success

Source: American Association of Community Colleges (2015), Redesigning America's Community Colleges (2015)

Simply stated, Guided Pathways seeks to achieve:

- Advance Equity: Removing barriers that today's students face, particularly students of color, first-generation students, students from low-income backgrounds, and working adults.
- Transform Institutions: A highly structured, comprehensive approach to systemic change to improve students' attainment of skills, credentials, and socioeconomic mobility. It is founded on the principle that everything can and should change.
- Redefine Readiness: Fundamentally shifting the conversation about what it means to put students first, encouraging colleges to focus on their readiness for students rather than students' readiness for college.
- Redesign Supports: Recognizing that students need more than financial support and resources to be successful. It allows colleges to recognize and holistically support students' academic and non-academic needs.

Ultimately, the Guided Pathways model offers a framework within which every strategy supporting student success as outlined in the *Vision for Success* is organized and may be realized.

Student Centered Funding Formula

Based on the California Community College Chancellor's Office, the Student Centered Funding Formula (SCFF) is designed to support the goals and commitment set by the *Vision for Success* plan and aligned with the Guided Pathways student success metrics. SCFF is based on three calculations:

- A base allocation – largely reflects enrollment.
- A supplemental allocation based on the numbers of students receiving a College Promise Grant, students receiving a Pell Grant and students covered by AB 540.
- A student success allocation based on outcomes that include:
  - the number of students earning associate degrees and credit certificates
  - the number of students transferring to four-year colleges and universities
  - the number of students who complete transfer-level math and English with their first year
  - the number of students who complete nine or more career education units

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- the number of students who have attained a regional living wage

The SCFF link noted includes a complete list of the “Supplemental Allocation Metrics Definitions,” with corresponding Education Code sections and related data sources.

San Bernardino District Community College District Strategic Plan Goals

The San Bernardino Community College District Board of Trustees (SBCCD) reviewed the SBCCD Strategic Plan (Plan) at its April 14, 2022, meeting, and subsequently approved it at its May 12, 2022, meeting. The Plan outlines the District’s Mission, Vision, Values, Challenges, Trends, Opportunities, Commitment to Diversity, Equity, and Inclusion, and identifies four overarching goals.

SBCCCD Strategic Goals
Goal 1: Eliminate Barriers to Student Access and Success
Goal 2: Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
Goal 3: Be a Leader and Partner in Addressing Regional Issues
Goal 4: Ensure Fiscal Accountability/Sustainability

The SBCCD Strategic Plan is available for review by selecting the April 14, 2022, link noted above.

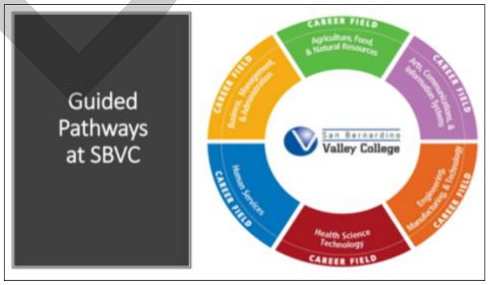
The SBCCD also invested in establishing the District Human Resources, Diversity, Equity, and Inclusion (DEI) Advisory Committee for purposes of serving as an advisory to the Chancellor’s Council. The Committee is charged, in part, with aligning Districtwide DEI efforts and to ensure that adequate support is available. A focus of the Committee is to also support and promote district and college DEI priorities to support the student and employee experiences.

San Bernardino Valley College Guided Pathways Scale of Adoption Assessment

The CCCCO Guided Pathways Scale of Adoption Assessment is designed to assist colleges in assessing their collective progress across each of the four Guided Pathway pillars and related practices. A review of the 2021-22 San Bernardino Valley College Guided Pathways Scale of Adoption Assessment (SOAA, March 2022), and the Guided Pathway Committee Meeting minutes (April and May 2022), provides the following summary of progress to date:

Pillar 1. Clarify the Path and Practices – progress to date:

- Fall 2018 the Guided Pathways committee begins to meet to launch the SBVC Guided Pathways effort.
- In 2019, SBVC Guided Pathways committee elects to refer to “meta-majors” as “career fields.” A review of the website for Career Fields/Meta-Majors results in the following graphic depicting programs of study under “career fields.” The search also yields an alphabetical listing of all programs of study and under *All Programs* a list of 49 degrees and certificates. The latter two sources are not clustered by “career fields/meta-majors.”


Guided
Pathways
at SBVC
CAREER FIELD
Agriculture, Food & Natural Resources
CAREER FIELD
Arts, Communications, & Information Systems
CAREER FIELD
Engineering, Manufacturing & Technology
CAREER FIELD
Health Science Technology
CAREER FIELD
Human Services
CAREER FIELD
Business, Management, & Administration
San Bernardino
Valley College

- There appears to have been a change to using the “career fields” term. Currently, the SBVC landing webpage offers a “guided pathways wheel” - an interactive tool that allows students to explore a program of study by selecting one of the six pathways: 1 - Arts, Communication, Design; 2- Health, Wellness, Athletics; 3- Science, Engineering, Math; 4- Business, Information Technology, Hospitality; 5- Public Service, Culture, Society, and 6- Manufacturing, Industry, and Transportation.

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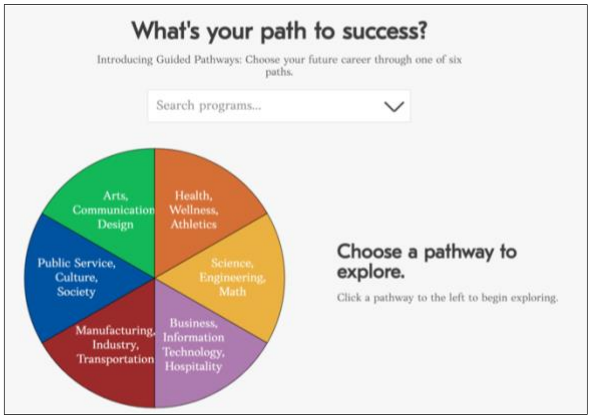
SBVC (*https://www.valleycollege.edu/*)



What's your path to success?

Introducing Guided Pathways: Choose your future career through one of six paths.

Search programs...

Choose a pathway to explore.

Click a pathway to the left to begin exploring.

Arts, Communication Design
Health, Wellness, Athletics
Public Service, Culture, Society
Science, Engineering, Math
Manufacturing, Industry, Transportation
Business, Information Technology, Hospitality

- Programs maps have been completed but have not yet published or marketed to students given needs to update the curriculum management system and website. Program maps under continuous review to align with transfer institutions.
- Career Information: Detailed information regarding employment and related educational opportunities on the college's website are limited and the college is hopeful this will be improved upon with the website software and platform upgrades. The Career services center is not centralized and the CalWorks program services offers a fuller complement of career and job opportunities. The Career Technical Education Division (CTE) has purchased Job Speaker and need to be implemented for student use. A one-stop career services weblink is also needed. Staffing shortages contribute to delays in project implementation.
- Required Math and English Courses: The passage of AB 705 changes have led to the review of "program-specific" math courses. AB 705 directly impacts gatekeeper math and English courses and the faculty have implemented the co-requisite model to support transfer level courses. Progress is underway with articulation coordination, tutoring, dedicated STEM tutoring, DSPS services, Learning Communities, and Early Alert and Intervention practices using StarFish.
- Identified overall support need/opportunities: There's a need for human resources and technology solutions to further implement the Guided Pathways framework. Delays with hiring and contract processes have has also led to project delays – "fast track" contracts are needed. Hiring a web developer to assist with design and implementation.

Pillar 2. Get on the Path and Practices – progress to date:

- Efforts are underway to mandate a student Interest Inventory and Career Assessment into the new student matriculation processes to assist the student with interest and career exploration. A goal is to support a more informed student and counselor discussion as educational plans are developed.
- Math Courses: Embedded tutoring models are being incorporated into transfer-level math courses. A self-guided placement model to guide students into BSTEM or SLAM math courses. Math department is also working on launching a additional liberal arts mathematics classes to align with program maps. Tutoring continues to be supported and available to all students. CTE transfer-level math courses offered and aligned with certificate programs.
- English Courses: As noted, English courses offer the co-requisite model, embedded tutors, and supplemental instruction. The English Writing Center also support students.
- Early Alert [Starfish] available to instructors to monitor student progress and performance.
- Need for greater collaboration between Instruction and Student Services to better serve students who are "very poorly prepared." Need for professional development in a variety of areas and specific to the use of systems to monitor student progress as well as human and fiscal resources.
- Continued outreach and coordination with high schools – staffing and COVID-19 are two presenting issues.

- Identified overall support need/opportunities: Need for policy guidance; regional, campus, individual training and professional development; student datasets; and technology support.

Pillar 3. Stay on the Path and Practices – progress to date:

- Counseling faculty have more consistent interaction with students. Exploring options of an "advisor" role and "student success teams." SBVC model does not have an "advisors" classification/role.
- Students can monitor their time to complete using Starfish to review educational plans.
- Students connected to "Specialized Programs" are monitored closely, but students who are not connected to a special population program do not have a system in place for routine support and interventions.
- Course Scheduling: SBVC and CHC to purchase "Coursedog" to assist with strategic course scheduling.
- Identified overall support need/opportunities: Need disaggregated data to evaluate efficacy of practices and supports. Need for policy guidance; regional, campus, individual training and professional development; student datasets; and technology support.

Pillar 4. Ensure Learning Path and Practices – progress to date:

- All programs of study have PLOs and all courses have SLOs and are aligned with the knowledge and skills needed for educational success and employment.
- College SLO faculty lead and the Accreditation and Outcomes Committee provides continuous review of the outcomes and enhanced processes related to the disaggregation of the SLO date allows for a more meaningful analysis of the data.
- Instructional departments are in the planning phases of enhancing program maps to include active learning and learning cohorts. Communities of practice being developed across all related fields to support the student experience.
- Fall 2022 goal is for instructional departments to develop communities of practice to begin to align related course materials, assignments, and to develop term pathway projects.
- SBVC is invested in establishing student internship opportunities within a student's related field to help them be competitive in their career fields. The Guided Pathways Team will work to make instructional department-level connections with companies to expand its internship opportunities. Consideration of faculty reassigned time to lead student internship partnerships.
- CTE programs currently embed internships into program of study content.
- Identified overall support need/opportunities: Need for campus and individual training; and datasets to assess and evaluate scalability and progress.
- Increase faculty representation on the Guided Pathways Committee

San Bernardino Valley College Disproportionate Impact

To meet the *Vision for Success* goals using the Guided Pathways framework, the CCCCO monitors statewide and district/college student success metrics for the overall student population and by student group type to assess disproportionate impact. To that end, the CCCCO released five disaggregated metrics Student Equity Plan and Disproportionate Impact (DI) Files (DI) to each college. These datasets are **password protected by college** and accessible using Data on Demand. The DI calculation, "…compares the outcome of the primary subgroups to the outcome rate of all OTHER cohort students." As indicated these datasets are only available to the colleges and not yet published.

San Bernardino Valley College has an opportunity to review, compare, and contrast DI student datasets as prepared by the state to assess the overall student population against demographic factors that may inform planning, strategic directions and supporting actions.

Student Equity and Achievement Program: Student Equity

In 2018, the Student Equity and Achievement Program (SEA) was established and merged the Student Success and Support Program, the Basic Skills initiative, and Student Equity funding. The CCCCO noted that, "…integrating these efforts into a single program advances the goal of demolishing once and for all the

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achievement gaps for students from traditionally underrepresented populations." The SEA program requires colleges to implement the Guided Pathways framework as codified in Education Code 78222.

The *Student Equity and Achievement Program: 2022-25 Student Equity Plan* is due to the CCCCO on November 30, 2022, and provides San Bernardino Valley College with an opportunity to further align programs and services with the *Vision for Success,* District goals, and the College's strategic directions and supporting actions to enhance the student experience.

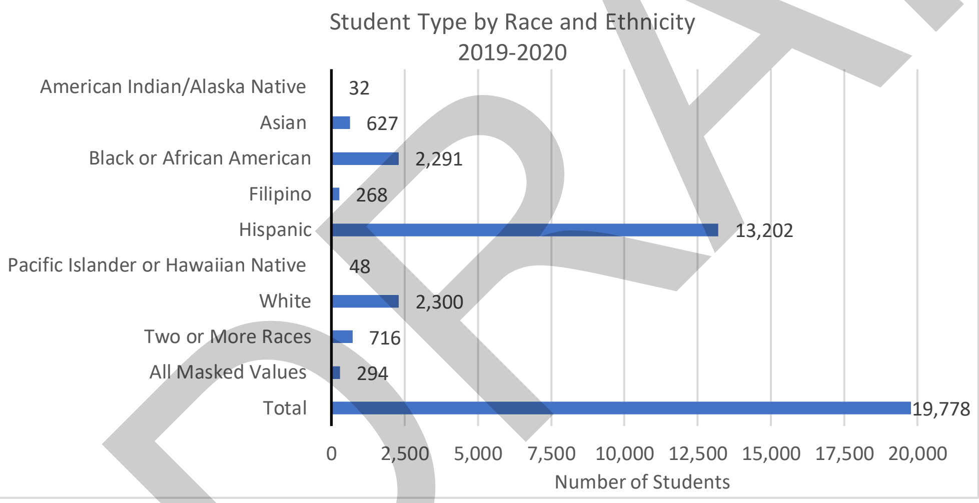
San Bernardino Valley College Student Success Metrics

A primary tenet of the *Vision for Success*, Guided Pathways, the Student Equity and Achievement Program is to address student equity and achievement gaps. To that end the CCCCO established the LaunchBoard data tool as an addition to its suite of data query systems, most notably the MIS DataMart. LaunchBoard is organized in six categories: student type, learning progress, momentum, success, employment, and earnings.

The following datasets are from the *LaunchBoard* data system specifically using the *Student Success Metrics* – Race/Ethnicity query view for the **2019-2020 academic year – the 2020-21 datasets have not been posted**. Please note that student groups with fewer than ten people are added together and displayed as "All Masked Values" and suppressed in accordance with FERPA.

CCCCO LaunchBoard Student Success Metrics by Race and Ethnicity

Student Type - All students who had an enrollment as a non-special admit student in at least one term of the selected year by race and ethnicity. A total of 19,778 students met the definition for the 2019-2020 academic year. The graph below shows that nearly 67% of SBVC students are Hispanic followed by White and Black African American students at 12%.



CCCCO LaunchBoard Student-Success-Metrics

Course Success Rate – The student course success rate in the selected year by race/ethnicity.

The graph shows a course success rate range of 55% to 81% with the average at 66%. Conversely, the failure course rate range is 19% to 45% among the student group types. This graph is followed by the Course Enrollment by Race and Ethnicity – Attempts/Success/Failure table which provides greater detail of course success and failure rates by student group type.

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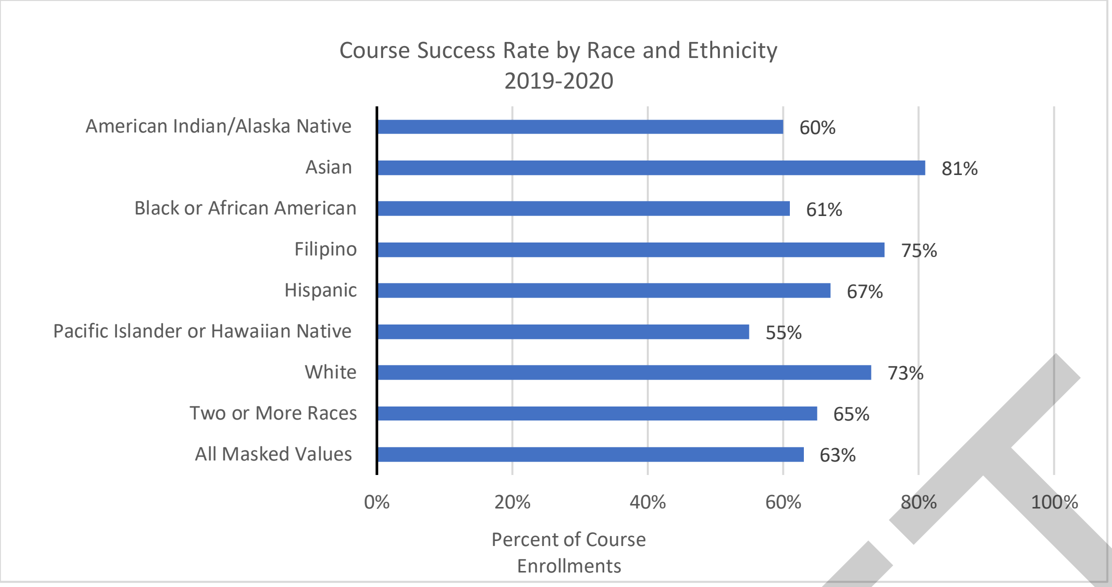

CCCCO LaunchBoard Student-Success-Metrics

The following table provides course enrollment numbers by race and ethnicity with course success and failure rates to illustrate student course attempts for the 2019-2020 academic year.

Course Enrollment by Race and Ethnicity – Attempts/Success/Failure 2019-2020			
Student Group Type	Course Enrollments	Success	Failure
American Indian/Alaska Native	**62** of 104 course enrollments	60%	40%
Asian	**2,021** of 2,491 course enrollments	81%	19%
Black or African American	**5,117** of 8,431 course enrollments	61%	39%
Filipino	**747** of 991 course enrollments	75%	25%
Hispanic	**36,137** of 53,571 course enrollments	67%	33%
Pacific Islander or Hawaiian Native	**113** of 204 course enrollments	55%	45%
White	**5,943** of 8,141 course enrollments	73%	27%
Two or More Races	**1,834** of 2,806 course enrollments	65%	35%
All Masked Values	**654** of 1,041 course enrollments	63%	37%

CCCCO LaunchBoard Student-Success-Metrics

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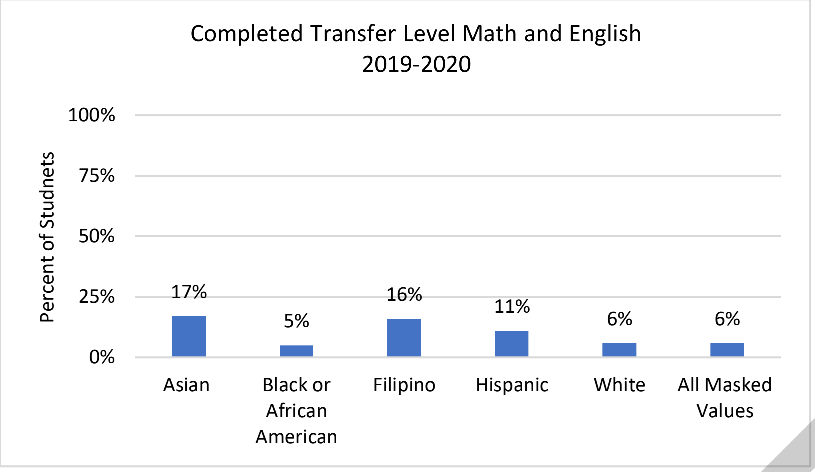
Completed Transfer-Level Math and English – The proportion of students who completed transfer-level math and English in their first academic year of credit enrollment within the district.

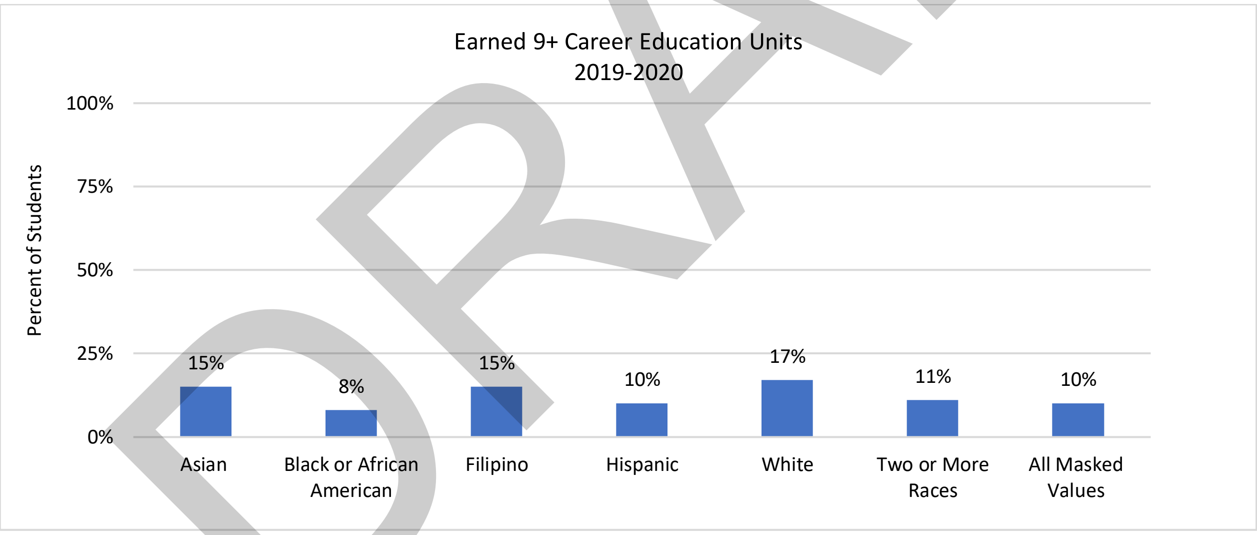
This graph shows that less than 20% of Asian, Black African American, Filipino, Hispanic, White, and All Masked Values, students completed transfer-level Math and English in their first academic year.



CCCCO LaunchBoard Student-Success-Metrics

Earned 9+ Career Education Units – The proportion of students who successfully completed nine or more career education semester units in the selected year within the district.

This graph shows that less than 20% of Asian, Black or African American, Filipino, Hispanic, White, Two or More Races and All Masked Values earned nine or more career education units.



CCCCO LaunchBoard Student-Success-Metrics

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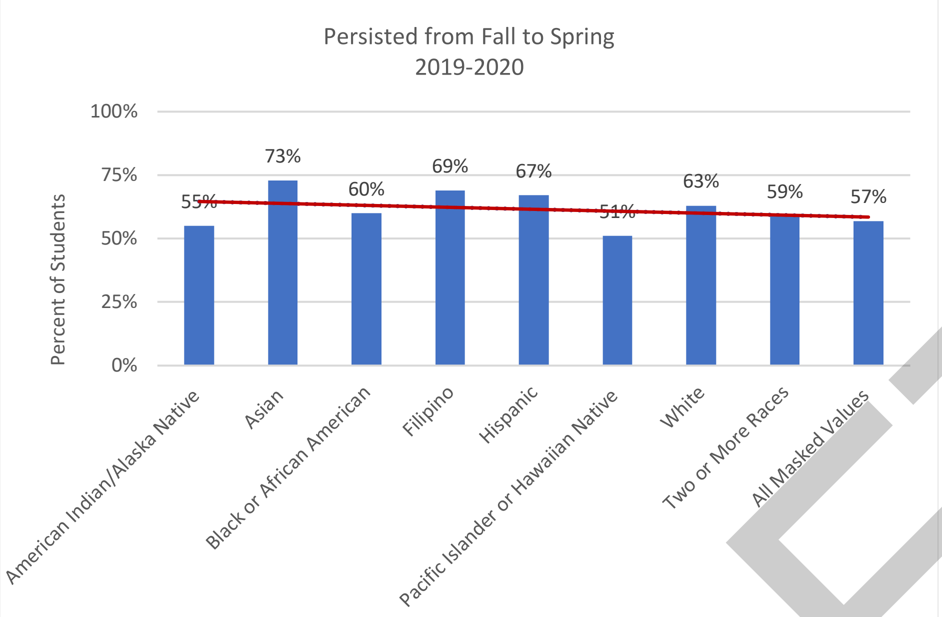
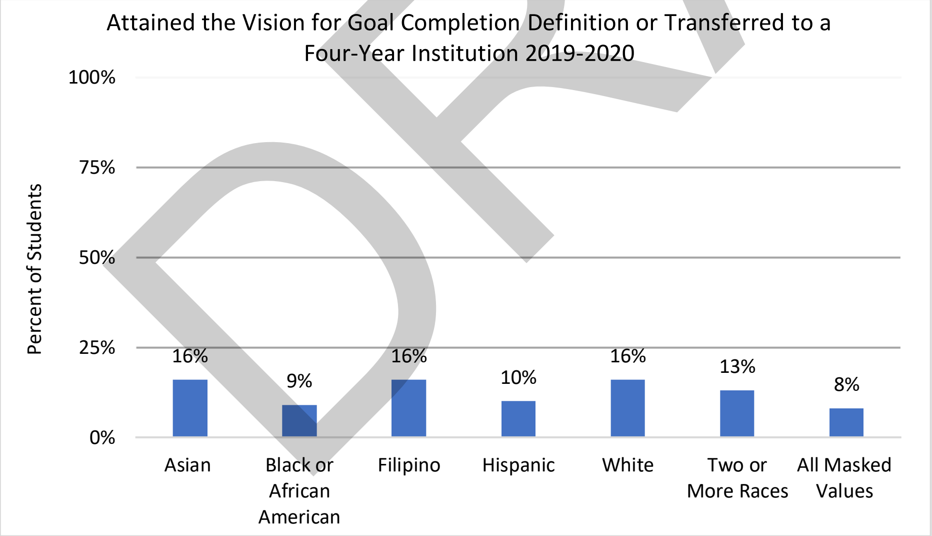
Persisted from Fall to Spring – The proportion of students who enrolled in fall and spring terms in the selected year, excluding students who completed an award or transferred to a postsecondary institution.

This graph shows that on average, 61% of students persisted from the fall 2019 to the spring 2020 term.



CCCCO LaunchBoard Student-Success-Metrics

Attained the Vision Goal Completion Definition or Transferred to a Four-Year – The graph shows the percentage of students who attained the *Vision for Success* definition of completion or who enrolled in a four-year institution in the subsequent year. The goal attainment completion rate is 9% to 16%. The Asian, Filipino and White students goal attainment rate is 16% for the 2019-20 academic year. This graph is followed by a table with a breakdown of the student numbers by student group type.



CCCCO LaunchBoard Student-Success-Metrics

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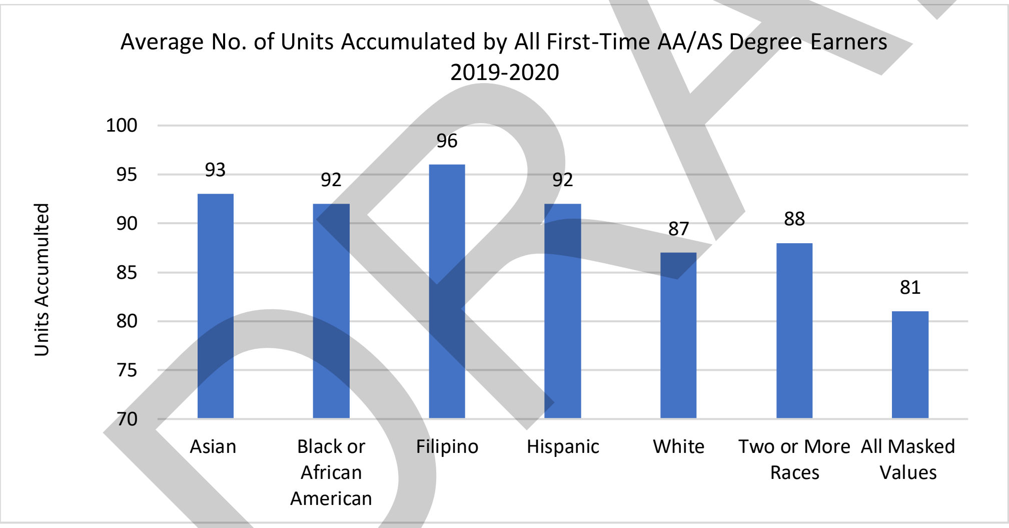
Attained the Vision Goal Completion Definition or Transferred to a Four-Year – The following table provides the *number of students* who "attained the vision for goal completion definition or transferred to a four-year" for each of the student group types available.

Attained the Vision Goal Completion Definition or Transferred to a Four-Year 2019-2020	
Student Group Type	Student Count (number of students)
American Indian/Alaska Native	Less than 10 (if any, summed under all masked values)
Asian	**100** of 627 students
Black or African American	**206** of 2,291 students
Filipino	**44** of 268 students
Hispanic	**1,342** of 13,202 students
Pacific Islander or Hawaiian Native	Less than 10 (if any, summed under all masked values)
White	**373** of 2,300 students
Two or More Races	**91** of 716 students
All Masked Values	**31** of 374 students

CCCCO LaunchBoard Student-Success-Metrics

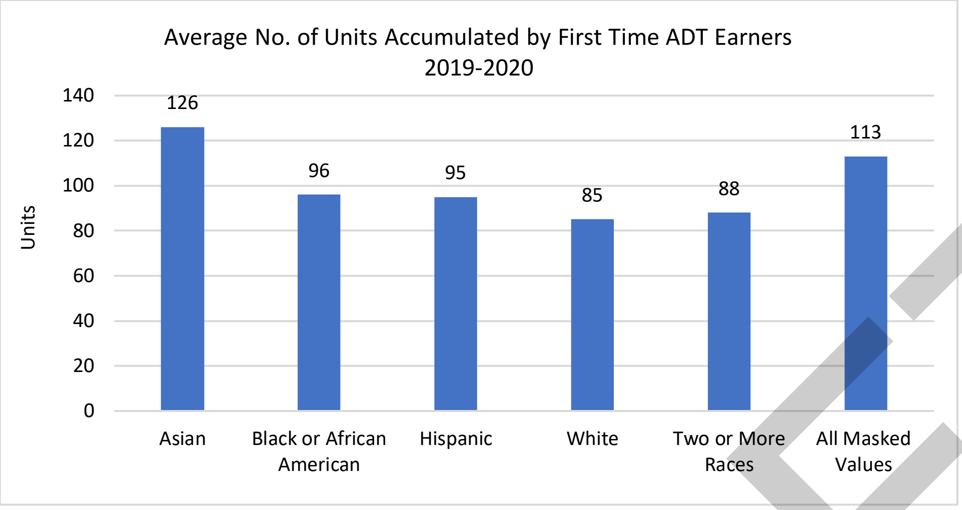
Average No. of Units Accumulated by All First Time Associate Degree Earners – This graph shows the average number of units earned by students who earned an associate degree for the first time in the 2019-20 academic year. Based on the data, students earned an average of 90 units. This is 30 units higher than an Associate Degree for Transfer and may be attributed to high-unit degrees and pre-collegiate coursework.



CCCCO LaunchBoard Student-Success-Metrics

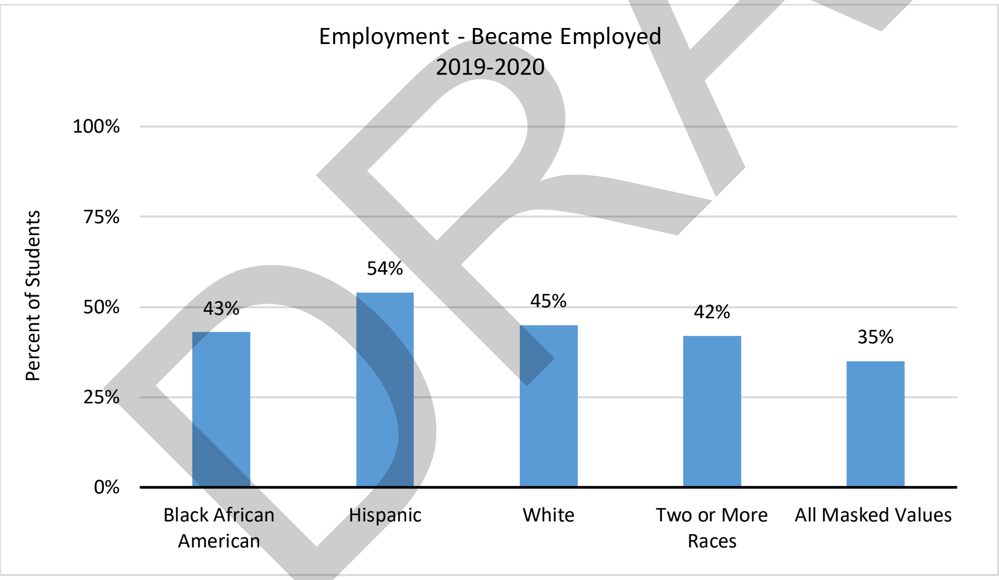
Average No. of Units Accumulated by All First Time Associate Degree Earners – This graph shows the average number of units earned by students who earned an **associate degree for transfer** (ADT) the first time in 2019-20 academic year. The ADT unit limit with a few exceptions is 60 units.

The graph shows that on average students earned 100 units in completing an ADT. ADT programs of study are 60-units total with a few exceptions for high-unit majors.



CCCCO LaunchBoard Student-Success-Metrics

Employment – Became Employed - Students who exited the community college system and did not transfer to any postsecondary institution. The graph shows the percentage of students who were unemployed and became employed after exiting college.



CCCCO LaunchBoard Student-Success-Metrics

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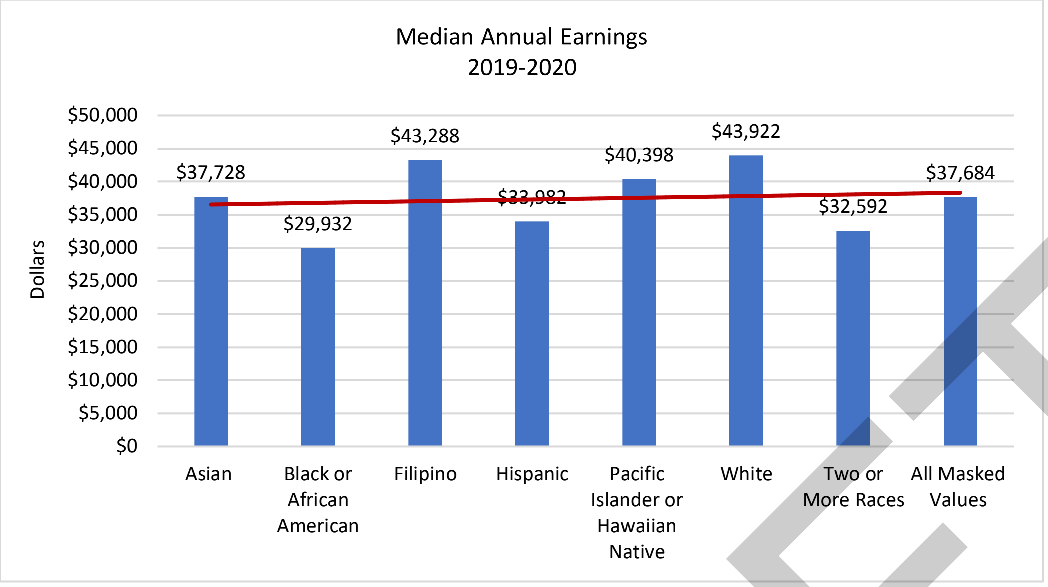
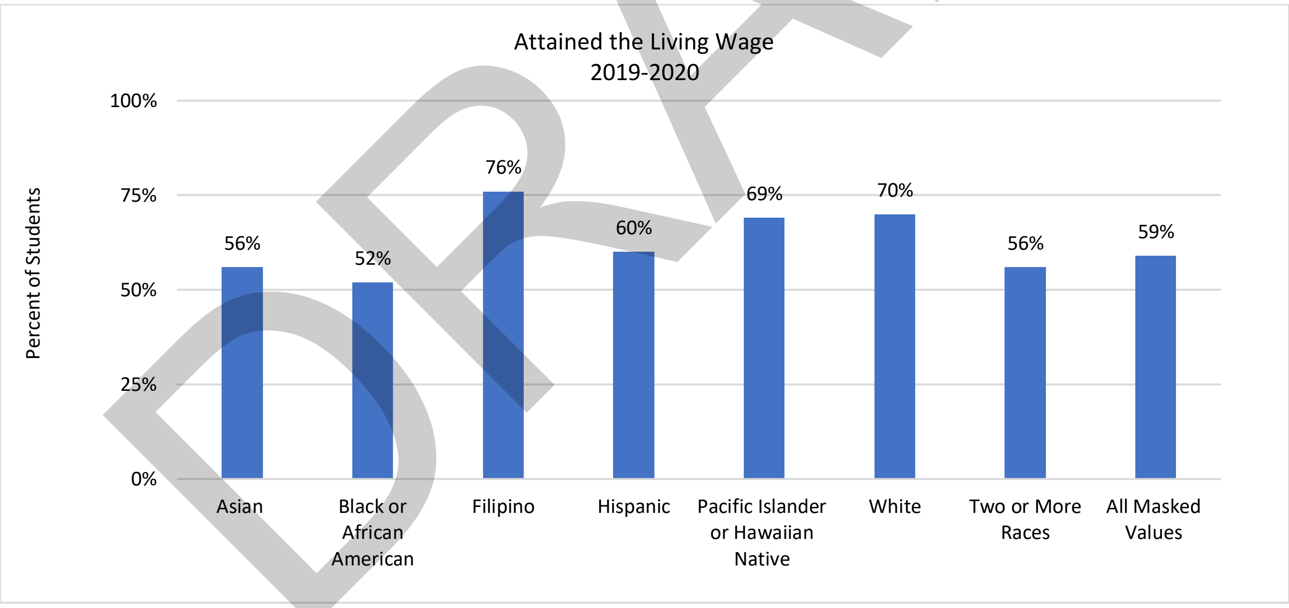
Median Annual Earnings – The following graph shows the median annual earning s of students who exited the community college system and who did not transfer to any postsecondary institution. Based on the data, the average median annual earning for students who existed the college and did not transfer is $37,684.



CCCCO LaunchBoard Student-Success-Metrics

Attained the Living Wage - Students who exited the community college system and who did not transfer to any postsecondary institution and who attained the district county living wage for a single adult measured immediately following the academic year of exit.



CCCCO LaunchBoard Student-Success-Metrics

CCCCO LaunchBoard Student Success Metrics by Gender

A review of the LaunchBoard Student Success Metrics by Gender did not reveal any discernable differences. The dataset shows a higher percentage of females (11,598) to males (8,141) are enrolled at SBVC. The data show slightly higher rates of female attain their goal within the Vision definition and transfer at a higher rate. Males continue to earn more and are more likely to earn a living wage. These data points are consistent with the overall student demographic findings for San Bernardino Valley College noted in the internal scan.

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Community College Funding, Categorical Programs and Student Datasets

As noted in the *Reaffirmation of State's Commitment to Vision for Success Goals* section, the passage of the 2022-23 State budget provides community college programs with budget augmentations and/or one-time funding opportunities to meet student needs and to support the student experience in support of meeting the *Vision for Success* goals.

San Bernardino Valley College student profile and special populations (categorical program) datasets as reported using the CCCCO MIS DataMart follow.

The table below shows student enrollment for 2018-2019 and 2019-2020 academic year shows an increase of 523 students using the MIS DataMart definition.

Annual/Term Student Count Report

San Bernardino Valley College	Annual 2018-2019		Annual 2019-2020	
	Student Count	Student Count (%)	Student Count	Student Count (%)
Student Enrollment Status Report Totals	20,388	100.00 %	20,911	100.00 %

CCCCO MIS DataMart

The table shows a nearly 14% increase in total program awards for the 2018-2019 to 2019-2020 academic year.

Program Awards Summary Report

San Bernardino Valley College	Annual 2018-2019	Annual 2019-2020
Program Awards – Award Count Total	1,895	2,159
Associate in Science for Transfer (A.S.-T) Degree	220	275
Associate in Arts for Transfer (A.A.-T) Degree	139	203
Associate of Science (A.S.) degree	190	210
Associate of Arts (A.A.) degree	745	877
Certificate requiring 60+ semester units	6	5
Certificate requiring 30 to < 60 semester units	486	460
Certificate requiring 18 to < 30 semester units	81	
Certificate requiring 16 to fewer than 30 semester units	1	96
Certificate requiring 6 to < 18 semester units	26	30
Other Credit Award, < 6 semester units		3
Noncredit award requiring from 48 to < 96 hours	1	

CCCCO MIS DataMart

The Financial Aid Summary Report table shows that at least 60% number of SBVC students receive financial aid for the 2018-2019, and 2019-2020, academic years with over $30M awarded to students. Conversely, approximately 40% of students are not receiving any reported financial aid assistance.

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Financial Aid Summary Report

San Bernardino Valley College	Annual 2018-19 Student Count	Annual 2018-19 Aid Amount	Annual 2019-20 Student Count	Annual 2019-20 Aid Amount
FA Summary Report Total	12,901	$30,309,009	12,742	$32,910,312
California College Promise Grant Total	12,552	$9,140,154	12,344	$8,705,255
California College Promise - Method A-? (unknown base)	6,854	$3,573,868	6,433	$3,147,924
California College Promise - Method A-1 based on TANF recipient status	3	$4,393	1	$736
California College Promise - Method A-3 based on general assistance recipient status	39	$33,707	34	$26,519
California College Promise - Method B based on income standards	7,594	$5,358,928	7,052	$4,745,467
California College Promise - Method C based on financial need	263	$169,258	172	$114,115
California College Promise (AB19) Fee Waiver			1,161	$670,494
Grants Total	5,118	$20,474,097	5,433	$23,519,833
Cal Grant B	1,097	$1,371,458	1,307	$2,553,998
Cal Grant C	162	$125,000	142	$232,028
CARE Grant	37	$22,446	41	$19,900
Chafee Grant	25	$92,500	28	$107,500
Other grant: institutional source	15	$9,990	11	$9,998
Pell Grant	5,007	$17,118,791	5,344	$18,987,225
SEOG (Supplemental Educational Opportunity Grant)	1,272	$546,500	974	$500,684
Student Success Completion Grant (SSCG)	694	$1,187,412	726	$1,108,500
Loans Total	28	$333,649	17	$225,091
Other loan: non-institutional source	28	$333,649	17	$225,091
Scholarship Total	84	$111,494	114	$161,265
Scholarship: institutional source	8	$7,951	9	$8,570
Scholarship: non-institutional source	77	$103,543	105	$152,695
Work Study Total	123	$249,615	118	$298,868
Federal Work Study (FWS) (Federal share)	123	$249,615	118	$298,868

1 *CCCCO MIS DataMart*

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The Special Population student group type table shows a 30% decline from Fall 2019 to Fall 2020 in participation rates.

Special Populations Student Head Count Summary Report			
San Bernardino Valley College	**Fall 2018**	**Fall 2019**	**Fall 2020**
	Head Count	**Head Count**	**Head Count**
Special Populations Student Head Count Summary Report			
CalWORKs - California Work Opportunity & Responsibility to Kids	207	222	115
CARE - Cooperative Agencies Resources for Education	33	30	21
CCAP - College and Career Access Pathways			
DSPS - Disabled Students Programs & Services	631	707	467
EOPS - Extended Opportunity Programs & Services	639	592	440
First Generation	7,002	7,629	6,145
Foster Youth	87	93	76
MCHS - Middle College High School Program	266	264	220
MESA - Mathematics, Engineering, and Science Achievement	97	303	
Military (Active Duty, Active Reserve, National Guard)	1	1	1
Puente	29	32	23
Special Admit	481	610	424
Umoja	13	26	119
Veteran	397	401	301
Total Head Count by Term	9,883	10,910	8,352

CCCCO MIS DataMart

This table shows the Fall 2019 and Fall 2020 Noncredit Course Sections. Offering Noncredit courses may be a source for growth as SBVC seeks to support adult education.

Noncredit Course Sections Report					
Fall 2019	Fall 2019	Fall 2019	Fall 2020	Fall 2020	Fall 2020
Non-Credit Sections Count	Non-Credit Sections FTES	Enrollment Count	Non-Credit Sections Count	Non-Credit Sections FTES	Enrollment Count
21	18.76	352	32	22.87	1,136

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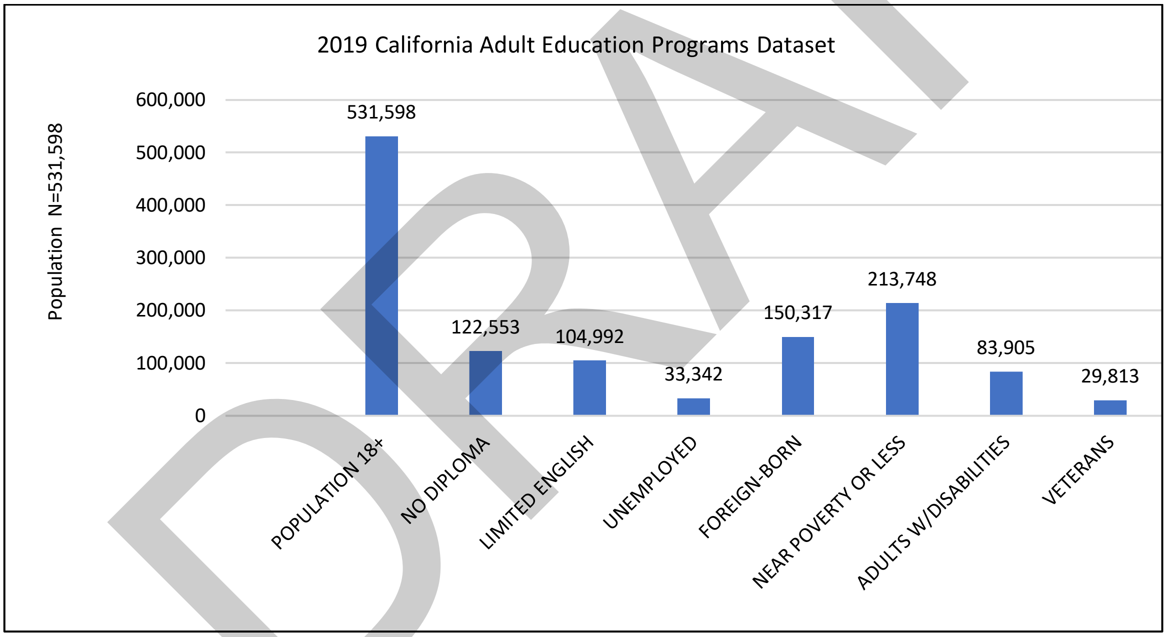
California Adult Education Programs

For nearly a decade, the Chancellor of the California Community Colleges Chancellor's Office (CCCCO) and the California Department of Education Superintendent (CDE) have been charged with administering the Adult Education Block Grant, renamed the California Adult Education Program (CAEP), for the purpose of reimaging and designing the delivery of educational programs and student support services to meet the needs of California's adult learners. Mandated by AB 86, (2013-14), regional consortia were established across the state to support a new adult education collaborative model comprised of adult education experts with a shared commitment to supporting the needs of adult learners. The CCCCO and CDE have aligned priorities through the CCCCO *Vision for Success* Plan.

The Inland Adult Education Consortia (IAEC) is comprised of the Colton Joint Unified, Redlands Unified, Rialto Unified, San Bernardino CCD – Crafton Hills College and San Bernardino Valley College, San Bernardino City Unified, Yucaipa-Calimesa Joint Unified, and San Bernardino County Office of Education CAEP allocation of $11,896,753 for the 2022-23 program year. IAEC also partners and is supported by government agencies, community-based organizations, and local businesses.

The IAEC submitted its 2022-25 IAEC Plan priorities include: High School Diploma/High School Equivalency, Basic Skills, Career and Technical Education, and English as a Second Language. While the data are not available with respect to the four priorities, the CAEP Regional Demographics are consistent with the described need for instructional services. The following CAEP Regional Demographics align

The 2019 CAEP Fact Sheet shows student demographic data for prospective students using the CAEP definition of the population size. Of the 531, 598 population, 23% or 122,553 adults have less than a high school diploma.



CCCCO CAEP

Student Profiles and Success Metrics Planning Assumptions

- California Community Colleges are essentially mandated to meet the *Vision for Success* goals using the *Guided Pathways* framework (EDC 88920 – 88922) and Student Equity and Achievement Program (EDC 78220 – 78222), both codified in Education Code. The goals are aligned to the Student-Centered Funding Formula for purposes of bringing student success goals to the forefront of college planning and resource determinations. Continued consideration of integrated planning aligned with the *Vision for Success*, Guided Pathways, the *Student Equity and Achievement Program: 2022-2025 Student Equity Plan*, and the newly released agreement with the Governor's Office "*Roadmap*" goals and the *SBCCD Strategic Plan.*

- The CCCCO guidance is for colleges to recognize the relationship among the many student-centered plans. Consideration of strategies such as student-centered scheduling based on the college's Career and Academic Pathways (student education goal) with a focus on deceasing time to completion; excess unit accumulation; improving student access and success by implementing strategies to increase the number of financial aid recipients, increase term unit load (PT to FT), improve persistence and goal completion with "just in time" student support services.
- Pillar 1 Clarify the Path and Practices:
  - Consideration to update the SBVC website for greater consistency and guidance to students regarding SBVCs guided pathways/pathways/career fields. There are seemingly too many competing and duplicative weblinks available to seamlessly navigate the programs of study.
  - SBVC is also working to update curriculum management systems and the website to host the program maps.
- Pillar 2 Get on the Path Pillar and Practices:
  - Need disaggregated datasets on student placement into transfer-level math and English, success rate reports in these courses to guide the Guided Pathways committee.
  - Assess the effectiveness of the co-requisite model and the use of the English Writing Center to inform and guide scalable practices and changes to the model, if deemed warranted.
  - Ensure students are aware of "Specialized Students Services" at the initial phase of the student Matriculation process.
  - Assess instructor use of Early Alert [Starfish] to monitor student progress and interventions. What percent of the faculty are using the Early Alert system?
- Guided Pathways: Assess the degree to which, if any, student disproportionate impact may exist within each of the six SBVC pathways. This effort may already be under review by the college.
- SEA Plan: Access the Student Equity Plan and Disproportionate Impact Files to inform college planning and the Student Equity and Achievement Program: 2022-2025 Student Equity Plan due November 30, 2022.
- Financial Aid: The percentage of students receiving financial aid is approximately 60% with 40% not receiving any reported financial aid.
- Special Populations: The MIS DataMart query for Special Populations did not result in any data for programs other that those listed. A June 22, 2022, California Community College Chancellor's Office memo regarding College and Career Access Pathways (CCAP) lists San Bernardino Valley College as an active CCAP participant. It may be that for the 2019 and 2020 programs years no students enrolled. Of note, there are 21 CCCCO MIS Special Population data elements – some elements complement an existing data element and others are multi-part. For further information, review the *CCCCO MIS Special Population* link.
- Adult Education: It is unclear the degree to which SBVC is leveraging the Inland Consortium Adult Education. Based the California Adult Education Program regional demographics, the population size meeting the CAEP definition for CAEP is 531,598 of which 22%, or 122,553, individuals do not possess a high school diploma, 84.2 percent of this prospective student population speak Spanish followed by Taglog and Vietnamese. It should be noted that "Dual Enrollment" with adult education providers also presents an opportunity to meet the needs of current and prospective students.
- Noncredit Courses: Assess the capacity to develop noncredit courses and programs of study and align to credit programs.

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External Scan

Introduction

The External Environmental Scan provides an analysis of the population living near the College. For this analysis, a geographical area was selected to represent the Colleges “service area”. This geographical area was defined as a 27-zip code region. The zip codes employed for this analysis may not perfectly follow the College’s established boundaries for its service area. The area as defined by zip codes used for this analysis should, however, fully capture the majority of the college’s student population.

Zip	City/Community	Zip	City/Community	Zip	City/Community
92313	Grand Terrace	92337	Fontana	92386	Sugarloaf
92316	Bloomington	92341	Green Valley Lake	92391	Twin Peaks
92317	Blue Jay	92352	Lake Arrowhead	92401	San Bernardino
92318	Bryn Mawr	92354	Loma Linda	92404	San Bernardino
92321	Cedar Glen	92376	Rialto	92405	San Bernardino
92322	Cedarpines Park	92377	Rialto	92407	San Bernardino
92324	Colton	92378	Rimforest	92408	San Bernardino
92325	Crestline	92382	Running Springs	92410	San Bernardino
92333	Fawnskin	92385	Skyforest	92411	San Bernardino

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Population Characteristics

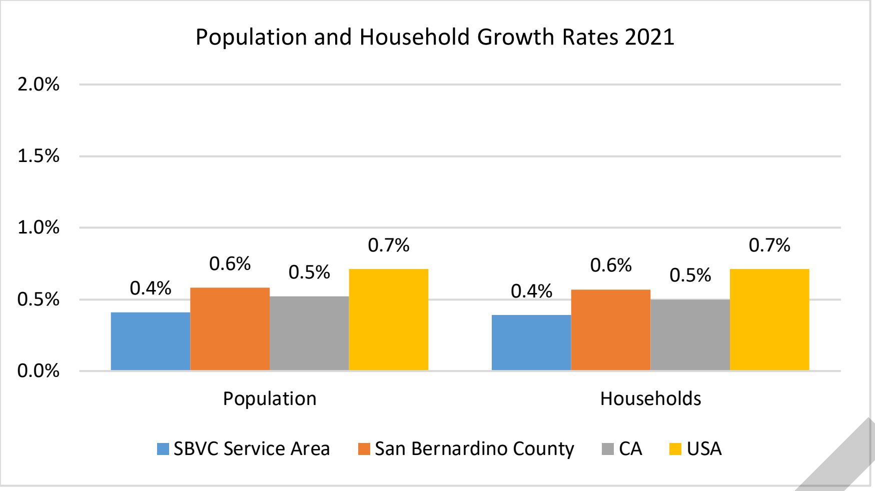
The 2021 service area population is 553,646 with 154,324 households. The average household size is 3.5 persons, larger than that of San Bernardino County (3.3 persons), the State of California (2.9 persons), and the Nation (2.6 persons). The service area population is quite young. The median age of the service area population is 31.2 years versus 33.4 years for the County, 36.6 years for the State and 38.8 years for the Nation.

Population Statistics (2021)

	SBVC Service Area	San Bernardino County	CA	USA
Population	553,646	2,188,203	39,476,705	333,934,112
Households	154,324	656,305	13,283,432	126,470,675
Average Household Size	3.5	3.3	2.9	2.6
Median Age	31.2	33.4	36.6	38.8

Source: ESRI; analysis by CBT

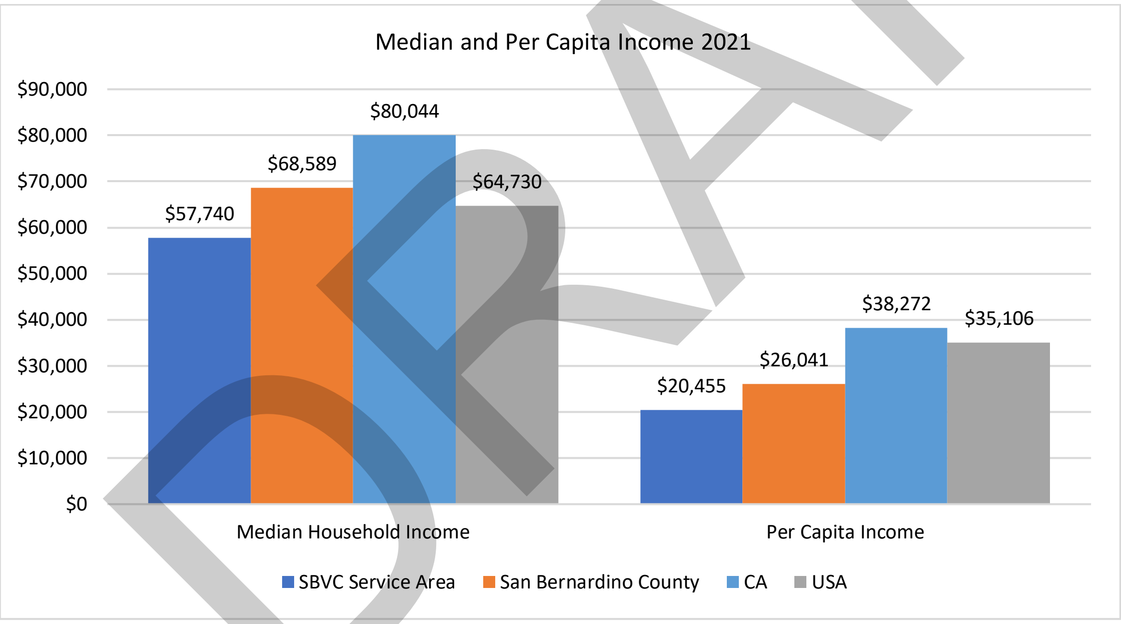
The service area population and number of households are growing at a modest 0.4% per year. Population growth in the County and the State is flat, at 0.6% and 0.5% respectively. This means that the College cannot count on population trends as a driver for future enrollment growth.



Source: ESRI; analysis by CBT

Income Profile

Median and per capita income levels in the service area are considerably lower than those in the County, the State, and the Nation.



Source: ESRI; analysis by CBT

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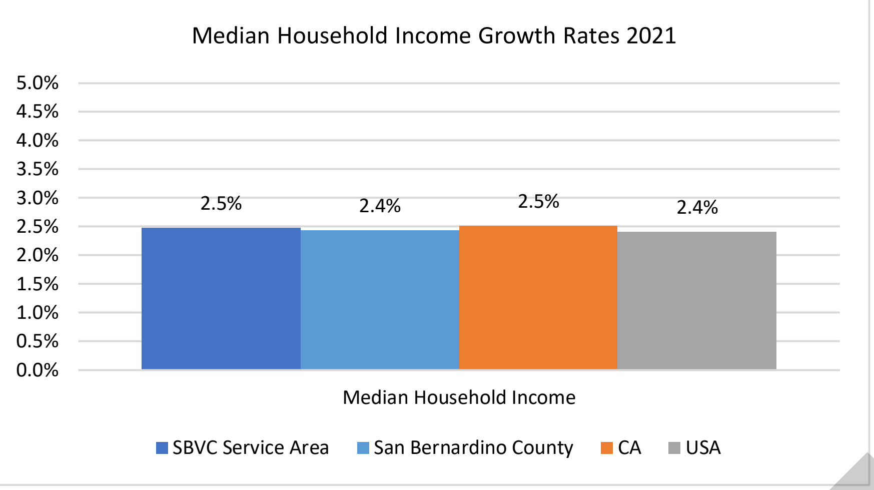
Median income in the service area is projected to grow at 2.5% per year. Roughly the same as for the County, the State and the Nation.

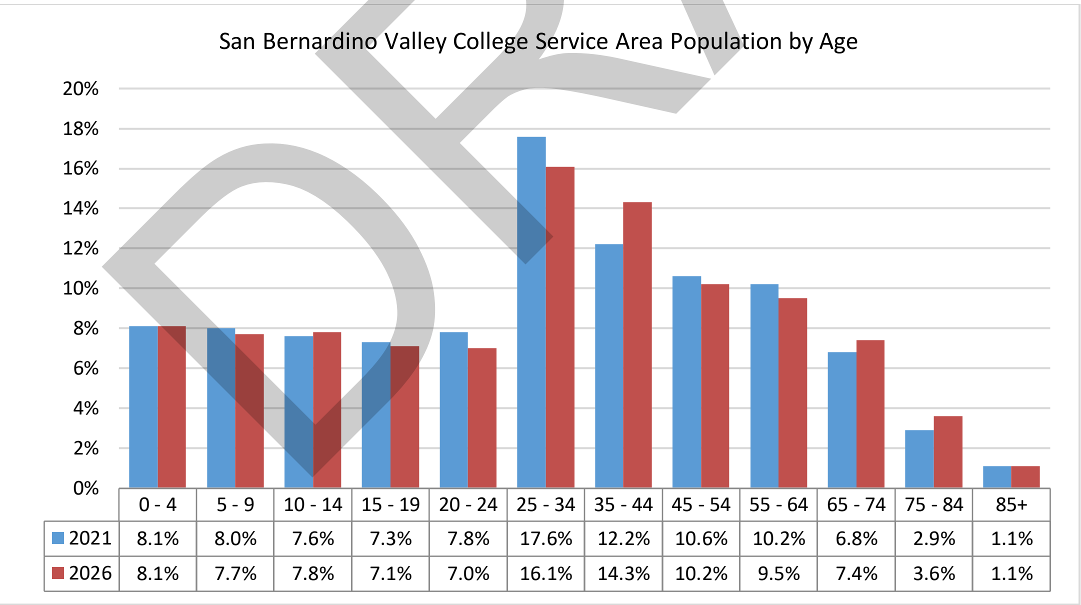


Source: ESRI; analysis by CBT

Age Profile

The age segmentation profile can help identify an important driver for enrollment growth at the College. Earlier in this analysis, the data showed that the service area population is projected to grow at 0.4% per year. More importantly for the college, is to examine projected population growth by age segment. The following chart shows the percentages of the population in each age segment for 2021 and the projection for 2026.

The data shows that the service area population aged 15-19, 20-24, and 25-34 are all projected to **decline** as a percentage of the overall population. The age segments that will grow are 10-14, 35-44 and 65 and older. This means that the College cannot count on population growth in the younger age segments to drive enrollment growth. The College will have to increase the participation rate among the younger population and/or attract more older learners.



	0 - 4	5 - 9	10 - 14	15 - 19	20 - 24	25 - 34	35 - 44	45 - 54	55 - 64	65 - 74	75 - 84	85+
🟦 2021	8.1%	8.0%	7.6%	7.3%	7.8%	17.6%	12.2%	10.6%	10.2%	6.8%	2.9%	1.1%
🟥 2026	8.1%	7.7%	7.8%	7.1%	7.0%	16.1%	14.3%	10.2%	9.5%	7.4%	3.6%	1.1%

Source: ESRI; analysis by CBT

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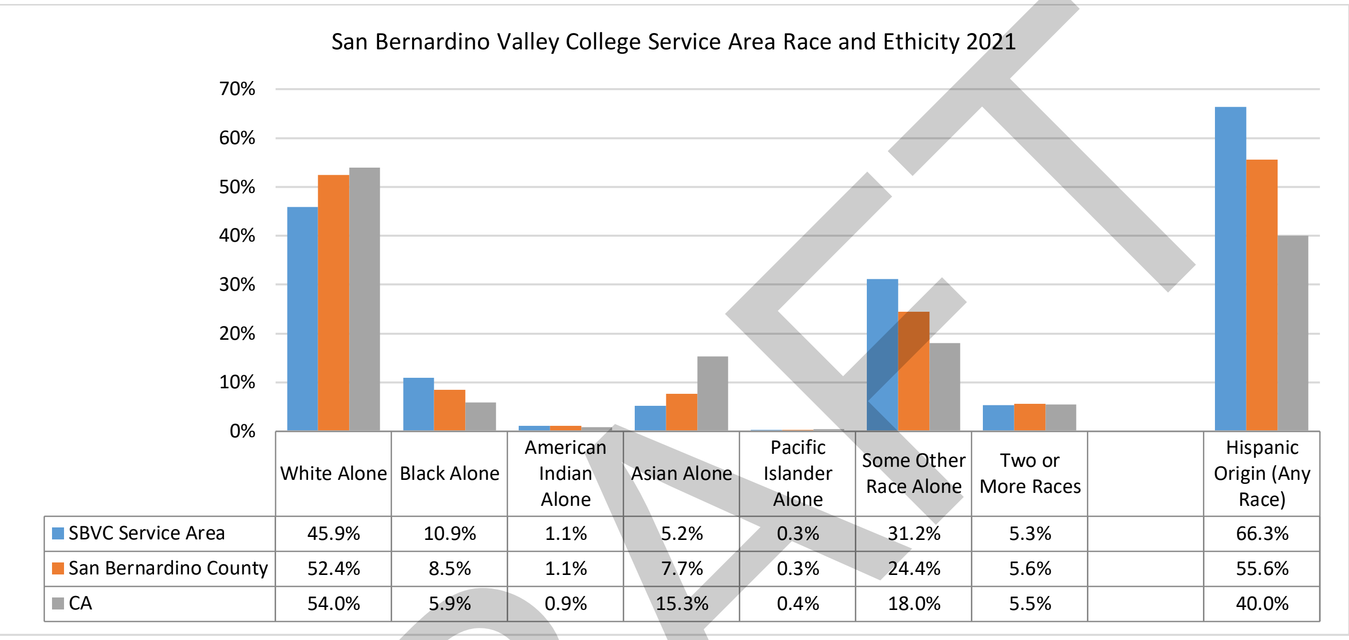
Race and Ethnicity

This data comes from the United States Census. The Census defines Hispanic as an “origin”. Hispanic people can be of any race(s). Therefore, a person can identify as Hispanic and White, or Hispanic and Black, etc. When looking at race and ethnicity data, the total of the first seven categories shown in the chart, adds up to 100% of the population. Then, one can consider “Hispanic Origin” data separately.

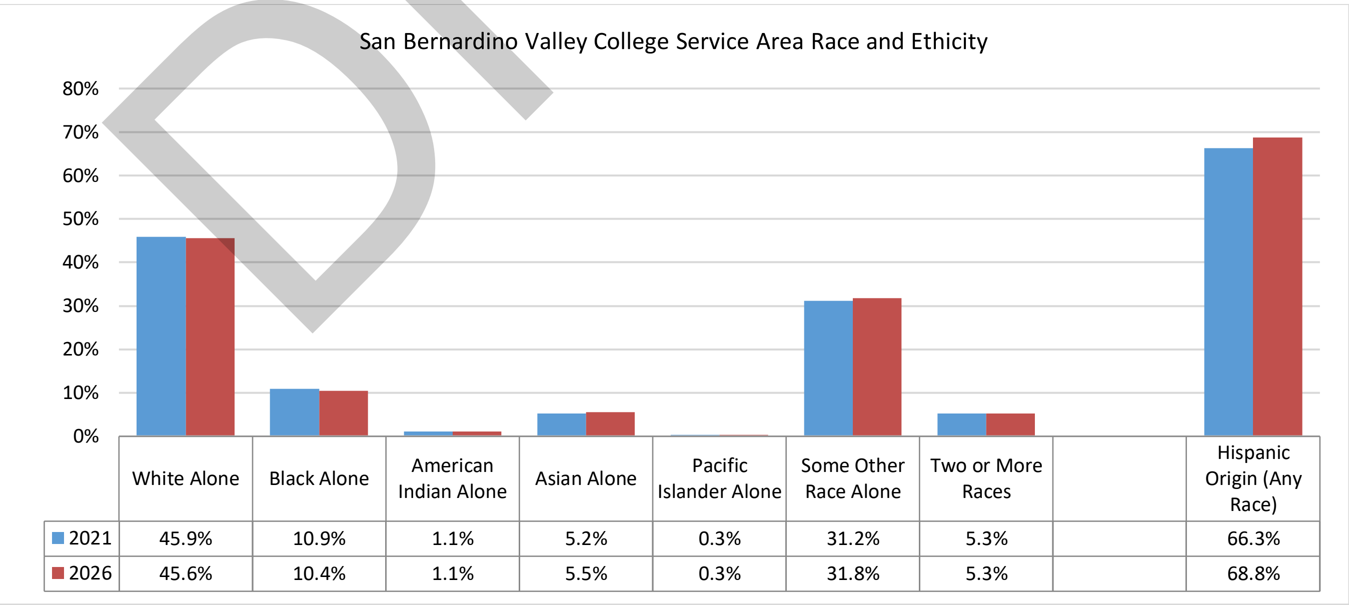
The largest group in the service area is White Alone (45.9%). The next largest groups are Some Other Race Alone (31.2%), Black alone (10.9%), two or more races (5.3%), and Asian Alone (5.2%). Two-thirds (66.3%) of the service area population is Hispanic. For comparison, the chart also shows the race and ethnicity profile of San Bernardino County and the State.



	White Alone	Black Alone	American Indian Alone	Asian Alone	Pacific Islander Alone	Some Other Race Alone	Two or More Races		Hispanic Origin (Any Race)
🟦 SBVC Service Area	45.9%	10.9%	1.1%	5.2%	0.3%	31.2%	5.3%		66.3%
🟧 San Bernardino County	52.4%	8.5%	1.1%	7.7%	0.3%	24.4%	5.6%		55.6%
⬜ CA	54.0%	5.9%	0.9%	15.3%	0.4%	18.0%	5.5%		40.0%

Source: ESRI; analysis by CBT

This chart shows the projected shifts in race and ethnicity over the next five years in the service area. The Hispanic population is projected to increase from 66.3% to 68.8%. The race/ethnicity profile in all of the other groups is not projected to change significantly over the next five years.



	White Alone	Black Alone	American Indian Alone	Asian Alone	Pacific Islander Alone	Some Other Race Alone	Two or More Races		Hispanic Origin (Any Race)
🟦 2021	45.9%	10.9%	1.1%	5.2%	0.3%	31.2%	5.3%		66.3%
🟥 2026	45.6%	10.4%	1.1%	5.5%	0.3%	31.8%	5.3%		68.8%

Source: ESRI; analysis by CBT

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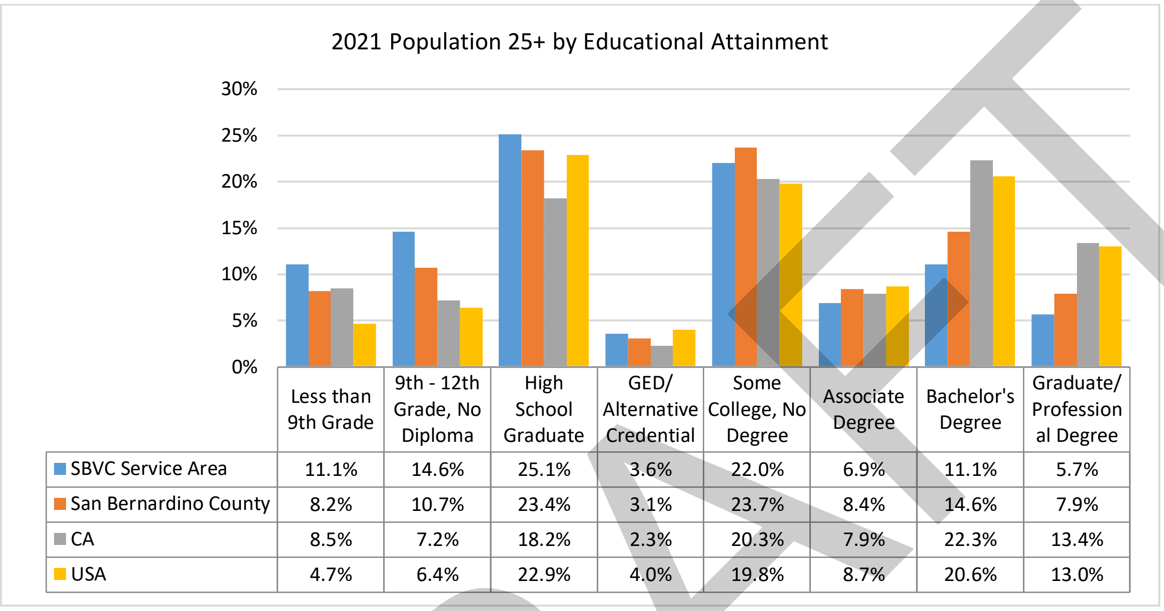
Educational Attainment

Educational attainment disaggregates the population by the highest educational attainment. For example, the chart shows that in the service area 25.1% of the population graduated from high school and has no higher educational attainment.

The chart shows that the service area population is less educated than that of the County. Fewer people (per capita) in the College service area hold postsecondary degrees than in the County, the State and the Nation. More than half of the service area population (54.4%) has no College experience at all. Another 22% of the service area population has some college but no degree. This presents an opportunity for the College to grow enrollments.

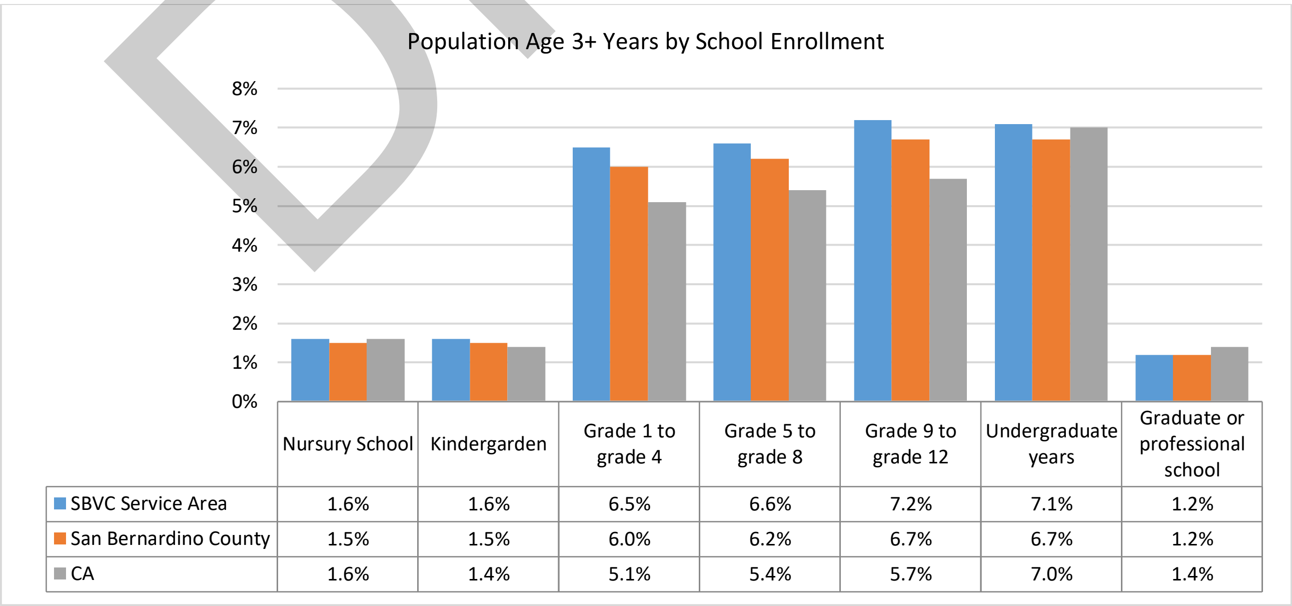


	Less than 9th Grade	9th - 12th Grade, No Diploma	High School Graduate	GED/ Alternative Credential	Some College, No Degree	Associate Degree	Bachelor's Degree	Graduate/ Professional Degree
🟦 SBVC Service Area	11.1%	14.6%	25.1%	3.6%	22.0%	6.9%	11.1%	5.7%
🟧 San Bernardino County	8.2%	10.7%	23.4%	3.1%	23.7%	8.4%	14.6%	7.9%
⬜ CA	8.5%	7.2%	18.2%	2.3%	20.3%	7.9%	22.3%	13.4%
🟨 USA	4.7%	6.4%	22.9%	4.0%	19.8%	8.7%	20.6%	13.0%

Source: ESRI; analysis by CBT

School Enrollment

This chart shows the percentages of the population (three years of age and older) enrolled in school. The service area has a larger percentage (than the State and the County) of the population enrolled in school – any grade level. This is because, as shown earlier in this report, the median age of the service area population (31.2 years) is younger than the populations of the County (33.4 years) and the State (36.6 years).

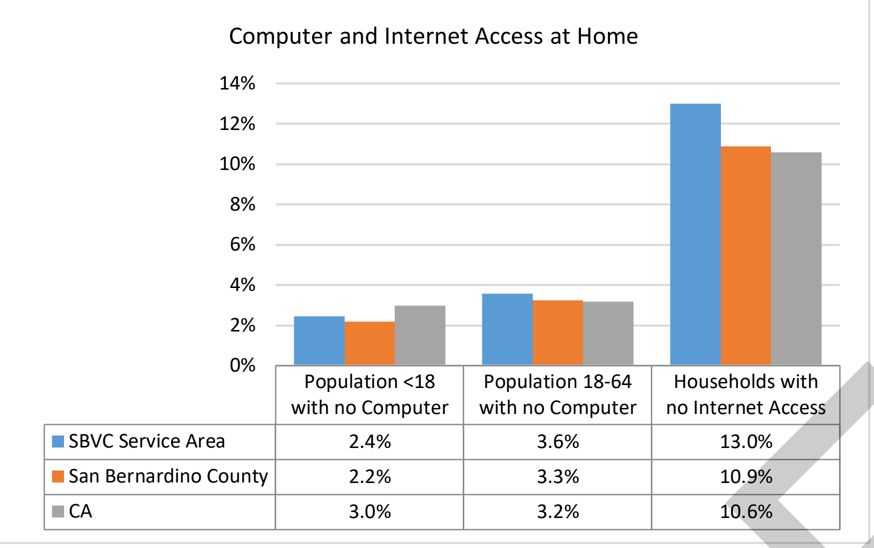


	Nursury School	Kindergarden	Grade 1 to grade 4	Grade 5 to grade 8	Grade 9 to grade 12	Undergraduate years	Graduate or professional school
🟦 SBVC Service Area	1.6%	1.6%	6.5%	6.6%	7.2%	7.1%	1.2%
🟧 San Bernardino County	1.5%	1.5%	6.0%	6.2%	6.7%	6.7%	1.2%
⬜ CA	1.6%	1.4%	5.1%	5.4%	5.7%	7.0%	1.4%

Source: ESRI; analysis by CBT

Computer and Internet Access

The service area population 18 years of age and older is more likely to have no computer at home than the populations of the County and the State. Households in the service area are also more likely to have no Internet access at home than households in the County and the State.

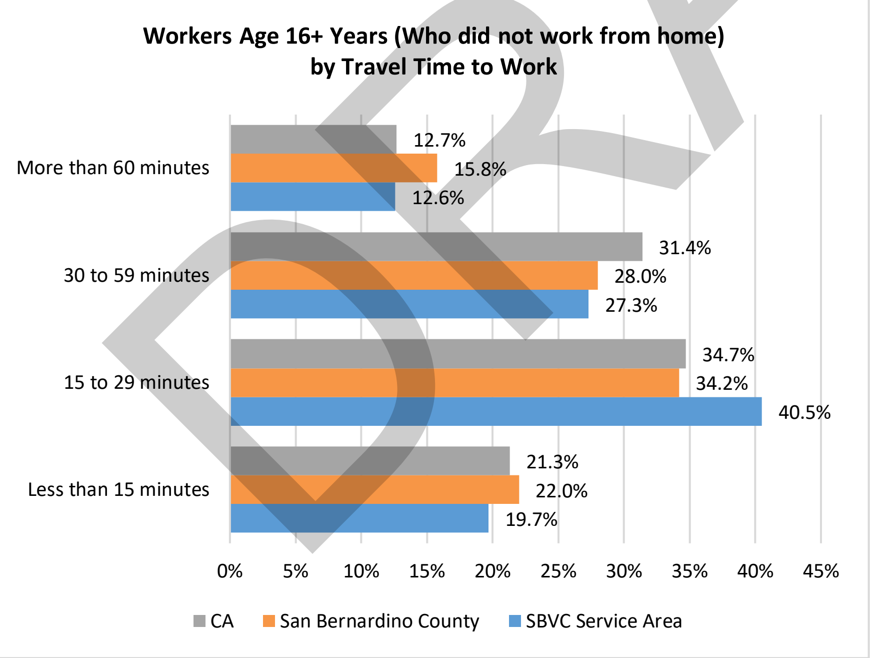


	Population <18 with no Computer	Population 18-64 with no Computer	Households with no Internet Access
🟦 SBVC Service Area	2.4%	3.6%	13.0%
🟧 San Bernardino County	2.2%	3.3%	10.9%
■ CA	3.0%	3.2%	10.6%

Source: ESRI; analysis by CBT

Commute Times

The chart shows the commute times for the 16 years and older population in the service area population, the County, and State populations. Overall, the service area population has shorter commute times than the populations of the County and the State.



Source: ESRI; analysis by CBT

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Data Trends and Planning Assumptions

Internal Scan

FTES and Headcount

- FTES declined by 20.2% in fall 2020 from the previous year.
- Headcount declined by 11.0% over the same period. This decline in headcount was on par with the decline in community college headcount statewide (12.0%).
- FTES declining at a greater rate than headcount indicates that the average student carrying load declined.

Student Demographics

- In fall 2020, female students comprised 62.4% of the student body. Statewide, the percentage was 57.3%.
- During the pandemic, the decline in headcount was more pronounced for male students. Statewide, enrollments in community colleges declined by 17.1% for males and by 7.8% for females.
- The portion of students between 20 and 24 years of age has been declining over the past six years. During that time, the portion of students 19 or younger has increased.
- More than two-thirds (69.3%) of students at the College are Hispanic. The percentages of African American and White Non-Hispanic students have declined over the past five years while the percentage of Hispanic students has increased.
- The percentage of students identifying as Continuing Students[3] declined from 67% in fall 2015 to 38% in fall 2020. The percentages of First-time[4] and Returning students[5] grew (by 12.2 and 16.5 percentage points respectively) over the same period.
- Average student unit load declined over the past five years.
- FTES generated in distance education formats increased steadily from fall 2012 to the beginning of the pandemic. In fall 2020 the number skyrocketed to nearly 86% of FTES.

External Scan

- Population growth in the College's service area is low (0.4% per year).
- Household income is lower in the service area than in the County, the State and the Nation.
- The data shows that the service area population aged 15-19, 20-24, and 25-34 are all projected to decline as a percentage of the overall population. The age segments that will grow are 10-14, 35-44 and 65 and older.
- Nearly two-thirds of the service area population is Hispanic.

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[3] A student enrolled in the current session and was enrolled in the previous regular session. (California Community Colleges, Management Information System, Data Element Dictionary.

[4] A Student enrolled in college for the first time after High School.

[5] A student enrolled at the reporting college after an absence of one or more primary terms.

- Overall, the service area population is less educated than that of the County. The percentages of the service area population that hold an Associate, Bachelor's or Graduate Degrees are lower than those of the County, the State, and the Nation. More than half of the service area population has no college experience at all and another 22% of the service area population has some college but no degree.
- Thirteen percent (13%) of service area households do not have Internet access at home.
- There were significant increases in the number of classes taught via distance education. There are many challenges and impacts that must be considered to accommodate for this shift.

Workforce Data & Program Gap Analysis

The District engaged Emsi[6] (a leading provider of labor market data) to do a comprehensive analysis of the labor market in the SBCCD Colleges' service areas. The analysis also include gap analyses, comparing the supply and demand for workers with various types of credentials in related occupations. The data shown here is drawn directly from the labor market data included in the District Strategic Plan.

This section of the Plan includes a short summary. The full Executive summary of the Emsi report is included in Appendix A (on page 96).

Recommendations

The Emsi Report classified occupations into four categories. These are shown in the four quadrants of the following chart.

HIGH DEMAND, LOW SUPPLY *How can we expand these program opportunities?* Cooking & Related Culinary Arts, General (CERT & ASSOC) Machine Tool Technology/Machinist (CERT & ASSOC) Real Estate (ASSOC) Electrical/Electronics Equipment Installation & Repair, General (ASSOC & T-T)	**HIGH DEMAND, HIGH SUPPLY** *Can we maintain focus on program quality & student success?* Welding Technology/Welder (CERT) Emergency Medical Technology/Technician (EMT Paramedic) (CERT) Automobile/Automotive Mechanics Technology/Technician (ASSOC) Information Technology (ASSOC & T-T)
LOW DEMAND, LOW SUPPLY *Should we discontinue these programs?* Philosophy (ASSOC) Astronomy (T-T)	**LOW DEMAND, HIGH SUPPLY** *Are we connecting these programs to opportunities outside the region?* Criminal Justice/Police Science (CERT) Social Sciences, General (ASSOC) Anthropology (T-T)

Source: Emsi program demand gap model. The programs recommended in the table were chosen by the Emsi Economist authoring the report. While the table refers solely to the demand and supply, additional consideration has been given to wages when selecting programs featured in this table. Some programs with significant gaps and low wages are not included in this table, while other high wage programs with moderately high gaps have been included.

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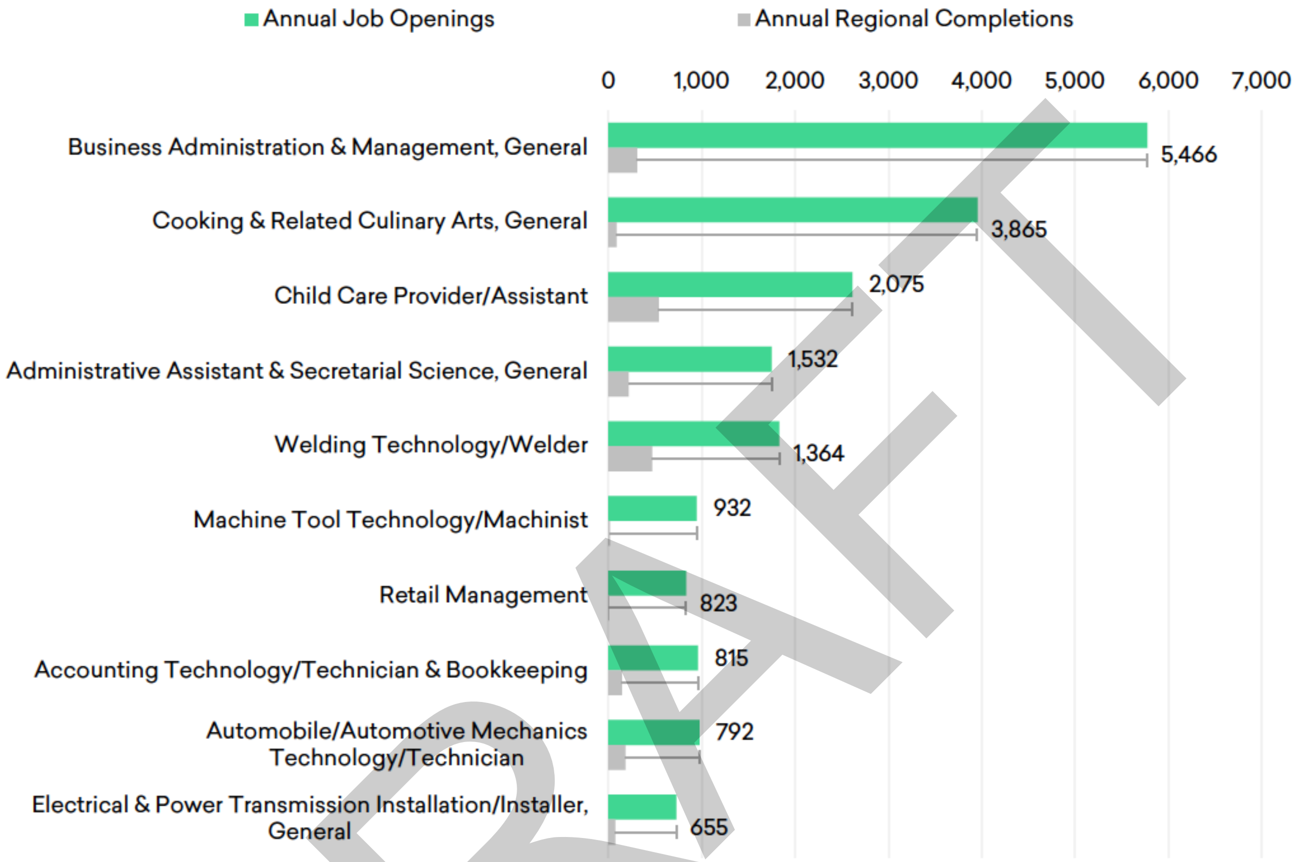
[6] Emsi (now called Lightcast) can be found at https://www.economicmodeling.com

Program Gap Analysis

Certificate Level Gaps for San Bernardino Valley College

The following chart shows, for each occupation, annual job openings and the annual regional completions. The number to the right of each bar shows the gap between the completions and openings. A large number indicates that there are more annual job openings than there are annual certificate completions.



Source: Emsi program demand gap model.

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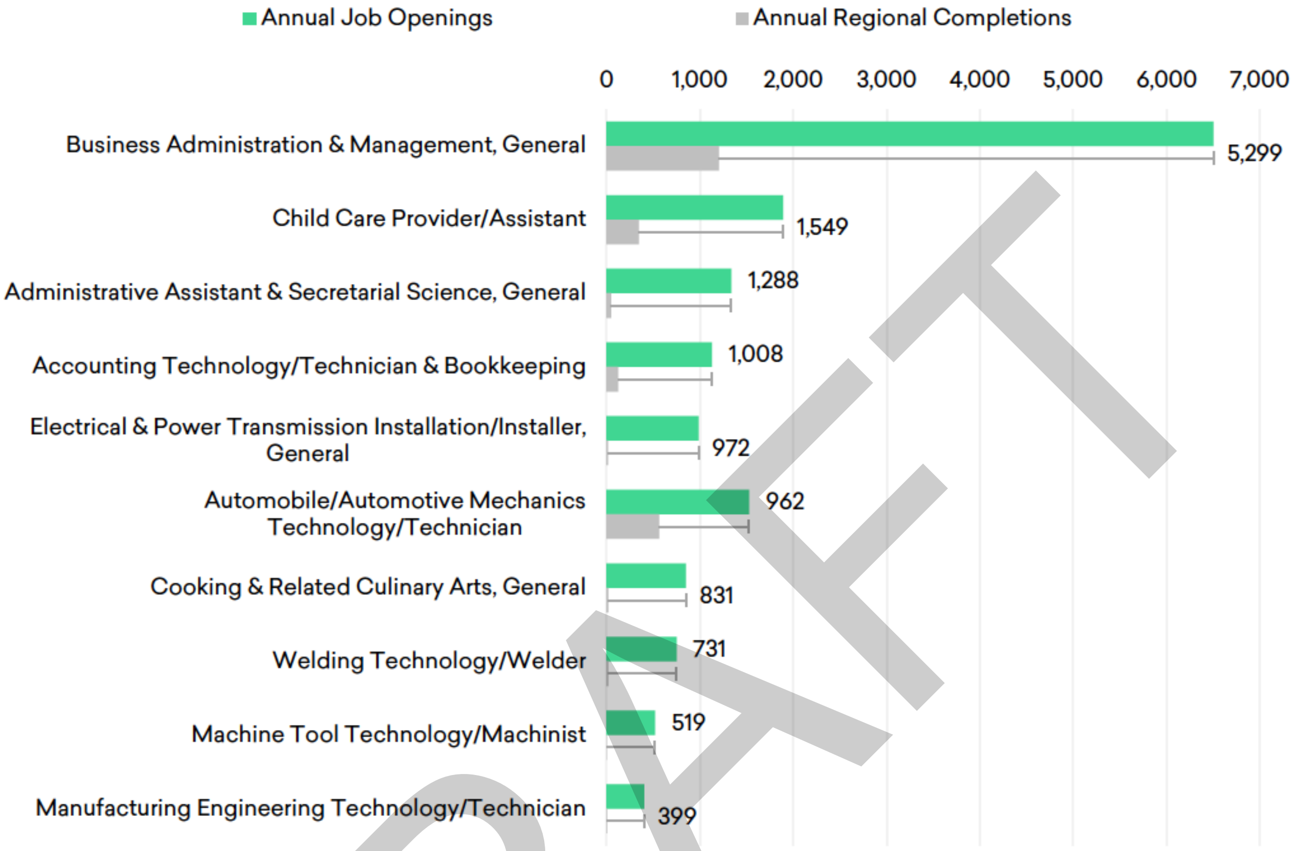
Associate Degree Level Gaps for San Bernardino Valley College

The following chart shows, for each occupation, annual job openings and the annual regional completions. The number to the right of each bar shows the gap between the completions and openings. A large number indicates that there are more annual job openings than there are annual Associate Degree completions.



Source: Emsi program demand gap model.

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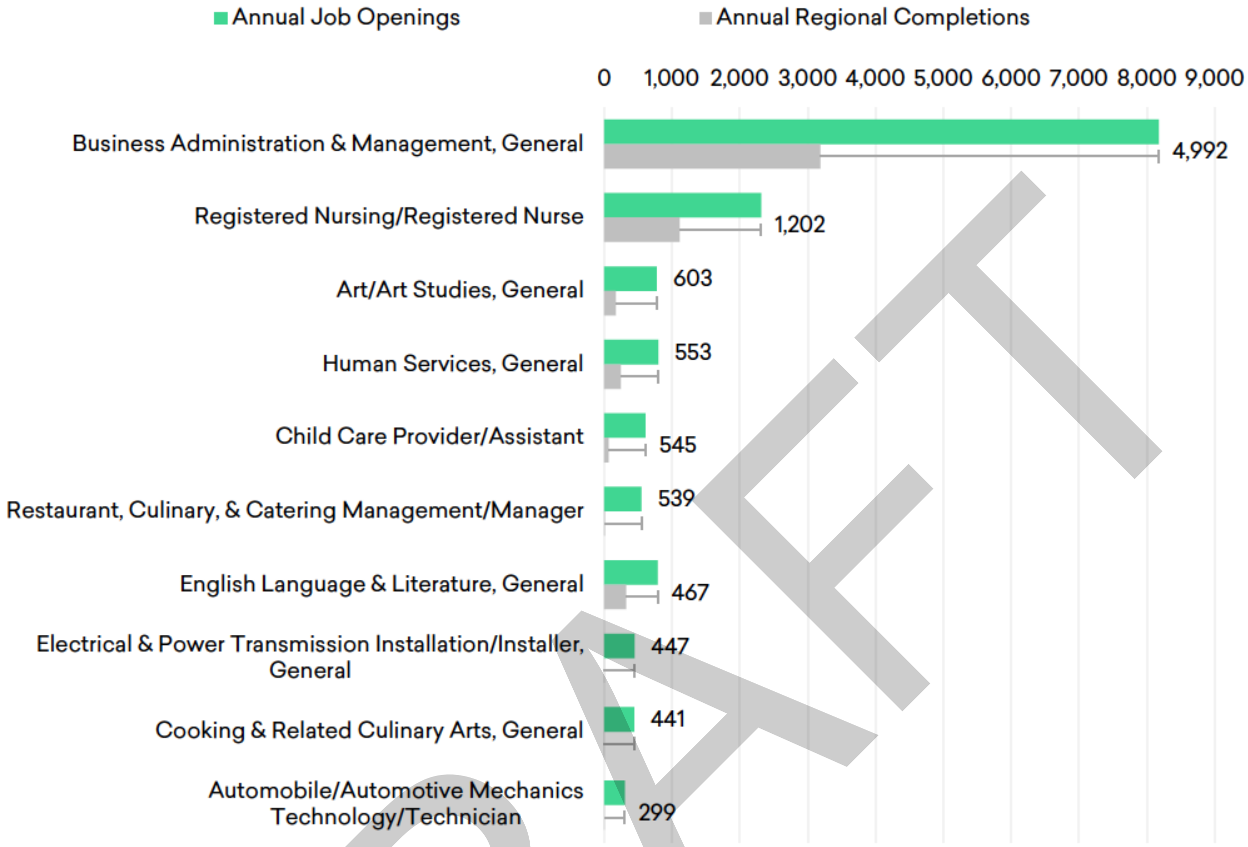
Transfer-Track Degree Level Gaps for San Bernardino Valley College

The following chart shows, for each occupation, annual job openings and the annual regional completions. The number to the right of each bar shows the gap between the completions and openings. A large number indicates that there are more annual job openings than there are annual Transfers-Track Degrees.



Source: Emsi program demand gap model.

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Opportunities – Program Additions

The Report identified several programmatic areas of opportunity. Most are at the Certificate level, with a few at the Associate Degree and Transfer-Track level. These programmatic areas include the following. *Note: see the Executive Summary for more details.*

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

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

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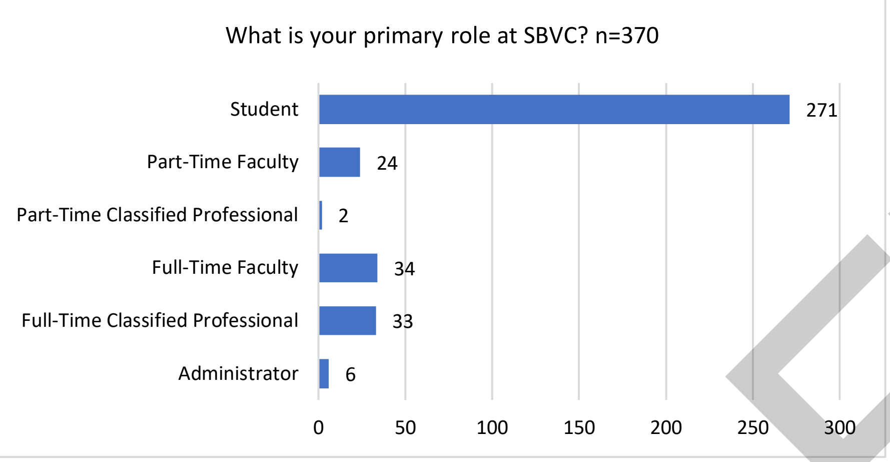
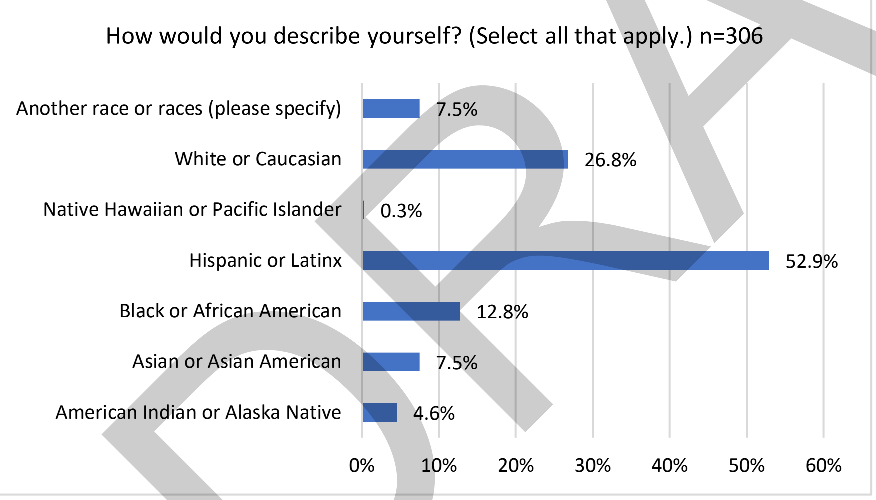
Surveys

District/College Survey

A campus-wide survey was conducted during the Spring 2022 semester. The survey was sent to all staff and students at the College. There were a total of 208 respondents. Among these were 157 students, 9 part-time faculty, 22 full-time faculty, 1 part-time classified professional, 15 full-time classified professionals and 4 administrators.



The survey respondents were asked how they describe themselves. The results are shown in the following chart.



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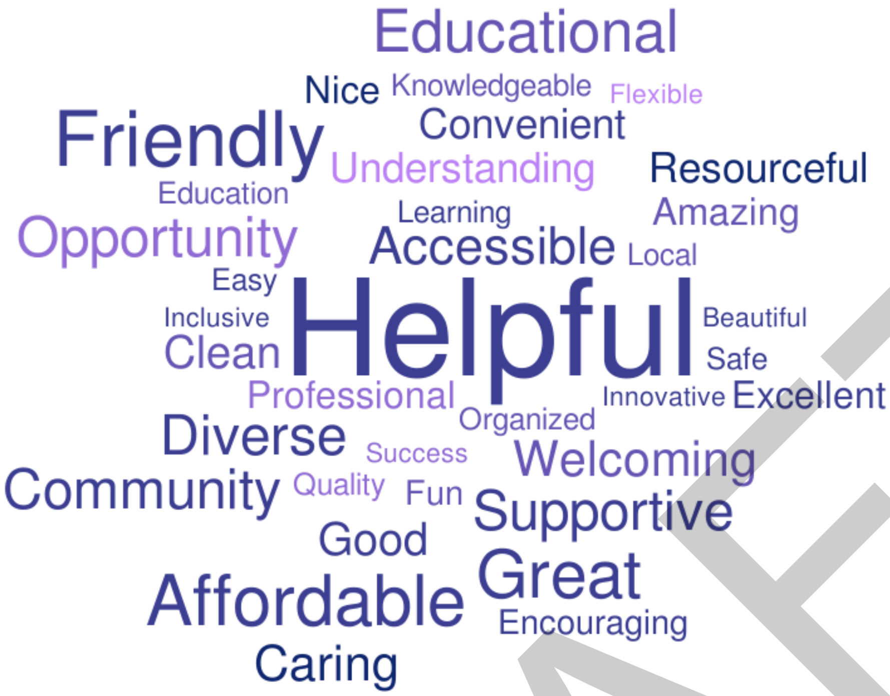
Question: What are three words that describe San Bernardino Valley College? (Please enter one word per box.)

The following word cloud shows the most common responses. The words most often mentioned by respondents are shown in larger type.

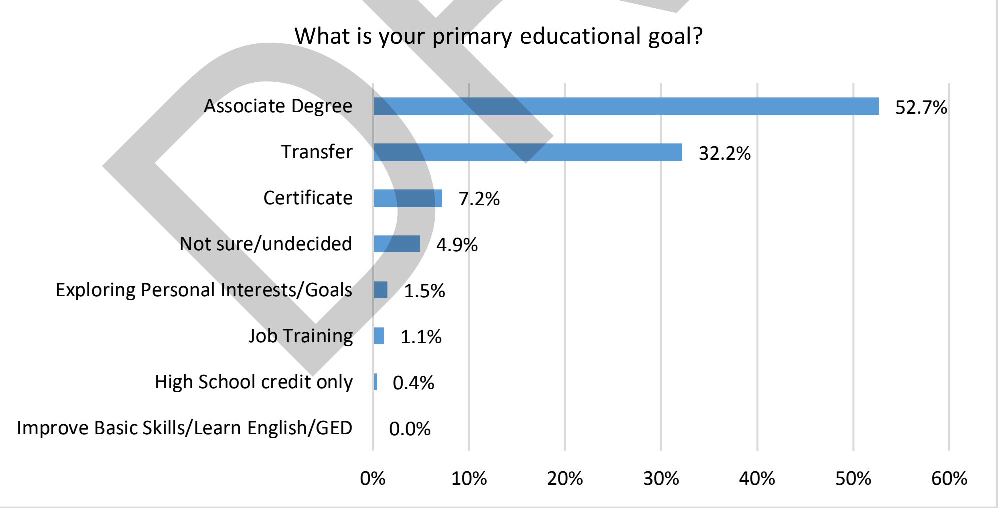


Student Questions

The following questions were asked only of students.

Question: What is your primary educational goal? n=264

Respondents were asked for their primary educational goal. Most respondents (84.9%) indicated that they were intending to earn an Associate Degree or Transfer.



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Question: How do you prefer to attend classes? (Drag the responses into your preferred order.) *n=264*

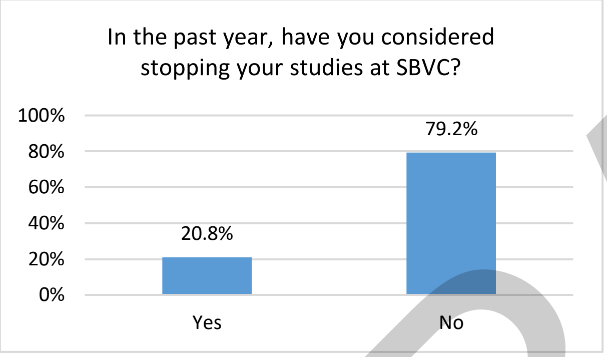
Students were split in their preference of how to attend classes. The table shows the numbers and percentages of respondents who ranked each choice as number 1 or 2 versus 3 or 4 in their order of preference. Two-thirds of students would like to attend classes online at their own schedule.

Students who ranked each choice as number 1 or 2

How do you prefer to attend classes?	Ranked 1 or 2	Ranked 3 or 4
Online at my own schedule	68.6%	31.4%
Hybrid - Some sessions online and some in a physical classroom	50.8%	49.2%
Online at fixed times (instructor and students attend at the same time)	42.4%	57.6%
In a physical classroom	38.3%	61.7%

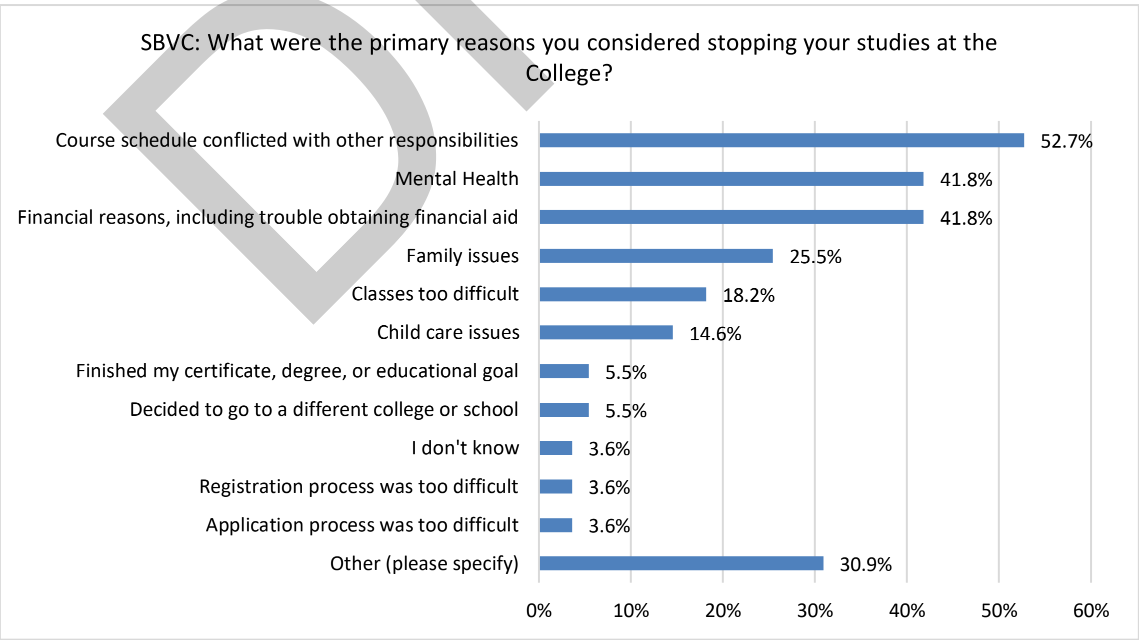
In the past year, have you considered stopping your studies at the College? *n=264*

Approximately one-in-five students indicated they had considered stopping their studies at the College in the past year.



The primary reasons cited by these students are shown in the following chart.

What were the primary reasons you considered stopping your studies at the College? *n=55*



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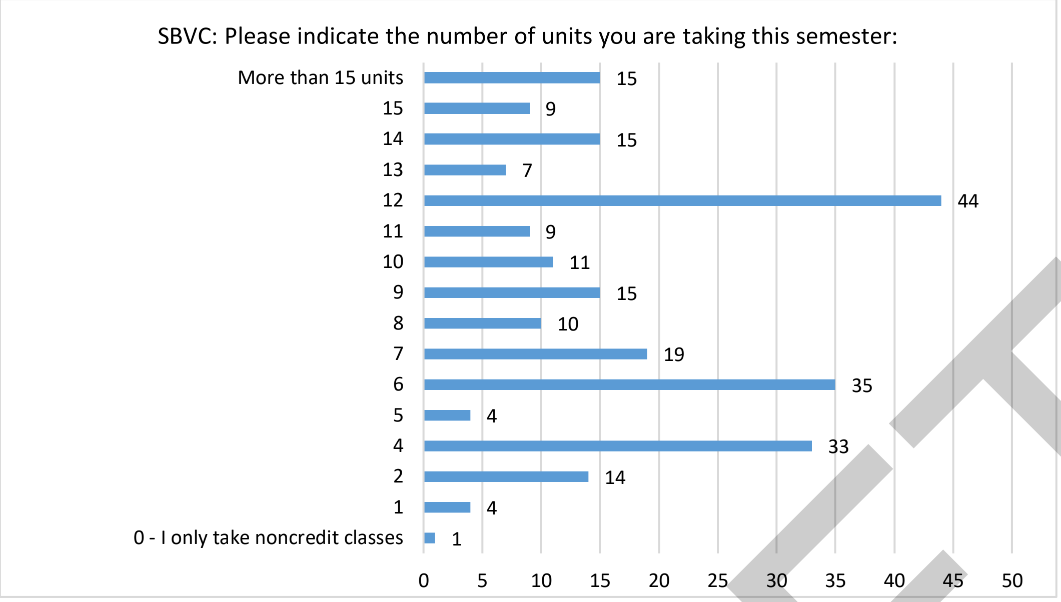
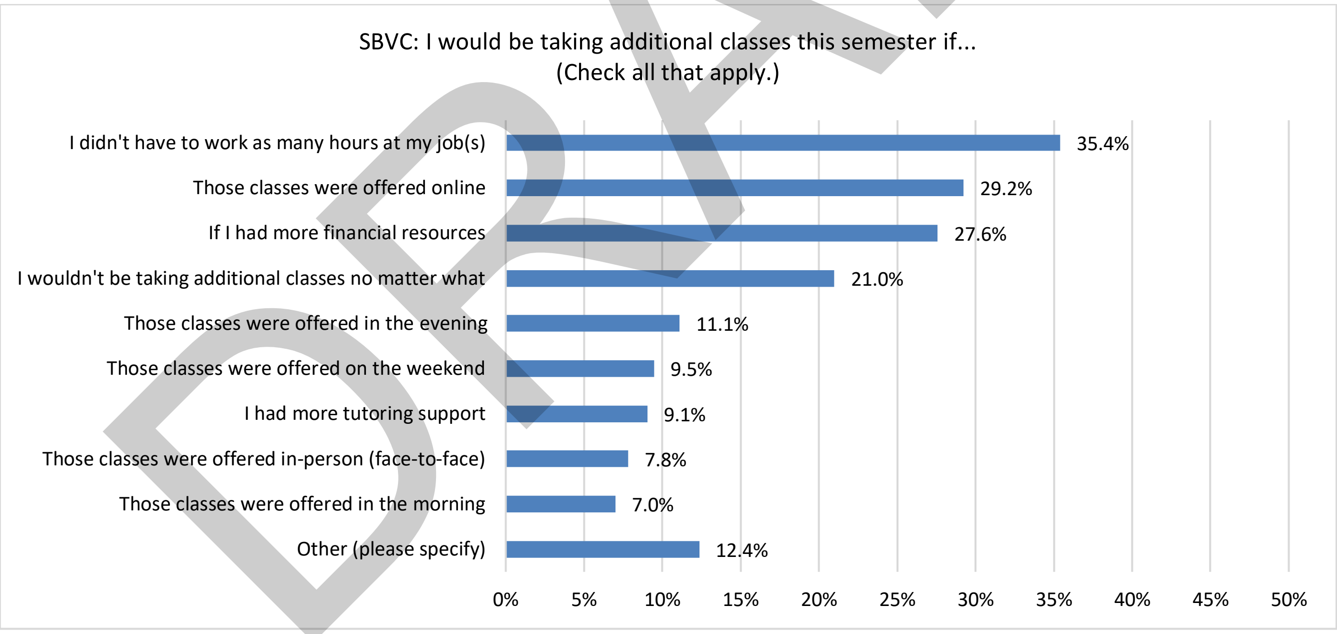
Please indicate the number of units you are taking this semester: n=245

The following chart shows the number of units student respondents are taking this semester.



I would be taking additional classes this semester if... (Check all that apply.) n=243

The most common student response (40.7%) was that they would take additional classes if they didn’t have to work as many hours at their job (35.4% selected this response).



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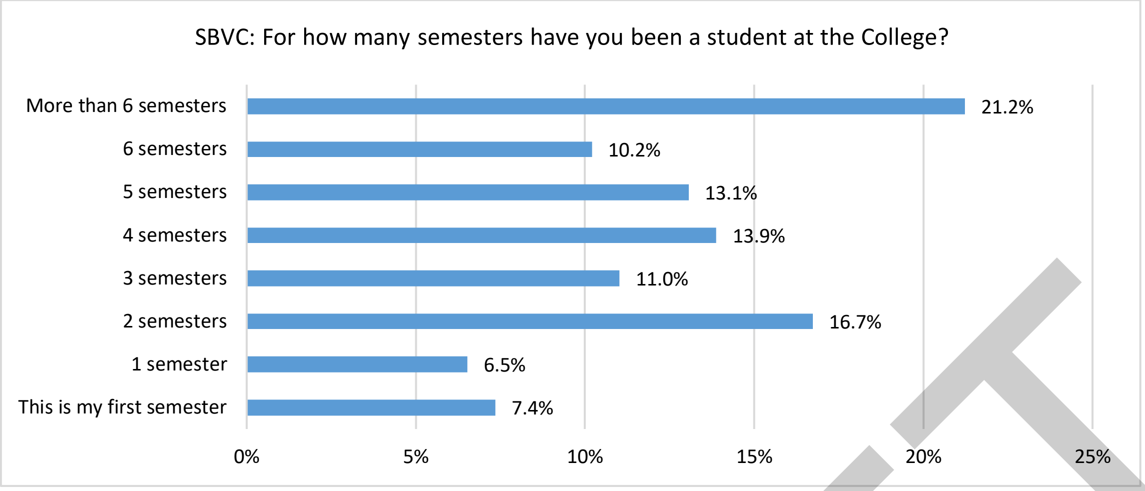
On a scale of 1 to 100, how would you rank your belief in your ability to take and pass a course? n=245

- The most common response was 100 (31%)
- The mean (average) response was 85.8
- The median response was 90

For how many semesters have you been a student at the College? n=245

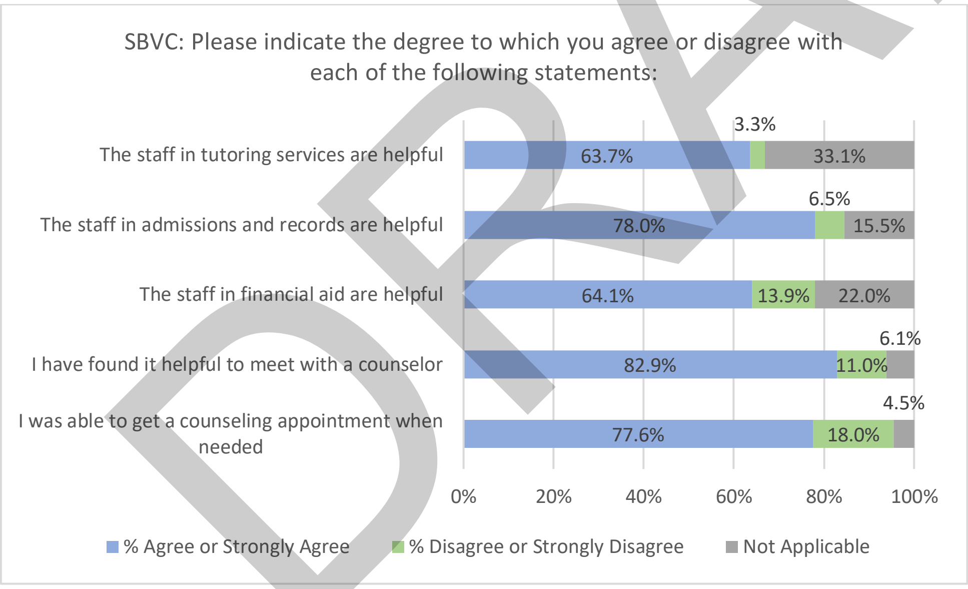
The student respondents span a wide range of time at the College.



Please indicate the degree to which you agree or disagree with each of the following statements: n=142

Students generally agreed with each of these five statements. The chart shows the percentages of those who agree or strongly agree, those who disagree or strongly disagree and those who replied “Not Applicable”. The lowest level of agreement was with the following statements:

- The staff in financial aid are helpful
- The staff in tutoring services are helpful



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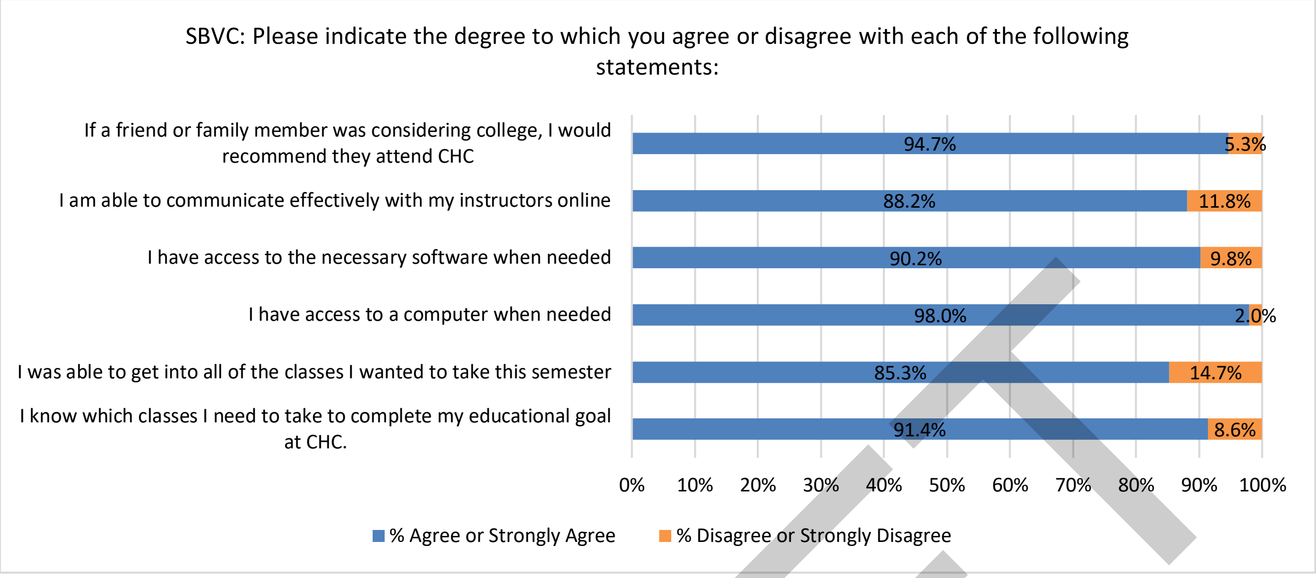
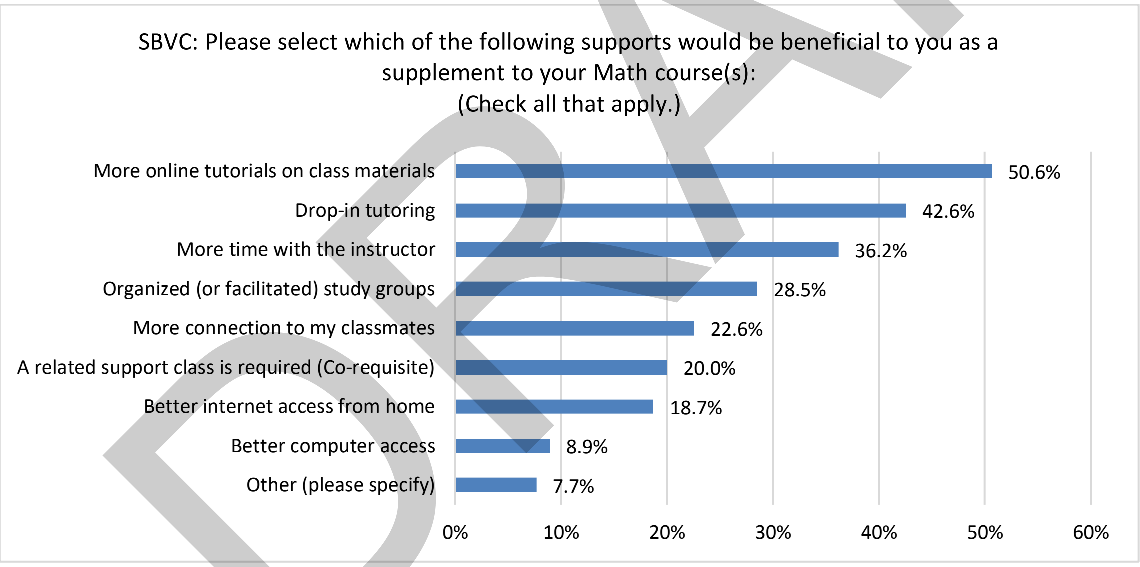
Please indicate the degree to which you agree or disagree with each of the following statements: n=245

Most respondents strongly agreed with each statement.



Please select which of the following supports would be beneficial to you as a supplement to your Math course(s): (Check all that apply.) n=235

The chart shows the responses in descending order.



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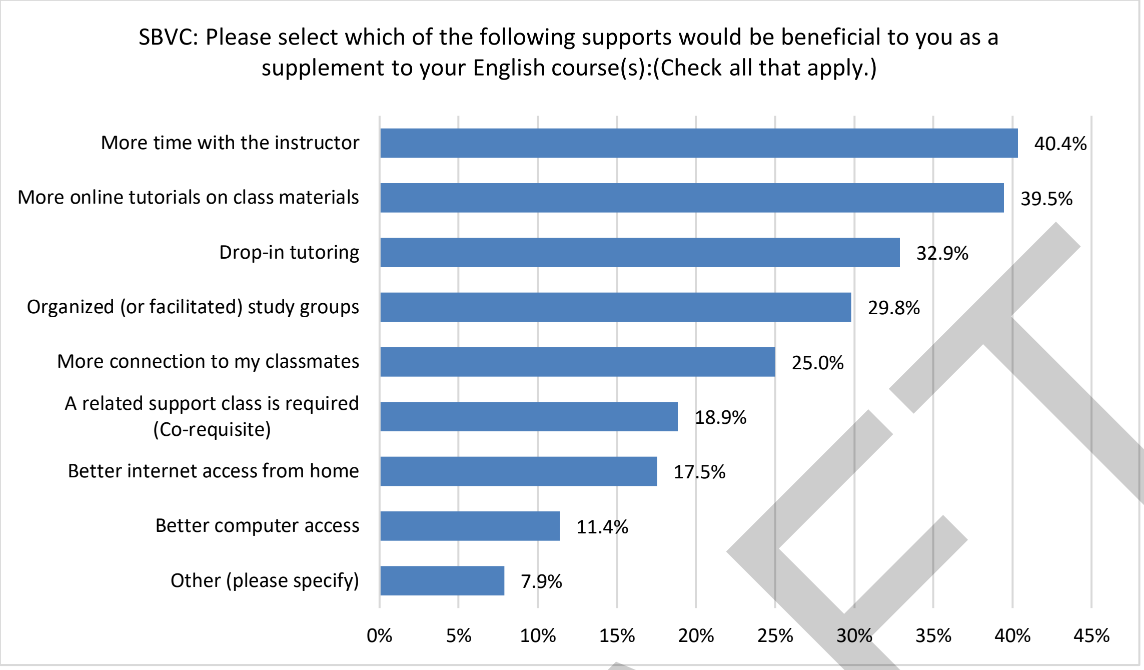
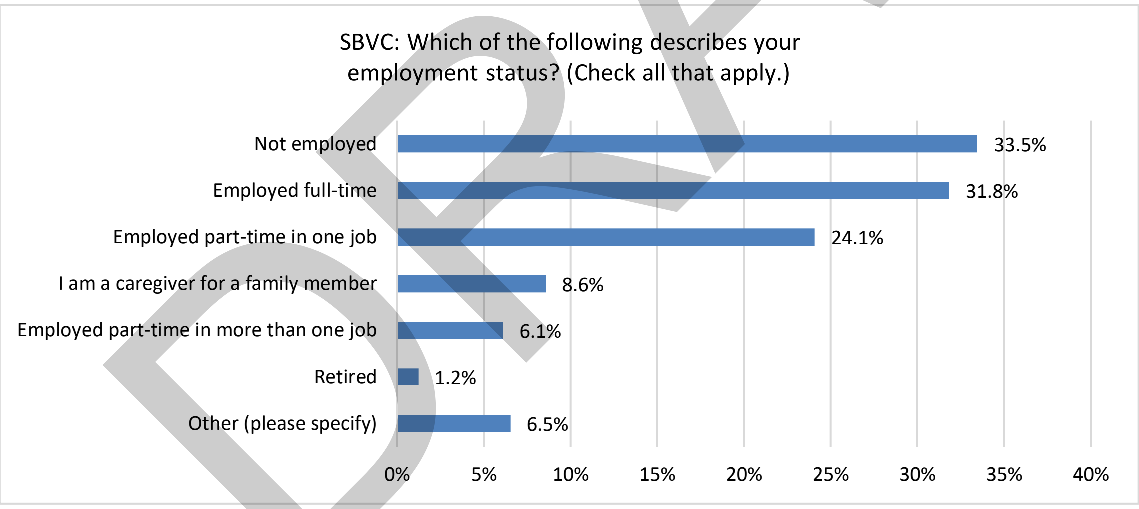
Please select which of the following supports would be beneficial to you as a supplement to your English course(s): (Check all that apply.) n=228

The chart shows the responses in descending order.



Which of the following describes your employment status?(Check all that apply.) n=245

The chart shows the responses in descending order.



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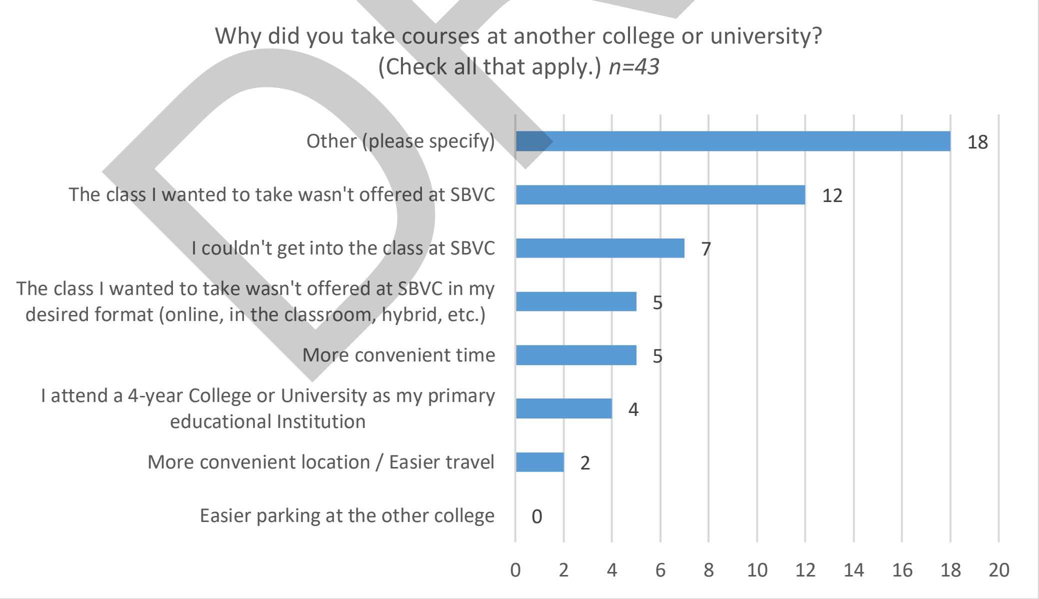
Have you taken at least one course in the past two years from another college or university? n=245

There were 245 responses to this question. Forty-seven (47) responded in the affirmative. These 47 respondents then indicated the colleges or universities at which they had taken at least one course in the past two years. Those responses follow.

SBVC: You indicated that have taken at least one course in the past two years from another college or university. At which colleges or universities did you take these courses? (Check all that apply.)

College or University	Number
Crafton Hills College	9
Riverside City College	5
Chaffey College	5
CSU San Bernardino	2
Victor Valley College	2
Cypress Community College	2
NORCO College	2
Mount San Antonio college	2
Inland career education center	1
Ventura City College	1
UC Riverside	1
LA College	1
Pasadena City College	1
UC Davis	1
Academy of Art University	1
San Manuel Gateway College- Surgical Technology	1
Central state university & eastern gateway community college	1
North West College	1
Barstow community college	1
Total	**40**

These respondents were then asked, why they took courses at another college or university. Those responses follow.



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Other responses:

- My high school teacher had the seniors apply at RCC
- Easy registration process
- expand my education
- For mount San Antonio I played basketball there so I need to take classes to play. For Chaffey College I was trying to get a criminal justice degree with other degree but I change my degrees several times until I wanted to go to San Bernardino valley college for pharmacy.
- Had to move and included high schools offering dual enrollment at a certain college.
- I didn't go to any other college
- I have an AA and can’t get more pay anywhere with it
- I lived in Pasadena
- I took this class to try animation during high school.
- I transferred from Chaffey because they weren't offering a program I wanted.
- I wanted to get another Bachelor's degree.
- I was initially enrolled at Riverside City College and registered at SBVC for classes not offered through RCC
- I was not able to get a meeting with a counselor at SBVC to help me, build ed plan, enroll and process required documents
- I wasn’t sure how to apply to college or how to look in navigating classes
- It was easier and faster to get into Barstow then San Bernardino Valley at the time

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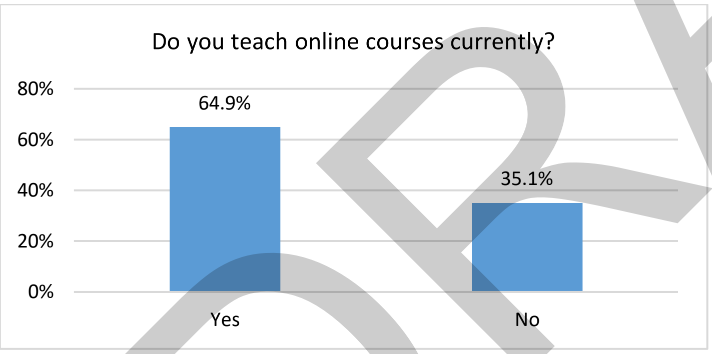
Faculty Questions

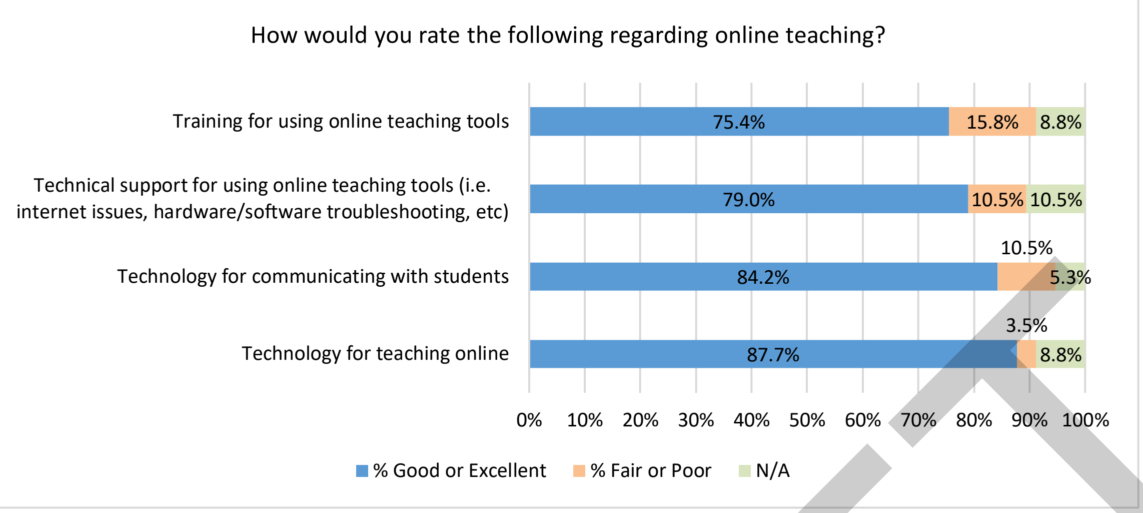
These questions were asked of full-time and part-time faculty members.

Do you teach online courses currently? n=57



How would you rate the following regarding online teaching? *n=57*

Faculty rated the following items positively. The mode (most frequent response) for all four items was “Good”.



All Non-student Questions

These questions were asked of all employees of the College including faculty (full and part-time), classified staff (full and part-time) and administrators.

How many years have you worked at San Bernardino Community College District? n=70

How many years have you worked at San Bernardino Community College District? n=70	
5 or Fewer Years	33
6-10 Years	10
11-15 Years	10
16-20 Years	5
More than 20 Years	12
Total	**70**

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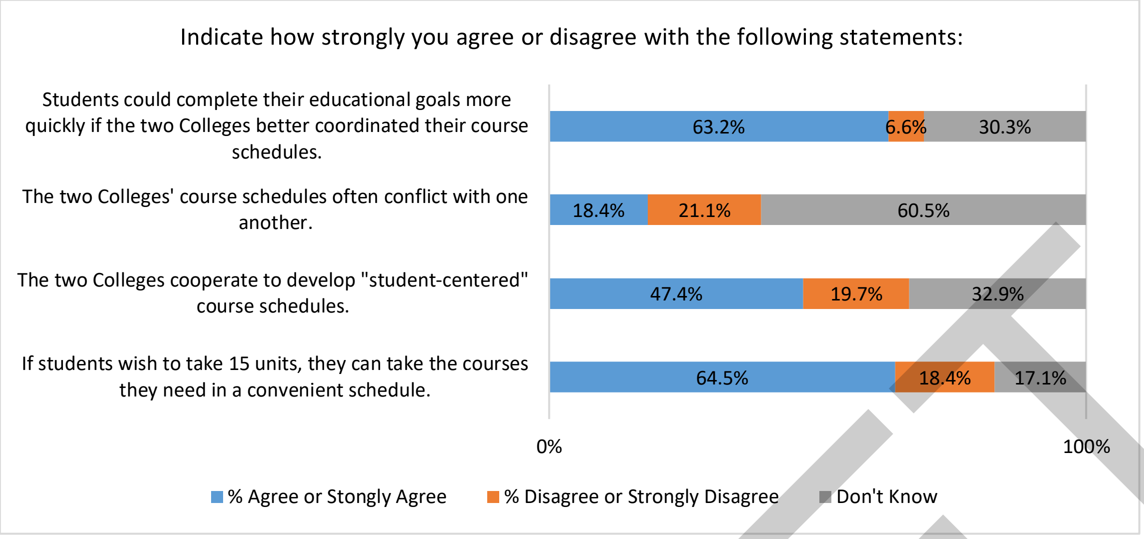
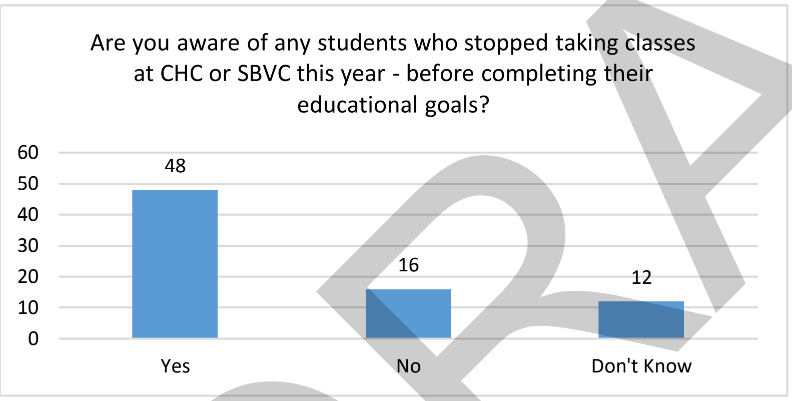
Indicate how strongly you agree or disagree with the following statements: n=35

Responses varied for these four statements. The following chart shows the percentages of respondents who agreed or disagreed with each statement.



Are you aware of any students who stopped taking classes at CHC or SBVC this year - before completing their educational goals? n=76



What were the primary reasons they stopped taking classes? (Check all that apply.) n=48

The 48 respondents who answered “yes” to the previous question, noted the reasons below. They were permitted to select all of the reasons that apply, therefore, the total number of responses is greater than 48.

The top reasons cited by faculty, administrators, and staff, for students stopping their studies at the College were:

- Course schedule conflicted with other responsibilities
- Family issues
- Mental health

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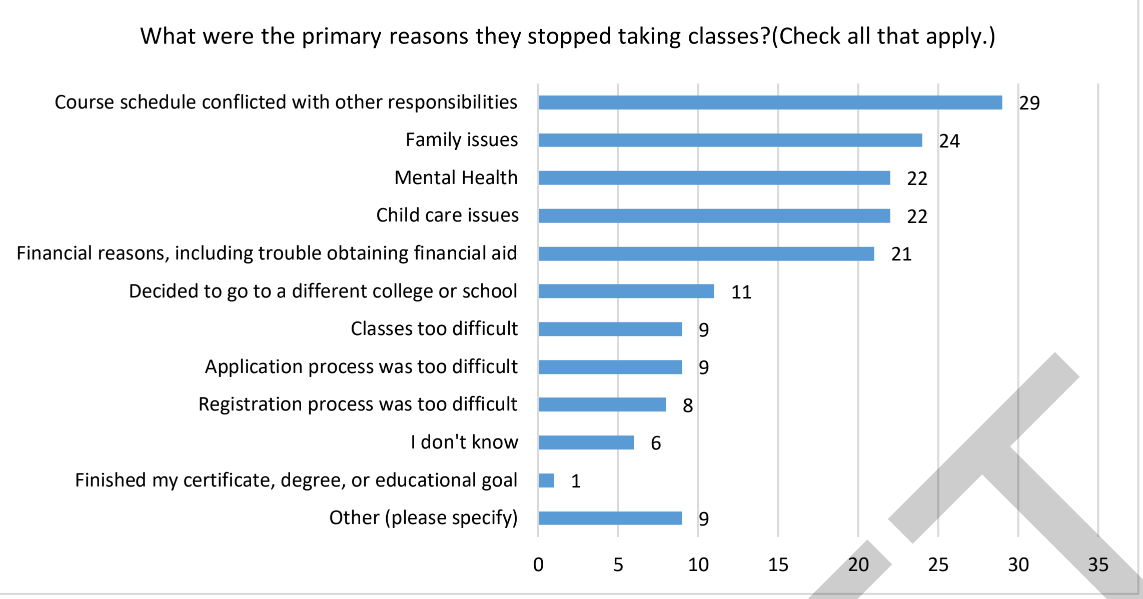
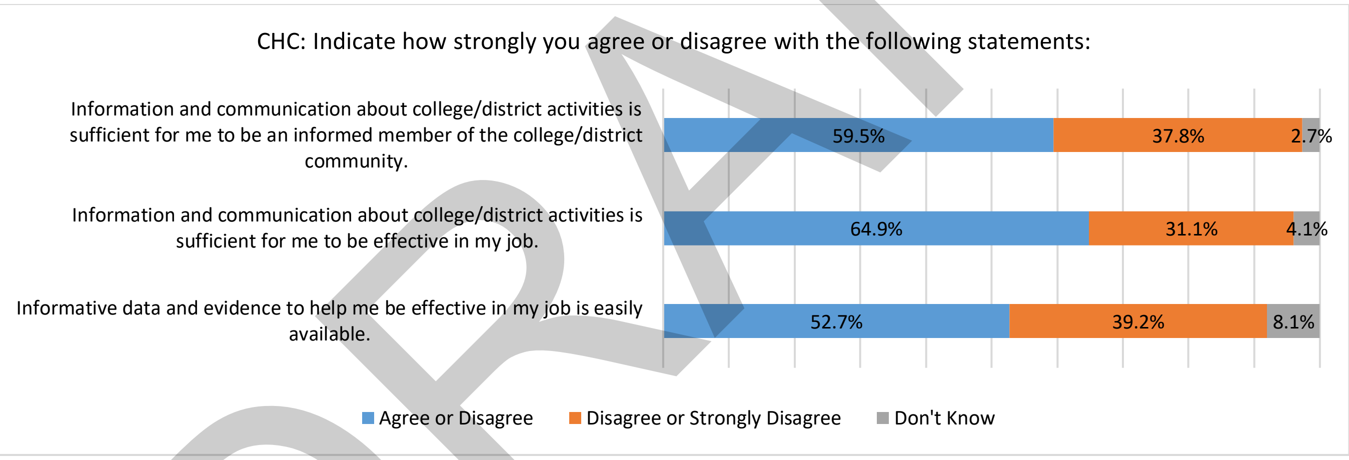


Please select a response for each statement: n=74

Respondents were asked how strongly they agree with the following statements. The most frequent response to each question was “agree”.



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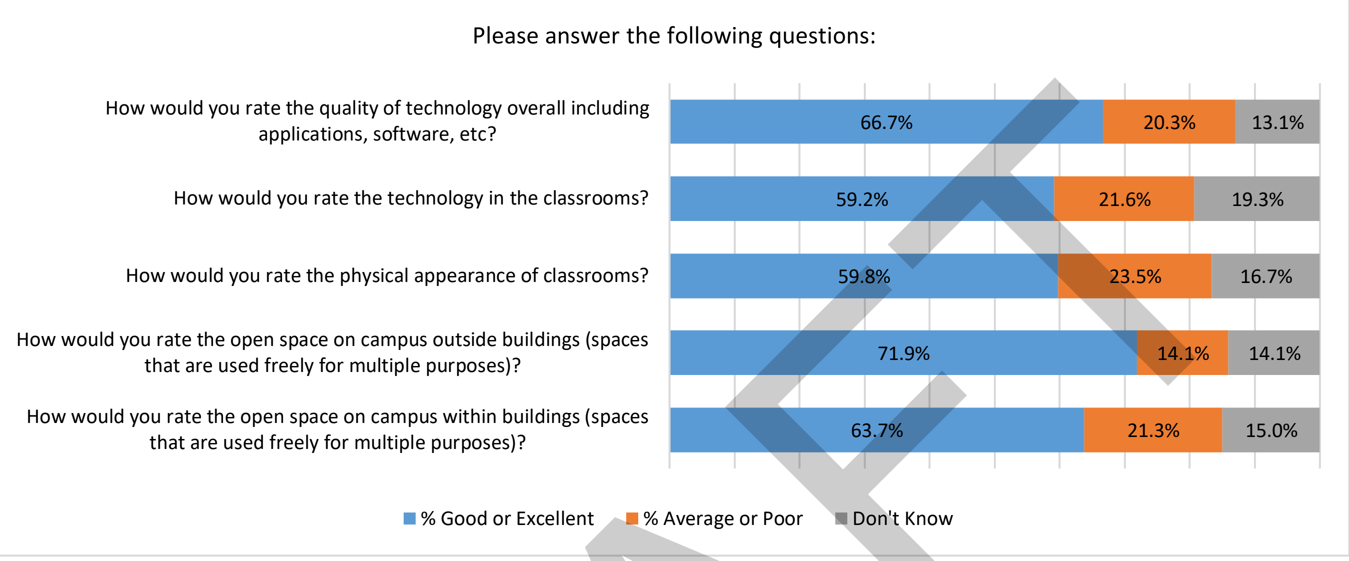
All Respondents Questions

The following questions were asked of all respondents to the survey.

Please answer the following questions: n=165

Responses were split on these questions. The open space on campus got the most favorable (Good or Excellent) responses (72%). Classroom technology and classroom appearance received the least favorable (Average or Poor) responses (59.2 and 59.8% respectively).



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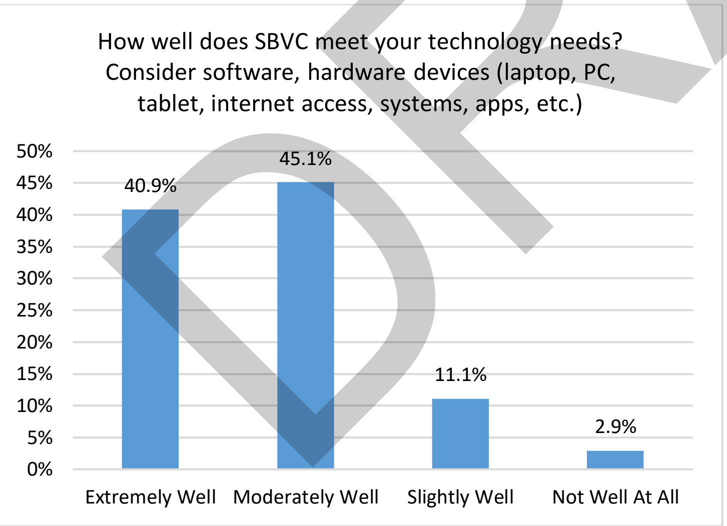
How well does SBVC meet your technology needs? Consider software, hardware devices (laptop, PC, tablet, internet access, systems, apps, etc.) n=306

This question asks how well the College meets your technology needs. 86.0% of respondents indicated they are met moderately to extremely well.



Any suggestions to improve your technology needs?

(Answered: 171; Skipped: 263)

The consensus was a need for improvement in equipment, training and service. Areas mentioned were:

- Better Wifi/internet
- Better computers

- Better Website
- More Smart classrooms
- Need for same format for all online classes
- Better integration of Data sources
- Easier Access to data (there is no dashboard)
- More tech support and maintenance

For Students:

- Easier Access
- More HotSpots
- Better Cell Phone Access
- More video counseling
- More tech support for Disabled students

Select the top 4 areas that you believe are the greatest strengths of SBVC overall:

The following chart shows the responses to this question. The blue bars show the percentage of student respondents who selected a given response. The orange bars show the percentage of non-student respondents who selected a given response. The chart is sorted in descending order of student responses.

The responses differed considerably between students and non-student respondents in several areas. The biggest differences between student and non-student (staff and faculty) perceptions were in the following areas:

	Students	Nonstudents
Parking	30.2%	9.4%
Support services (personal / mental health counseling)	48.5%	29.4%
User-friendly information access (website, etc.)	48.5%	29.4%
Auxiliary Services (e.g., library, food, fitness, child-care facilities)	39.6%	52.9%

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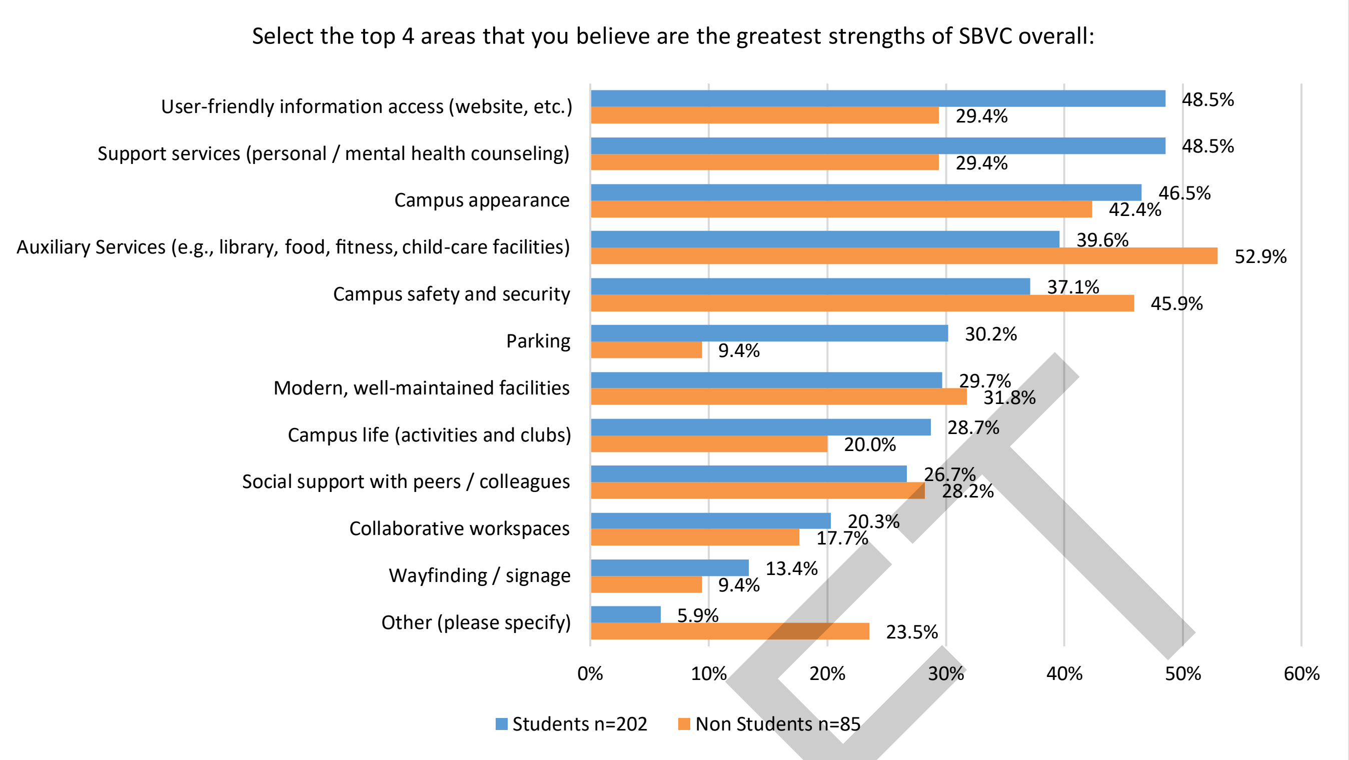

Select the top 4 areas that you believe are the greatest strengths of SBVC overall:

Select the top 4 areas among college educational programs and services that are the greatest strengths of SBVC:

The following chart shows the responses to this question. The blue bars show the percentage of student respondents who selected a given response. The orange bars show the percentage of non-student respondents who selected a given response. The chart is sorted in descending order of student responses. Both students and non-students ranked “Campus appearance” as the greatest strength of the College.

The responses differed considerably between students and non-student respondents in several areas. The biggest differences between student and non-student (staff and faculty) perceptions were in the following areas:

	Students	Nonstudents
Faculty expertise	20.2%	45.4%
Admissions processes	44.7%	15.1%
Registration processes	47.1%	9.3%
Availability of classes	51.0%	29.1%

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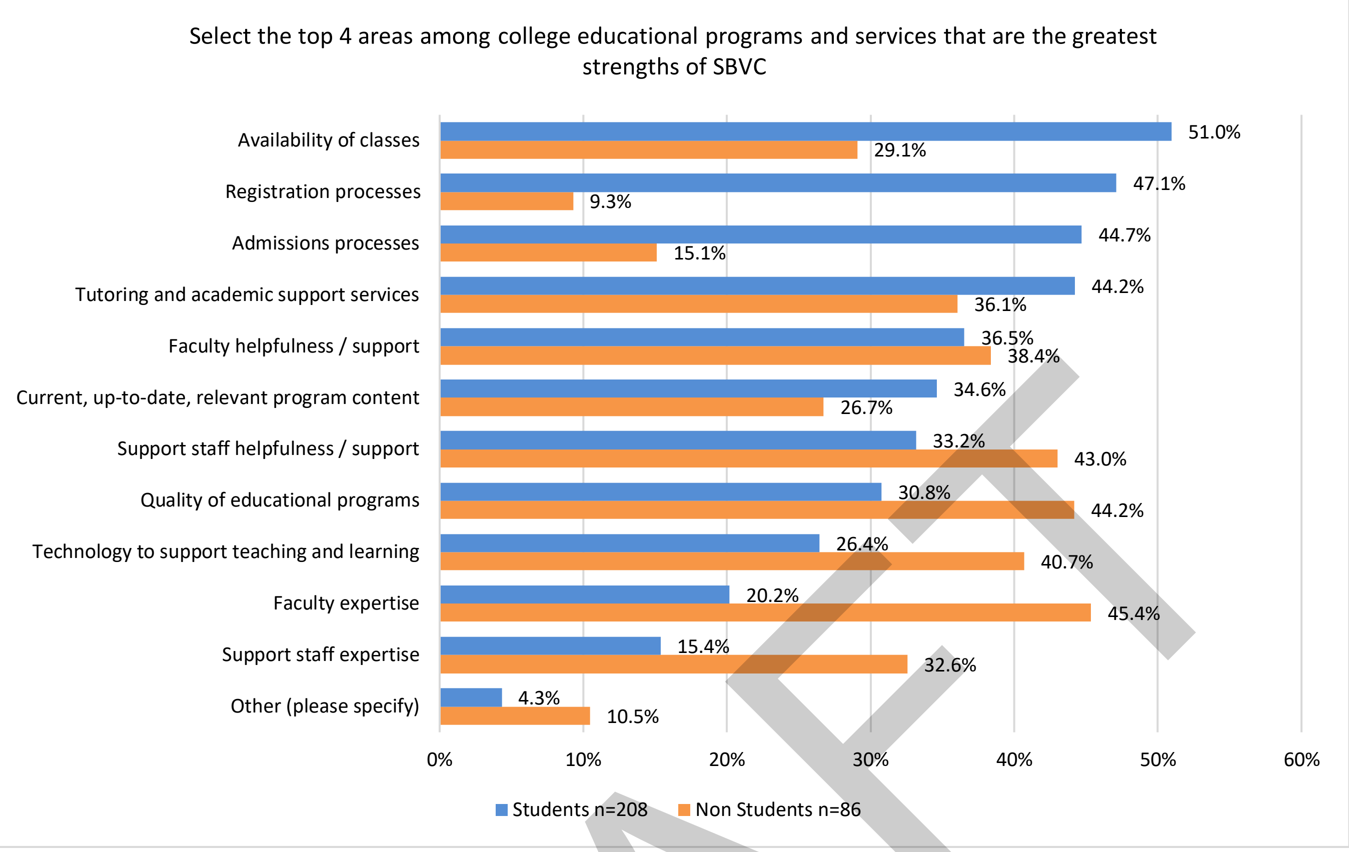

Select the top 4 areas among college educational programs and services that are the greatest strengths of SBVC

Select the top 4 areas that you believe are in need of improvement at SBVC overall:

The following chart shows the responses to this question. The blue bars show the percentage of student respondents who selected a given response. The orange bars show the percentage of non-student respondents who selected a given response. The chart is sorted in descending order of student responses. Both students and non-students ranked “Campus appearance” as the greatest strength of the College.

Students and College employees identified “Parking” as the top area needing improvement at the College.

The responses in two areas differed somewhat between students and non-student respondents. These areas were:

	Students	Nonstudents
Auxiliary Services (e.g., library, food, fitness, child-care facilities)	26.0%	9.4%
Campus safety and security	26.0%	14.1%

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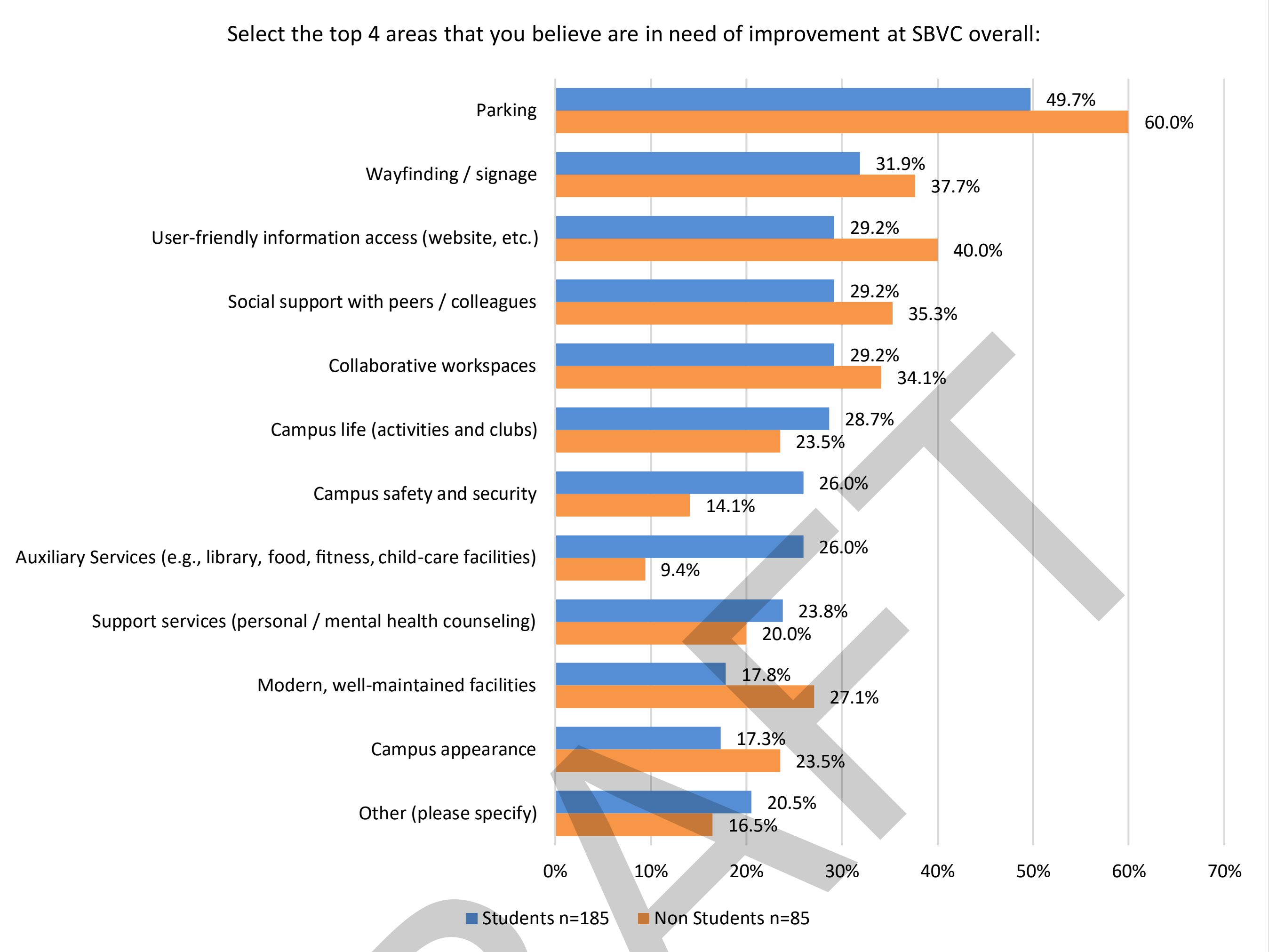

Select the top 4 areas among college educational programs and services that are in need of improvement at SBVC:

The following chart shows the responses to this question. The blue bars show the percentage of student respondents who selected a given response. The orange bars show the percentage of non-student respondents who selected a given response. The chart is sorted in descending order of student responses. Both students and non-students ranked “Campus appearance” as the greatest strength of the College.

The responses differed considerably between students and non-student respondents in several areas. The biggest differences between student and non-student (staff and faculty) perceptions were in the following areas:

	Students	Nonstudents
Admissions processes	20.1%	40.7%
Quality of educational programs	24.3%	12.4%
Registration processes	31.2%	43.2%
Technology to support teaching and learning	39.7%	29.6%

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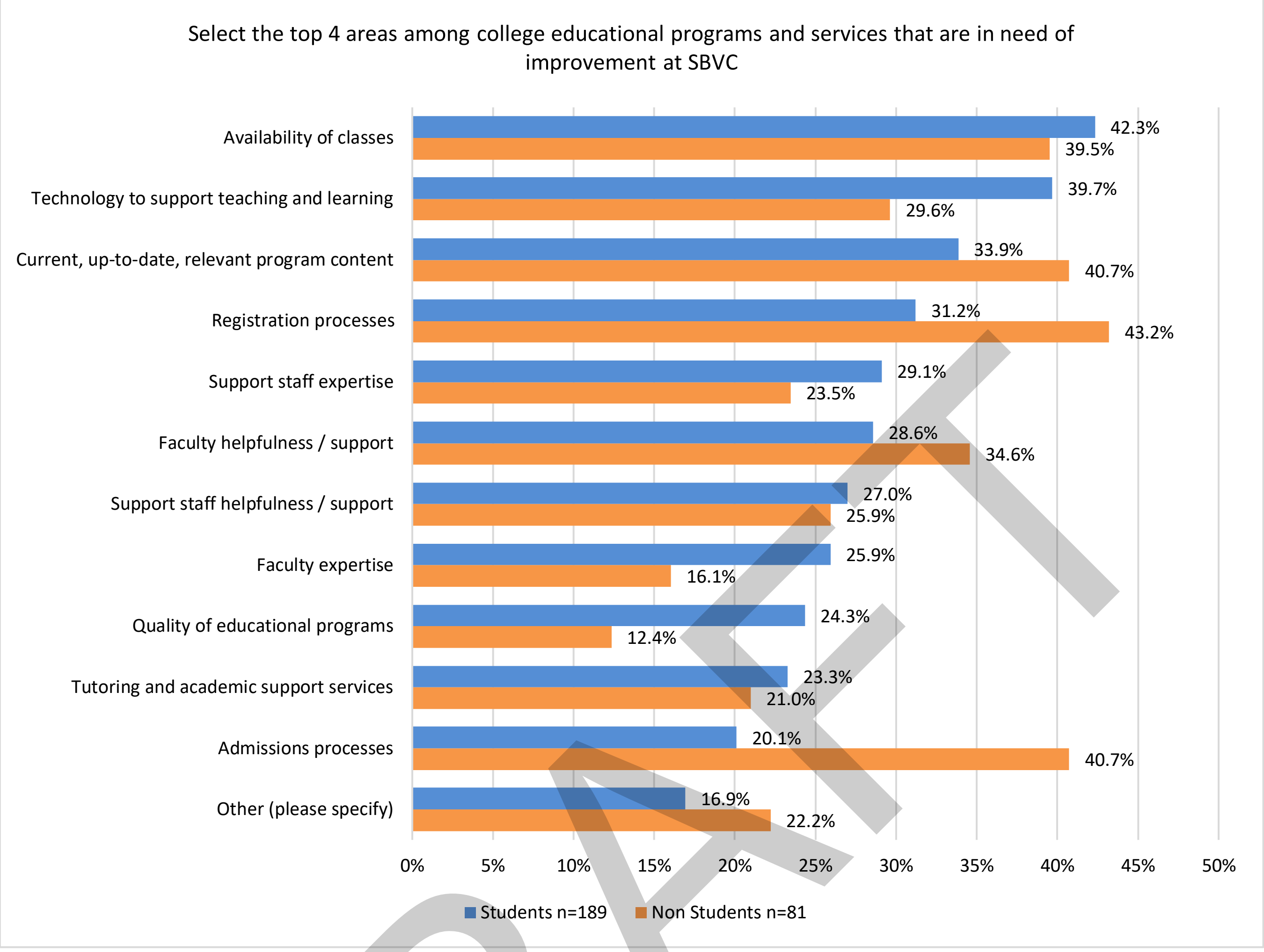
Select the top 4 areas among college educational programs and services that are in need of improvement at SBVC

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Please list any academic programs or courses that are not currently offered in the college/district that you would like to see added: (Please be brief and include one program per line.) n=101

There were a wide variety of diverse programs mentioned. Below are ones with at least 3 responses:

- Animation
- Cosmetology
- Engineering
- Japanese
- Photography
- Radiology

Please list any student services programs or resources that are not currently offered in the college/district that you would like to see added: (Please be brief and include one program per line.) n=64

- First Generation/freshman experience programs
- Immediate chat for student available on weekends and evenings
- More academic support
- More health services, including mental health, personal counseling
- Resources for special groups (LGBTQ, non-traditional students,ethnic center, women’s center, etc.)
- tutoring
- More food options

Please list any student activities that are not currently offered in the college/district that you would like to see added: (Please be brief and include one program per line.) n=57

- There were a wide variety of suggestions which were clustered around expanding “student life”
- and cultural activities such as dances, pow wows etc. Also:
- Free Gym
- Programs for Native Americans, non-traditional students
- More counseling services
- After hours and weekend support
- Study Abroad program

Were there any questions that were not asked that you would have liked to have seen in this survey? Please elaborate. *n=77*

- Orientation for new employees
- More hires
- Better support for faculty and staff
- More library hours
- Assistance with financial aid application
- Connection to Alumni
- Certification testing for jobs (Microsoft, Google etc.)
- Budget transparency

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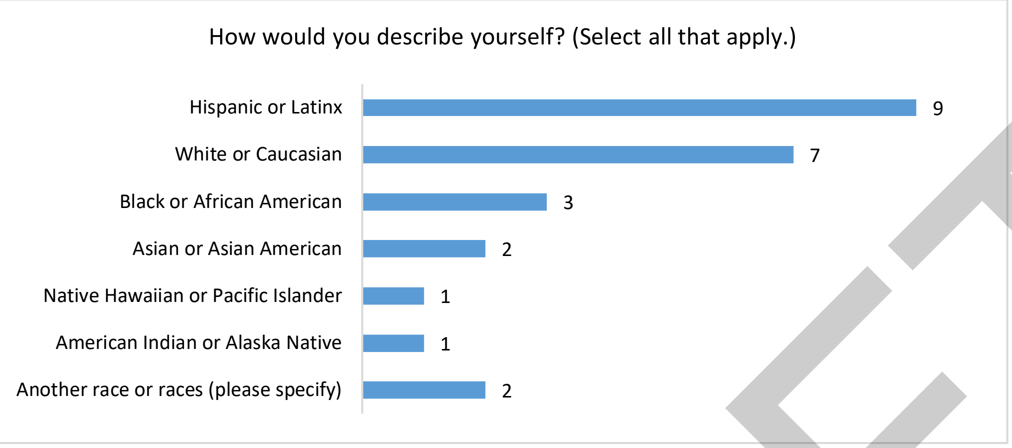
District Services Office Survey Results

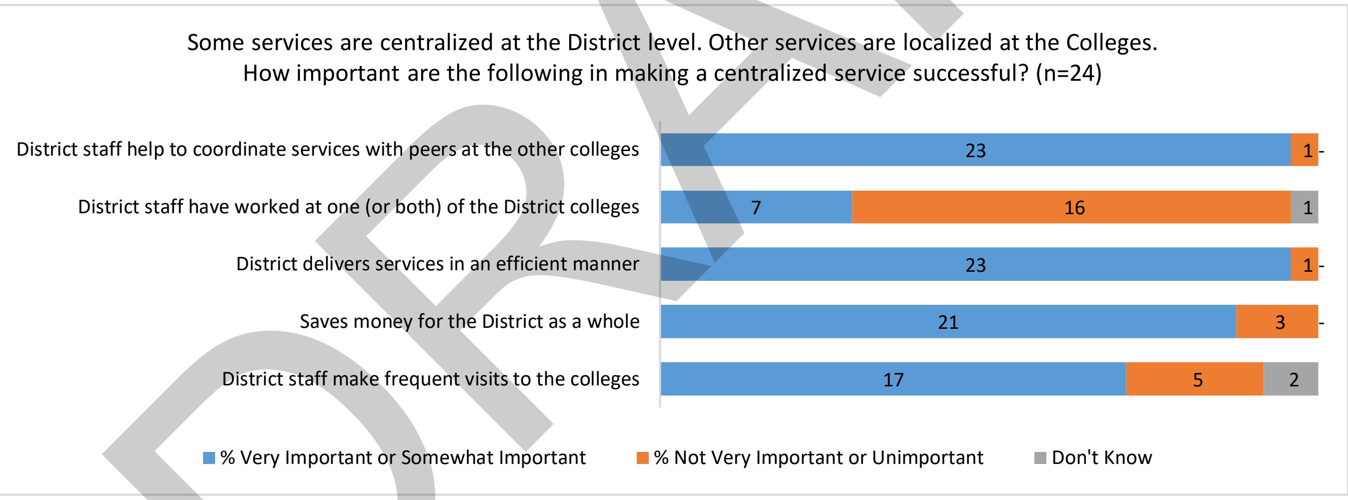
Overview

A campus-wide survey was conducted during the Spring 2022 semester. The survey was sent to all staff and students at both Colleges and the District Office. There were a total of 27 respondents who indicated that the DSO was their primary place of work.

The survey respondents were asked how they describe themselves. The results are shown in the following chart.



Some services are centralized at the District level. Other services are localized at the Colleges. How important are the following in making a centralized service successful? (n=24)



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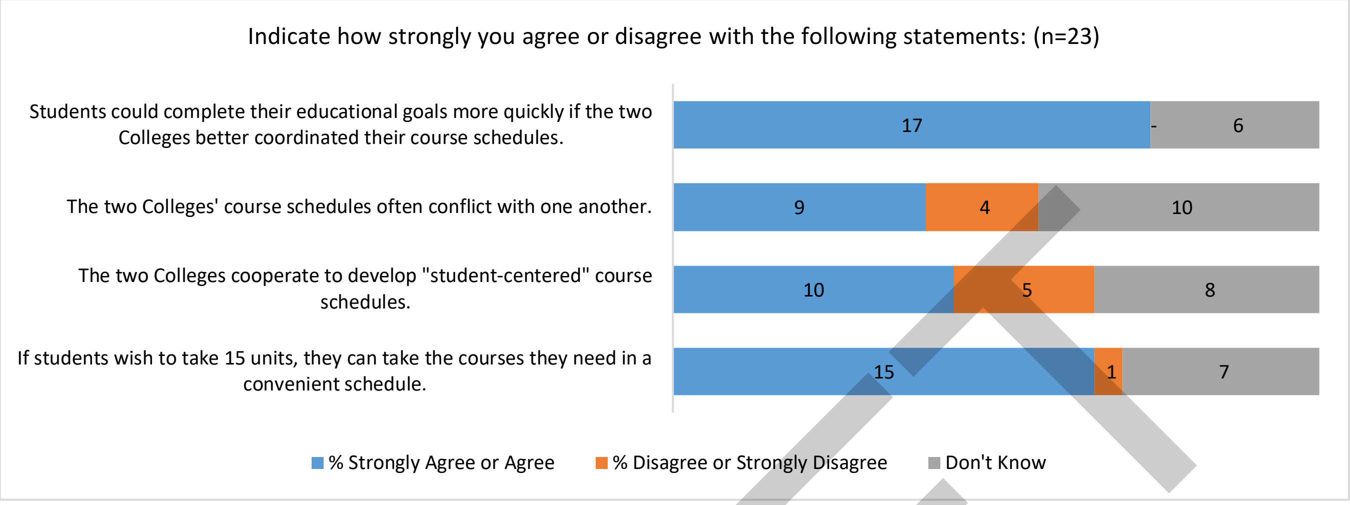
How many years have you worked at San Bernardino Community College District? (n=23)

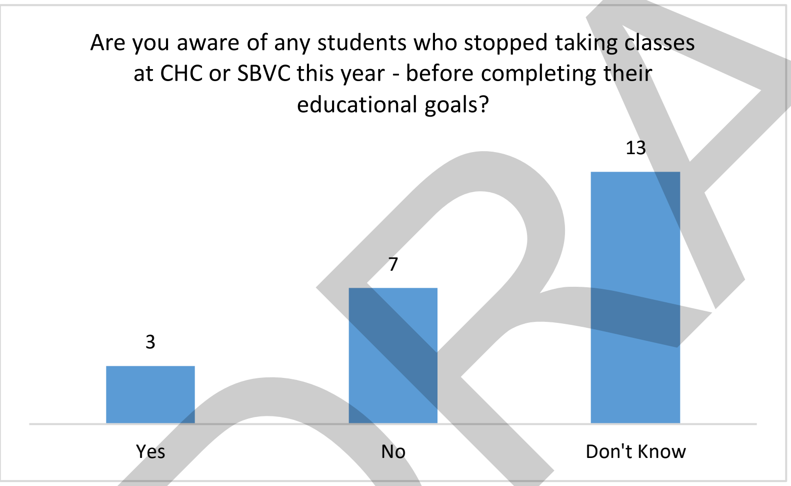
The average response was 10 years with a maximum of 22 and a minimum of 0 (in their first year).

Indicate how strongly you agree or disagree with the following statements: n=23

The following chart shows the numbers of respondents who agreed or disagreed with each statement. There was strong agreement with the statement that “Students could complete their educational goals more quickly if the two Colleges better coordinated their course schedules.”



Are you aware of any students who stopped taking classes at CHC or SBVC this year - before completing their educational goals? n=23



What were the primary reasons they stopped taking classes? (Check all that apply.) n=3

The 3 respondents who answered “yes” to the previous question, noted the reasons below. They were permitted to select all of the reasons that apply, therefore, the total number of responses is greater than 3.

The top reasons cited by DSO staff for students stopping their studies at the College were:

- Course schedule conflicted with other responsibilities
- Application process was too difficult
- Decided to go to a different college or school
- Finished my certificate, degree, or educational goal
- Registration process was too difficult

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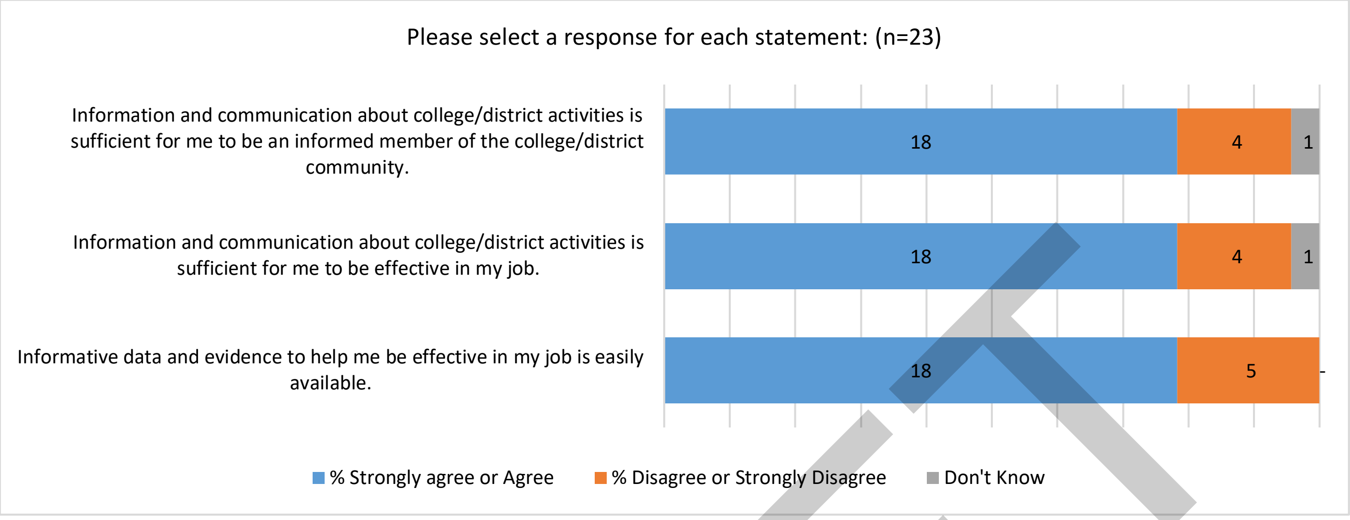
Please select a response for each statement: n=23

Respondents were asked how strongly they agree with the following statements. Most respondents agreed or strongly agreed with each statement.



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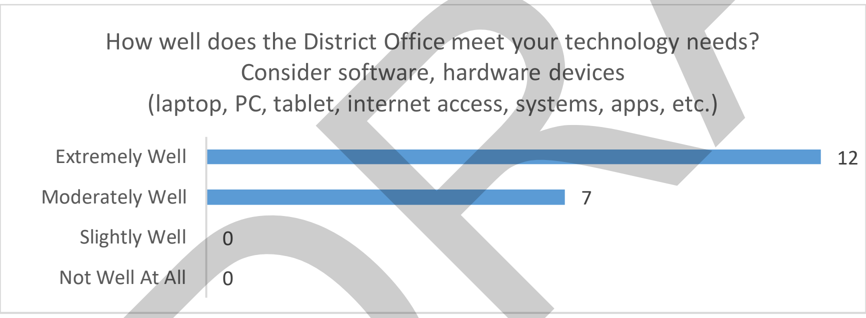
All Respondents Questions

The following questions were asked of all respondents to the survey.

How well does the District meet your technology needs? Consider software, hardware devices (laptop, PC, tablet, internet access, systems, apps, etc.) n=19

This question asks how well the College meets respondents' technology needs. Most respondents (12 of 19) indicated they are met extremely well.



Any suggestions to improve your technology needs? (n=4)

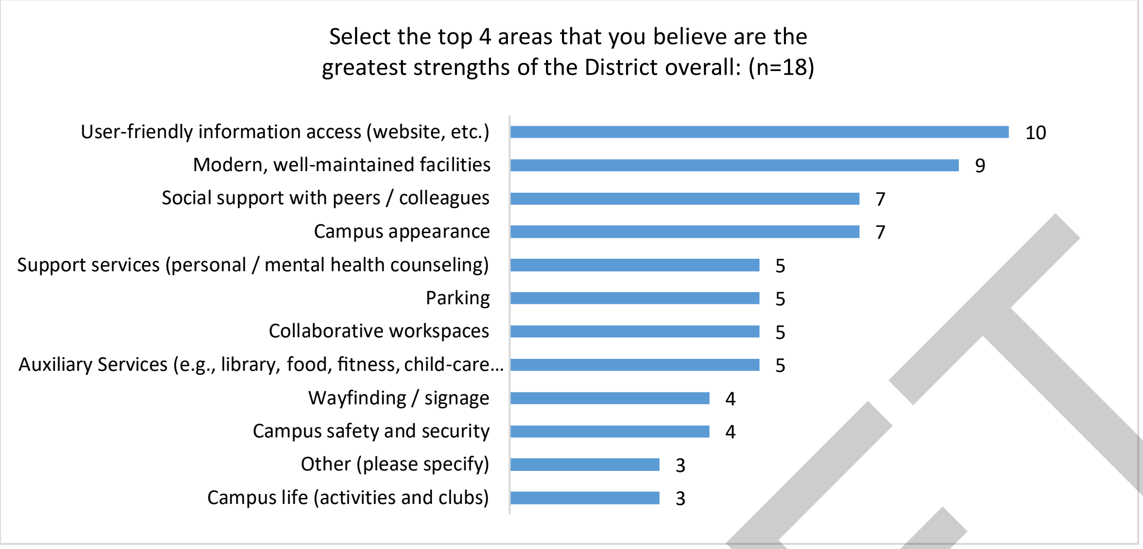
- Change their helpdesk ticket platform and find a user friendly system
- CRM system
- Make sure TESS is properly staffed.
- more consistency with software and hardware updates for all users at the same time.

What is not working well in meeting your technology needs, and what can be improved? (n=1)

- Both campuses should have the same information on website. There should uniformed to the District goals.

Select the top 4 areas that you believe are the greatest strengths of the District overall:

The following chart shows the responses to this question.

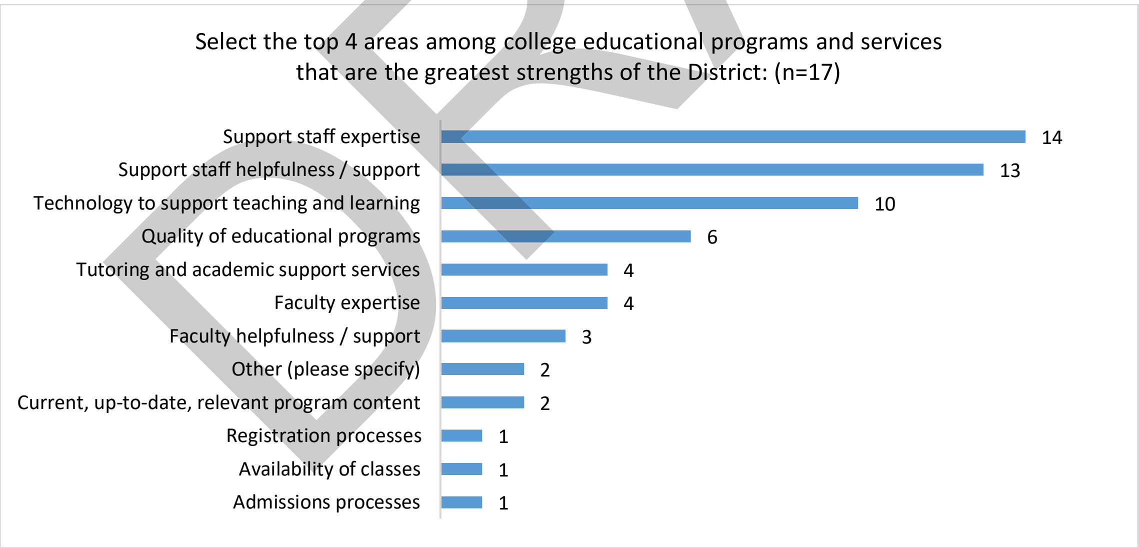


Respondents selecting “Other” contributed the following:

- Business and community partnerships
- Having a full-time receptionist near the 2nd floor entrance, and having IT staff available on-site

Select the top 4 areas among college educational programs and services that are the greatest strengths of the District:

The following chart shows the responses to this question.



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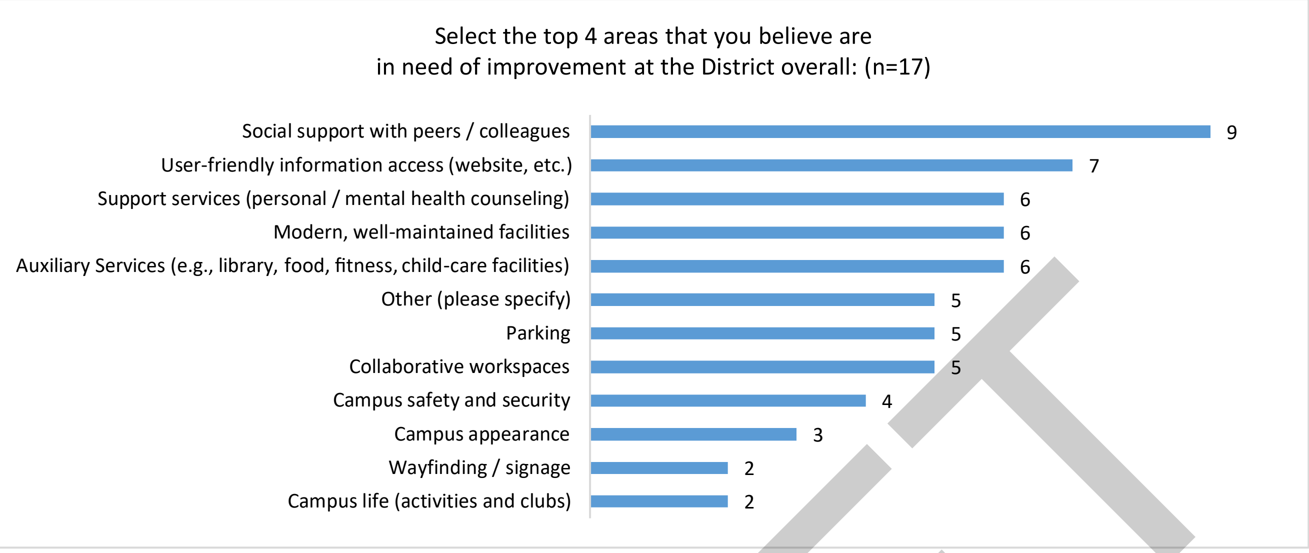
Select the top 4 areas that you believe are in need of improvement at CHC overall:

The following chart shows the responses to this question.

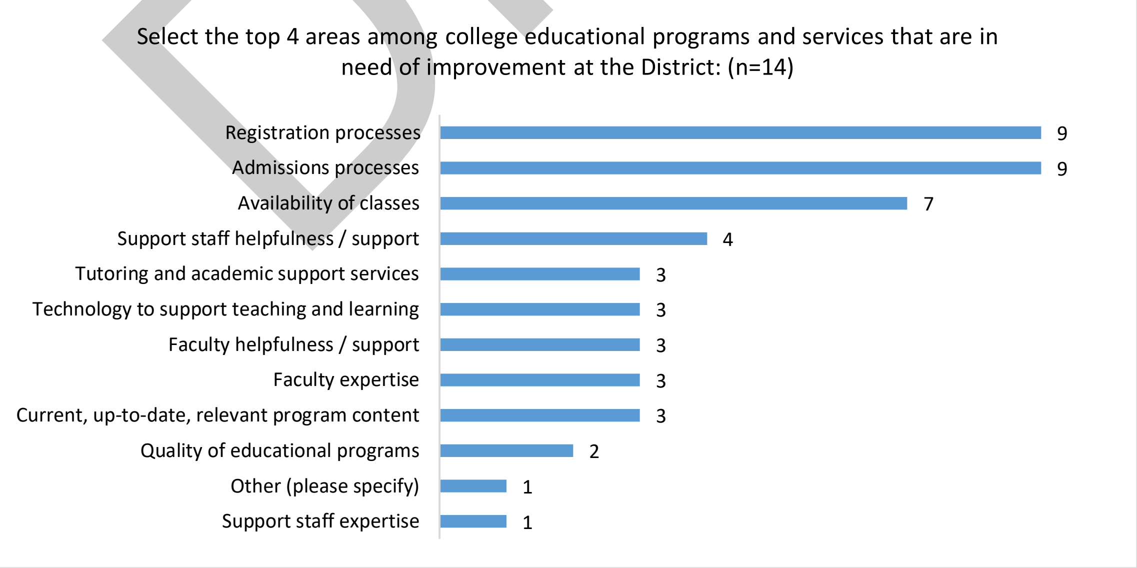


Respondents selecting “Other” contributed the following:

- Need more Police and Security
- BAD choices do not apply to DSO
- Rest/lunch space for the TESS side of the building, vending machines,
- The district office has provided limited space for staff. Some being jammed into a tight area. There is no room for additional staff. Signage is improving. Lack of lunch area on the Chancellor/Research/TESS side of the building. When staff from this area goes into the dedicated lunch room the Business/Fiscal side looks at us like we don't belong. We feel very unwelcomed.
- There has always been an issue with academic advising students need roadmaps to help guide them to take the courses needed to successfully earn their degree or certificate there is no direction and many students give up and drop out

Select the top 4 areas among college educational programs and services that are in need of improvement at the District:

The following chart shows the responses to this question.



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Please list any academic programs or courses that are not currently offered in the college/district that you would like to see added: (Please be brief and include one program per line.)

There were five responses.

- cloud technology Specialist Certificate
- coding certificate (java)
- computer science certificate
- computer science certificate
- cybersecurity specialist certificate

Please list any student services programs or resources that are not currently offered in the college/district that you would like to see added: (Please be brief and include one program per line.)

There was one response.

- MESA program

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Program Advisory Committee Employer Survey

This survey was sent to employer members of the College's Program Advisory Committees. The College has 26 Program Advisory Committees. There are 105 employer members among these committees who all received the survey. There were only 13 responses to the survey, representing 11 of the committees.

Please check the San Bernardino Valley College Advisory Committee(s) to which you are a member (check all that apply):

Program	Responses
Automotive Collision	1
Automotive Technician	1
Business Administration	1
Child development	2
Film, TV & Media	1
Geographic Info Systems	1
Graphic Design/Multi-media	1
Graphic Info Systems (GIS)	2
Information Communication Technology (ICT or IT)	1
Machine Trades	2
Nursing	1
Psych Tech	1
Transportation/Diesel	1
Answered	**13**
Skipped	**0**

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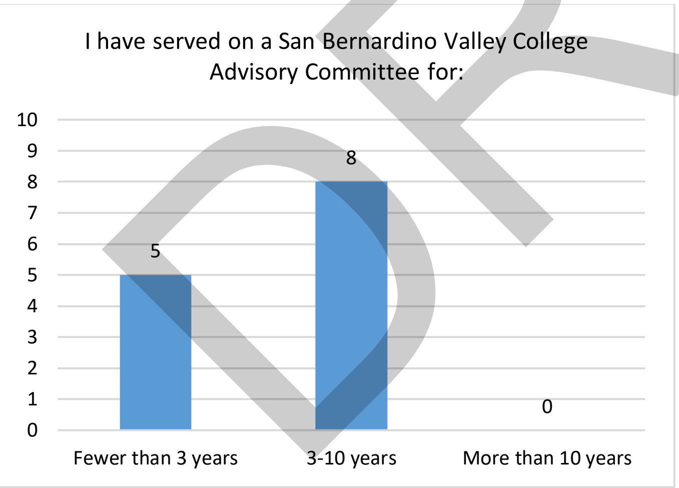
Most of the respondents have served on a College advisory committee for 3-10 years.



My business/employment is primarily in (or closest to) which of the following areas? (Check all that apply.)

Respondents were asked to identify where their businesses are located. Some respondents had multiple locations, therefore there are more than 13 responses.

Town/City	Response
Chino	1
Colton	2
Entire Counties of San Bernardino and Riverside	1
Fontana	2
"I work with the Cisco Academy, we are more global in scope"	1
Ontario	2
Redlands	2
Rialto	1
Riverside	1
San Bernardino	4
Upland	1
Yucaipa	1
Grand Total	**19**

Please list 3 words/phrases that describe San Bernardino Valley College's image in the community:

Following is a complete list of responses.

- Accessible
- Affordable
- Busy
- Compassionate
- Competent
- Cost-effective
- First step in one's career
- Friendly
- Growing
- Helping citizens move forward
- Inconsistent
- Junior college
- Necessary
- Professional development starter
- Qualified
- Quality
- Unfocused

Please rate the following comments on the scale provided.

Respondents were asked whether they strongly agreed, agreed, strongly disagreed, or disagreed with the following statements. Most respondents agreed or strongly agreed with each of the statements. The weakest response was to the question, "San Bernardino Valley College readily adapts to change." Nearly half (45.5%) of respondents disagreed with that statement.

Comments	Most Frequent Response	Agree or Strongly Agree	Disagree or Strongly Disagree
Employers view San Bernardino Valley College as a high-quality institution.	Agree	70.0%	30.0%
San Bernardino Valley College has strong business and industry partnerships.	Agree	72.7%	27.3%
San Bernardino Valley College readily adapts to change.	Agree	54.6%	45.5%
San Bernardino Valley College is a strong leader/partner in economic development for the region.	Agree	63.6%	36.4%

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Please rate the following comments on the scale provided. n=8

Respondents were asked whether they strongly agreed, agreed, strongly disagreed, or disagreed with the following statements.

Comment	Most Frequent Response	Agree or Strongly Agree	Disagree or Strongly Disagree
The College's instructional / technical programs are up-to-date and meet employer needs.	Agree	75.0%	25.0%
College programs under our Advisory Committee have current and relevant equipment, technology, and software that reflect today's workplace.	Agree	62.5%	37.5%
Employers in our industry provide internships and/or externships to students enrolled in the College's programs.	Agree	87.5%	12.5%
Local employers in our industry are eager to hire the College's graduates.	Agree	62.5%	37.5%
The College's technical programs are of similar or higher quality than those in nearby community colleges and private colleges.	Agree	50.0%	50.0%
The College's programs in our field/industry that no longer meet job demand are reduced or eliminated.	I don't know	37.5%	62.5%
New programs are initiated by the College in response to emerging community employer needs.	Agree	62.5%	37.5%
The College's program graduates perform well in the workplace.	Agree	50.0%	50.0%

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What new jobs or industries, if any, should the College explore for potential new programs?

All responses are listed below.

- CAD/CAM Programmers
- Children with special needs - inclusion courses
- CNC Operators
- CNC Programmers
- CNC Setup
- Film Location Management
- Robotics

Provide any additional comments you have on the quality, effectiveness, and other characteristics of instructional/technical programs at San Bernardino Valley College. (One comment per line.)

All responses are listed below.

- Many moved on to CSUSB to obtain bachelor degrees
- Most of our employees attend SBVC
- I have worked with the Media Arts Dept for several years and have found the staff knowledgeable and willing to go the extra mile for their students and push for expanding the Dept and its resources. This is an up-and-coming school that is hot on the heels of those in LA.
- Great instructors

Listening Sessions and Themes

Introduction

During the Discovery Phase, listening sessions were held by the CBT Team with individuals and groups of internal and external stakeholders of San Bernardino Valley College. Additionally, the team visited classes to hear what was or was not working well for students at SBVC. A large campus forum, along with several small group sessions, were conducted as Internal listening sessions. These were well-attended. External sessions were sparse and not well-attended. A summary of listening sessions is provided below, along with data on those who responded to the surveys conducted, as discussed previously in this document.

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SBVC INTERNAL STAKEHOLDER LISTENING SESSIONS			
Session Categories	**Individuals and Groups**	**# Sessions**	**Approx. # Participants**
SBVC Internal Stakeholders	○ President's cabinet ○ Academic Senate ○ MPSC ○ Vice Presidents ○ All campus forum ○ General groups (5)	10	197
Student groups	○ Student Classes	2	40
Total Number of Internal Listening Sessions and Participants		**12**	**237**

SBVC EXTERNAL STAKEHOLDER LISTENING SESSIONS			
Session Categories	**Individuals and Groups**	**# Sessions**	**Approx. # Participants**
Foundations & Committees	○ SBVC Foundation Board (2)	1	2
Government & Community Partners	○ Workforce Development Center (1) ○ Sheriff Dept (1)	2	2
Educational Partners	○ K-12 Schools (none) ○ Adult Education (1) ○ Universities: CSU San Bernardino; UC Riverside (2)	2	3
Total Number of External Listening Sessions and Participants		**5**	**7**

Surveys Conducted	# Respondents
○ College-wide survey: employees (99); students (271) ○ Program Advisory Committees - Employer Survey (26 committees) ▪ Total employer members (n=105)	370 13
Total Number of Survey Respondents	**383**

Internal and External College Listening Session Themes

The top ten themes, and 30 sub-themes, that emerged from the listening sessions are delineated below. This rich qualitative input, combined with the other sections of the Data profile, is valuable as the College identifies its highest priorities for the next five years and beyond.

1. **Regional Demographics and the Impact of the COVID Pandemic**

a. Demographic Changes in the Region
- Declining population for 0-44; growth in 65+ population
- Percent of families living in poverty has declined over last decade
- Increase in female students; decline in male students

b. Implications / Impacts of COVID Pandemic for Future Planning
- Significant decline in student enrollment/headcount during fall 2020
- Need to find correct balance between on-site and on-line course offerings
- Challenges exist for students and staff regarding post COVID reentry to onsite teaching and learning
- Cannot do “same old/same old”

2. **Student Access, Marketing, Outreach and Recruitment**

a. Student Access, Outreach, and Recruitment
- Partner with city to develop or promote specific programs
- Improve registration process
- Provide counseling help for potential/new students
- Promote financial aid and other resources to potential students
- Expand dual enrollment
- Target returning adults with more support services
- Recruit high school seniors who were accepted but did not attend four-year school
- Improve web pages

b. Marketing and Outreach to the Community
- Develop more contact with K-12
- Have consistent messaging at all schools
- Develop easier access to information
- Improve marketing
- Develop targeted community outreach

3. **Strategic Enrollment Planning and Management for Stabilization and Potential Growth**

a. Enrollment Management / Scheduling / Productivity & Efficiency
- Ensure availability of classes to meet student needs
- Schedule right combination of courses
- Build 2-year schedules
- Align course timing so program classes don’t conflict
- Increase units taken per student per semester
- Provide schedules that meet the flexibility needs of working adults

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- Align course schedule to education master plan goals
- Develop an easily accessible Data dashboard
- Acquire better tools to create strong course schedule

b. Strategic Enrollment Planning for Growth

- Encourage the majority of students who intend to earn associate degrees or transfer
- Develop non-credit short courses and certificates to align with local employer needs
- Expand online course availability to ensure degree completion
- Implement Guided Pathways to promote associate degrees and transfer
- Expand dual enrollment options

4. Academic and Support Services

a. Student Success (Retention/Persistence/Completion)

- Strengthen targeted student support services
- Strengthen student mental health support
- Improve AB 705 support
- Need to schedule to maximize students' access to classes
- Focus on retention and completion

b. Academic Support Services / Tutoring

- Expand tutoring options
- Increase awareness of tutoring options

c. Counseling / Academic and Career Advising

- More counselors or counseling hours needed
- Expand video counseling
- Consider Drop-in counseling for quick questions
- Develop evening counseling

d. Student Support Services / Wrap-around and Special Services / DSPS / Health Services

- Need more technology services for use by students with disabilities
- Need Evening and weekend student services
- Need more library hours
- Need more student mental health support

e. Financial Aid / Scholarships / Foundation

- Increase student assistance with application paperwork
- Provide help in variety of languages
- Increase the number of scholarships available
- Strengthen connection to alumni to enhance fundraising

5. Diversity, Equity, and Inclusion

a. Diversity, Equity, Inclusion, Anti-racism (DEIA)

- Students need to feel welcomed and heard
- DEIA needs to be institutionalized throughout college
- Need more Professional Development for all segments of the College
- Continue development of culturally competent curriculum
- Develop a culture of Inclusion

b. Campus Life / Clubs /Athletics

- Expand resources for special groups (e.g., LGBTQ, Native American center, nontraditional student center, women's center)
- Offer more food services
- Develop on-campus activities, such as dances and Powwows

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- Create a Study Abroad program

6. Guided Pathways, Program Design and Delivery

a. Guided Pathways / Program Design / Program Mix

- Guided Pathways “taking off” but not fully developed yet
- Need to continue developing and implementing pathways pillars

b. Distance Education / Delivery Modes

- Continue to provide online teaching training to all faculty
- Students wish format same for all online classes
- Not all students have good access to home technology
- Balance delivery modes to match student demand

7. Education, Business, Industry, and Governmental Partnerships

a. Dual Enrollment

- Need to reconnect with K-12 partners post-COVID
- Build back options to pre-Covid levels
- Offer consistent schedules

b. Transfer / Baccalaureate Degrees / Articulation

- Strengthen connections with four-year transfer personnel

c. Strategic Partnerships

- Expand Apprenticeships
- Gap exists connecting programs to careers
- Need more internships
- Need to strengthen program Advisory Committees
- Build community, city, and business partnerships
- Develop community Health related partnerships

d. Workforce Development

- Partner with city/county to provide workforce education
- Develop short-term certificates for entry level jobs/support low-income population
- Maximize use of new Building for Automotive, New Innovations, Drone Tech

e. Non-Credit Instruction / Continuing Education /Adult Education / Contract Ed

- Under-utilizing noncredit, adult education
- Health related topics
- Technology usage
- Recreation training
- College limited in what it can do with Contract Education

8. Planning, Evaluation, and Advancement

a. Program Review / Institutional Effectiveness / Accreditation / Research / Integrated Planning

- Program Review needs to be used in non-punitive way
- Update program discontinuance process
- Need easier access to data
- Need more data dashboards

b. Program Change / Innovations

- Program review not really used as a tool
- Curriculum Committee is using an “Equity lens” while reviewing curriculum
- Ethnic Studies wanted

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9. Organizational Design and District / College Relations

a. Organizational Efficiencies / Centralized & Decentralized Services

- Communication from District not always timely or accurate
- District not always responsive to College's needs

b. Information and Communication / Website

- Website needs overhaul
- Need better communication inside college

c. Fiscal Resources / Grants / Budget Management

- Budget transparency needed
- Align resource allocation to planning
- Move resources to support big ideas or key goals

d. Equipment / Purchasing

- Need new tech equipment
- Need better Wi Fi

e. Technology / Applications / Enhancements

- Need better tech support and training for all (students, faculty, staff)
- Purchase more hotspots
- Provide better computers
- Students want same format for all online classes
- Need software products to help with Data Integration
- Need Dashboard/easy access to data for all

f. Facilities / Sustainability

- Need more Smart Classrooms

g. Human Resources Processes and Services

- No comments were made specific to this

h. Safety / Security / Police Services

- Need more parking
- College is a safe spot (off limits) for crime

10. Professional Development

- Need professional development for faculty re: online classes
- Need professional development for all re: DEI, communication
- Need new Employee orientations
- Need better support for new staff and faculty

District Services Operations Listening Session Themes

Concurrent with the Internal and External College Listening Sessions held in Spring, 2022, listening sessions were also held with staff in all the District Support Operations' (DSO) divisions. These DSO divisions provide centralized support to the two colleges in the district.

SBCCD's new District Strategic Plan, adopted by the Board in May 2022, identifies SBCCD's Integrated Planning Model which depicts the connections among the District Strategic Plan, College Educational Master Plans (EMPs), and the DSO Plan. The DSO Plan provides Strategic Directions and Supporting Actions to support ***both*** the Goals and Objectives of the District Strategic Plan, ***and*** the Strategic Directions and Supporting Actions of the two College EMPs.

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Listening sessions held with DSO divisions were focused on the both the relationship and processes between DSO divisions and the colleges. The SBCCD Delineation of Functions Map was used as a discussion platform, and questions asked were designed to:

- ⇒ Gain a deeper understanding of the division's area(s) of responsibility, and how it works with the colleges
- ⇒ Clarify further what is centralized vs. decentralized vs. shared, per the *SBCCD Delineation of Functions Map*
- ⇒ Discuss the division's priorities in meeting the Goals and Objectives of the new District Strategic Plan the Board adopted
- ⇒ Learn how the division is approaching the development of its *DSO Strategic Directions and Supporting Actions*
- ⇒ Determine if there is anything else that would support the division's work on the above

Notes taken from the DSO Listening Sessions were compiled, synthesized, and analyzed to identify key themes that have implications for the colleges as they are developing their EMPs. A summary of those themes is provided in the sections that follow.

DSO Centralization – Policies, Procedures, Processes, and Practices

- Identify principles (see SBCCD Strategic Plan); align BPs and APs to support the student and employee experiences
- Ensure there is only one official set of BPs and APs for the whole District; Colleges do not have their own policies and administrative procedures
- Ensure BPs and APs are being applied consistently across all SBCCD sites; provide orientation and training
- BPs and APs need a formal review cycle and process that includes CCLC Updates and ensures compliance with state and federal legal requirements
- The process to review SBCCD policies and procedures is unclear; there is no documented procedure for when they are reviewed, and who the accountable executive(s) is/are for each area being reviewed; this is especially important with the new organizational structure
- Align College processes and practices (these currently are inconsistent among college catalogs, websites, and college forms in use)
- Contracts / Agreements need reviewed regularly (e.g., CCAP)
- Ensure CCAP Agreements are reviewed annually and consistent with mandated Ed Code, with fee structure implemented consistently at all instructional sites

Grant Processes

- Current process involves a limited and narrow review of grant opportunities and college faculty, and staff are queried as their interest in pursuing grant opportunities; proactive, intentional grant-seeking is needed, aligned with SBCCD Strategic Plan, and College EMPS
- Grant funding is available; e.g., HSI grant opportunity and formerly incarcerated grant funding available, but little is understood regarding the terms, conditions, and expectations of these grants

Police Services

- Re-evaluate location of "District Emergency Operation Center"
- Consider additional support for students and staff in the transition back to campus
- Reassess Emergency Operation Plan

Human Resources – DEI - Contract Services

- Reconcile and align job descriptions across the District; reduce "invisible labor" and integrate into job descriptions; the example provided was that of dean job descriptions and classifications, which are narrowly written; HR is working to amend and to broaden job descriptions across the district for ease of use across multiple sites

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- Address pay-equity issues; inconsistencies exist across the colleges
- Infuse / embed DEIA principles and practices into the workplace, job descriptions, and onboarding and professional development activities
- A more comprehensive onboarding process is needed for new employees for all DSO services and DEI priorities; an assessment of new employees' knowledge and skills in these areas is required, followed by training and professional development as needed
- Need to develop consistent process to secure contracts for services and hiring short-term employees – delays and confusion negatively impacting projects
- DSO provides support for college contract procurement processes
- Need a comprehensive review and training of HR and contract processes

Fiscal Services

- Budget development process needs tied more closely with SBCCD priorities
- Budget allocation model should be reassessed post-COVID (neither college happy with it)

Facilities

- Facilities planning post-COVID will need to be addressed based on enrollment, educational programming, and delivery mix for the future
- Move from "energy efficient" to "zero-net energy"; Elite gold to Platinum

IT Services

- Need for centralized IT functionality and purchasing of products and applications
- Need for centralized operational processes "not directly related to functional users"
- Security, equipment decisions, server maintenance, a common review and decision-making process regarding products and applications
- At present – the DSO supports different college functions related to college IT needs
- DSO taking inventory of all DSO and college products and applications – many purchased during COVID – some products and applications are duplicative; not being fully used; the process (or, lack thereof) allows colleges to make campus-level decisions regarding the purchase of software so employees and students may be using different tools within the DSO (the two colleges) for same functions (transcripts, appointments, follow-up, etc.)
- Align DSO level budget planning and hardware and software priorities; assess effectiveness and efficiency of applications in serving SBCCD's needs and priorities; conduct functional gap analysis and assess business processes for possible streamlining
- Discussion includes which products and applications should be aligned and which should be terminated – the TCO for these products and applications (annual and long-term fees) is not known and needs to be assessed
- The centralization of IT servers will also include keeping the IT College Director position – this individual will continue to provide campus user support and training
- The DSO and college computer updates and migration plan needs to be clarified and identified in writing
- Cyber security position to be hired at the DSO with district and college support; reduce security vulnerabilities
- Assess the quality and comprehensiveness of "redundant information systems" to ensure cyber security and recovery
- Coordinate CCCCO MIS data submissions with the colleges, offer training and use the reports to inform decisions;
- Assessment of Help Desk users needed: metrics on the number of users and types of requests to better align staffing
- Students need a single sign-in, consistency in software applications, and application support
- Enhanced ongoing staff training and professional development for technology is needed

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Institutional Effectiveness and Research

- Process for monitoring progress on EMPs under the new SBCCD Integrated Planning Model, and the new organizational structure, will need to be updated
- Identification of KPIs at various decision-making levels, and metrics to be used, will better support:
- Vision for Success, Guided Pathways, and the Student-Centered Funding Formula
- Examination of disaggregated data and equity gaps
- District-wide program review

Contract Education Training

- DSO has an autonomous contract ed effort that has little affiliation with college programs; linkages to Guided Pathways and other opportunities for student advancement, transcripted credit, and FTES for SBCCD is needed
- The current practice focuses on employers, but could also be expanded to better connect with the colleges' programs; the current practice is a disservice to students who receive no credit and a disservice to the colleges who do not count/claim credit for student enrollments
- Alignment of noncredit to credit programs of study is needed
- DSO staff, college staff and faculty, and Board members teams are scheduled to travel to Tennessee and Utah to tour models of how best to integrate college and career programs of study to include credit and noncredit programs of study
- A recent development – students in contract ed programs to receive EOPS information (assume eligibility) for purposes of apply to the EOPS program

Instruction and Student Services

- Streamlining and developing consistency between the two colleges in other student services processes and practices is particularly user-friendly to students attending both colleges
- Ensure consistent processes for specialized populations
- Consider: How can SBCCD put in place policies and procedures that support the student experience (the same experience) at both colleges?
- Streamline student support at the colleges
- Discussion and work are underway between the District and colleges, with faculty participation, to develop a common student application; other "student-facing" with faculty participation – progress reported towards the common application across the district
- One union for the DSO - full/time representation
- Faculty do not want centralized curriculum
- Limited agreement on course numbering across the district with discussions on a common student application
- Issues with prerequisites – "a faculty driven process" is an issue. Example, the same course at the two colleges can have varying course prerequisites requirements – the lack of consistency negatively impacts the student experience – status of studies to support course prerequisites unclear…
- Degree patterns may be different – limited review of programs of study
- Program review process – is a "check the box" activity and not aligned to GP or SCFF – unclear if review of programs using a decision-making rubric (revitalize, watch, discontinue) has ever occurred; process appears to be solely a faculty peer-to-peer process without administrative oversight or decision-making included in the process, and also lacks a district-wide review perspective to meet needs of the SBCCD region as a whole
- Need to align with BPs and APs – both are diluted versions of meaningful program review tied to student access, persistent, retention, completion or business and industry (EMSI) or living wage – little to no research to date

Overall Considerations

- The need for consistency between the two colleges is a reoccurring theme

- Regular, collaborative meetings between the Vice Chancellor of Educational Services, the two college Vice Presidents of Instruction, and the two vice presidents of Student Services are needed to ensure consistent, streamlined services to students
- Consider the DSO staff scheduling regular visits and “drop-in office hours” at the colleges
- Consider the colleges being more purposeful in inviting DSO staff to college council meetings for updates on their respective areas, and also to college events to build positive relationships between DSO and College staff
- Strengthen use of KVCR in College programs, internships, activities
- Expand use of KCVR to strengthen community connections and outreach to underserved student populations

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Threats and Opportunities

Threats to mitigate in SBVC's 5-yr EMP Development

- Significant decline in enrollment.
- Population growth in the College's service area is low (0.4%), so growth will not come naturally.
- The service area population of the college-going age (15-34) is projected to decline.
- Uncertainty of environment associated with the COVID-19 pandemic.
- Thirteen percent (13%) of service area households do not have Internet access at home.
- Hold harmless funding security ends in 2024.
- Changing political landscape at state and national level.

Opportunities to consider in SBVC's 5-yr EMP Development

- Research shows that there is high demand for employees in the following areas:
    - Cooking & Related Culinary Arts, General (CERT & ASSOC);
    - Machine Tool Technology; Machinist (CERT & ASSOC);
    - Real Estate (ASSOC);
    - Electrical/Electronics Equipment Installation & repair.
- More than half the service population has no college experience and another 22% has some college but no degree
- Nearly two-thirds of the service population is Hispanic.
- Noncredit programs are under-utilized and can be expanded
- Internships could be expanded
- Dual enrollment could be expanded
- Potential for more short courses
- Contract Education course at the college (rather than through the district)
- Marketing could be more targeted

EMP Strategic Directions and Supporting Actions

The EMPC met in two four-hour sessions to identify those high-priority Strategic Directions for the college. Eight Strategic Directions were identified to lead the college over the next five Years. Supporting Actions for each of the eight Strategic Directions were also identified. Ongoing review and refinement of the full set of *EMP Strategic Directions and Supporting Actions* was conducted by the EMPC. The resulting framework is displayed in the chart below.

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Strategic Directions	Supportive Actions	SBCCD Strategic Goal
1. Create a College-Going Culture Through Intentional Community Outreach and Clear Communications of Pathways	• Understand and address low high school completion rates in our service area through community and parent education (what are the rates?) • Develop an introduction to pathways in elementary schools by partnering with K-12 school districts in our service area • Highlight the benefits of attending a community college and transferring to a 4-year institution • Develop a robust community education program in order to publicize and offer life-long learning courses • Partner with middle and high school teachers to create a visiting faculty program whereby SBVC faculty teach pertinent lessons in 8-12 classrooms • Expand dual and concurrent enrollment options at service area high schools • Provide pre-enrollment guidance programs and services for K-12 and adult education • Create targeted outreach campaigns that consider specific audiences and demographics, including the specific needs of younger generations • Partner with K-12 schools and districts to build intentional K-14 pathways • Develop a campaign to reach students who have not yet declared a major and help them identify a meta major. • Provide multilingual documents, information, and workshops, including financial aid workshops, for parents and community members • Create pathway from noncredit to credit courses • Give students free tickets to events • Create living, learning community through recreational centers, gyms, physical health • Understand the specific needs of evening students • Measure effectiveness of outreach methods • Promote a lactation room • Expand childcare services • Invite all voices at the table/be inclusive • Establish “15 to Finish” campaign • Provide training for students (compliance Title IX, etc.) • Train students in DE course processes • Improve student on-boarding processes • Evaluate policies, procedures, and traditions to be sure they are inclusive of all members of the community • Targeted and innovative recruitment of diverse faculty, staff and managers	**1,3**

Strategic Directions	Supportive Actions	SBCCD Strategic Goal
2. Innovate Curriculum and Course Offerings to Support Student Equity and Completion	• Work with the curriculum committee to expand their current process to decolonize curriculum across disciplines • Continue to implement culturally responsive pedagogies • Create or adjust courses that keep students in college; utilize student-centered scheduling processes and services • Utilize scheduling technology to avoid class conflict • Extend the duration of summer session • Modify the academic calendar to be student-centered • Offer greater access to technology and training for students and employees • Advertise and offer credit for prior learning • Development of a winter intersession to assist in degree completion • Establish re-entry programs for adults, traditional age, Adult Ed, CTE, Workforce training • Implement Guided Pathways for students, along with support services • Initiate culturally responsive strategic enrollment management • Decolonize schedules (student services and course offerings) • Promote professional development in support of personal well-being and equitable instruction for students • Resume weekend college and schedule complete pathways for morning, afternoon, and evening students	**1**

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Strategic Directions	Supportive Actions	SBCCD Strategic Goal
3. Expand and Align Support Services and Resources in Conjunction with Student Pathways	• Implement online counseling for high school students via Cranium Café extension • Implement virtual or more efficient communication systems in order to update students • Encourage ongoing conversations between students and counselors to ensure students stay on track with changing goals • Extend remote access to Adobe for all students • Promote support programs, such as Puente, STEM, etc. through Cranium Café's common app, which allows students to apply to all programs for which they qualify • Create a student-centered website • Communicate effectively internally and externally • Foster environment of trust and transparency • Partner with service area employers to create more job opportunities for students • Extend the operating hours of various campus services • Promote Pathways that move students from jobs to careers • Connect counseling, faculty, and careers in one site • Develop customized pathways and services for part-time students • Educate students through high school workshops about how to complete the financial aid process • Increase financial support options for all students, especially for those who do not qualify for financial aid • Increase attendance at transfer workshops for students • Embody service leadership mentality through professional development	**1**

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Strategic Directions	Supportive Actions	SBCCD Strategic Goal
4. Create relationships with Black and African American Community	• Create experiential learning opportunities (DEIA-related) • Engage the community through outreach to black-owned businesses, religious organizations, and other partnerships • Develop specific cultural events year-round (beyond Black History Month) to bring the community to campus beyond Black History month (i.e., musical performances, theatre productions, art shows) • Ensure the campus is accessible and available to the community by promoting opportunities to schedule tours, book event space, and engage in other activities • Develop a mentor program for current and prospective students and organize a group of stakeholders to serve in this capacity • Engage Black male students in K-8 with targeted events that bring them on campus for enrichment activities and family nights • Personalized outreach in the most marginalized areas of the community with a group of volunteers familiar with the community (i.e., SBVC Alums) • Engage with the NAACP Black Chamber of Commerce	**2**
5. Utilize Quantitative and Qualitative Data to Understand Our Students' Lived Experiences and Better Support Them Towards Their Goals	• Gather data from current male students to understand how we can better meet their needs to address the decline in male enrollment • Gather information from our students on their lived experiences • Codify ongoing student involvement in all student-facing information-seeking practices (e.g., surveys, focus groups) • Develop an ongoing and transparent survey schedule that welcomes stakeholder input • Gather data from current female students to understand how we can better meet their needs and how we can be intentional in providing support • Analyze current data, including the Healthy Minds Survey, to understand our students' mental health and wellness needs. • Through data analyses, identify successful categorical programs and expand them • Using data, create targeted marketing to reach the 22% of the local population in the service area who identify as having some college and encourage them to complete a degree at SBVC • Identify students who do not have internet service at home and connect them with resources to obtain home internet • Investigate the barriers that prevent students from enrolling in 12 to 15 units • Through a survey and focus groups identify barriers to students getting financial aid and create strategies to remove barriers	**2**

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Strategic Directions	Supportive Actions	SBCCD Strategic Goal
6. Create and Sustain Sense of Belonging for All College and Community Stakeholders	• Increase visual representations of the rich and diverse community, student population and local history via murals, banners, etc. • Provide professional development for faculty on creating a classroom community • Create and refine learning spaces in order to establish departmental and programmatic community • Provide seating for all bodies in all campus spaces • Create and maintain inclusive and welcoming spaces for students and employees • Offer "warm hugs" by way of welcoming employees and an aesthetically pleasing environment throughout the campus • Create a Parent and Family Center to allow for increased support • Create a Multi-Cultural Center that represents our diverse student groups • Promote study abroad offerings as an opportunity for students to explore other cultures around the world • Create opportunities for students to participate in experiential learning off campus through field trips, and other outings • Develop resources for students facing barriers (language, technical, etc.) who are not necessarily registered with Student Accessibility Services • Strengthen a culture of inclusion • Continue to decolonize curriculum and enrich culturally responsive pedagogies • Strengthen and support targeted programs such as Umoja, Puente, Honors, STEM, and categorical	**2**
7. Connect Students to Regional and Community Opportunities	• Create Labor Centers for Apprenticeships • Offer community courses in parenting within the community at various centers, elementary schools, etc. • Create a designated space for community engagement • Increase community Internship programs • Advertise high-demand degrees and certificates • Increase industry internships for students and develop entrepreneurship programs • Collaborate with District on contract education • Examine emergent needs • Partner with corporations for degrees and certificates • Increase paid internships and apprenticeships • Reestablish a job developer position and a liaison position to oversee internship opportunities • Create a position to oversee open areas around campus • Create an Innovation center	**3**

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Strategic Directions	Supportive Actions	SBCCD Strategic Goal
8. Ensure Sustainability through Fiscal Accountability	• Ensure resources are available for new and emerging needs through the college's established budget processes • Establish a Business Process Review (BPR) to improve students' registration and onboarding experience • Explore partnerships with external eateries and vendors to establish an on-campus presence to provide multiple dining options for students and employees • Evaluate and improve resource prioritization processes • Continue to improve and refine program review processes to support programs • Maintain appropriate staffing levels to support student success • Ensure consistent upkeep of current and future infrastructure • Responsive to student and community needs	**4**

Key to SBCCD Strategic Goals
SBCCD Strategic Goal 1
"Eliminate Barriers to Student Access and Success"
SBCCD Strategic Goal 2
"Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution"
SBCCD Strategic Goal 3
"Be a leader and partner in addressing regional issues"
SBCCD Strategic Plan 4
"Ensure Fiscal Accountability/Sustainability"

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Enrollment Stabilization and Growth

Overview

The purpose of this section of the Plan is to provide some guidance for projecting future levels of enrollment at the College. This is, by nature, an inexact science. There are many variables that affect college enrollments and many of them are beyond the control of College or District employees. Some of these include: the economy, employment opportunities, demographic trends, federal and State financial aid opportunities, etc. Other factors are within the control of the College or District. These include marketing, scheduling, varying course offerings, aligning programs with the labor market, etc.

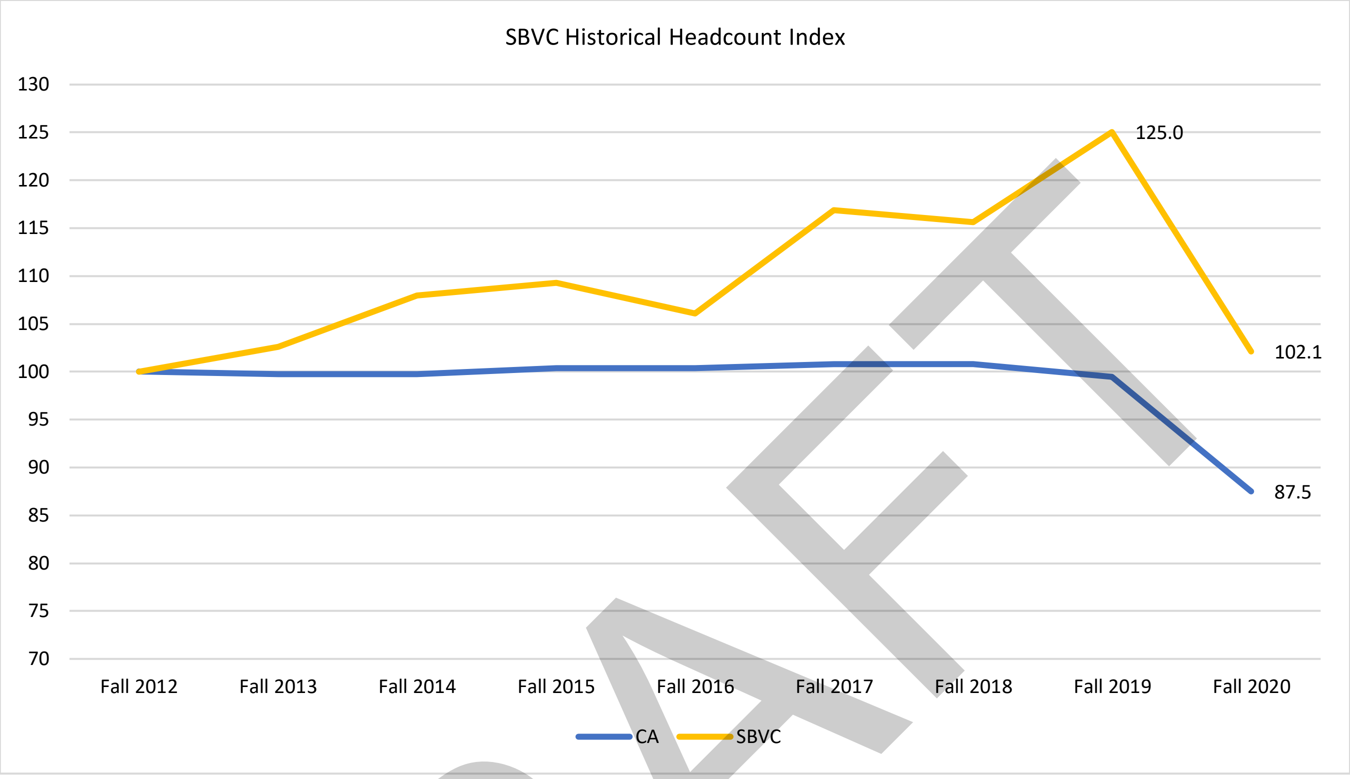
After a comprehensive review of the data, it is clear that shifts in service area demographics will not be a driver for enrollment growth. The key college-going age groups are declining as a percentage of the overall service area population which itself is barely growing at all.

Enrollment Trends

Headcount Trend

The Covid-19 pandemic caused a significant decrease in Statewide community college enrollment. From fall 2019 to fall 2020 statewide community college headcount fell by 16.3%. The decreases for SBVC were 18.3%.

Examining the trend in student headcount from fall 2012 to fall 2020, SBVC fared much better than the State of California. Enrollment at the College increased steadily from fall 2012 through fall 2019. The following chart shows the enrollment history for the College and the State indexed to fall 2012 levels. By the fall 2020 semester, SBVC's student headcount was 2.1% higher than it was in fall 2012. For all California community colleges, over the same period, headcount was down 12.5%.



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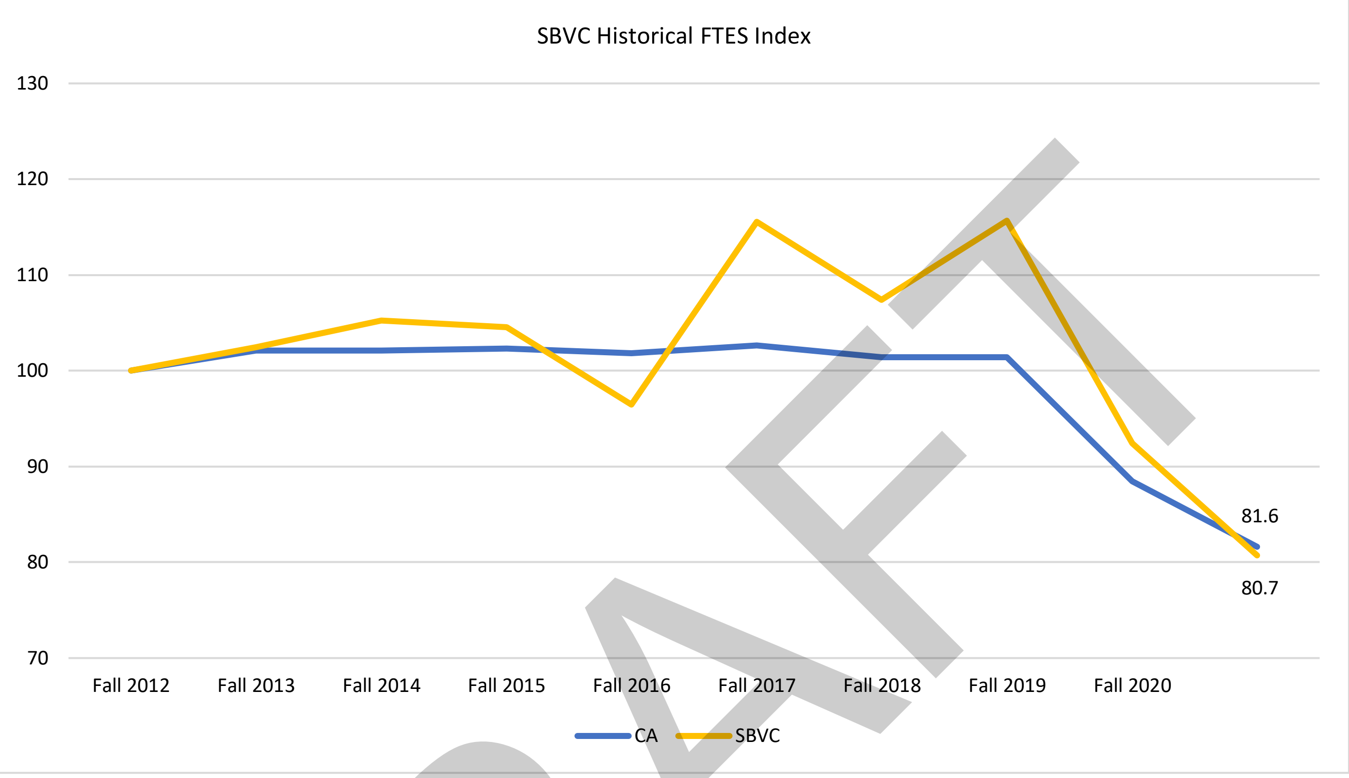
FTES Trend

The following chart shows the FTES history from fall 2012 to fall 2020, indexed to fall 2012 levels. Over this period, the College enrollments grew relative to the State but then declined. Comparing fall 2012 to fall 2020, enrollments at the College declined by 19.3%. For the State as a whole, community college enrollments declined by 18.4%.



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Student Participation Rate Analysis

One way to project enrollment growth is using a student participation rate (SPR) analysis. Student participation rate is a measure of the number of students enrolled in a college per 1,000 residents (aged 18-65) in the service area population. This analysis does not lay out a plan for HOW the College will grow enrollments. Rather, it calculates a level of enrollment that could be achievable if the College implements a sound, student-centered growth strategy.

SBVC SPR Analysis

The following table shows the SPR for San Bernardino Valley College. In 2010, the service area population (18 to 65) was 320,651. Student headcount in the fall 2010 semester was 13,859. This yields a result of 43.2 students per 1,000 residents (aged 18-65) in the service area. In 2021, the service area population (18-65) grew to 374,646 people, but enrollment had declined to 12,272 students. This yields an SPR of 32.8.

If one assumes that the College can return to the 2010 SPR (43.2), and uses the projected service area population for 2026, headcount will grow to 14,657.

SBVC Student Participation Rate Analysis

	2010	2021	2026
Service Area Population Ages 18-65	320,651	374,646	339,111
Fall Semester Headcount	13,859	12,272	14,657
SPR	**43.2**	**32.8**	**43.2**

SBVC FTES and Unit Load Analysis

The historical data shows that the decline in FTES at the Colleges was much more pronounced than the decline in headcount. This means the average unit load declined.

The following table shows an analysis of average unit load at the College. In fall 2010, the College generated 4,798 FTES with a student headcount of 13,859. This yields an approximate average unit load[7] (WSCH[8]/Headcount) of 10.39. In fall 2021, FTES dropped to 4,138 with student headcount of 12,272, yielding an average unit load of 10.12. If one assumes that the College can return to the 2010 average unit load of 10.39, and uses the projected enrollment for fall 2026, FTES can be expected to reach 5,074.

SBVC Student Unit Load Analysis

	Fall 2010	Fall 2021	Fall 2026
FTES	4,798	4,138	5,074
Ave. Unit Load (WSCH / Headcount)	10.39	10.12	10.39

Enrollment Management: Focus on Growth

Following are some strategies that the College might pursue to boost enrollment and FTES.

Access

- Outreach – high school and community
    - Increase number of students who attend from each high school
- Expand Dual Enrollment program
- Expand Online Education options (participate in OEI)
- Expand Adult Education pathways
- Expand Short-term Non-credit programs
- Expand Career Development and College Preparation (CDCP) programs
- Develop/expand Apprenticeship programs
- Expand Internship programs
- Provide Clear, inviting information:
    - Financial aid workshops, support, FAFSA workshops – make the process easy and friendly to increase enrollment
    - Guided Pathways options
    - Targeted social media and advertising
    - Website

Retention

- Increase Fall to Spring and Fall to Fall retention and persistence
- Increase course completion rates, with special focus on courses with lowest course success rates
- Reduce retention and success gaps based on student demographics
- Follow up with students who apply but do not register
- Complete transfer level Math and English in year one (or one year)
- Analyze Summer/Fall/Spring enrollment patterns
- Maximize revenue via Student Centered Funding Formula
- Be equity minded and foster anti-racism

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[7] Average unit load is approximated as follows: $FTES\ ¸\ Headcount\ x\ 30$

[8] WSCH is an abbreviation for weekly student contact hours.

- Scheduling Patterns:
    - Course Time Blocks - Eliminate course overlap barriers
    - Maximize scheduling in all time segments
    - Analyze first year enrollment patterns – offer enough seats in 1st and 2nd semester general education and discipline courses
    - Analyze SEPs and schedule enough classes to meet student demand
    - Schedule enough pre-requisite course to meet student demand
    - Monitor class fill rates and waitlists
    - Offer more high enrollment – high success courses
    - Offer fewer high enrollment – low success courses
    - Offer low enrollment course once per 2-year cycle
    - Offer all discipline courses at least once per 2-year cycle
    - Analyze historical data
    - Align programs with college strategic goals
    - Increase overall course efficiency

- Provide Student Support Services:
    - Offer summer bridging programs that align with K-12 pathways
    - Provide balance student support services, such as tutoring, financial aid, work study, food pantry, etc.
    - Promote Financial Aid and other financial support
    - Increase awareness of programs like EOPS, CALWorks, Trio, Umoja, etc.
    - Increase campus-wide student activities
    - Provide resources such as Student Success Coaches or mentors
    - Increase number of students with a complete student education plan

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Recommendations

The below recommendations represent six high-priority areas of focus for San Bernardino Valley College as it embarks on its five-year Educational Master Plan *Strategic Directions* and *Supporting Actions.*

Enrollment

Grow enrollment by investing time in the continued development of the San Bernadino Valley College Enrollment Management Plan with strategies that ensure the best possible access and success for students. The fully developed plan should include the following: balancing face-to-face and online courses, identifying best day/times for courses that meet student needs, recognizing the diverse needs of students of different ages and backgrounds, utilization of automated technology/dashboards to monitor enrollment, and collaboration with CHC to coordinate and create master schedules that best serve students' course scheduling needs. Provide essential resources/funding for the increased volume of online instruction, including adequate staffing, training, and technology, to ensure the delivery of high-quality curricula and student success. Expand dual enrollment offerings in collaboration with local high schools to increase educational opportunities for students and grow institutional enrollment.

Guided Pathways

Aggressively implement all four pillars of Guided Pathways at scale to advance equity and improve progression, retention, completion, and transfer while decreasing the total accumulation of units and time to completion of program awards. While six pathways have been established, an intense review of program curricula for each degree and certificate should be accomplished soon to revise, when necessary, and ensure clear pathways and program maps are established and published for students. Guided Pathways implementation can be enhanced by the Program Review process to address the vitality and viability of educational programs that meet students' needs when the incorporation of a rubric is included to assess the effectiveness of programs.

Student Support Services

Develop a plan to ensure students know how to access student support services, including those focused on mental health, and encourage students to use those services. Clearly communicate how, when, and where they can access these services. As a part of support services, provide intentional outreach strategies, interventions, and follow-through to increase financial aid awards that result in successful enrollments and completions at San Bernardino Valley College. To further assist students financially, consider the expansion of zero cost textbooks.

Outreach/Marketing/Communication

Develop a comprehensive outreach/marketing plan that provides high school students and adult community members with the knowledge of San Bernardino Valley College's academic and workforce programs, support services, and activities and events that add value to their lives. Improve campus signage and wayfinding to help students and emergency responders clearly identify buildings and locations of classes and support services.

Community Engagement/Partnerships

Work closely with community partners to bring the campus to the community and the community onto the campus. Collaborate with surrounding cities, counties, and communities in the college's service area to become a more active partner in the area's economic development. Partner with local and regional businesses and industries, especially within Career and Technical advisory committees, to meet their needs for a well-educated workforce, receive feedback to maintain relevancy of programs, and provide opportunities for student internships/apprenticeships. Develop additional high-demand, high wage Career and Technical programs, including skills trades and those that are short-term with stackable credentials/awards. Expand noncredit offerings in Career Development and College Preparation to meet student and community needs and provide additional, targeted FTES to the college.

Diversity, Equity, and Inclusion (DEI)

Institutionalize DEI throughout the college as described in the San Bernadino Community College District's plan. Determine additional methods of communication to involve more students in college clubs and activities. Explore the creation of a multi-cultural center on campus where students of diverse backgrounds can feel welcomed and appreciated.

Next Steps

Following final review and approval by the college, district, and SBCCD Board of Trustees, the next steps described below are recommended.

EMP Roll-Out Process

Production of the final EMP will include electronic and hard copy documents. Condensed versions can also be developed for offices across campus and for use in meetings with SBVC's educational, business, industry, and community partners. An intentional internal roll-out process Fall 2023 with all internal constituents is also valuable to increase awareness and unified direction of all departments at San Bernardino Valley College.

Implementation Plan

The success of any Educational Master Plan is dependent upon it being effectively operationalized. As each academic year begins, the college's implementation plan will translate into action the Strategic Directions and Supporting Actions of the *SBVC Educational Master Plan 2023 –2028.* These implementation / action plans will

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include the tasks, timelines, measurable outcomes, responsible individuals and groups, and resources needed to enact that year's priorities in plan. These detailed action plans provide individuals with a step-by-step approach for advancing the College's agenda, and are also valuable for other annual planning processes, such as budget development, staffing needs, facilities, and technology planning.

Accountability and Monitoring Process

An ongoing monitoring process, on a regular cycle, is critical to assess and ensure progress on the Strategic Directions and Supporting Actions in the EMP. Concurrent monitoring of plans at both colleges, and across District Services Operations (DSO) will ultimately assess progress on the *SBCCD Strategic Plan 2022-2027's* four goals for the district as a whole. SBCCD is in the process of adopting a software application to assist with this process. The ongoing monitoring process each year provides an opportunity to redirect work as needed, provide additional attention and support to achieve desired outcomes, set targets, and provide focus for grant opportunities. Maintaining a dynamic document and planning process will also provide an opportunity for the College to be innovative, remain agile, and respond to internal and external issues and initiatives, changes in state and federal regulations, and educational standards and accreditation review processes.

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Appendix A – Emsi Labor Market Analysis (Executive Summary)

Following is the executive summary for the Emsi report conducted for the District.

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