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San Bernardino

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# Valley College

## Strategic Plan—Working Draft 5

2014 to 2019

This planning document includes the goals and measurable objectives that the campus and community stakeholders defined for the college over the next five years.

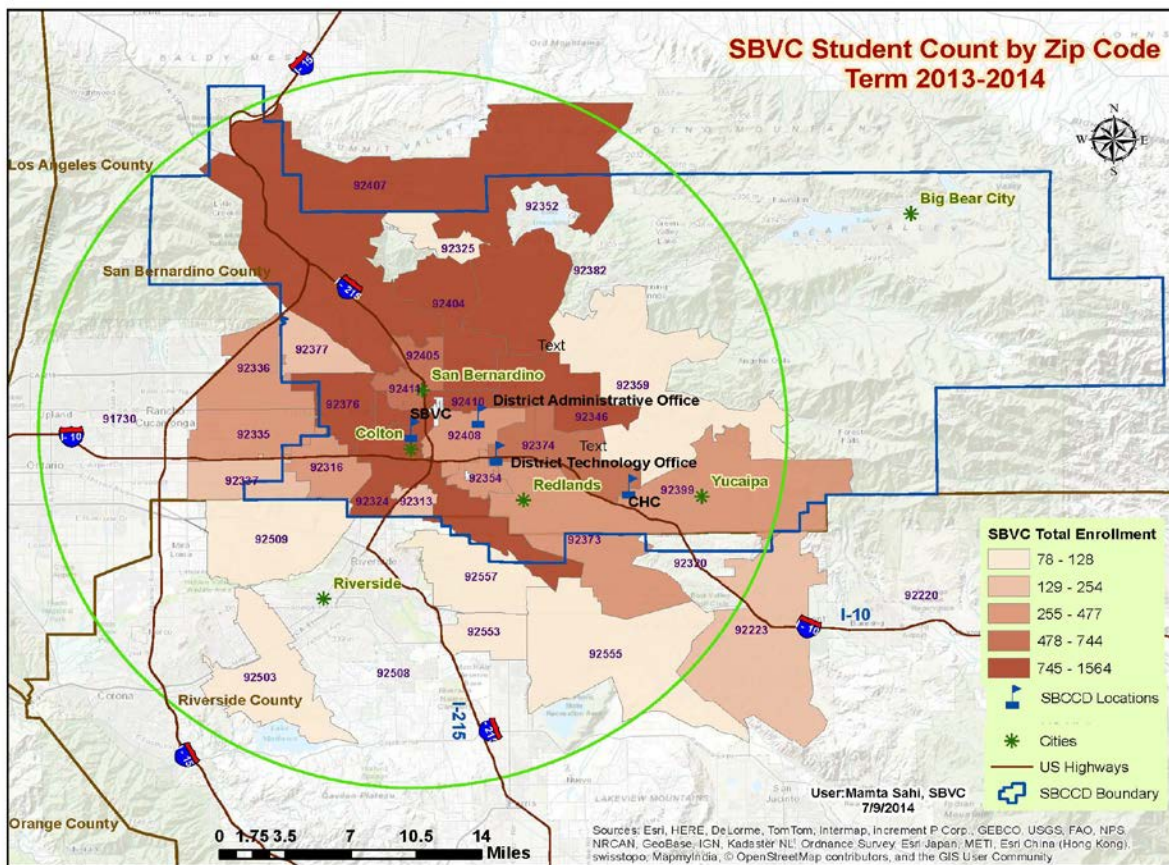
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9/23/2014

## I. Introduction

In 2013, SBVC celebrated its 87<sup>th</sup> year of serving students of the San Bernardino area. The campus occupies 85 acres in one of the most densely populated parts of the Inland Empire, close to the cities of Colton, Rialto, San Bernardino, Riverside, and Redlands. The campus is part of a two campus district, located in an area of the state with the largest projected population growth over the next two decades. The sister campus, Crafton Hills College, is located approximately 12 miles east of SBVC (See Figure 1). The campus is facing an important set of demographic challenges which include being located adjacent to zip codes that are among the lowest achieving K-12 systems in the state. Demographic studies forecast a smaller number of high school graduates, but a larger number of college aged residents (Madrid, 2013). For at least the next ten years the school can expect a larger number of unprepared students who need access to educational opportunities.

SBVC enjoys one of the most ethnically diverse student populations in the country, with 62% Hispanic, 14% Black, 15% White, 5% Asian, and .3% Native American (CCCCO Data-Mart 2012-2013). The average head count is 12,000 students per semester. In recent years, the campus experienced a slight enrollment drop, but this is considered to be temporary and part of a normal cycle. The campus is classified as a medium size community college because of its FTES, normally between 9, 000 and 10,000 (see Figure 2).

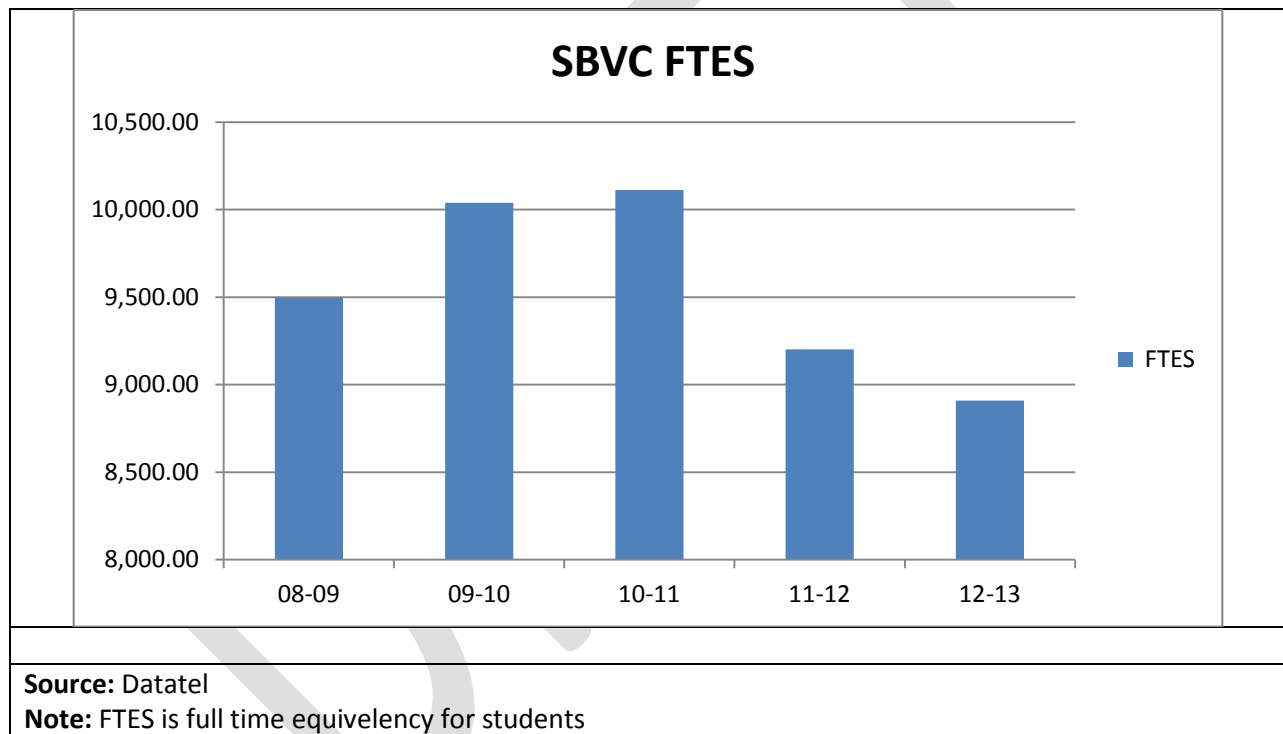
Figure 1. Map of the Service Area with a 30-mile Buffer



Source: SBVC Office of Research, Planning & Institutional Effectiveness (2014)

SBVC enrolls approximately 1,500 new freshmen each year. Most are from ten major feeder campuses in San Bernardino, Colton, Rialto, Redlands, Bloomington, and Fontana. However, the campus serves a large number of returning adult students as well. The average age is 28, with many students who are returning for career changes and pursuing Career Technical Education (CTE) options<sup>1</sup>. Approximately three quarters of the students take part-time course loads of less than 12 units. The college has a number of unique characteristics, which include a large number of CTE programs and a Middle College High School campus facility adjacent to the campus. As an early adopter of distance-education, SBVC is a leader in the state with over 17% of the sections delivered through distance-education. SBVC also has a number of grant-funded programs that have led to unique approaches to basic skills success. The programs include accelerated math courses that allow students to complete their math requirements in half the normal time, contextual learning programs that allow students to pair basic skills courses with their content areas in CTE, and numerous learning communities for basic skills and science, technology, engineering, and several combinations of humanities and math (STEM) students/courses.

Figure 2. SBVC FTES for the



## II. The Current Plan in Historical Perspective

SBVC maintains and updates a number of planning documents, but the strategic plan has the most comprehensive scope. The strategic plan incorporates the goals and objectives of most of the other plans. It has wide-ranging implications for the campus in key areas that include access to courses, partnerships, budget, and facilities. The history of strategic planning on the campus spans several decades, but the first formally titled strategic plan was developed in 2004. It defined a set of strategic goals and objectives with a 15 year time-frame. The goals were ambitious and not designed for measurement—they provided a vague roadmap addressing theoretical ideas. The next edition was

<sup>1</sup> Approximately 33% of course offerings are classified as CTE or occupational.

developed in 2008 and made five major improvements: (1) it included input from a wider range of stakeholders to establish themes and priorities for goals, (2) it defined a set of strategic initiatives with specific and measurable objectives, (3) it established benchmarks as starting points with each objective, and (4) it called for the use of data from a variety of sources including campus-wide surveys, campus data archives on student success (Datatel), and statewide data sources maintained by the state chancellor's office (ARCC Report) and, (5) it reduced the time horizon from 15 years to 5 years.

The current plan builds on the previous two plans by incorporating the strong points of both and adds several additional features. First of all, it provides more social and historical context to the planning process. Secondly, it makes a stronger effort to be inclusive in collecting input from stakeholders to establish goals and objectives. Finally, it incorporates an evaluation component. Not only will progress toward achieving the goals and objectives in the plan be measured, but the validity and efficacy of the planning process itself will be evaluated at regular intervals. This plan will continue with the five-year strategic planning cycle. The previous cycle ended in the 2012-13 academic year.

A report summarizing the progress made on the six strategic initiatives was presented to the campus during opening-day activities, Fall 2012. At that time, the President initiated a new five-year cycle by directing the Dean of Research Planning and Institutional Effectiveness to develop a planning framework and begin collecting data from campus stakeholders. The planning framework included the following principles: 1) inclusiveness, 2) transparency, 3) active involvement and oversight of college council, 4) coordination and integration with other plans (see the SBVC Planning Model in Appendix A-1).

### III. Data Collection and Analysis

The data collection process for this plan proceeded in three phases. Phase one began with surveys--campus climate surveys, self-study surveys, and SWOT surveys. Phase two included focus groups, and town-hall style meetings. Phase three involved an environmental scan that gathered an extensive set of demographic, enrollment, and economic data on the district and campus service area(s).

In the spirit of inclusiveness, data was collected from the widest possible cross-section of campus and community constituents, including students, faculty, staff, and community members to determine what they identified as priorities for the campus. These groups communicated their concerns in the areas of student access, student success, community partnerships, campus facilities and resources, along with a wide range of other topics. Raw data from all sources was grouped into themes and presented to the SBVC College Council Committee<sup>2</sup> for review. The initial list of thematic groups included 17 categories to be considered for strategic directions. After reviewing the raw data, the College Council Committee reduced the number of thematic groups from 17 to 6 goal categories. The committee reorganized these



<sup>2</sup> College Council is a committee with representatives from all other campus committees. Typically, the chair or co-chair of each committee attends college council meetings to report on the activities of his/her respective committee. These meetings provide an excellent opportunity to integrate planning goals with committees involved in special area plans like the technology plan, enrollment management plan, and the student success plan (See Appendix A-1 for the planning model).



ideas into a smaller more condensed group of thematic categories while making a special effort to preserve all the activities and goals suggested by the stakeholder groups. Thematic goals were defined as ideas that reoccurred with several sources. The final categories are used to define the strategic directions for the campus in this new five-year plan<sup>3</sup>.

#### IV. The Planning Process

Guiding principles were maintained from the previous planning cycle and provide a framework for this process: The guiding principles are shown in Appendix D and the planning model is shown in Appendix A-1.

##### Steps in the Strategic Planning Process:

- (1) **Reviewed Progress Toward Achieving the Goals and Objectives from the Previous Plan.** A final review of the progress made toward achieving the objectives linked to the 2008-13 goals was presented to the campus and posted to the website. Data was presented to the entire campus at the Fall 2012-13 opening day all-campus meeting summarizing the progress made by the campus toward achieving the previous cycle of measurable objectives.
- (2) **Reviewed the Mission Statement (Core focus of the campus) Mission: "SBVC provides quality education and services to support a diverse community of learners."** The mission was reviewed and discussed with all stakeholder groups: students, faculty, classified staff, community members, and campus administrators. It was reaffirmed as the core focus of the campus. It is displayed on routine correspondence, in the college catalog, in the schedules each term, and published on the campus website. Additionally, the Mission was recited to groups before every focus group or town-hall meeting as a starting point for dialogue when collecting data for this plan.
- (3) **Solicited Input From all Stakeholders:** The Office of Research and Planning collected input from a wide range of stakeholders on and off campus. Over 2000 on-campus stakeholders responded to requests for input. These stakeholders included faculty, students, classified staff, managers, foundation members, and SBCCD Board Members. Nearly 1000 off-campus stakeholders responded, including community residents, business leaders, K-12 representatives, and political officials. Surveys, focus groups, community forums, SWOT questionnaires, and individual interviews were used to collect and gather responses.
- (4) **Established Strategic Goals and Directions:** Interviews, focus groups, and town hall meetings were transcribed and coded. Survey data was tabulated and summarized. Ideas that occurred multiple times were identified as themes. Themes were used to define goals. Goals were ranked according to how much they conformed to the mission of the college. Six goals emerged.

Faculty, Board Members,  
Administrators



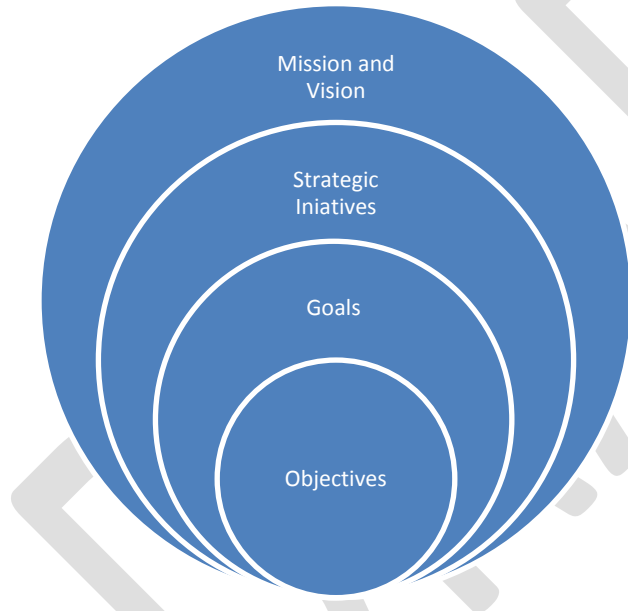
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<sup>3</sup> The committee discussed the possible move to a three-year from a five year plan to increase the relevance of the initiatives. The committee will make this recommendation for the next planning cycle.

Measurable objectives were defined for each goal. Benchmarks, that established starting points, were established for each goal, and five year incremental improvement targets were set.

- (5) **Presented updates to College Council Twice a Month.** Strategic planning was a standing agenda item for College Council, and the Dean of Research Planning and Institutional Effectiveness made regular presentations. The committee provided feedback on the substance and process. Exercises were used to generate and clarify goals, objectives, and timetables.
- (6) **Presented regular campus-wide updates to all Stakeholders.** Updates on the process (during the planning development phase) and progress toward achieving goals and objectives were scheduled for the beginning and end of each semester.
- (7) **Convened a sub-committee of the Academic Senate to review and edit the final draft.** The final draft was forwarded to the entire campus for review and recommendations.

Figure 3. Links between objectives and mission



The model shown in Figure 3 captures the essence of the SBVC planning structure. The SBVC Mission and Vision are positioned at the top, encompassing all other elements. All aspects of the plan are driven by the mission and vision of the campus. Strategic initiatives are on the next level and define the commitments necessary to achieve the mission. Goals within each initiative define specific areas to support the more general and abstract initiatives. Objectives provide measurability. Each objective is accompanied by

activities, timetables, targets, and they identify responsibility centers (See the data table in Appendix A).

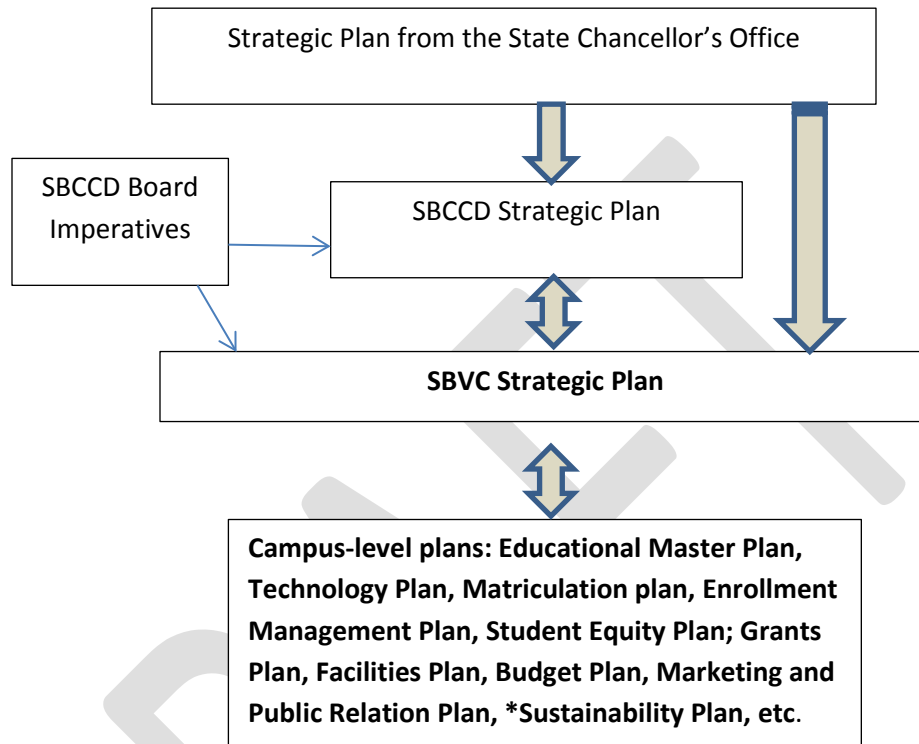
All these features come together in Appendix A with the logic model<sup>44</sup> table entitled “Strategic Goals, Objectives, and Strategies with Institution-Set Standards.” This table represents a tool for recordkeeping to measure progress and signal alarms if the campus falls too low on any given measure.

### Integrating the planning objectives at every level of planning

As stated in the introduction, the goals and objectives of the SBVC strategic plan must align with a number of larger and smaller plans. The larger plans include the state and district strategic plans; the smaller plans include the campus-level plans shown in Figure 4.

<sup>44</sup> Logic models are tools used by planners and evaluators to assess the effectiveness of institutional activities. They illustrate the relationships between goals, resources, activities, and outcomes.

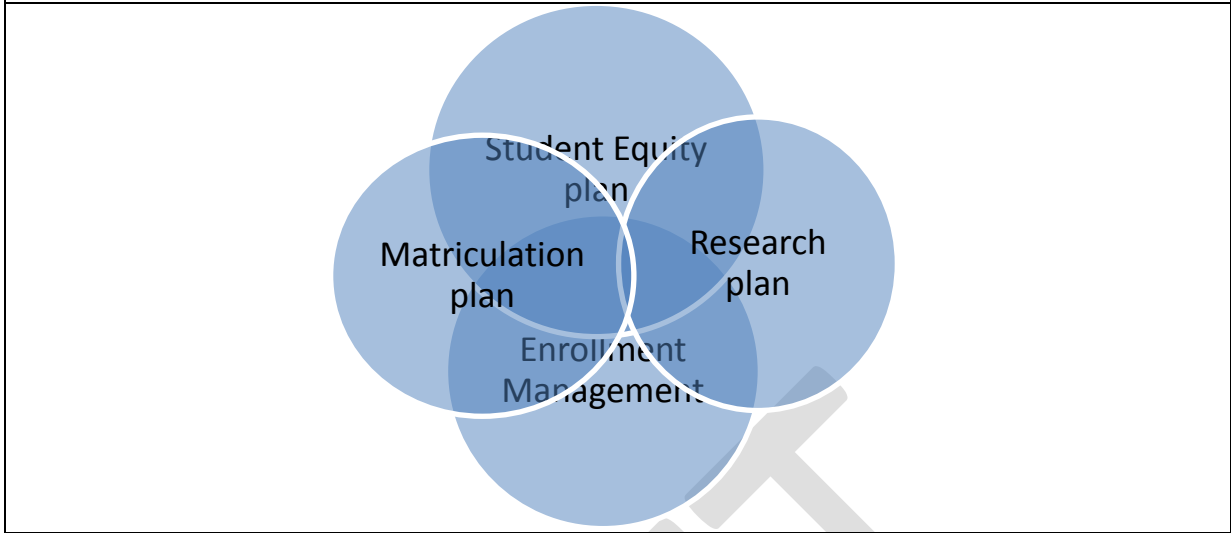
Figure 4. Integrated Planning with Larger and Smaller Systems



*\*Although the sustainability plan is a district-level plan, it is also a special area plan for SBVC.*

Many campus-level plans overlap with each other as well as with the campus strategic plan. Examples of this can be seen in Figures 5 and 6. One example of this is the overlap between the enrollment management plan, matriculation plan, and student equity plan.

Figure 5. Overlapping goals of four special area campus plans



These plans share numerous goals in the areas of student access and student success. They all share the goal of improved student tracking and better evaluation with the research plan. When progress is achieved for goals in one of the initiatives, it is recorded in all plans that share the goals and objectives. The committees or departments that oversee the special-area plans become the natural responsibility centers to monitor progress the related goals in the strategic plan. Consequently, they are accountable to manage the messaging, encourage success, and determine the need for intervention when we fall below the campus-set standards. The Office of Research and Planning provides annual reports to all committees, where dialogue and analysis occur.

Figure 6. Integrated Planning Model





## Environmental Scan Findings

The environmental scan provides the campus with the ability to match community needs to campus resources and plan for the future. An environmental scan was conducted during the fall semester of 2013 to assess the character of the residential community and the nature of the business environment. The findings were divided into seven general categories: (1) Service area characteristics, (2) Demographics, (3) Psychographic profiles of neighborhoods, (4) List of colleges, universities, and trade schools within a 30 mile radius, (5) Current employment opportunities, (6) Top employers and business clusters, and (7) Job projections (See Appendix D for a summary of the Report).

This report helps the campus define the needs of the community we serve and identify job possibilities for our graduates. The needs of the community are linked to the socio-economic status (SES) of the residents. Because of the relatively small percentage of households in our area with a college graduate, SBVC can expect to enroll a large number of first-generation students. Because our service area is projecting an increase in the number of high school drop-outs, SBVC can expect to have a continuing need for basic skills coursework. Because of the overwhelming need for blue-collar workers in this community, SBVC can expect to have a strong demand for Career-Technical-Education (CTE). By examining the residential enrollment patterns among the four-year colleges and universities in the area, SBVC can better advise our students who have plans to pursue higher level degrees.

These data were discussed at numerous campus committee and planning meeting and contributed to the identification of threats and opportunities for the campus. Data from the vendor who produced the report was made available to produce reports for other campus planning.

The themes defined in College Council along with the strategic initiatives are listed in table one. These themes were derived from the data collections procedure. The initiatives were constructed to capture the spirit of theme.

**Table 1. Goals and Initiatives that resulted from themes identified by stakeholders<sup>5</sup>**

<b>Goals</b>	<b>Strategic Initiative</b>
<b>-1- Access</b>	<b>SBVC will improve the application, registration, and enrollment procedures for all students.</b>
<b>-2- Student Success</b>	<b>SBVC will Increase course success, program success, access to employment, and transfer rates by enhancing student learning.</b>
<b>-3- Communication, Culture, &amp; Climate</b>	<b>SBVC will promote a collegial campus culture with open lines of communication between all stake-holder groups on and off campus.</b>
<b>-4- Leadership &amp; Professional Development</b>	<b>SBVC will maintain capable leadership and provide professional development to a staff who will need skills to function effectively in an evolving educational environment.</b>
<b>-5- Effective Evaluation &amp; Accountability</b>	<b>SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.</b>
<b>-6-</b>	<b>SBVC will support the construction and maintenance of safe, efficient, functional</b>

<sup>5</sup>Measurable objectives, expanded strategies, and target dates are located in Appendix A

<b>Facilities</b>	<b>Facilities and infrastructure to meet the needs of students, employees, and community.</b>
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**Evaluation of planning process and planning objectives:**

Evaluation of this plan is scheduled to occur on three levels by three planning bodies. Two of these evaluations will occur annually, the third will occur on a five-year cycle. The three levels are: (1) evaluate progress toward meeting measurable objectives, (2) assess the validity of the measurable objectives, method of measurement, and appropriateness of timetables, (3) evaluate the goals and initiatives—refined or reconstruction of the entire plan as needed every five years. The three planning bodies that will evaluate the plan are: 1) college council, (2) collegial consultation committees associated with each goal and objective—these committees typically oversee the campus level plans linked to particular goals, (3) Office of Research Planning and Institutional Effectiveness (ORPIE).

Evaluation cycles and levels

Level-1. All appropriate objectives in Appendix A will be assessed to evaluate progress toward meeting the goals and strategic initiatives. This will typically be done by measuring each objective. Although not all goals and objectives lend themselves to empirical measurement, we made every effort to craft objectives in a way they could be measured. The data table in Appendix A represents a logic-model style tool to track and record progress. Most strategic objectives have identified benchmarks with annual and long-term targets.

Level-2. This higher level assessment will examine the relevance and validity of objectives, targets and measurement procedures. College Council conducts an annual meta-evaluation to assess the relevance of objectives, measurement processes, and timetables. The recommendations to improve measurement and process are made annually.

Level-3. This level involves evaluating the relevance and applicability of the basic structure of the plan itself. This is scheduled to occur on a five year cycle and results in a fundamental re-examination of the goals and strategic initiatives. The review sometimes results in a change to the planning time cycle—the original strategic planning cycles as 10 years before it was reduced to five. This evaluation typically leads to the construction of an entirely new plan with broad-based campus and community input—the process is outlined in sections three and four of this document (see pages 3 and 4). Table 2 shows a summary of evaluation processes.

**Table 2. Evaluation cycle for progress toward achieving objectives and validity of measures**

<b>Evaluation of Progress and Measurement</b>		
<b>Evaluation level</b>	<b>Frequency</b>	<b>Responsibility center</b>
Assess progress toward meeting the measurable objectives associated with each goal	Annual	College Council; associated collegial consultation committees; Office of Research, Planning, and Institutional Effectiveness.
Assess validity of the goals and objectives	Annual	College Council; associated collegial consultation committees; Office of Research, Planning, and Institutional Effectiveness.

Assess the relevance of the goals and strategic initiatives	Five-year cycle	College Council; associated collegial consultation committees; Office of Research, Planning, and Institutional Effectiveness (with campus and community input).
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Evaluation of SLO/SAO<sup>6</sup> processes will be conducted by collegial consultation committees beginning in 2015. Results of these committees' evaluations will inform the evaluation of the strategic planning objectives that use SLO/SAO's.

Programs and departments are evaluated on an annual cycle in the Educational Master Planning (EMP) process. Recommendation and data from the EMP sheets will be integrated with the strategic planning evaluation.

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<sup>6</sup> Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) are defined and assessed to determine student progress and program effectiveness.

Appendix A

## Strategic Goals, Objectives, and Strategies with Institution-set-Standards

The table below is presented in the form of a logic model and presents the goals and objectives for each initiative. Under each goal is a list of measurable objectives along with (1) benchmarks, (2) targets, (3) institution-set standards (ISS), (4) activities, and (5) responsibility centers.

Strategic Initiative 1: SBVC will improve the application, registration, and enrollment procedures for all students.						
<b>(1) Access (objectives)</b>	Goal 1: Access	Benchmark 12-13 year	ISS	Annual Target	5-year-Goal	Campus Plans and Responsibility Center
	1.1 Match the number of basic skills courses to student demand for courses	Wait list count		Establish systematic methods of determining demand: (1) wait lists, (2) educational plans, (3) assessment data	Meet established need	(EP, EMP, MP, SEP)
	1.2 Increase the number of accelerated basic skills courses	Current count is 8 sections	X	Add two sections a year	16 sections	VP Instruction
	1.3 Increase the number of students in learning communities	# of students: 1,113 {(VB, STAR (200), Puente (31), Tumaini (20), EOP&S (594), CARE (60)}		Increase the number of students in learning communities by 10% a year	50% increase	(EP, EMP, MP, SEP)
	1.3.1 Increase access to linked-course (and enrollment)	Couse count: 16 (fa12=10, sp13 = 6) Enrollment count: 446 (fa12 = 306 sp13 = 140)		New	new	(EP,
	1.4 Provide more pre-assessment workshops	Current count		Increase by 20% per year	Double the currently scheduled offerings	(SEP, MP, EP)
	1.4.1 Publicize and promote pre-assessment workshops.			(1) include information about pre-assessment workshops on brochures and websites (2) counselors will recommend pre-assessment workshops to all students	25% will report attending either 1) Accuplacer sessions (2) SBVC developed sessions	(M&PR, MP, EP)
	1.5 Provide effective assessment for accurate	Current percentage of			Increases =	MP

	<b>placement</b>	students and faculty who indicate proper placement of the Placement and Prerequisite survey.			5% for Students 10% for faculty	
1.5.1	Improve access to counselors	602:1		(1) Increase the ratio of counselors to students; (2) Increase the percentage of visits by students (3) increase the number of sections of student development courses.	Meet 70 <sup>th</sup> percentile for state counselor/ student	(EP, EMP, MP, SEP) Dean of Counseling
1.5.2	Improve access to Financial Aid			Increase 2% the number of students who have their financial aid packets completed by the March 2 <sup>nd</sup> deadline.	10% increase over the benchmark year.	
<b>1.6 Establish and maintain partnerships with community organizations, K-12 systems, and adult schools</b>						
1.6.1	Increase educational partnerships with transfer destinations (four-year colleges and universities)	Current count			2% increase	Transfer center coordinator
1.6.2	Maintain effective partnerships with all feeder high schools	Current count/see list		(1) Add one additional HS per year; (2) Visit at least twice a semester for top 10.	twice a semester with top 15	Dean of Counseling
1.6.3	Increase the percentage of high school graduates who come to SBVC immediately after graduation	18%		1% increase a year	5% increase	MP
<b>1.7 Explore and expand on-line advising opportunities.</b>						
1.7.1	Implement and expand on-line scheduling of all counseling appointments	Current count		Increase count by 2%	10% increase	
1.7.2	Expand the use of online academic advising for Education Plans			Increase by 10% a year		
1.8	Improve access to courses that students need for transfer			Reduce waiting list count by 3% a year for high demand courses	15% decrease	(EP, EMP)
1.8.1	Conduct a study examining course scheduling and sequencing—implement recommendations	Spring 2014 Indicators		Identify appropriate indicators and conduct a pilot study during Spring 2014	Submit recommendations for future section cuts that minimize the impact on students—include	MP, EP

					them in Enrollment Management plan	
<b>1.9 Increase access to courses that students need for CTE certificates</b>	Spring 2014 Waiting list count for high demand courses			Reduce waiting list count by 10% a year for high demand courses		(EP, EMP, MP, SEP)
1.9.1 Match the number of Career Technical Education (CTE) sections to demand for courses	Spring 2014 Waiting list count for high demand CTE courses			Reduce waiting list count by 10% a year for high demand courses		<u>reduce waiting list by %%</u>
1.9.2 Increase access to Perkin's funds <sup>7</sup>	Current Perkin's count=579			Increase the number of Perkin's surveys by 5% a year	Increase the number of Perkin's surveys by 20% a year	RP,
<b>1.10 Improve access to courses that students need for graduation</b>						(EP, EMP, MP, SEP)
1.10.1 Improve access to classes for students who need a flexible schedule	88.1% agree	X		70% will indicate that scheduling met their needs	80% will indicate that scheduling met their needs	(EP, EMP, MP, SEP)
<b>1.11 Promote lifelong learning</b>						<b>(EP,SEP)</b>
1.11.1 Explore the use of audit courses	Discuss in district assembly				Define a policy	
1.11.2 Explore the use of community service courses (not for credit) <sup>8</sup>	Discuss in district assembly				Define a policy	
1.11.3 Explore the expansion of non-credit courses <sup>9</sup>	Discuss in district assembly				Define a policy	
1.11.4 Make better use of web content for online and traditional courses				Explore online applications in Professional Development committee meetings		(SEP, MP, EP, RP, TP)
<b>1.12 Maintain balance between transfer and CTE programs offerings</b>	33% CTE					(SEP, MP, EP)
<b>1.13 Improve access to campus technology</b>	Current computer to students ratio			Increase device access by 5% per year	Increase by 25%	TP
1.13.1 Explore implementing Virtual Internet lab to allow students access to lab classes in an online environment.	Discuss this issue in on-line committee					TP
1.13.2 Improve internet access on campus						TP

<sup>7</sup>Perkins funding refers to the program initiated by Carl Perkins to assist needy student finance the cost of postsecondary education for students pursuing vocational-technical goals.

<sup>8</sup>Community service courses are not-for-credit programs that provide community members with fee-based training in subjects for personal growth. Students typically pay the full cost of the class.

<sup>9</sup>Non-credit courses are courses that carry no college credit. Unlike not-for-credit courses, student fees do not need to cover the full-cost of the course.



**Strategic Initiative 2: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.**

<b>(2) Student Success (objectives)</b>	<b>(Goal 2) Student Success</b>	<b>Benchmark 12-13 year</b>	<b>ISS</b>	<b>Annual Target</b>	<b>5-year-Goal</b>	<b>Campus Plans and Responsibility Center</b>
	<b>2.1 Increase the percentage of students who succeed in basic skills courses</b>	Pass Rate = 61.4%		1% per year	5%	(SEP, MP, EP)
	2.1.1 Provide more tutoring opportunities	1032 hrs. of tutoring		Increase by 2% per year	10% increase	(SEP, MP, EP)
	2.1.2 Increase the number of students receiving tutoring (SARS sign-in count)	4,420		Establish benchmarks using sign-ins from SARS database	Increase 10%	
	<b>2.2 Promote learning communities</b>	2012-13 count (see 1.3)		Increase the number of students participating in learning communities 5% per year	25% increase	(SEP, MP, EP)
	<b>2.3 Produce and present annual reports that assess student success (see Initiative 5.7)</b>	Scorecard and EMP Presentations		Office of Research and Planning (ORP) will make annual reports to Academic Senate.	(ORP) will make annual reports to Academic Senate and campus forums	
	<b>2.4 Expand the use of the early alert systems</b>					(SEP, MP, EP)
	2.4.1 Fully implement SARS early alert system		X		Completely implemented	
	2.4.2 Increase the number of faculty who submit reports by 10% a year	2014-15 count				
	<b>2.5 Improve performance on all—Student Success Scorecard measures<sup>10</sup></b>		X			(SEP, MP, EP)
	2.5.1 Completions	35.6%	X	.5%	2.5 %	(SEP, MP, EP)
	2.5.1.1 Degrees (calculated separately)					(SEP, MP, EP)
	2.5.1.2 Transfer (calculated separately)					(SEP, MP, EP)
2.5.2 Persistence	55.5%	X	.5%	2.5 %	(SEP, MP, EP)	
2.5.3 30 units	58.5%	X	.5%	2.5 %	(SEP, MP, EP)	
2.5.4 Remedial Math	28.8%	X	.5%	2.5 %	(SEP, MP, EP)	
2.5.5 Remedial English	25.2%	X	.5%	2.5 %	(SEP, MP, EP)	
2.5.6 Remedial ESL		X			(SEP, MP, EP)	

<sup>10</sup>The Student Success Scorecard is an annual report provided by the California State Chancellor’s office that tracks the progress of first-time students in cohorts over six (6) years on seven (7) measures including persistence, completion of 30 units, remedial math, English, and ESL success, CTE success, and over all completion (SPAR).

2.6 Increase individual student success measures	69.13%		.5% per year	2.5%	(SEP, MP, EP)
2.6.1 Increase online success rates compared to traditional course format		X	Maintain a success rate higher than the state average in online		
2.6.2 Increase the graduation rate (degrees and certificates)	1,225 Degrees & Certificates				(SEP, MP, EP)
2.6.3 Increase the transfer rate			5 % increase, relative to entering class cohort	25 % increase, relative to the cohort	(SEP, MP, EP)
2.6.3.1 Increase rate to CSU	202				
2.6.3.2 Increase rate to UC	27				
2.6.3.3 Increase rate to private and out-of-state schools	364				
2.6.4 Increase success rate of online compared to state average		X			(SEP, MP, EP)
2.6.5 Increase success rate of transfer level courses		X			(SEP, MP, EP)
2.6.6 Increase the percentage of students who succeed in CTE courses and programs	52%	X	Scorecard		(SEP, MP, EP)
2.7 Increase the use of low-cost and free online resources			Conduct focus group w/t faculty and students to identify opportunities		(TP)
2.8 Expand the number of partnerships					
2.8.1 Explore and implement programs that recruit, tutor, and mentor HS and MS students					
2.8.2 Build and maintain a partnership with Adult Schools			Pursue AB86 opportunities Pursue Ramp-up grant opportunities	Establish and maintain programs	
2.8.3 Initiate an Adopt-a-School program for local schools					(MP, EP M&PR, SEP, RP)
2.8.4 Increase partnerships with local K-12 systems to increase college readiness among feeder high schools			Pursue ASSETS Program		(EP, SEP)
2.8.5 Increase partnerships with four-year colleges	Current count				(MP, EP, EMP)
2.8.6 Increase partnerships with businesses	count				(EMP)
2.8.7 Increase the number of student interns placed in local businesses and government offices	2012-13 count				
2.8.8 Increase participation on CTE advisory groups	2012-13 count				
2.8.9 Increase partnerships with community organizations	2012-13 count				
2.8.10 Maintain an up-to-date curriculum		X			
2.9.1 Maintain a curriculum that is relevant to		X			

community needs						
2.9.2 Make better use of web content for online and traditional courses		X				(SEP, MP, EP, RP, TP)
2.9.3 Educate the whole person—as measured by the core competencies (academic, social, ethical)	Campus climate survey					(EMP. PR, MP)
2.10 Encourage greater full-time enrollment	Current count					(SSI, MP, EP)
2.11 Use SLOs/SAOs in an ongoing, systematic cycle of continuous quality improvement						(EMP, PR, MP,SLO)
2.11.1 Reach and maintain 100% assessment in active courses in the college catalog, offered on the schedule in some rotation.	2012-2013 Count	90%				
2.11.2 Reach and maintain 100% assessment of SLO's and evaluation as per the Student Learning Outcomes Plan (course and program)					100%	(EMP. PR, MP)
2.12 Increase the number of students with terminal education plans—reach and maintain 100%	Current count				100%	(EMP. PR, MP)
2.13 Empower students						(MP, SEP,GP)
2.13.1 Increase the number of students who participate in campus clubs and organizations	28% (CC Survey)	-10%	+3		+15	
2.13.2 Increase the number of students who participate in learning committees	2012-2013 count	-5%				
2.13.3 Increase the number of personal growth workshops	2012-2013 count					
2.14 Maintain and establish the appropriate ratio of full-time to part-time faculty	FA12: 31% FT FA13: 30% FT			Maintain state average – 2013FA = 30% FT <a href="http://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx">http://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx</a>		
2.15 Increase the number of grant opportunities to support of student success	Current proposal count					
2.16 Improve student tracking (Initiative 5)	Current data tracking procedures				90% accuracy for students while they are on our campus, 80% for transfers, 60% to employment	

**(3) Communication, Culture, & Climate (objectives)**

<b>Strategic Initiative 3: SBVC will promote a collegial campus culture with open lines of communication between all stakeholder groups on and off campus</b>						
<b>Goal 3: Communication, Culture, and Climate</b>	<b>Benchmark 12-13 year</b>	<b>ISS</b>	<b>Annual Target</b>	<b>5-year-Goal</b>	<b>Campus Plans and Responsibility Center</b>	
3.1 Promote a sense of community and solidarity within the campus (students, staff, faculty)					(M&PR, MP, PDP,FD)	
3.1.1 Sponsor regular alumni events.	No events		2 per year	4 per year		
3.1.1 Encourage campus organizations, alumni association, foundation, etc., to sponsor more faculty and staff type events (bowling with alumni, pizza night, happy hour)	No events		2 per year	4 per year		
3.1.2 Publicize campus events in local newspapers to improve the visibility of college sports, cultural events, and educational programs	2012-13 Count*		One news release a week	At least 52 news released a year	(M&PR)	
3.1.4 Provide Increased access to campus information	SBVC Website HP page-views: 2,364,121 Unique HP page-views (undup): 1,768,993		50% increase in website and social media traffic	Double the website and social media traffic	(M&PR, MP, PDP, MP, TP)	
3.1.5 Increase the use of social networking tools, i.e., Facebook	-Count for total weekly likes = 7,484, -Count for average weekly engaged users = 313.		50% increase in likes; 50% increase in engaged users;	Double the website and social media traffic	(M&PR, MP, PDP, MP, TP)	
3.1.6 Provide a website that is user-friendly.	85% of students agree		1% increase per year	90% of students and employees will say		
3.2 Promote budgetary transparency (regular updates)						

3.2.1 Inform employees about the SBVC and District budget	<u>2012-13 CC Survey</u>			80% of employees will say that they are informed	
3.2.2 Provide regular campus communiques about budget and planning	Current count		Provide 1 budget summary a semester	Provide 1 budget summary a semester	(M&PR, BP)
3.2.3 Improve access to regular board of Trustees meeting updates	2012-13 count		Distribute board minutes after every meeting	Distribute board minutes after every meeting	(M&PR)
3.2.4 Hold campus-wide information forums	2012-13 count		Increase by 2 per semester	Minimum of 3 forums a semester	(M&PR, EMP, RP)
3.3 Disseminate committee minutes and all plans online.	2012-13 count		<u>increase count of committee minutes by 25% a year</u>	100%	
3.4 Build community recognition and networks by capitalizing on the deep roots and history of the campus	Community survey 2013-14 (3.6)		Establish new benchmark w/t Fall2014 community awareness survey		(M&PR, TP, RP)
3.6 Establish a SBVC historical archive in the library-accessible online					(M&PR, RP, librarian)
3.5 Expand and enhance local business and community awareness of the campus	Community survey 2013-14 (3.6)		Increase community awareness by 5% with every survey	25% increase in awareness of campus and programs	(M&PR, MP)
3.6 Conduct community surveys to measure awareness of campus and programs.	Golden & Golden 2005			Bi-annual community surveys	
3.7 Increase partnerships with local businesses and community organizations (also see 2.8)					(M&PR, MP, EP)
3.7.1 Partner with local vendors for services they can provide–encourage them to offer bids	Current partnership count		Increase count by 10% per year.	Increase count by 50% per year.	(BP)
3.7.2 Explore an Adopt-a-Business program			Present the idea to advisory group members		(M&PR, RP)
3.7.3 Explore an Adopt-a-Student Program for businesses			Present the idea to advisory group members		
3.7.4 Encourage all members of the campus community to participate in local community organizations	Distribute a survey to establish		Increase by 10% per year	Increase by 50%	(M&PR, SEP, PDP)
3.8 Build stronger relationship with the SBVC foundation			Increase the number of presentations to foundation board from campus; from foundation members to the campus		
3.9 Ensure good customer service in all campus offices	CC Survey results				
3.10 Identify a clear identity for the campus	CC Survey results		Improve branding responses by 20% a year	Double positive branding responses	(M&PR)

	3.11 Work with District to streamline and expedite campus hiring practices					
	3.12 Improve campus morale	20% report high morale		Increase the number of employees who report high morale by 10% a year	Increase by 50%	
	3.13 Promote and embrace diversity (students, staff, and faculty)	83%		Increase satisfaction with diversity by 2% a year	Increase by 10%	(M&PR, TP, RP, SEP, EP)

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**Strategic Initiative 4: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.**

<b>(4) Leadership &amp; Professional Development (objectives)</b>	<b>Goal 4: Leadership and Professional Development</b>	<b>Benchmark 12-13 year</b>	<b>ISS</b>	<b>Annual Target</b>	<b>5-year-Goal</b>	<b>Campus Plans and Responsibility Center</b>	
	4.1 Reduce the manager turnover--fewer interims/more permanent managers						
	4.1.1 Complete a district salary study and implement recommendations			Review the study			
	4.1.2 Identify and achieve recommended ratio of managers to FTES/FTEF						
	4.1.3 Increase the average tenure of managers	2012-13 measures					
	4.1.4 Provide career ladder information						
	4.1.5 Institute a mentorship program						
	4.2 Improve access to a wide variety of professional development activities that keep pace with a changing educational and technology environment					(PDP)	
	4.2.1 Provide up-to-date training on campus policies and procedures			Provide ongoing workshops through professional development	Provide sessions each semester	(PDP)	
	4.2.2 Provide ongoing training to faculty who teach online courses that keeps pace with emerging technology	Blackboard		Provide ongoing workshops through professional development	Provide sessions each semester	(PDP)	
	4.2.3 Provide leadership training	Annual Managers training and Classified Senate Leadership conference (CCLC)		Provide annual training opportunities			
	4.2.4 Provide training in partnership with technology department	2012-13			10%	50%	
4.3 Encourage faculty and staff to participate in professional organizations			Provide incentives for faculty and staff to attend conferences, workshops and other		(PDP, M&PR)		

	4.3.1 Improve professional development publicity					
	4.3.2 Maintain an up to date easily accessible professional development calendar					(PDP, M&PR)
	4.4 Maintain a personal achievement inventory for faculty and staff					
	4.5 Establish partnerships with other community colleges				Add one per year	Five new partnerships

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**Strategic Initiative 5: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.**

<b>(5) Effective Evaluation &amp; Accountability (objectives)</b>	<b>Goal 5: Effective Evaluation &amp; Accountability</b>	<b>Benchmark 12-13 year</b>	<b>ISS</b>	<b>Annual Target</b>	<b>5-year-Goal</b>	<b>Campus Plans and Responsibility center</b>
	5.1: Maintain up-to-date information on campus indicators					
	5.1.1 Conduct regular campus climate surveys for faculty, staff, and students	Surveys completed by fall 2013				(RP)
	5.1.2 Conduct annual SWOT surveys and focus groups	Conducted August 2013		Conduct SWOT surveys and focus groups annually		(SEP)
	5.2 Maintain current evaluation data on all support and retention programs	5 out of 15 programs completed an EMP = 33.3%			100% of the 15 support and retention programs will complete yearly EMPs.	(EMP, RP, PR)
	5.2.1 Improve data systems for tracking students over time (capture longitudinal data for cohort tracking)(	Informer/ ARCC 2.0				
	5.2.2 Review the validity of Campus Climate Survey questions bi-annually	2013 review				College Council; (RP)
	5.2.3 Improve data quality for current students, transfers, and graduates					(RP, MP)
	5.3 Improve and maintain effective Program Review procedures	surveys will begin fall 2014 (for spring 2013 program review)		PR process evaluation surveys will be distributed to all departments that undergo program review		(PR, EMP)
	5.3.1 Generate EMP one-page sheets annually			Continue current activity		(EMP, PR)
	5.3.2 Evaluate the format and content of the EMP data sheets—revise as recommended					(RP)
	5.3.3 Conduct annual needs and efficacy reviews of scheduled programs					(PR), (RP)
	5.3.4 Produce annual reports analyzing employment data					

5.3.5 Produce annual reports analyzing enrollment trends and local demographic trends (Goal 5)					
5.4 Evaluate all campus plans regularly					(RP)
5.4.1 Regularly evaluate data quality and recommend methods for improvement.					
5.4.2 Maintain a library of campus effective measures in a form accessible to the campus					
5.4.3 Evaluate the validity of strategic objectives, measurement procedures, and time-tables for long-term targets			Use a rating system to conduct an annual evaluation of the validity of each strategic initiative measure.		
5.4.4 Evaluate the validity of strategic goals & initiatives every five years			Hold campus-wide and community meetings to evaluate and reset goals		CC
5.5 Maintain up-to-date accreditation self-study evidence (RP)					RP
<b>5.6 Produce and present annual reports that assess student success (see Initiative 2.3)</b>					
5.7 Improve customer service	Constituents' Average: 54% (Breakdown: Mgr: 63%, Fac: 53%, Class: 30%, Student: 68%)			75% of students and employees will indicate that they are satisfied with the customer service they receive.	(PDP, RP)
5.9 Measure satisfaction with assessment and placement.	Current P&P results		80% Student (math, English, reading) 75% Faculty (Math, English, Reading) will report proper placement	85% Student (math, English, reading) 80% Faculty (Math, English, Reading) will report proper placement	(RP)
5.8 Manage grant expenditures and align them with grant objectives.	Survey of grant stakeholders			80% will stakeholders will indicate satisfaction management and alignment	(GP)

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**Strategic Initiative 6: SBVC will support the construction and maintenance of safe, efficient, functional facilities and infrastructure to meet the needs of students, employees, and community.**

<b>(6) Facilities (objectives)</b>	<b>Goal 6: Facilities</b>	<b>Benchmark 12-13 year</b>	<b>ISS</b>	<b>Annual Target</b>	<b>5-year-Goal</b>	<b>Campus Plans and Responsibility Center</b>
	6.1 Conserve resources					
	6.1.1 Define, advertise, and expand our recycling program					(SP, FP)
	6.1.2 Explore the possibility of Installing solar power collectors					
	6.1.3 Improve heating and cooling system					(SP, FP)
	6.1.4 Maintain landscaping that is attractive and well suited to the climate					(SP, FP)
	6.1.5 Support the sustainability committee (integrate sustainability planning objectives into this plan)					(SP, FP)
	6.1.6 Expand the use of the campus garden by the culinary program					
	6.1.7 Encourage the use of digital archiving to minimize the unnecessary use of paper filling					
	6.2 Maintain a safe and secure environment			Install more surveillance cameras around campus (2) Provide more police patrol (3) Conduct a minimum of 2 preparedness drills a year (4)Maintain visible and working emergency phones around campus		
6.2.1						
6.3 Improve campus signage	Signs count		CC survey about sign (increase level of satisfaction by 5% per year		(FP)	
6.4 Continue with facilities improvement plan			Upgrade technical building (2) Build/improve gym complex (3) Explore plans to restore the swimming pool facilities		(FP)	
6.5 Develop and maintain adequate parking	Classified: 55%		75% of students and employees will indicate that they are satisfied with the parking			



				availability.		
	6.6 Provide exemplary technology and support while maintaining fiscal and environmental responsibilities	All CC Surveys: 72% (CC_Mgr: 85%, Fac: 70%, Class: 60%				
	6.6.1 Hardware and software for employees	514 staff computers/719 staff = 72% have their own computers 492 current OS & apps/514 computer = 96% are up to date				
	6.6.2 Current hardware and software for employees	1094 computers/11,781 students = 1064 Current OS/1094 computers =97% of OS are up to date				
	6.6.3 Current hardware and software for students	11,781 students/ 1094 computers 1064 Current OS/1094 computers =97% of OS are up to date				
	6.6.4 Explore a technology fee	Discussion resulted in no plans for a technology fee		Place item on the agenda in College Council		
	6.6.5 Pursue grant opportunities for facilities expansion			Review grant opportunities for appropriateness each year	Submit at least one proposal	

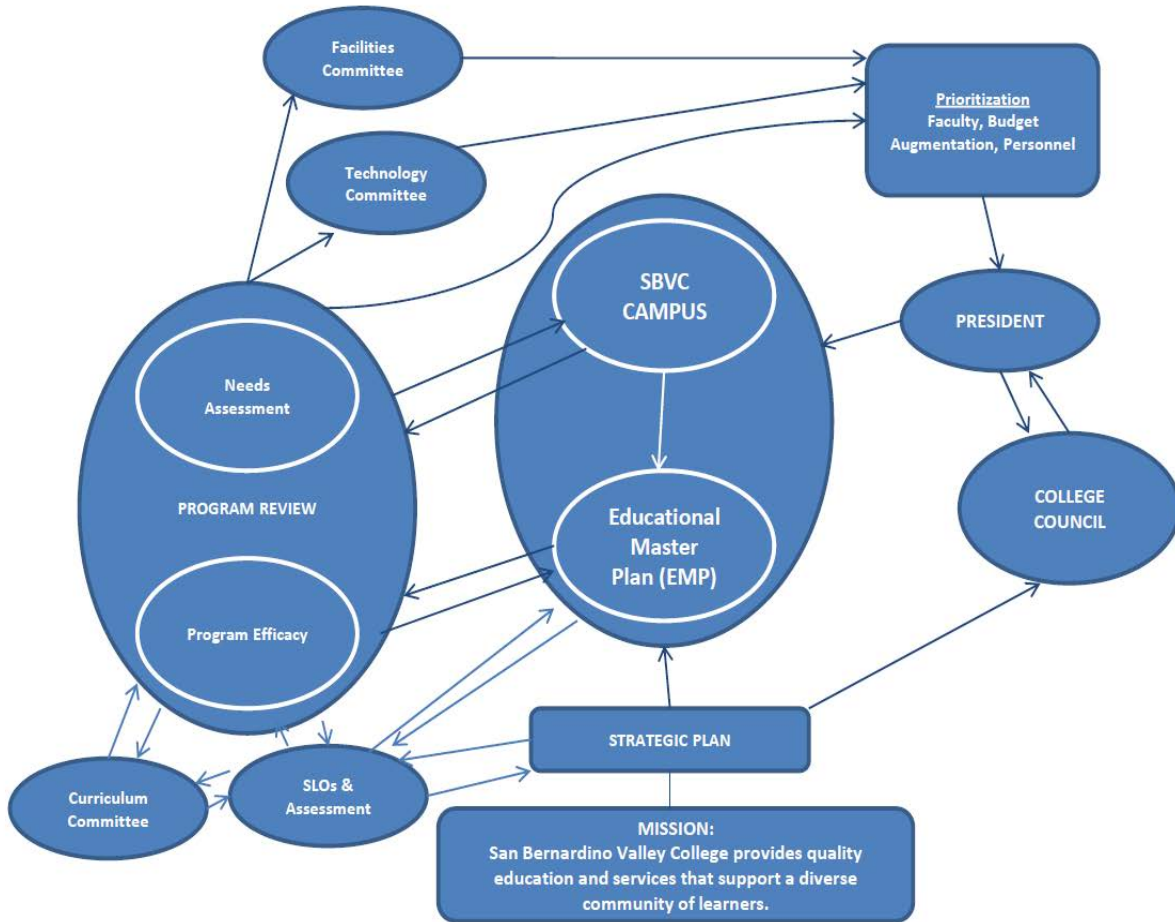
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PLAN CODE	
-(EMP) Educational Master Plan	-(RP) Research Plan
-(EP) Enrollment Management Plan	-(SEP) Student Equity Plan
-(GP) Grants Plan	-(TP) Technology Plan
-(MP) Matriculation Plan	-(SP) Sustainability Plan
-(M&PR) Marketing and Public Relations	-(BSP) Basic Skills Plan
-(PDP) Professional Development Plan	-(SLO) SLO Plan

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# Appendix A-1



**Appendix B**  
**Plan Alignment**

SBVC and SBCCD are linked to the California Community College System strategic goals.



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## Appendix C

The timetable for the 2013-2018 planning cycle is outlined below:

Planning Events Time Table	Beginning Date
Evaluation of progress toward meeting strategic initiatives for 2008-2013 planning cycle.	January 2012, January 2013
Review mission statement in	Check College Council minutes
Focus groups on progress	
Educational Summit old goals and new goals	January 2013
SWOT Surveys	March 2013-May 2013
Focus group with faculty committees	March and April 2013
Focus group with classified senate	February 2013
Focus group with community group	April 2013
Focus group with foundation members	April 2013
Data presented to College Council to identify themes	May 2013
Campus Climate Surveys	
Sub-committee formed	November 2013
Environmental Scan	August 2013
Themes used to establish new goals and strategic initiatives	May, August, September 2013
Final review by committee	February 2014
Review by members of the campus community	March 2014

## Appendix D

### Diversity Statement

San Bernardino Valley Community College recognizes the inherent dignity of all individuals. We believe that students and staff are enriched by interaction with others whose backgrounds and perspectives are different from their own. We will continue to celebrate diversity and foster an environment of mutual respect, appreciation, and tolerance for differing values, beliefs, and backgrounds. We encourage the application of ethical practices and policies. We are committed to welcoming and extending the privileges of academic life to all. We value the cultural and intellectual diversity of the populations we serve because it enriches our lives and the community as a whole, promoting access, equity, and excellence. (Adapted from the statements of Texas Technical University (TTU) and the University of California, Riverside (UCR)).

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## Appendix E

### SAN BERNARDINO VALLEY COLLEGE

Adopted by College Council, May 23, 2007

Institutional Guiding Principle: We are committed to quality and excellence in all of our efforts.

## Guiding Principles

We are committed to:

- providing opportunities for acquiring educational and support services.
- providing a safe, welcoming, culturally rich learning-centered environment.
- upholding standards of accountability, continuous improvement, and conscientious resource management.
- encouraging community involvement and dialog.
- helping students succeed in their educational and career goals.
- creating An educational environment which utilizes state-of-the-art technology.

**Our Mission:** San Bernardino Valley College provides quality education and services that support a diverse community of learners.

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