



San Bernardino

Valley College

Strategic Plan—Working Draft 4.4

2013 to 2018

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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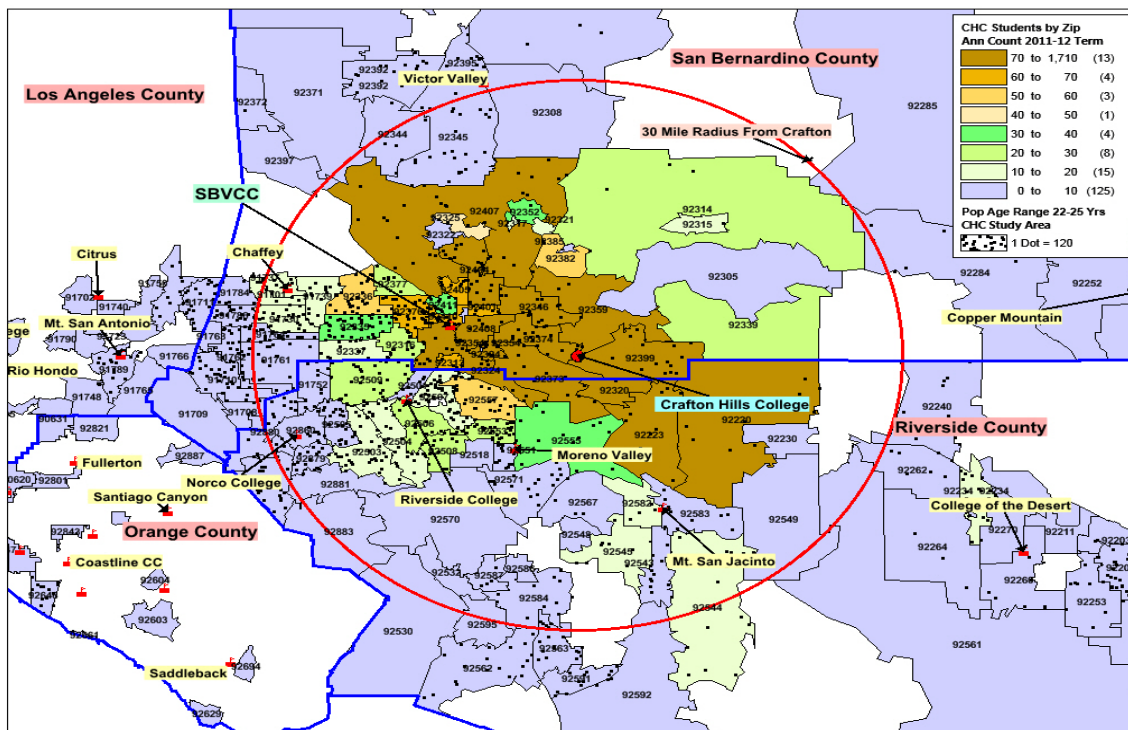
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I. Introduction

In 2013, SBVC celebrated its 87th 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 59% Hispanic, 14% Black, 17% 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

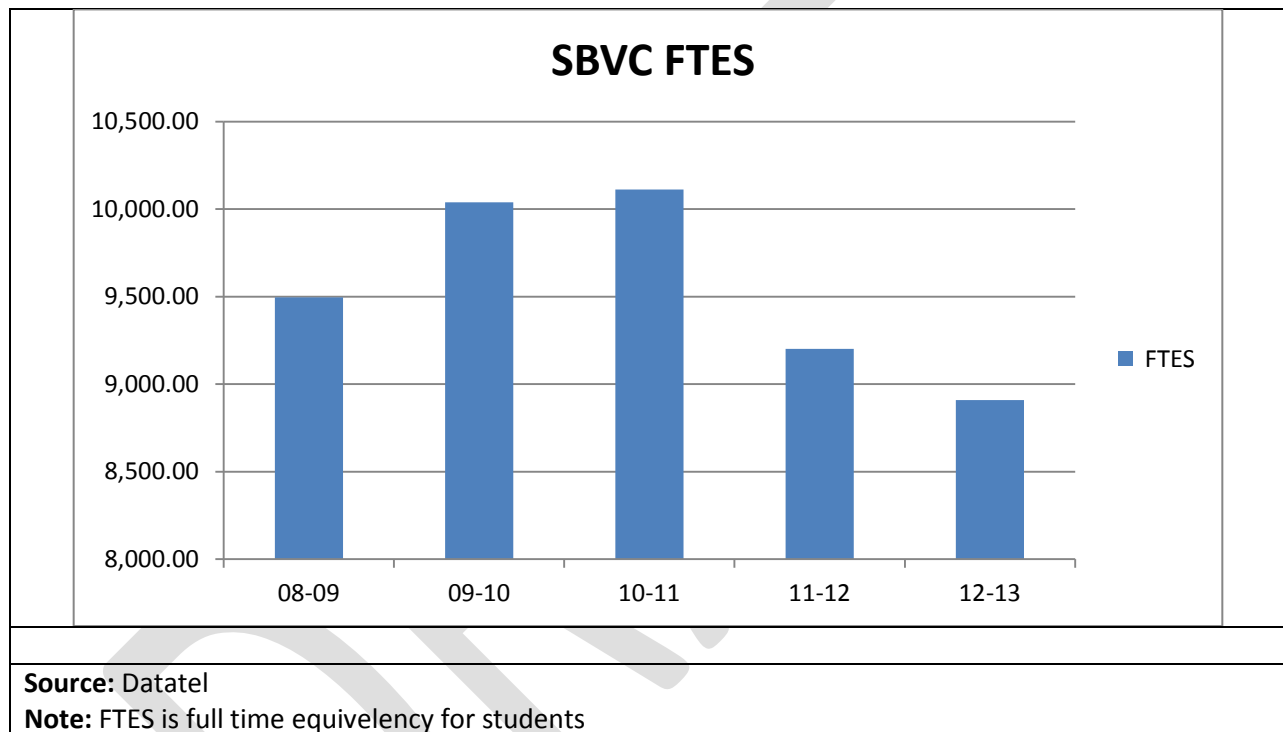


Source: Madrid, Henry (2013) SBCCD Environmental Scan

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) options¹. 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 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,

¹ Approximately 33% of course offerings are classified as CTE or occupational.

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 expansive 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 Committee² 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 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



² 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).

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 plan³.

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.



Faculty, Board Members,
Administrators

(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. 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.

³ 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.

- (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).

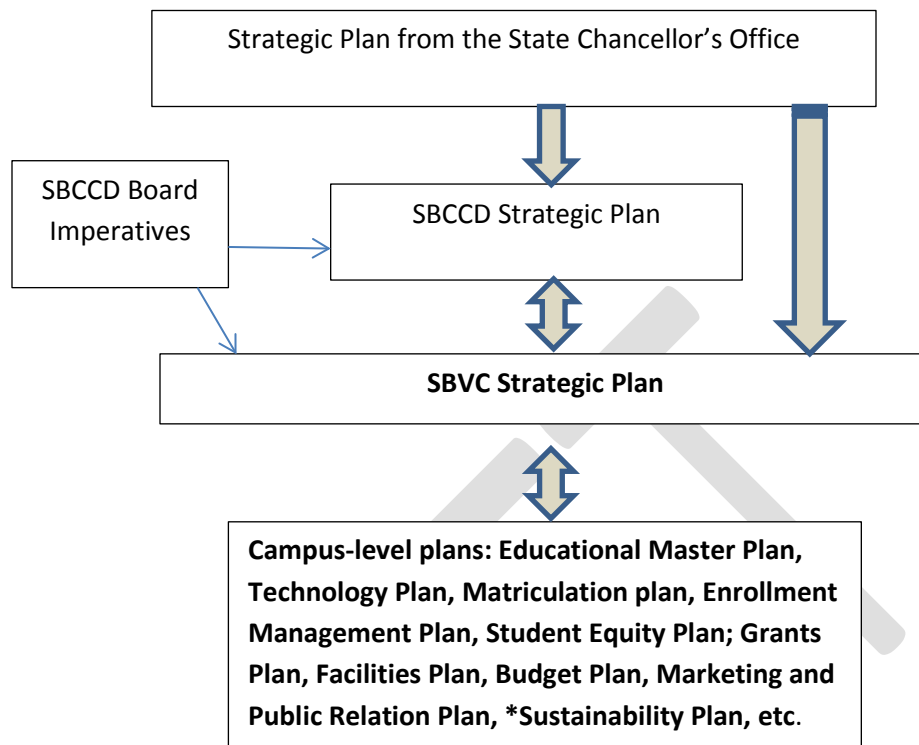
All these features come together in Appendix A with the logic model⁴⁴ table entitled “Strategic Goals, Objectives, and Strategies with Institution-Set Standards”. This table represents a tool for record keeping to measure progress and signal alarms if the campus falls too low on any given measure.

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.

⁴⁴ 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.

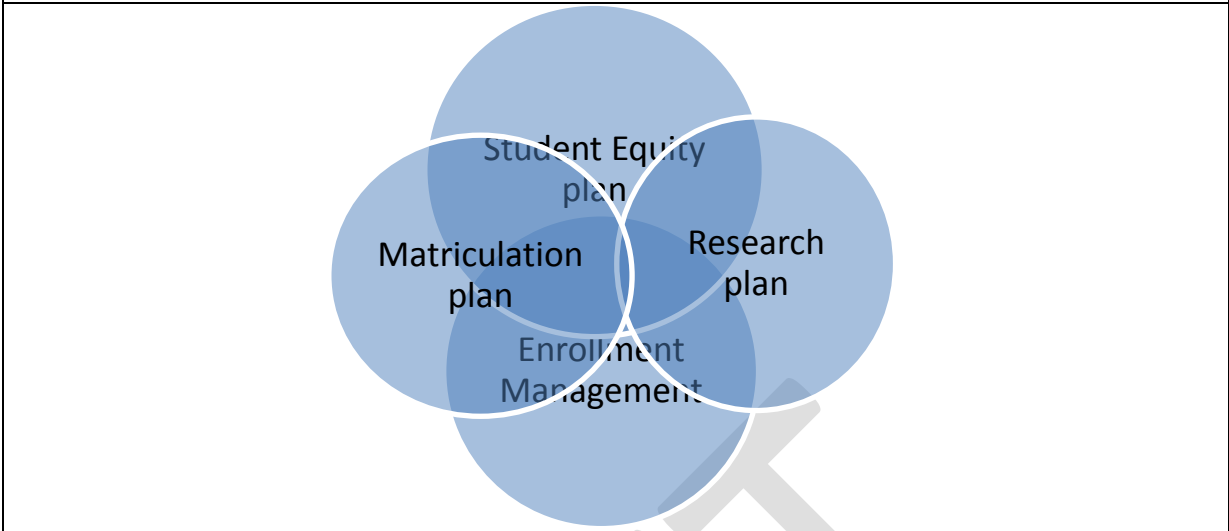
Figure 4. Integrated planning with larger and smaller systems



**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. Goal Themes Identified by Stakeholders and Resulting Initiatives ⁵

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

Evaluation of planning process and planning objectives:

Evaluation of the plan is scheduled to occur on many levels and at many points in the planning process. First, all appropriate objectives will be assessed to evaluate process toward meeting the goal. The data table in Appendix A represents a strategic planning evaluation tool for this purpose. Most strategic objectives have identified benchmarks with annual and long-term targets.

College Council will also conduct an annual meta-evaluation of the relevance of initiatives, goals, objectives, and processes. This higher level assessment will examine targets and procedures for appropriateness. Changes to improve the overall process will be recommended at this time.

Strategic planning goals and processes will also be evaluated in conjunction with the evaluation of other plans. Programs and departments are evaluated on an annual cycle in the Educational Master Planning process. These data are integrated with strategic planning evaluation as well as program review evaluations.

Finally, evaluation also occurs regularly with curriculum review and assessment of the SLO/SAO⁶ process. Institutional effectiveness, as defined by the college mission, is the overall goal of this plan.

⁵Measurable objectives, expanded strategies, and target dates are located in Appendix A

⁶ 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.							
(1) Access	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 8 sections	X		Add two sections a year	16 sections	VP Instruction
	1.3 Increase the number of students in learning communities	Current count			Increase the number of students in learning communities by 10% a year	50% increase	EP, EMP, MP, SEP
	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 placement						

1.5.1 Improve access to counselors	Current ratio	(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 th percentile for state counselor/student	EP, EMP, MP, SEP) Marco Cota
1.6 Establish and maintain partnerships with community organizations, k-12 systems, and adult schools		Reach a diverse population of prospective students	Enrollment will continue to match community demographics	(EMP,EP, MP, SEP).
1.6.1 increase educational partnerships with transfer destinations (four-year colleges and universities)	Current count		2% increase	Kathy Kafala
1.6.2 Maintain effective partnerships with all feeder high schools	Current count	(1) Add one additional HS per year (2) Visit at least twice a semester for top 10	twice a semester with top 15	Marco Cota
1.7 Explore and expand on-line advising opportunities.				
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 10% a year for high demand courses	EP, EMP,
1.8.1 Conduct a study examining course scheduling and sequencing—implement recommendations	Spring 2014 Indicators? ??			
1.9 Increase access to courses that students need for CTE certificates	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 ⁷	Current Perkin's count		Increase the number of Perkin's surveys by 5% a year	Increase the number of Perkin's surveys by 20% a year	
1.10 Improve access to courses that students need for graduation					EP, EMP, MP, SEP
1.10.1 Improve access to classes for students who need a flexible schedule	Campus Climate survey	X	70% will indicate that scheduling met their needs	80% will indicate that scheduling met their needs	(EP, EMP, MP, SEP)
1.11 Promote lifelong learning (EP,SEP)					
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) ⁸	Discuss in district assembly			Define a policy	
1.11.3 Explore the expansion of non-credit courses ⁹	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		Jack Jackson (SEP, MP, EP, RP, TP)
1.12 Maintain balance between transfer and CTE programs offerings	33% CTE				(SEP, MP, EP)
1.13 Improve access to campus technology	Current computer to students ratio		Increase access 5% per year	Increase by 25%	
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				

⁷ 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.

⁸ 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.

⁹ 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.

(2) Student Success	(Goal 2) Student Success	Benchmark 12-13 year	ISS	Annual Target	5-year-Goal	Campus Plans and Responsibility center
	2.1 Increase the percentage of students who succeed in basic skills courses					(SEP, MP, EP)
	2.1.1 Provide more tutoring opportunities	2012-13 available hrs/pre FTES		Increase by 2% per year	10% increase	(SEP, MP, EP)
	2.1.2 Increase the number of students receiving tutoring (SARS sign-in count)	2012-13 count		Establish benchmarks using sign-ins from SARS database	Increase 10%	
	2.2 Promote learning communities	2012-13 count		Increase the number of students participating in learning communities 5% per year	25% increase	(SEP, MP, EP)
	2.3 Produce and present annual reports that assess student success (see initiative 5.7)			Office of Research and Planning (ORP) will make annual reports to Academic Senate.	(ORP) will make annual reports to Academic Senate and campus forums	
	2.4 Expand the use of the early alert systems					(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				
	2.5 Improve performance on all – Student Success Scorecard measures¹⁰		X			(SEP, MP, EP)
	2.5.1 Completions	35.6%	X	.5%	2.5 %	
	2.5.2 Persistence	55.5%	X	.5%	2.5 %	

¹⁰The Student Success Scorecard is

2.5.3	30 units	58.5%	X	.5%	2.5 %	
2.5.4	Remedial Math	28.8%	X	.5%	2.5 %	
2.5.5	Remedial English	25.2%	X	.5%	2.5 %	
2.5.6	Remedial ESL		X			
2.6	Increase individual student success measures					
2.6.1	increase online success rates compared to traditional		X			
2.6.2	Increase the graduation rate (degrees and certificates)					
2.6.3	Increase the transfer rate					(SEP, MP, EP)
2.6.4	Increase success rate of online compared to state average		X			
2.6.5	Increase success rate of transfer level courses		X			
2.6.6	Increase the percentage of students who succeed in CTE courses		X			SEP, MP, EP)
2.7	Increase the use of low-cost and free online resources					(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					
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					(EP, SEP)
2.8.5	Increase partnerships with four-year colleges					(MP, EP, EMP)
2.8.6	Increase partnerships with businesses					(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 community needs		X			

2.9.2 Make better use of web content for online and traditional courses (SEP, MP, EP, RP, TP)		X			
2.9.3 Educate the whole person—as measured by the core competencies (academic, social, ethical)					(EMP, PR, MP)
2.10 Encourage greater full-time enrollment					(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 and evaluation as per the Student Learning Outcomes Plan					
2.12 Increase the number of students with terminal education plans--- reach and maintain 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	2012-2013 count	-10%	+3		+15
2.13.2 Increase the number of students who participate in campus 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	2012-2013 count				
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

Communication, Culture, & Climate (3)

Strategic Initiative 3: SBVC will promote a collegial campus culture with open lines of communication between all stakeholder groups on and off campus

Goal 3: Communication, Culture, and Climate	Benchmark 12-13 year	ISS	Annual Target	5-year-Goal	Campus Plans and responsibility center
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.	Current count		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)	Current count		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			<i>50% increase in website and social media traffic</i>	<i>Double the website and social media traffic</i>	(M&PR, MP, PDP, MP, TP)
3.1.5 Increase the use of social networking tools, i.e., Facebook (M&PR, TP, RP)			<i>50% increase in website and social media traffic</i>	<i>Double the website and social media traffic</i>	(M&PR, MP, PDP, MP, TP)
3.1.6 Provide a website that is user friendly and easy to use.	Current CC survey results			80% of students and employees will say	
3.2 Promote budgetary transparency (regular updates)					
3.2.1 Inform employees about the SBVC and District budget	2012-13 CC Survey			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	(M&PR)

					meeting	
3.2.4	Hold campus-wide information forums	2012-13 count		Increase by 1 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)				(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 20% with every survey	Double 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	<u>CC Survey 2012</u> -13 %				
3.10	Identify a clear identity for the campus	<u>CC Survey results</u>		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	<u>CC Survey 2012</u> -13 %		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) (M&PR, TP, RP, SEP, EP)	2012-13 %		Increase satisfaction with diversity by 2% a year	Increase by 10%	

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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.

(4) Leadership & Professional Development	Goal 4: Leadership and Professional Development	Benchmark 12-13 year	ISS	Annual Target	5-year-Goal	Campus Plans and responsibility center	
	4.1 Reduce the manager turnover--fewer interims/more permanent						
	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			Provide ongoing workshops through professional development	Provide sessions each semester	(PDP)	
	4.2.3 Provide leadership training						
	4.2.4 Provide training in partnership with technology dept.	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	

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

Effective Evaluation & Accountability (5)	Goal 5: Effective Evaluation & Accountability	Benchmark 12-13 year	ISS	Annual Target	5-year-Goal	Campus Plans and responsibility center
	5.1: Maintain up-to-date information on campus indicators					
	5.1.1 Conduct regular campus climate surveys for faculty, staff, and students					(RP)
	5.1.2 Conduct semi- SWOT surveys and focus groups					
	5.2 Maintain current evaluation data on all support and retention programs n(RP)					
	5.2.1 Improve data systems for tracking students over time (capture longitudinal data for cohort tracking)(
	5.2.2 Conduct Campus Climate Surveys annually					
	5.2.3 Improve data quality for current students, transfers, and graduates (RP, MP					
	5.3 Improve and maintain effective Program Review procedures					
	5.3.1 Generate EMP one-page sheets annually					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
	Produce annual reports analyzing employment data					
	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					
	5.5 Maintain up-to-date accreditation self-study evidence (RP)					
	5.6 Produce and present annual reports that assess student success (see initiative 2.3)					
	5.7 Improve customer service (PDP, RP)	Current CC survey results			75% of students and employees will indicate that they are satisfied with the customer service they receive.	
	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,
	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

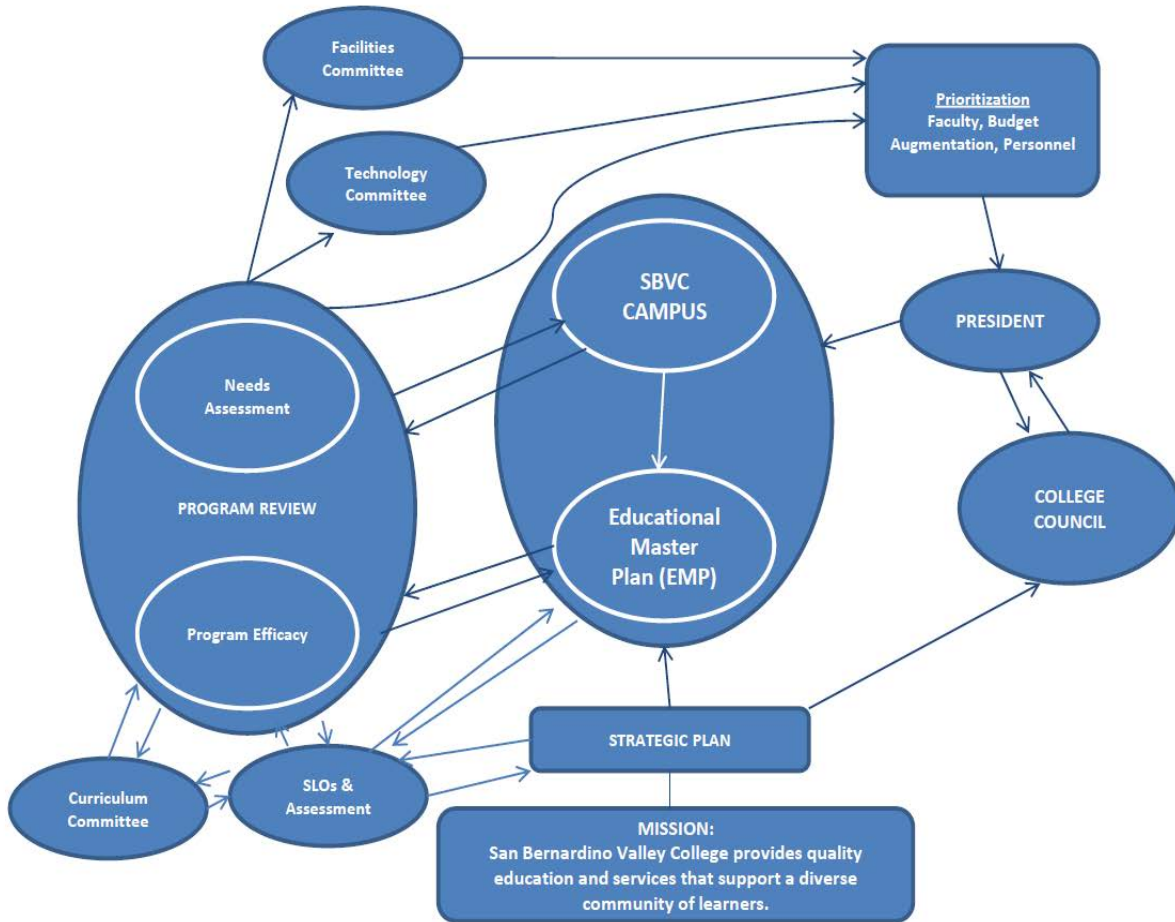
Strategic Initiative 6: SBVC will support the construction and maintenance of safe, efficient, functional facilities and infrastructure to meet the needs of students, employees, and community.

(6)	Goal 6: Facilities	Benchmark 12-13 year	ISS	Annual Target	5-year-Goal	Campus Plans and responsibility center
	Facilities	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				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		2012-13 campus				

		climate				
	6.6 Provide exemplary technology and support while maintaining fiscal and environmental responsibilities					
	6.6.1 Hardware and software for employees	Current employee/ computer ratio				
	6.6.2 Current hardware and software for students	Current student/ computer ratio				
	6.6.3 Explore a technology fee	No discussion		Place item on the agenda in college council		
	6.6.4 Pursue grant opportunities for facilities expansion			Review grant opportunities for appropriateness each year	Submit at least one proposal	

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

Appendix A-1



Appendix B

Plan Alignment

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

California System Strategic Goals

- College Awareness and Access
- Student Success and Readiness
- Partnerships for Economic and Workforce Development
- System Effectiveness
- Resource Development

SBCCD District Strategic Goals

- Student Success
- Enrollment and Access
- Partnerships of Strategic Importance
- District Operational Systems

SBVC Campus Goals

- Access
- Student Success
- Communication, Culture, & Climate
- Leadership & Professional Development
- Effective Evaluation and Accountability
- Facilities

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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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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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