



# **Strategic Plan 2011- 14**

**District Strategic Planning Committee**

## Table of Contents

	Page
1. Preamble .....	3
2. District and College Foundational Statements.....	7
3. Effectiveness and Impact Indicators .....	10
4. Strategic Issues.....	16
5. Major Planning Assumptions.....	23
6. A Brief Introduction to Planning Terminology .....	24
7. Overview of Strategic Directions, Goals, and Alignment with College Plans .....	26
8. District Strategic Directions, Goals, and Objectives .....	28
9. Long-Range Financial Plan and Forecast .....	36
10. Characteristics of the District.....	41
11. Planning Context: Information from the Environmental Scan .....	64
12. Glossary .....	91

## Preamble

### ***Main Purposes of the District Strategic Plan***

The main purposes of the District Strategic Plan (DSP) are as follows:

- It provides an integrated framework within which the Board, the district, and the colleges can work toward coordinated goals over the long term.
- It facilitates effective pursuit of the mission of the district.
- It promotes efficient use of district and college resources in the long term.
- It helps the district and colleges anticipate challenges and take advantage of opportunities.
- It guides further planning and decision-making at all levels.

The DSP is thus a crucial contributor to the ongoing improvement and continuing success of the district and its colleges.

### ***Background and Process***

In twice-monthly meetings since October 2009, the members of the collegial-consultation District Strategic Planning Committee (DSPC) have developed, as required by the Accrediting Commission for Community and Junior Colleges, a “formal and regularly evaluated district strategic plan that both acknowledges input [from] and aligns with the colleges['] educational plan[s] and serves as a guide for planning at the college level.” In part because of the commission’s emphasis on input from and alignment with the colleges’ strategic and educational master plans, and on guidance of further college planning, the DSPC has drawn heavily on the content of existing college plans in this initial edition of the DSP. After evaluation of the 2010-14 DSP, the committee refined the DSP further to include integration of KVCR and EDCT, more research, and other features; see *Evaluation and Revision of the Plan* below. However, members have also reviewed and discussed numerous other sources of information, including the following:

- Board Imperatives and Institutional Goals, 2009-10
- California Community Colleges Strategic Plan
- Statistics on enrollment patterns and on students and their performance
- Subcommittee reports on important strategic issues related to higher education
- The colleges’ missions and other foundational statements
- The Accrediting Commission’s rubric for evaluating planning
- Information about our service areas from an updated environmental scan

Based on thoughtful consideration and spirited discussion of all the information provided, the DSPC developed and refined a draft set of Strategic Directions and Goals. On March 1, 2010, the chancellor sent the committee’s recommended Strategic Directions and Goals to all employees, with a structured request for feedback and for specific ideas on concrete steps the district should take. Respondents had the option of emailing their comments or giving them to their representative on the committee. The DSPC also hosted three open forums—one at

each college and one at the district offices—in March to answer questions and receive feedback. Finally, a request was sent to the presidents of the Academic, Classified, and Student Senates of both colleges to gather additional feedback at their next scheduled meetings.

After serious consideration of all feedback received, and much more discussion, the DSPC drafted Objectives for each Goal to fulfill one or more of five main purposes:

- Provide needed district support to both colleges in pursuing and achieving their own goals.
- Coordinate, or place a district umbrella over, analogous sets of goals and objectives that already exist at both colleges.
- Guide further planning at both colleges.
- Establish or enhance a district-level operation to advance a district Goal.
- Fill a gap in the colleges' planning.

To each Objective, the DSPC added a tentative timeline, a responsible point person or group, a set of measures of progress, and a set of suggested actions.

In late April 2010, the chancellor distributed to all employees the full draft of the DSP, with a request once again for feedback in one of four ways: by email, in one of two open forums (one at each college), through members of the committee, and (for employees at the district offices, KVCR, and EDCT) through an open staff meeting. The committee considered all feedback received by the May 5, 2010 deadline at its meeting of May 7, and incorporated changes as appropriate to strengthen the DSP.

The DSPC submitted the final version of the DSP to the chancellor on May 14, 2010.

### ***Evaluation and Revision of the Plan***

#### *Schedule*

The full evaluation of the 2010-14 District Strategic Plan (DSP) took place in 2010-11, with implementations of any necessary revisions to follow in Fall 2011. In the Fall of 2010, a sub-committee was established to incorporate KVCR and EDCT into the DSP. Subsequent full evaluations of the DSP, followed by implementation of any necessary revisions, will occur triennially beginning in Fall 2014.

#### *Quarterly Monitoring*

The DSPC will monitor progress on the DSP on a quarterly basis in consultation with the point persons and groups, and facilitate corrective actions as needed.

#### *Annual Progress Reports*

In the spring semester of each year beginning in 2012, each vice chancellor, college president, and executive director will prepare and disseminate a progress report on those district Goals and Objectives applicable to the organization that he or she supervises. College presidents will prepare their progress reports in appropriate consultation with the constituency groups on their respective campuses; vice chancellors and executive directors will prepare their progress reports

in appropriate consultation with staff in their respective operations. In each year other than a full-evaluation year, Collegiate Cabinet will review these progress reports, and may recommend that a full evaluation take place earlier than originally scheduled.

### *Evaluation Responsibility*

The original District Strategic Planning Committee (DSPC), members of which were appointed for a two-year term, will conduct the full evaluation of the 2010-14 DSP. For each subsequent triennial cycle, the chancellor will identify and convene a broadly representative body that will function as a successor DSPC, chaired by the chancellor or designee, to conduct the evaluation.

### *Triennial Evaluation of the DSP*

At a minimum, each subsequent triennial full evaluation cycle will consist of the following steps:

1. The successor DSPC will review the most recent set of Annual Progress Reports.
2. Each person or group responsible for completion of an Objective will submit a status report on that Objective to the successor DSPC.
3. The SBVC College Council and the CHC Educational Master Planning Committee will submit to the successor DSPC progress reports on the colleges' respective strategic and educational master plans.
4. District and college technology planning groups and facilities planning groups will submit to the successor DSPC progress reports on their respective plans.
5. A Research Subcommittee or other group with appropriate expertise will provide updated information on environmental scan results, effectiveness and impact indicators, and other research as needed.
6. The successor DSPC will compile and disseminate a Three-Year Status Report on the DSP as a whole, which will include its conclusions on which Objectives and/or Goals of the DSP have been achieved and should therefore be retired, and which should remain in the DSP for further work.
7. The successor DSPC will review any changes in the ACCJC Accreditation Standards since the last triennial evaluation, and the resolution status of any outstanding ACCJC recommendations to either college.
8. Based on the information available, the successor DSPC will update the district planning assumptions.
9. The successor DSPC will determine what additions or modifications to the Strategic Directions, Goals, Objectives, and/or other elements of the DSP are required, and draft a revised DSP accordingly.
10. The successor DSPC will solicit feedback on the draft widely, and incorporate that feedback as appropriate.
11. The successor DSPC will submit the final revised DSP to the chancellor, who will submit it to the Board for approval.
12. Improvements reflected in the revised DSP will be implemented and documented beginning in the following fall semester.
13. The Chancellor's Office will ensure that the revised DSP is posted on the district website and otherwise widely disseminated.

## *Participants*

Members of the 2010-11 District Strategic Planning Committee:

Scott Rippy	<i>CHC Faculty</i>
Dr. John Stankas	<i>SBVC Faculty</i>
Jackie Wingle	<i>CHC Classified Staff</i>
Laura Gowen	<i>SBVC Classified Staff</i>
Barbara Nichols	<i>District Classified Staff</i>
Kaylee Hrisoulas	<i>CHC Student</i>
Damaris Castillo-Torres	<i>SBVC Student</i>
Dr. Cheryl Marshall	<i>CHC EMPC Chair</i>
Keith Wurtz	<i>CHC Researcher</i>
Dr. James Smith	<i>SBVC Researcher</i>
Dr. Glen Kuck	<i>DETS Executive Director</i>
Bruce Baron	<i>Interim Chancellor</i>
Charlie Ng	<i>Interim Vice Chancellor, Fiscal Services</i>
Jack Miyamoto	<i>Human Resources</i>
Gloria Harrison	<i>CHC President</i>
Dr. Deb Daniels	<i>SBVC President</i>
Larry Cicalone	<i>KVCR President</i>
Dr. Matthew Isaac	<i>EDCT Executive Director</i>
Daniel Bahner	<i>CHC Professional Development Point Person</i>
Courtney Hunter	<i>SBVC Professional Development Point Person</i>
Alisa Moore, J.D.	<i>District Public Information Officer</i>

Charlie Ng served as facilitator.

## **District and College Foundational Statements**

### ***San Bernardino Community College District***

#### *Mission*

The mission of the San Bernardino Community College District (SBCCD) is to promote the discovery and application of knowledge, the acquisition of skills, and the development of intellect and character in a manner that prepares students to contribute effectively and ethically as citizens of a rapidly changing and increasingly technological world.

This mission is achieved through the District's two colleges (San Bernardino Valley College (SBVC) and Crafton Hills College (CHC)), the Professional Development Center (PDC) and public broadcast system (KVCR TV-FM) by providing high quality, effective and accountable instructional programs and services.

### ***San Bernardino Valley College***

#### *Mission*

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

#### *Vision*

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

#### *Values (Tenets)*

The college tenets describe the philosophy and values of San Bernardino Valley College's faculty, staff, and administration. We believe that:

- A well-educated populace is essential to the general welfare of the community.
- A quality education empowers the student to think critically, to communicate clearly, and to grow personally and professionally.
- An enriched learning environment promotes creativity, self-expression, and the development of critical thinking skills.
- Our strength as an institution is enhanced by the cultural diversity of our student population and staff.
- We must provide students with access to the resources, services, and technological tools that will enable them to achieve their educational goals.

- We can measure our success by the degree to which our students become self-sufficient learners and contributing members of society.
- Plans and decisions must be data driven, and based on an informed consideration of what will best serve students and the community.
- We must model our commitment to lifelong learning by maintaining currency in our professions and subject disciplines.
- As part of the collegial consultation process, all levels of the college organization must openly engage in sharing ideas and suggestions to develop innovative ways to improve our programs and services.
- Interactions between all members of the college community must be marked by professionalism, intellectual openness, and mutual respect.
- We must hold ourselves and our students to the highest ethical and intellectual standards.
- We must maintain a current, meaningful and challenging curriculum.
- Students succeed best when following an educational plan and when enrolled in classes that meet their interests and goals, and match their level of academic preparedness.
- All members of our campus community are entitled to learn and work in an environment that is free from physical, verbal, sexual, and/or emotional threat or harassment.
- Students learn best on a campus that is student-centered and aesthetically pleasing.
- We must be responsible stewards of campus resources.

### ***Crafton Hills College***

#### *Mission*

The mission of Crafton Hills College is to advance the education and success of students in a quality learning environment.

#### *Vision*

The vision of Crafton Hills College is to be the premier community college for public safety and health services careers and transfer preparation.

#### *Institutional Values*

Our institutional values are creativity, inclusiveness, excellence, and learning centeredness.

### ***Economic Development & Corporate Training***

#### *Mission*

The mission of the Economic Development and Corporate Training (EDCT) is to stimulate the economic prosperity of the Inland Empire through workforce development. This mission will be achieved by:

- a. offering customized training solutions that meets the human capital development needs of regional employers;
- b. providing innovative job training to the workforce in emerging technologies and high growth areas to foster economic prosperity in the region;
- c. providing labor market intelligence for California community colleges to respond to workforce training needs; and,
- d. building partnerships to obtain local/state/federal funds necessary for preparing a highly skilled workforce through short-term training.

### *Vision*

To be the leading regional provider of innovative and responsive training solutions that meet the economic and workforce development needs of the Inland Empire.

### *Value Statement*

The EDCT is committed to being an integral and responsive contributor to the economic vitality and workforce development needs of the Inland Empire. We value being proactive in addressing the workforce training needs of businesses by delivering innovative training solutions delivered by qualified, experienced and competent trainers. We believe that our business practices should be based on ethical behavior, serving our customers as they want to be served and respecting diversity in our customers and co-workers.

## ***KVCR***

### *Mission*

KVCR's mission is to be the cultural, educational, informational and communication center of the Inland Empire.

### *Vision*

Bringing communities together.

- To be a trusted partner with the public.
- To provide leadership in the dissemination of information.
- To encourage dialogue to create an informed citizenry by aggregating resources to further the goals of the community at large.
- To be the "go to" media resource center for the Inland Empire.

## Effectiveness and Impact Indicators

### ARCC College-Level Indicators

#### *District Strategic Planning Implications Identified by the Committee*

The Accountability Reporting for Community Colleges (ARCC) system assigns a peer group to each college using a set of mathematical tools. Each college has a different peer group for each measure, based on factors that affect that measure according to statistical analysis. Thus for each measure, each college can judge its performance relative to that of empirically similar California community colleges. The implications of the ARCC 2010 report for district strategic planning include the following:

1. The colleges need to improve student success, progress, and achievement, particularly in basic skills courses and for at-risk students.
2. San Bernardino Valley College faces particular challenges in that high school students in the surrounding communities have a high dropout rate, a low California High School Exit Examination (CAHSEE) pass rate, and a low college-going rate.
3. The district should consider the following strategies:
  - a. Promote awareness in the community of college as an option.
  - b. Work with K-12 to prepare students better for college-level work.
  - c. Promote partnerships between the colleges and businesses.
  - d. Promote efficient and effective systems and communication district-wide.
  - e. Promote opportunities for resource development.
  - f. Increase articulation agreements between CSU, UC, private colleges, and high schools.

#### 3.1: Accountability Reporting for Community Colleges College-Level Indicators, 2010

Indicator	SBVC	Peer Mean	Difference	CHC	Peer Mean	Difference
A. Student Progress and Achievement Rate, 2003-04 to 2008-09	38.5%	47.9%	-9.4%	53.5%	59.7%	-6.2%
B. Percent of Students Who Earned at Least 30 Units, 2003-04 to 2008-09	63.0%	72.1%	-9.1%	71.1%	69.6%	1.5%
C. Persistence Rate, Fall 2007-Fall 2008	61.0%	59.9%	1.1%	65.7%	66.5%	-0.8%
D. Successful Course Completion Rate, Credit Vocational, 2008-09	74.6%	75.8%	-1.2%	78.9%	74.7%	4.2%
E. Successful Course Completion Rate, Credit Basic Skills, 2008-09	53.5%	56.3%	-2.8%	59.4%	56.3%	3.1%
F. Improvement Rate for Credit Basic Skills, 2006-07 to 2008-09	53.3%	54.2%	-0.9%	64.9%	54.2%	10.7%
G. Improvement Rate for ESL, 2006-07 to 2008-09	41.9%	41.5%	0.4%	NA	NA	NA

Source: CA Community College Chancellor's Office

### ***Student Performance, WSCH per Faculty Load, and FTES***

#### *District Strategic Planning Implications Identified by the Committee*

The DSPC discussed the graphs below in light of additional economic and enrollment management information, and identified the following main implications for district strategic planning:

1. Increases in FTES should be monitored to ensure that they have no detrimental effect on the quality of instruction.
2. The colleges should continue to share best practices that lead to good retention and success rates.
3. San Bernardino Valley College might require additional funding for student support to help move its retention and success rates toward those of Crafton Hills College.
4. The colleges will be faced with greater demand for fewer available sections in the next few years.
5. The district should balance costs with growth, and make a strong investment in the future.
6. The economic downturn, the return of adults to school, and the substantial number of underemployed workers indicate the need for increased emphasis on foundational skills: Critical thinking, writing, and computational.
7. The colleges should consider more alternative delivery modes and schedules for programs and services (e.g., a balance of online and face-to-face instruction and services; weekend programs and services).
8. The fact that programs with enrollment restrictions (e.g., many tech programs, basic skills) have lower WSCH per Faculty Load should be considered.

#### *Definitions*

##### Figures 3.1-3.2

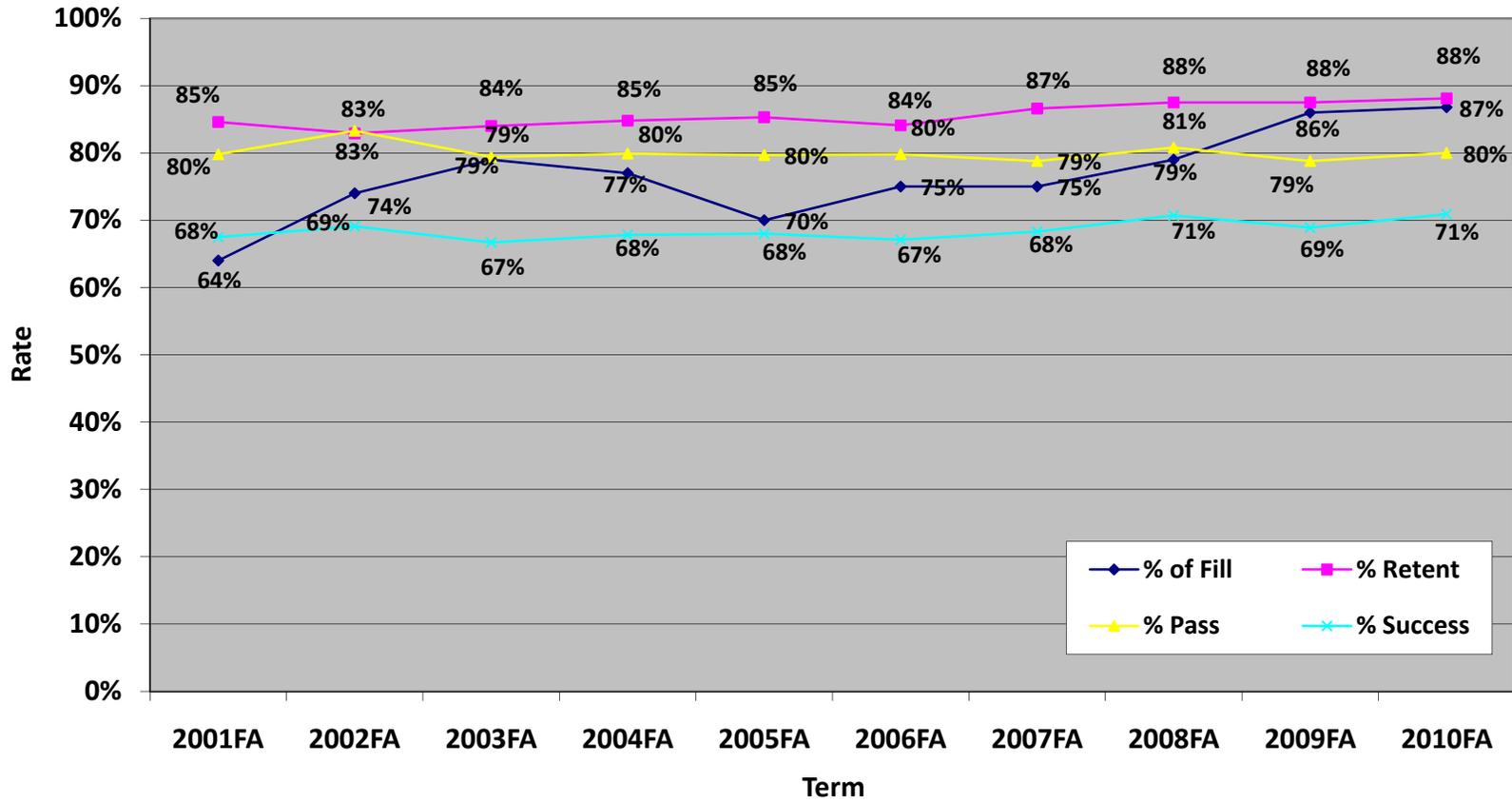
- Fill Rate: Census enrollment divided by capacity.
- Retention Rate: Number of A, B, C, D, F, P, NP, or I grades divided by the number of A, B, C, D, F, P, NP, I, or W grades.
- Pass Rate: Number of A, B, C, or P grades divided by the number of A, B, C, D, F, P, NP, or I grades.
- Success Rate: Number of A, B, C, or P grades divided by the number of A, B, C, D, F, P, NP, I, or W grades.

##### Figure 3.4

- FTES: Annual Full-Time Equivalent Students, including summer, fall, and spring for each year. It includes both resident and nonresident students, so it exceeds the FTES figure on which state funding is based.

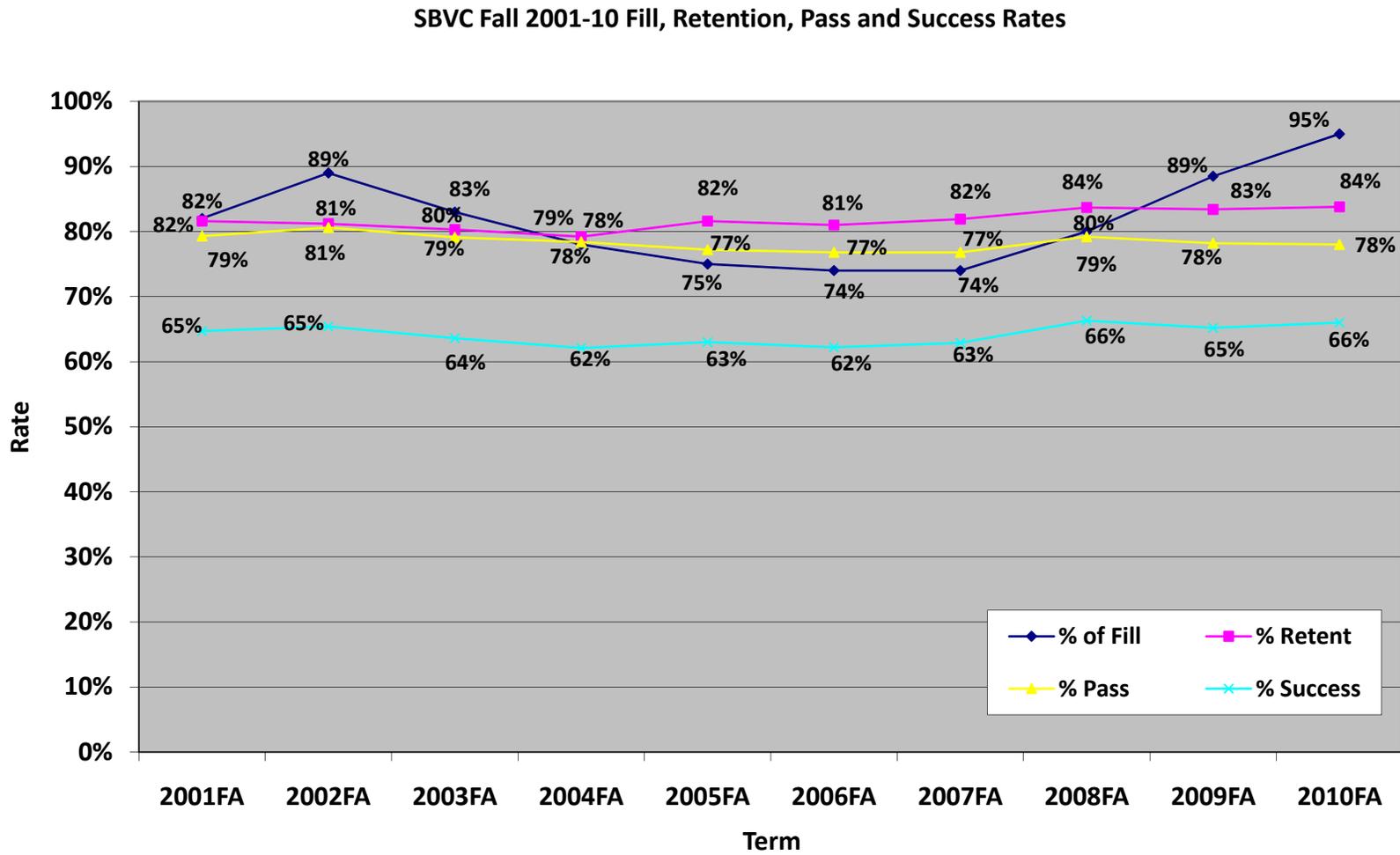
Figure 3.1

CHC Fall 2001-10 Fill, Retention, Pass and Success Rates



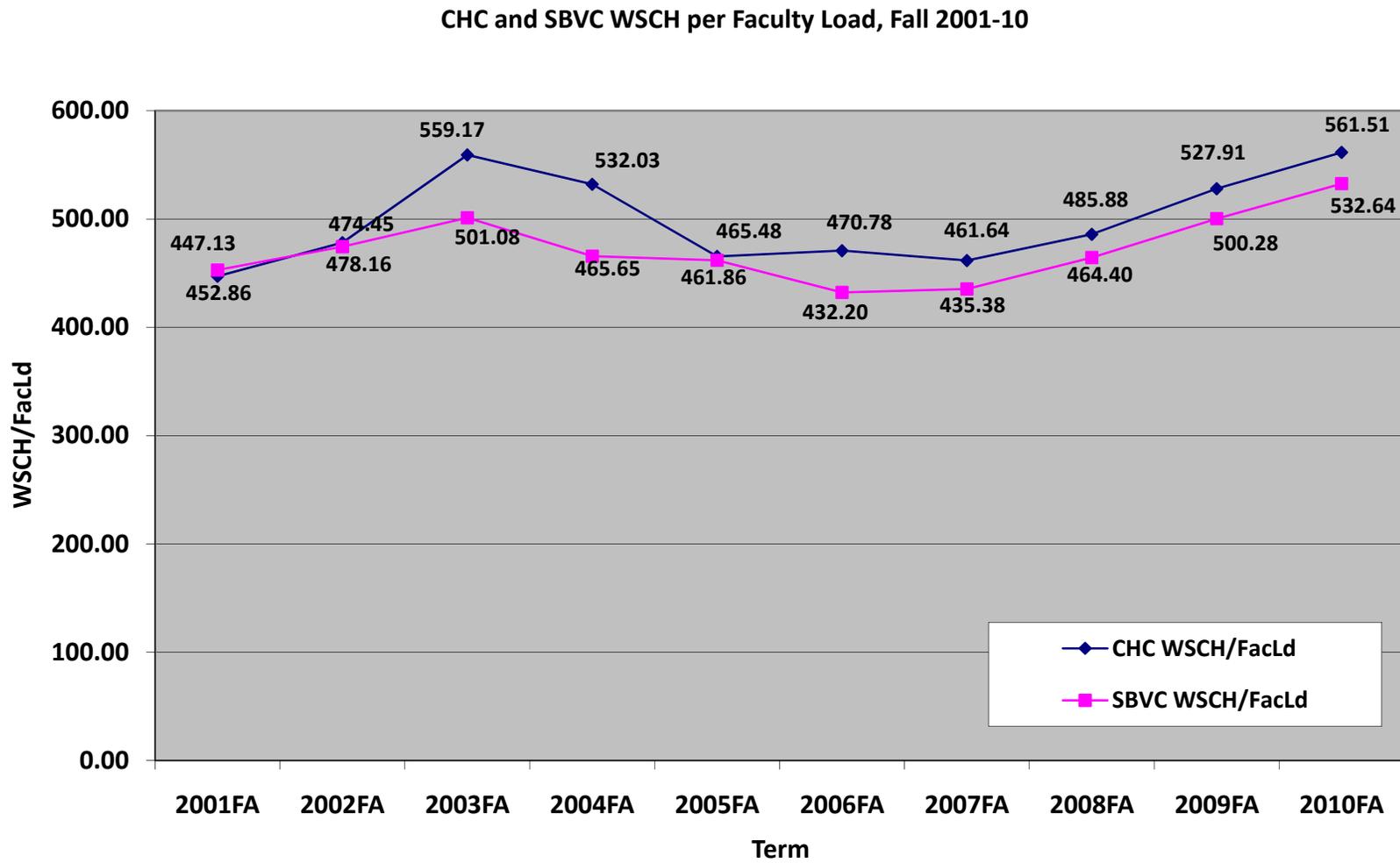
Source: SBVC/CHC Offices of Research & Planning

Figure 3.2



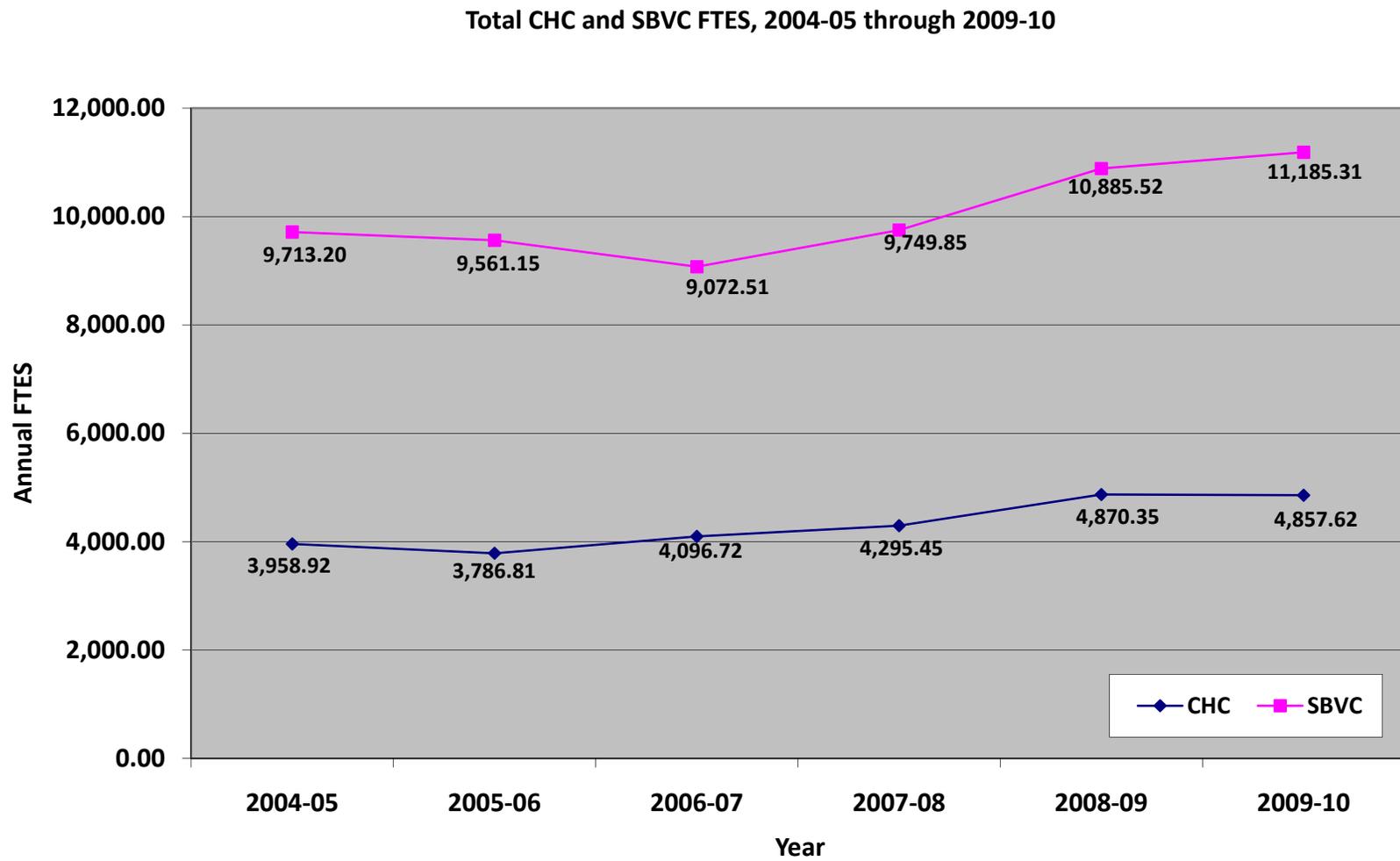
Source: SBVC/CHC Offices of Research & Planning

Figure 3.3



Source: SBVC/CHC Offices of Research & Planning

Figure 3.4



Source: SBVC/CHC Offices of Research & Planning

## **Consolidated Report of Strategic Issues: Highlights and Implications Identified by the Committee**

### ***Budget, Law & Regulation, Capital Funding***

#### *Highlights*

1. There continues to be an economic slump and large budget shortfalls at the state level.
2. Declining property values continue to erode the tax base.
3. Health care costs continue to rise by double digits.
4. The state budget has resulted in limited state revenue bond resources to match local bond dollars for construction projects.

#### *Implications*

1. Uncertain fiscal environment and continued inability to serve all who want to take classes under current model.
2. Possible state funding shortfall due to inability to backfill property taxes.
3. Possibility that district will not be able to implement facilities master plan over ten years, due to inability to sell full value of Measure M bonds, due to declining property values.
4. Out-of-pocket health care costs for employees increased and cost-containment is difficult with rising health care premiums, which erode salary dollars.
5. We may not receive the leverage of matching state funds for capital projects, requiring faster spending of General Bond, Measure M dollars, with fewer projects completing.

### ***Pedagogical Innovations, Accountability, and Learning Outcomes***

#### *Highlights*

1. Accountability and Assessment
  - a. Continued pressure from WASC, the DOE, and the public for community colleges to demonstrate student learning through assessment and documentation.
  - b. Challenges related to assessment include philosophical differences among practitioners and assuring validity.
2. Alternative Modes of Instruction
  - a. Strong student demand for online instruction and short-term classes and programs.
  - b. Availability of technology for instruction (online tools, clickers, smart classrooms, etc.).
3. Focus on Clear Pathways
  - a. Public expectation and need for clear pathways from K-12 to ultimate career goal.
4. Active, Student-Centered Teaching and Learning
  - a. Continued trend towards, and evidence of the effectiveness of, active learning with student involvement.
5. Student Success
  - a. Continued need to help underprepared students succeed in college and gain foundational skills (foundational skills, etc.) for success in further education and employment.

### *Implications*

1. Assessment of Student Learning Outcomes will continue to be a “hot topic” in regards to accountability measures. Workloads increase while campuses learn the process and incorporate measurement and continuous improvement as part of their cultures.
2. Effective use of technology in the classroom demands frequent upgrades and continuous training for both students and faculty.
3. Methods and processes for assuring the quality of online instruction need to be in place.
4. Community colleges must partner with K-12, four-year institutions, and employers to develop and maintain clear pathways from education to successful employment. Curriculum needs to be aligned and meaningfully designed to help students succeed in achieving their goals.
5. Professional development and support for innovation are both needed for faculty to learn and implement active learning techniques in the classroom. The principles and practices for brain-based learning, learning communities, student engagement, and other best practices need to be shared and implemented.
6. Most students enter the colleges underprepared and lack some of the crucial skills for success. Colleges must have accurate placement methods, must integrate foundational skills throughout the curriculum, and continue to align classroom instruction, learning resource centers, and student services.

### *Educational Attainment in Relation to Economic Opportunity*

#### *Highlights*

1. Statewide, the income of three cohorts of wage-earning community college recipients of a degree or certificate (in 2000-01, 2001-02, and 2002-03) were tracked for four years after their awards; none of these students had transferred to a four-year institution. Their median annual income in the first year after the award jumped 39% in 2001, 52% in 2002, and 44% in 2003. By comparison, the California median household income rose 0.6%, 0.7%, and 3.8% in the corresponding years.
2. By the fourth year after the award, their median income had risen cumulatively 24%, 29%, and 26% over the first year after the award, respectively. By comparison, the California median household income rose 4%, 1%, and 1% in the corresponding years.
3. The year before their award, the median income of these students was 63%, 58%, and 65% of the corresponding California median household income, respectively. By the fourth year, the median income of all three cohorts exceeded the corresponding California median household income.
4. Nationally, the unemployment rate in 2007 for people 25 years old and over who had completed only high school was 47% higher than for people who had received only an associate’s degree, and 120% higher than for people who had received a bachelor’s or higher degree.
5. Nationally, in 2007, the median annual incomes of full-time workers 25 years old and over by highest level of educational attainment were as follows:

	High School	Some College	Difference from HS	Associate's	Difference from HS	Bachelor's	Difference from HS
Males	\$37,860	\$44,900	<b>19%</b>	\$49,040	<b>30%</b>	\$62,090	64%
Females	\$27,240	\$32,840	<b>21%</b>	\$36,330	<b>33%</b>	\$45,770	68%

*Implications*

1. The economic advantages of obtaining a certificate or degree from a California community college are immediate and long-lasting, even for students who do not go on to a four-year institution. These advantages comprise a major selling point for the district in times when it can accommodate growth.
2. Obtaining an AA or AS is insurance against unemployment, another major selling point.
3. Full-time workers with some college, but less than a degree (which included certificates), make one-fifth better money than competitors with only a high school diploma. Full-time workers with an AA or AS make one-third better money than competitors with only a high school diploma. Moving on to a BA or BS only improves income prospects, and the effects of educational attainment are greater for females than for males. These statistics comprise yet another major selling point when the district is seeking growth.

*Competition for Students*

*Highlights*

1. Real competition for students comes not just from other community colleges, but also from “private educational and training providers capitalizing upon a student’s willingness to commute”—including four-year universities, vocational schools and colleges, liberal arts colleges, institutes of technology, trade schools, and career colleges, all of which may offer degrees or certificates “indistinguishable to the average consumer of higher education” from those offered by SBCCD.
2. The following table shows the numbers of various types of private educational institutions within San Bernardino and Riverside Counties that represent potential competition for SBCCD students for at least some courses and/or programs:

Type of Institution	San Bernardino County	Riverside County
Sports and Recreation Instruction	130	178
Fine Art Schools	98	112
Cosmetology and Barber Schools	44	51
Business and Secretarial Schools	24	24
Computer Training	15	11
Flight Training	14	11
Professional and Management Development Training	13	13
Other Technical and Trade Schools	10	12
Language Schools	3	1
<b>TOTALS</b>	<b>351</b>	<b>413</b>

Source: Info USA, 2010

3. Including Los Angeles and Orange County institutions in the mix in these categories adds 4,131 competitors, many of which are well within a 60-minute driving radius.
4. In addition to the above mentioned institutions, there are 95 private educational institutions that are categorized as Colleges, University, and Professional Schools (NAICS code 610310).

Type of Institution	San Bernardino County	Riverside County
Colleges, Universities, and Professional Schools (excluding public colleges and universities)	56	39

Source: Info USA, 2010

*Implications*

In positioning the colleges and EDCT with respect to market competitors, in planning for new programs and courses (which of course are intended to attract students), and in considering alternative configurations of existing programs and courses, the district must consider not just neighboring community colleges, but also proprietary institutions within a reasonable commuting distance.

***Private Support for Education, Including Grant Opportunities***

*Highlights*

1. Increase opportunities to generate revenue for the colleges and the district.
  - a. Increase number of grants for SBCCD.
  - b. Increase additional external and internal funding opportunities.
    - 1) Private and public support for SBVC and CHC Foundations.
    - 2) Grow partnerships through coordination of employee efforts and the foundation with the community.
    - 3) Create continuing education programs.
    - 4) Consider other income generation activities and nurture existing partnerships.

*Implications*

1. External funding—Grants
  - a. Need for grant coordination under district-wide strategy.
  - b. Centralize management and grant efforts to avoid competition among colleges and district for grants and to inform all units better regarding searches and grant opportunities for the benefit of colleges and the district.
  - c. Explore hiring grant writers on a contingency basis with expertise in different areas (e.g., capital improvement grants, California Community Colleges Chancellor’s Office) and federal departments (e.g., DOE, NSF).
  - d. Develop coordination with K-12 and four-year schools for coordinated grant applications.
  - e. Provide incentives for faculty and others to apply for grants (e.g., writing a winning grant with incentives above base salary).
  - f. Increase grant writing training and related professional development.

- g. Develop projects with internal goals and store until grant opportunities are found that match (use program review lists at district and both colleges to inform needs for grant opportunities).
  - h. Create a map/template of data accessible for grant applications.
  - i. Work with staff to look for and apply for infrastructure grants and coordinate across the district.
  - j. Need rapid response methods for curricula related to emerging grant solutions.
2. Internal and External Funding Opportunities
- a. Outreach to community
    - 1) Increase emphasis on alumni.
    - 2) Continual updating of alumni database.
    - 3) Involve KVCR and community development through integrated marketing.
  - b. Outreach to employees
    - 1) Contributions for short- and long-range estate planning for college benefit.
    - 2) Encourage faculty and staff to participate in community and service organizations representing themselves as well as the district (develop employee guidelines and targeted outreach).
    - 3) Maintain database of employee community and service associations.
    - 4) Offer employee memberships for organizations, which will benefit community development and provide for feedback to colleges.
  - c. Create Continuing Education opportunities
    - 1) Conduct fee-based classes at night on campus.
    - 2) Develop programs for tuition students to earn certificates.
    - 3) Business/finance/entrepreneurship, grant writing training, “green,” etc.
  - d. Other income generation ideas
    - 1) Renting facilities.
    - 2) Increase use of Sunroom by inviting community to restaurant-test project.
    - 3) Develop plan for foundation to become self-supporting.

### ***Technology Issues and Trends Related to Education***

#### ***Highlights***

1. Funding of IT will be a major challenge over the next several years. Institutions will be exploring ways to reduce costs via streamlining operations and technologies, exploring lower cost and/or free technologies (e.g., using free mail services such as g-mail or live.edu for email rather than paying for Outlook).
2. Institutions will work to consolidate and streamline institutional data through Administrative/Enterprise Resource Planning (ERP) Systems. Such data will include student information, financial services, facilities, human resources, etc.
3. Institutions will need to evaluate and decide upon infrastructure technologies (i.e., traditional servers, virtual servers, cloud-based computing, or a combination thereof). Each set of technologies will present its own opportunities and challenges for data security, cost effectiveness, and disaster recovery/continuity of operations.

4. Institutions will continue to explore ways to minimize their technology carbon footprint and find ways to conserve energy.
5. Social networking will continue to grow as a major means of communication and interaction in learning environments.
6. Security of data is in the top 10 list of every major source reviewed. This is attributed to continual movement towards digital recordkeeping; the emerging body of rules, regulations, and laws, etc.; and the liability that inadequate security presents to an institution.
7. Identity and access management will be an increasing challenge to ensure privacy and yet ease of access to multiple systems. “Issues surrounding identity/access management include developing strong vetting, credentialing, and provisioning processes for all constituents (including guests), inventorying and integrating decentralized systems into a centralized strategy, and ensuring federation of identity.” (*EduCause Review* 2009)
8. As technology plays an increasingly larger role in teaching and learning, the challenge is to make technology fluid and responsive to faculty instructional needs without impeding the learning process.
9. Online learning is projected to continue to grow and learning management systems will be increasingly seen as mission-critical enterprise systems.
10. Studies show that online or online-enhanced instruction shows better overall student performance, but studies’ results also indicated that there were too many variables to state so conclusively. Much was dependent on instructional strategies, environment, etc.
11. The shift from PCs to mobile devices will continue to be a major trend.

### *Implications*

1. Money will drive what technology looks like over the next several years.
2. If ERPs are pursued, our district will be positioned well to have relatively fast and easy access to data that can improve our decision-making.
3. Faculty/students/departments/clubs/etc. will be interacting more and more via social networking and other free-source methods. Our district will need to anticipate and accommodate such changes in our planning, procedures, policies, training, etc.
4. Data integrity and security need to stay at the forefront of concerns for our district and should be considered with every technology procurement, and every modification or development of policy, procedure, or plan.
5. Communication and collegial consultation are key to navigating the challenges of fiscal cuts yet providing meaningful technology services and access to faculty.
6. As new technologies are explored, compatibility with multiple user devices, rather than just traditional computers, needs to be considered.

### ***Financial Aid***

#### *Highlights*

1. The maximum Federal Pell Grant award for the 2011-2012 Award Year is \$5,550, the same as the 2010-2011 Award Year. The maximum Pell eligible EFC is 5273 with a minimum award for a full-time student of \$555. These above figures were published by Department of

Education on February 1<sup>st</sup>, 2011. However, as Congress continues to debate budget issues, the District is not certain at this time what the Pell Grant availability will be for summer 2011 and the upcoming 2011-2012 academic year.

2. The President's FY 2012 Budget Proposal to save money and to maintain Federal Pell Grant Program includes the following key items:
  - a. Eliminate Two-Pells in an Award Year
  - b. Restructures Perkins Loan Program
  - c. No Subsidized Loans for Graduate Students
  - d. Replace TEACH Grant Program
  - e. Debt Conversion Program-moving all current student loans to one ED recognized servicer.
  - f. Income Verification of Pell Grant Applicant will be improved through greater use of information received from the IRS.
3. Academic Competitiveness Grant (ACG) and National Science and Mathematics Access to Retain Talent Grant (National SMART Grant) Program have been eliminated effectively with the 2011-2012 academic year. (These two programs do not have authorized funding beyond the current 2010-2011 academic year.)
4. California State Budget Reductions Result in Changes to Cal Grant Program Eligibility and Cuts to Cal Grant Awards - On March 24, 2011, Governor Jerry Brown signed Senate Bill 70 (the education trailer bill) into law. Senate Bill 70 achieves reductions in state spending by changing Cal Grant eligibility requirements for both students and institutions. These changes will affect new and renewal Cal Grant recipients beginning with the 2011-12 academic year.

### *Implications*

1. It is estimated that the elimination of the Two-Pells in an Award Year will affect approximately 23,000 California Community College students who receive a grant, most often for summer school. However, as many colleges are cutting back summer school due to budget, the elimination of the Two-Pells in an Award Year is a better alternative to reducing the Pell Grant amount.
2. It is still going to be a major victory for students if the maximum \$5,550 Pell grant for the 2011-2012 academic year is maintained. The original long-term spending bill (H.R. 1) which was passed by the House in February called for an \$845 cut to the maximum Pell grant, reducing it to \$4,705.
3. Given the current economic situation and the expected increase in enrollment at most community colleges, it's very important that the Pell Grant program be funded at the maximum \$5,550 when most of the nation's young people need financial assistance to attend college.
4. With the passing of California Senate Bill 70, The California Student Aid Commission (CSAC) estimates that 12,920 students statewide will be deemed ineligible to renew their Cal Grant awards as a result of these changes. SBCCD Cal Grant recipients will most likely not be impacted greatly by the passing of SB 70 due to the average low Expected Family Contribution (EFC).

## Major Planning Assumptions

The following major planning assumptions are based upon an analysis of the Strategic Issues Subcommittee Reports, the performance and impact indicators, the Center of Excellence Environmental Scan reports, and the committee's discussions of all these items (and more) as set forth in the *Edited Transcripts of Posted Comments* and the *Minutes*.

1. Everything the district does should contribute directly or indirectly to the facilitation of student learning.
2. Accrediting agencies, governmental agencies, and the public will continue to exert pressure on community colleges to demonstrate successful student learning through assessment and documentation.
3. Student demand for alternative modes and schedules of instruction and services, especially those mediated by technology, will continue to rise.
4. Coordination among the segments of education aimed at clearing student pathways through the system will be increasingly necessary.
5. Curricular, pedagogical, and service innovations will be necessary to keep up with the increasingly complex needs of students, to attract them to district institutions, and to respond to the changing communities that the district serves.
6. Professional development in numerous subjects for all employees will be increasingly crucial to success in serving students.
7. The district's budget will continue to be under pressure for at least the next few years, because of uncertainty in California's fiscal environment, rising healthcare and other costs, limitations on state revenue bond resources, the loss of federal stimulus funds, the loss of categorical funds, and other factors.
8. Systematic development of alternative sources of revenue will be necessary to provide greater stability in funding district programs and services.
9. Demand for community college classes will remain high, and we will not be able to serve all the students who wish to take them.
10. Competition for these students will rise, and the district will have to market the low costs and substantial benefits of attending its colleges actively, to avoid ceding the field to competitors.
11. Funding for capital projects will remain uncertain, so that some planned projects might not be completed.
12. Integrity and security of data will continue to rise in importance.
13. Integrating institutional data systems, maintaining and improving technological infrastructure, keeping up with shifts in computing and communication modes, and funding technology will remain challenging for the foreseeable future.

## **A Brief Introduction to Planning Terminology**

The conceptual boundaries among strategic directions, goals, objectives, and actions are often vague: An objective under one initiative might be a goal under another, for example. The following is intended as a rough guide to understanding these terms as used in this District Strategic Plan, not a set of hard-and-fast rules.

### ***Strategic Direction***

*Definition:* An essential line of forward progress along which the institution seeks to move in the long run, and with which it seeks to align its resources and actions, to realize more fully its mission.

#### *Characteristics of a Sound Strategic Direction:*

- Establishes the Big Picture, in concert with other strategic directions
- Serves to guide the planning and decision-making of the institution as a whole
- Well-defined subsidiary goals and objectives are required for effective pursuit of each strategic direction.
- Very long-range and stable over time (typically more than five years)

*Example:* Learning-Centered Institution for Student Access, Retention, and Success

### ***Goal***

*Definition:* A major aspiration that the institution intends to realize under a given strategic direction.

#### *Characteristics of a Sound Goal:*

- Reflects the Big Picture
- Clearly serves the interests of the institution as a whole
- Ambitious—even audacious!—yet attainable in principle
- Achievement of the goal represents significant progress in the applicable strategic direction.
- Relatively long-range and stable over time (typically three to five years), until it is achieved
- Shows applicable linkages to other planning structures or documents

*Example:* Improve student retention, success, and persistence across the district.

### ***Objective***

*Definition:* A concrete, measurable milestone on the way to achieving a goal.

#### *Characteristics of a Sound Objective:*

- Relevant and significant with respect to the applicable goal
- Brings the goal down to earth in clear language

- Achievement of the objective represents significant progress toward achievement of that goal.
- Achievement of all the objectives related to a goal does not necessarily mean achievement of that goal; it often represents completion of one phase of work that will continue with the formulation of additional objectives and action plans.
- Achievable in typically one to two years
- Shows the tentative timeline or deadline for completion of the objective
- Shows the specific point person or group with overall responsibility for ensuring that progress on the objective occurs as planned
- May show estimated resources required for achievement
- Specific
- Measurable: Shows measures or sources of data for progress measurements, whether quantitative, qualitative, or both
- Reasonable
  - Scope
  - Timeline or Deadline
- Lends itself to formulation of a coherent set of actions

Example: Provide financial and technological support for the improvement of classroom instruction and student support services.

### ***Action***

Definition: One of a coherent set of specific steps that must be taken to reach the objective.

#### Characteristics of a Sound Action:

- Specific
- Reasonable
  - Scope
  - Timeline (typically one year or less)
  - Workloads
- Completion of all the actions under an objective typically means achievement of that objective.

Example: Offer teaching and learning symposiums for interested faculty, students, and others.

## Overview of Strategic Directions, Goals, and Alignment with College Plans

District Strategic Directions	District Strategic Goals	Aligned College Goals
<p>1. Institutional Effectiveness (Board Imperative I)</p>	<p>1.1 Implement and integrate decision-making, planning, and resource allocation structures and processes that are collaborative, transparent, evidence-based, effective, and efficient.</p>	<p><b>Crafton Hills College</b>                      6.1 Implement and integrate planning processes and decision-making that are: Collaborative, Transparent, Evidence-based, Effective, and Efficient.                      6.2 Establish and document effective, efficient, and consistent organizational structures and processes.</p> <p><b>San Bernardino Valley College</b>                      3.1 Integrate budget, planning, and decision-making: Budget and Planning processes are integrated, relating to the College’s Mission and Strategic Goals.</p>
<p>2. Learning Centered Institution for Student Access, Retention and Success (Board Imperative II)</p>	<p>2.1 Ensure access to and delivery of programs, services, and support that meet the diverse needs of students, prospective students, and the community.                      2.2 Improve student retention, success, and persistence across the district.                      2.3 Achieve excellence in teaching and learning at all district sites through professional development and a continuous improvement process.</p>	<p><b>Crafton Hills College</b>                      1.1 Support, guide, and empower every student to achieve his or her goals.                      1.2 Deliver and ensure access to programs, services, and support that meet students’ needs.                      3.1 Achieve college-wide excellence in teaching and learning through best practices and ongoing reflection, assessment, and improvement.</p> <p><b>San Bernardino Valley College</b>                      1.1 Coordinate access efforts for potential students: A systematic, integrated program will be developed to assist student access to SBVC resources and services.                      1.2 Increase the percentage of HS graduating seniors who apply and enroll at SBVC: SBVC will serve greater numbers of graduating high school seniors.                      1.3 Ensure that prospective and enrolled students have access to support services: SBVC will provide integrated resources and services to students.                      5.1 Foster a learning college: Student learning outcomes and assessments for all courses and programs are complete and operational. Core competencies are completed college wide.                      5.2 Increase student persistence and retention (ARCC): There will be an increase in the number of students who complete Certificate and Degree programs.</p>
<p>3. Resource Management for Efficiency, Effectiveness and Excellence (Board Imperative III)</p>	<p>3.1 Optimize the development, maintenance, and use of resources in accord with applicable plans.                      3.2 Provide technology that supports excellence in teaching, learning, and support.                      3.3 Effectively manage enrollment across the district through a dynamic balance of identified needs and available resources.</p>	<p><b>Crafton Hills College</b>                      4.1 Effectively manage enrollment through a dynamic balance of identified needs and available resources.                      4.2 Identify and initiate the development of new courses and programs that align strategically with the needs of the College and its students.                      7.1 Optimize the organization’s human resource capacity.                      8.1 Maintain and use resources effectively.                      8.2 Seek, advocate for, and acquire additional resources.                      8.3 Maximize resource capacity related to facilities, technology, and other infrastructure.</p> <p><b>San Bernardino Valley College</b>                      6.1 Provide state-of-the-art technology in its teaching and learning environment and service areas: Students will be provided appropriate opportunities to learn utilizing current and available technologies.                      6.2 Provide a method for leadership and support of campus technology: A centralized structure for providing campus technology and support will be in place.</p>

District Strategic Directions	District Strategic Goals	Aligned College Goals
<p>4. Enhanced and Informed Governance and Leadership (Board Imperative IV)</p>	<p>4.1 Optimize governance structures and processes throughout the district. 4.2 Continuously develop leaders among all groups.</p>	<p><b>Crafton Hills College</b> 7.2 Manage change proactively.</p>
<p>5. Inclusive Climate</p>	<p>5.1 Value diversity and promote inclusiveness among employees, students, and the community.</p>	<p><b>Crafton Hills College</b> 2.1 Seek, welcome, and respect diversity, and promote inclusiveness.</p> <p><b>San Bernardino Valley College</b> 2.2 SBVC is an institution that is respectful and accepting of staff and student differences: SBVC will have developed and implemented ongoing programs to maintain a high level of interaction with, and appreciation of SBVC's diverse populations.</p>
<p>6. Community Collaboration and Value</p>	<p>6.1 Enhance the district's value and image in the communities. 6.2 Forge partnerships with other academic institutions, governmental agencies, and private industry to support the district's and colleges' missions.</p>	<p><b>Crafton Hills College</b> 5.1 Enhance the College's value to the community.</p> <p><b>San Bernardino Valley College</b> 2.1 Enhance the image of the college: SBVC will be recognized for its excellent reputation and as an inviting place to work and study. 4.1 Forge and support dynamic partnerships with other academic institutions, governmental agencies and private industry: SBVC has external partners and integrates these relationships into planning and program development.</p>

## District Strategic Directions, Goals, and Objectives

<p><b>Strategic Direction 1</b>  <b>Institutional Effectiveness</b>  <b>(Board Imperative I)</b></p>
<p><b>Goal 1.1: Implement and integrate decision-making, planning, and resource allocation structures and processes that are collaborative, transparent, evidence-based, effective, and efficient.</b></p>

<b>Objective</b>	<p><b>1.1.1: Create structures and processes to ensure effective communication about decision-making and collegial consultation among all district entities (namely, CHC, SBVC, DETS, EDCT, KVCR, and district office).</b></p>
<b>Suggested Actions</b>	<p>Publish a periodic <i>Chancellor’s Chat</i>, summarizing significant developments and decisions during each month and including other useful information as needed.</p> <p>At the end of each annual budget cycle, make readily available to all employees the final decisions and rationales on all resource requests.</p> <p>Train all collegial-consultation committee members in their responsibilities (e.g., participating actively, informing and soliciting feedback from constituents), and in how the committees function.</p> <p>Build into the agendas of regular meetings and events (e.g., In-service Day, President’s Cabinet, Crafton Council, SBVC College Council, Senates, and meetings of other representative bodies) communication about progress on the DSP.</p> <p>Develop a template or other tool to facilitate regular communication with and feedback from all district personnel about DSP progress.</p>
<b>Tentative Timeline/Deadline</b>	2011-12
<b>Point Person or Group</b>	Chancellor’s Cabinet
<b>Measurements of Progress</b>	<p>Survey of constituency groups and individuals</p> <p>Outcome: Percent satisfaction with effectiveness of communication</p> <p><i>Chancellor’s Chat</i> contents</p> <p>Resource request list decisions and rationales</p> <p>Number of training sessions and participants</p> <p>Training session evaluations</p>

<p><b>Strategic Direction 2</b>  <b>Learning Centered Institution for Student Access, Retention and Success</b>  <b>(Board Imperative II)</b></p>
<p><b>Goal 2.1: Ensure access to and delivery of programs, services, and support that meet the diverse needs of students, prospective students, and the community.</b></p>

<b>Objective</b>	<b>2.1.1: Provide financial and technological support for the facilitation of student access to programs and services.</b>
<b>Suggested Actions</b>	<p>Audit existing practices related to student access to programs and services.</p> <p>Evaluate student and staff satisfaction regarding access to programs and services, and implement improvements based on results.</p> <p>Facilitate collaboration and problem-solving between colleges regarding methods for student access.</p> <p>Explore innovative and effective practices and technologies related to student access.</p> <p>Pilot programs based on the results of the exploration.</p> <p>Evaluate the pilot programs.</p> <p>Implement effective practices based on the evaluation.</p> <p>Identify and evaluate potential external sources of funding for these activities.</p> <p>Resources: Provide adequate funding and other support for these activities.</p>
<b>Tentative Timeline/Deadline</b>	2011-12 and ongoing
<b>Point Person or Group</b>	Vice Chancellor, Fiscal Services Executive Director, DETS
<b>Measurements of Progress</b>	<p>Audit results</p> <p>Assess survey results</p> <p>Documentation of collaboration on methods</p> <p>Report on results of exploration</p> <p>Pilot program descriptions</p> <p>Pilot program evaluation results</p> <p>Documentation of resources provided</p>

**Goal 2.2: Improve student retention, success, and persistence across the district.**

<b>Objective</b>	<b>2.2.1: Provide financial and technological support for the improvement of classroom instruction and student support services.</b>
<b>Suggested Actions</b>	<p>Allow time for discipline-specific professional collaboration during in-service days (e.g., technology in the classroom, teaching methods).</p> <p>Offer teaching and learning symposiums for interested faculty, students, and others.</p> <p>Explore the effective use of technology related to instruction and classroom management.</p> <p>Identify pressing college needs for technology in the classroom, and facilitate implementation of technology that meets them.</p> <p>Provide effective training in these technologies.</p> <p>Identify and evaluate potential external sources of funding for these activities.</p> <p>Resources: Provide adequate funding and other support for these activities.</p>
<b>Tentative Timeline/Deadline</b>	2011-12 and ongoing
<b>Point Person or Group</b>	VPIs VPSSs Executive Director, DETS
<b>Measurements of Progress</b>	<p>In-service day schedules</p> <p>Symposia outlines, attendance figures, and evaluation results</p> <p>Number of grants sought and received, with dollar amounts</p> <p>Documentation of needs</p> <p>Documentation of implementation and match with needs</p> <p>Number of training sessions and participants</p> <p>Training session evaluations</p> <p>Documentation of resources provided</p>

<b>Objective</b>	<b>2.2.2: Develop and implement a District Staffing Plan that includes targets for improvement of full-time/part-time faculty ratios.</b>
<b>Suggested Actions</b>	<p>Conduct research to determine appropriate targets that will promote steady improvement and timelines that are flexible enough to accommodate a range of budgetary constraints.</p> <p>Adopt appropriate targets.</p> <p>Finalize the District Staffing Plan.</p>
<b>Tentative Timeline/Deadline</b>	2011-12 and ongoing
<b>Point Person or Group</b>	Vice Chancellor, Human Resources
<b>Measurements of Progress</b>	<p>Approved Staffing Plan with applicable targets</p> <p>Annual report of FT/PT faculty ratio</p>

<p><b>Goal 2.3: Achieve excellence in teaching and learning at all district sites through professional development and a continuous improvement process.</b></p>
--

<b>Objective</b>	<b>2.3.1: Maintain district commitment to professional development at the colleges. [See also 3.1.1 and 4.2.1.]</b>
<b>Suggested Actions</b>	Establish a coordinating body to ensure an efficient, equitable, robust professional development program. Reinstitute the sabbatical. Establish a central repository for best practices in education. Conduct an annual survey of employees on professional development opportunities and effectiveness. Resources: Provide adequate funding and other support for these activities.
<b>Tentative Timeline/Deadline</b>	2011-12 and ongoing
<b>Point Person or Group</b>	Professional Development Committee chairs
<b>Measurements of Progress</b>	Documentation of attendance of staff and faculty at professional development activities, including those held at district sites other than their own Survey results

<b>Objective</b>	<b>2.3.2: Maintain the district commitment to continuous improvement processes.</b>
<b>Suggested Actions</b>	Provide adequate training of faculty and staff in appropriate and pertinent accreditation standards and processes. Provide adequate training of faculty and staff in the continuous cycle of evaluation and improvement of programs, Student Learning Outcomes, and Service Area Outcomes Resources: Provide adequate funding, facilities, technology, staffing, and other support for these activities.
<b>Tentative Timeline/Deadline</b>	2011-12 and ongoing
<b>Point Person or Group</b>	Chancellor's Cabinet
<b>Measurements of Progress</b>	Number of training sessions and participants Training session evaluations Documentation of resources provided

<p><b>Strategic Direction 3</b>  <b>Resource Management for Efficiency, Effectiveness and Excellence</b>  <b>(Board Imperative III)</b></p>
<p><b>Goal 3.1: Optimize the development, maintenance, and use of resources in accord with applicable plans.</b></p>

<b>Objective</b>	<b>3.1.1: Evaluate and enhance the system for training employees in accordance with district plans. [See also 2.3.1 and 4.2.1.]</b>
<b>Suggested Actions</b>	Identify training needs. Develop appropriate training programs to meet the needs. Deliver training to employees. Evaluate the program annually and revise it as needed.
<b>Tentative Timeline/Deadline</b>	2011-12 and ongoing
<b>Point Person or Group</b>	Vice Chancellor, Human Resources Executive Director, DETS Professional Development Committee chairs
<b>Measurements of Progress</b>	Number of training sessions and participants Training session evaluations Documentation of training contents and modes

<b>Objective</b>	<b>3.1.2: Review and refine established processes that support the transparent allocation of resources district-wide.</b>
<b>Suggested Actions</b>	District Budget Committee evaluates the process annually and recommends improvements as needed. Establish coordination of and communication about grant activity district-wide.
<b>Tentative Timeline/Deadline</b>	Ongoing
<b>Point Person or Group</b>	Vice Chancellor, Fiscal Services
<b>Measurements of Progress</b>	Adopted district-wide resource allocation process.

<p><b>Strategic Direction 4</b>  <b>Enhanced and Informed Governance and Leadership</b>  <b>(Board Imperative IV)</b></p>
<p><b>Goal 4.1: Optimize governance structures and processes throughout the district.</b></p>

<b>Objective</b>	<b>4.1.1: Periodically evaluate, enhance, and document district collegial-consultation structures and processes.</b>
<b>Suggested Actions</b>	Evaluate the charges of all district collegial-consultation bodies annually, and revise them as needed. Evaluate the effectiveness of district collegial-consultation bodies, and implement improvements based on results. Develop and disseminate a template for committees to use in reporting back to constituency groups.
<b>Tentative Timeline/Deadline</b>	2011-12
<b>Point Person or Group</b>	Chancellor
<b>Measurements of Progress</b>	Documentation of the charges of the governance bodies Satisfaction with effectiveness of district governance bodies

<b>Objective</b>	<b>4.1.2: Periodically evaluate, enhance, and document the functional relationships among district entities.</b>
<b>Suggested Actions</b>	Create a map of the functional relationships among district entities. Evaluate the effectiveness of the functional relationships, and implement improvements based on results.
<b>Tentative Timeline/Deadline</b>	2011-12
<b>Point Person or Group</b>	Chancellor’s Cabinet
<b>Measurements of Progress</b>	Approved map of functional relationships Satisfaction with effectiveness of functional relationships

<p><b>Goal 4.2: Continuously develop leaders among all groups.</b></p>
--

<b>Objective</b>	<b>4.2.1: Facilitate the development of leaders through professional development. [See also 2.3.1 and 3.1.1.]</b>
<b>Suggested Actions</b>	Establish a regular cycle of comprehensive leadership training experiences. Evaluate each experience and modify the offerings as needed.
<b>Tentative Timeline/Deadline</b>	Fall 2011
<b>Point Person or Group</b>	Professional Development Committee chairs
<b>Measurements of Progress</b>	Comprehensive schedule of events Number of training sessions and participants Training session evaluations

<h2 style="margin: 0;">Strategic Direction 5</h2> <h3 style="margin: 0;">Inclusive Climate</h3>
<b>Goal 5.1: Value diversity and promote inclusiveness among employees, students, and the community.</b>

<b>Objective</b>	<b>5.1.1: Establish a district mentoring program for all new employees.</b>
<b>Suggested Actions</b>	Develop mentoring program. Designate a person at each site to connect mentors with mentees. Evaluate program, and implement changes based on results of evaluation.
<b>Tentative Timeline/Deadline</b>	Fall 2011
<b>Point Person or Group</b>	Vice Chancellor, Human Resources
<b>Measurements of Progress</b>	Documentation of program Surveys of mentors, mentees, and others on program effectiveness

<b>Objective</b>	<b>5.1.2: Coordinate district-wide events celebrating diversity for students, employees, and the community.</b>
<b>Suggested Actions</b>	Work collaboratively with representative groups from CHC, SBVC, and district offices to develop events. Create and disseminate effectively a district-wide calendar of events celebrating diversity.
<b>Tentative Timeline/Deadline</b>	2011-12
<b>Point Person or Group</b>	College presidents
<b>Measurements of Progress</b>	Schedule of events Evaluation of events' effectiveness

<h2 style="margin: 0;">Strategic Direction 6</h2> <h3 style="margin: 0;">Community Collaboration and Value</h3>
<b>Goal 6.1: Enhance the district's value and image in the communities.</b>

<b>Objective</b>	<b>6.1.1: Develop a comprehensive communications plan, incorporating all sites, to raise the communities' awareness of education and training services.</b>
<b>Suggested Actions</b>	Establish the committee. Conduct a community audit or survey. Develop the plan. Implement the plan. Evaluate the effectiveness of the plan, and revise it as needed. Develop a Message Deck to ensure consistency in district communications to the public.
<b>Tentative Timeline/Deadline</b>	Fall 2011
<b>Point Person or Group</b>	Marketing Committee composed of representatives from each entity, including KVCR and EDCT
<b>Measurements of Progress</b>	Documentation of committee establishment and meetings Documentation of the plan Media standards Pattern of expenditures for outreach, advertising, etc.

**Goal 6.2: Support and expand partnerships with other academic institutions, governmental agencies, and private industry to support the district’s and colleges’ missions.**

<b>Objective</b>	<b>6.2.1: Support and expand community partnerships.</b>
<b>Suggested Actions</b>	Audit current partnerships. Develop a strategy to support and enhance partnerships.
<b>Tentative Timeline/Deadline</b>	Fall 2011
<b>Point Person or Group</b>	Chancellor’s Cabinet
<b>Measurements of Progress</b>	Documentation of group establishment and meetings Documentation of Community Leaders Roundtable recommendations and other actions

<b>Objective</b>	<b>6.2.2: Establish a Community Affinity Network to promote and document productive relationships between district employees and organizations in the surrounding communities.</b>
<b>Suggested Actions</b>	Create an online social media discussion area to help maximize use of and access to community resources. Create and disseminate annually a list of program sponsors, including Advisory Committee members. Create and maintain a district-wide calendar of the use of facilities for activities.
<b>Tentative Timeline/Deadline</b>	Fall 2011-Spring 2013
<b>Point Person or Group</b>	Chancellor’s Cabinet
<b>Measurements of Progress</b>	Documentation of discussion area content and usage Published list of program sponsors Published calendar of facilities use

<b>Objective</b>	<b>6.2.3: Support and strengthen Career Pathways.</b>
<b>Suggested Actions</b>	Promote collaboration among the district entities and with K-12, four-year institutions, and the business community regarding Career Pathways.
<b>Tentative Timeline/Deadline</b>	2011-12
<b>Point Person or Group</b>	VPIs
<b>Measurements of Progress</b>	Documentation of the outcomes of collaboration

## Long-Range Financial Plan and Forecast

To assist the colleges in planning for long-term resource allocations, Fiscal Services updates the following *Long-Range Financial Plan and Forecast* annually. It is based in part on the District Resource Allocation Model approved in Spring 2010, and applies only to the General Fund, the primary operating fund of the district and colleges.

Scenarios A and B represent a range of assumptions from conservative to optimistic. The forecast does not account for yearly budget interventions, significant changes in college services, or other District/College changes.

Scenario A illustrates a "conservative" projection of revenues, assessments, and expenditures. Line items resulting from State allocations such as FTES Credit and Noncredit Funding rates, Growth allocations, COLA, PT Faculty, and Lottery Funds are assumed with 0% increases. Other line items such as Interest Income, and Other Campus Revenues are also assumed with 0% increases. This scenario assumes marginal increases in District assessments and college expenditures.

Scenario B illustrates an "optimistic" projection of revenues, assessments, and expenditures. Line items resulting from all allocations including FTES Credit and Noncredit Funding rates, Growth allocations, COLA, PT Faculty, Lottery Funds, Interest Income, and Other Campus Revenues are assumed with varying percent increases based on historical trends. This scenario assumes moderate increases in District assessments and college expenditures.

The figures in both scenarios are *for illustrative purposes only*.

**Forecast, 2012-2014**

	2011-12		2012-13		2013-14	
	Scenario A	Scenario B	Scenario A	Scenario B	Scenario A	Scenario B
<b>Beginning Fund Balance</b>	\$18,705,000	\$18,705,000	\$14,401,000	\$16,797,000	\$9,105,000	\$15,903,000
<b>Revenues</b>						
Base Funding Rate: Total FTES <=10,000 for Multi-College District	\$3,322,000	\$3,322,000	\$3,322,000	\$3,388,000	\$3,322,000	\$3,456,000
Base Funding Rate: Total FTES >=10,000 for Multi-College District	\$3,875,000	\$3,875,000	\$3,875,000	\$3,953,000	\$3,875,000	\$4,032,000
Total Credit FTES Funding	\$57,634,000	\$58,786,000	\$57,634,000	\$61,161,000	\$57,634,000	\$63,632,000
Total Noncredit FTES Funding	\$30,000	\$30,000	\$30,000	\$32,000	\$30,000	\$33,000
Growth	\$0	\$1,243,000	\$0	\$1,292,000	\$0	\$1,342,000
Cost of Living Adjustment (COLA)	\$0	\$0	\$0	\$1,371,000	\$0	\$1,423,000
Part-time Faculty	\$309,000	\$309,000	\$309,000	\$309,000	\$309,000	\$309,000
Lottery Funds	\$1,772,000	\$1,772,000	\$1,772,000	\$1,772,000	\$1,772,000	\$1,772,000
Interest Income	\$200,000	\$200,000	\$200,000	\$204,000	\$200,000	\$208,000
Other Campus Revenue	\$711,000	\$711,000	\$711,000	\$725,000	\$711,000	\$740,000
<b>Total Revenues</b>	<b>\$67,853,000</b>	<b>\$70,248,000</b>	<b>\$67,853,000</b>	<b>\$74,207,000</b>	<b>\$67,853,000</b>	<b>\$76,947,000</b>
<b>Expenditures</b>						
Academic Salaries	\$28,570,000	\$28,570,000	\$28,999,000	\$29,570,000	\$29,434,000	\$30,605,000
Classified Salaries	\$15,692,000	\$15,692,000	\$15,927,000	\$16,241,000	\$16,166,000	\$16,810,000
Benefits	\$13,117,000	\$13,117,000	\$13,444,000	\$13,772,000	\$13,781,000	\$14,461,000
Supplies	\$1,229,000	\$1,229,000	\$1,229,000	\$1,290,000	\$1,229,000	\$1,355,000
Contracts and Services	\$9,745,000	\$9,745,000	\$9,745,000	\$10,232,000	\$9,745,000	\$10,744,000
Capital Outlay	\$480,000	\$480,000	\$480,000	\$504,000	\$480,000	\$530,000
Other Outgoing	\$3,323,000	\$3,323,000	\$3,323,000	\$3,489,000	\$3,323,000	\$3,664,000
<b>Total Expenditures</b>	<b>\$72,156,000</b>	<b>\$72,156,000</b>	<b>\$73,147,000</b>	<b>\$75,098,000</b>	<b>\$74,158,000</b>	<b>\$78,169,000</b>
<b>Operating Surplus/(Deficit)</b>	<b>(\$4,304,000)</b>	<b>(\$1,908,000)</b>	<b>(\$5,296,000)</b>	<b>(\$894,000)</b>	<b>(\$6,306,000)</b>	<b>(\$1,221,000)</b>
<b>Ending Fund Balance</b>	<b>\$14,401,000</b>	<b>\$16,797,000</b>	<b>\$9,105,000</b>	<b>\$15,903,000</b>	<b>\$2,799,000</b>	<b>\$14,682,000</b>

**Revenue, Expenditure, and Other Forecast Assumptions**

Revenue, Expenditure, and Other Assumptions	2011-12		2012-13		2013-14	
	Scenario A	Scenario B	Scenario A	Scenario B	Scenario A	Scenario B
<b>Revenue Assumptions</b>						
Base Funding Rate Increase	0.0%	0.0%	0.0%	2.0%	0.0%	2.0%
Base Funding Increase (Per Credit FTES)	0.0%	0.0%	0.0%	2.0%	0.0%	2.0%
Base Funding Increase (Per Noncredit FTES)	0.0%	0.0%	0.0%	2.0%	0.0%	2.0%
Constrained Growth (%)	0.0%	2.0%	0.0%	2.0%	0.0%	2.0%
Cost of Living Adjustment (COLA %)	0.0%	0.0%	0.0%	2.0%	0.0%	2.0%
Part-time Faculty Increase	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Lottery Funds Increase	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Interest Income Increase	0.0%	0.0%	0.0%	2.0%	0.0%	2.0%
SBVC Other Campus Revenue Increase	0.0%	0.0%	0.0%	2.0%	0.0%	2.0%
CHC Other Campus Revenue Increase	0.0%	0.0%	0.0%	2.0%	0.0%	2.0%
District Office Services Assessment Increase	0.0%	0.0%	1.5%	4.0%	1.5%	4.0%
District-wide Costs Assessment Increase	0.0%	0.0%	1.5%	4.0%	1.5%	4.0%
Auxiliary Operations Assessment Increase	0.0%	0.0%	1.5%	4.0%	1.5%	4.0%
SERP Costs Assessment Increase	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
District Reserves Assessment Increase	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Expenditure Assumptions</b>						
Academic and Classified Step and Column Increases	1.5%	1.5%	1.5%	1.5%	1.5%	1.5%
Academic and Classified Salaries COLA Increases	0.0%	0.0%	0.0%	2.0%	0.0%	2.0%
Benefits Increases	2.5%	2.5%	2.5%	5.0%	2.5%	5.0%
Supplies Increases	-5.0%	-5.0%	0.0%	5.0%	0.0%	5.0%
Contracts and Services Increases	-5.0%	-5.0%	0.0%	5.0%	0.0%	5.0%
Capital Outlay Increases	-5.0%	-5.0%	0.0%	5.0%	0.0%	5.0%
Other Outgo Increases	-5.0%	-5.0%	0.0%	5.0%	0.0%	5.0%
<b>Other Assumptions</b>						
SBVC Total Funded FTES (% of Total)	70.0%	70.0%	70.0%	70.0%	70.0%	70.0%
CHC Total Funded FTES (% of Total)	30.0%	30.0%	30.0%	30.0%	30.0%	30.0%
Academic and Classified Salaries COLA may differ from State COLA						

San Bernardino Community College District Resource Allocation Model 2011-12

Line	Category (5% Reduction Scenario)	2010-11			2011-12 All Cuts Budget (-\$6.519M)		
		SBVC	CHC	District Total	SBVC	CHC	District Total
<b>State Base Revenue</b>							
1	Base Allocation Revenue Per SB361 for Medium & Small Colleges	\$3,875,136	\$3,321,545	\$7,196,681	\$3,875,136	\$3,321,545	\$7,196,681
2	Total District Credit FTES per State Allocation	N/A	N/A	14,182.06	N/A	N/A	12,625.61
3	Credit and Noncredit FTES Split (Determined by Chancellor's Cabinet)	70.000%	30.000%	100.000%	70.000%	30.000%	100.000%
4	Total College Credit FTES (multiply line 2 x 3)	9,927.44	4,254.62	14,182.06	8,837.92	3,787.68	12,625.61
5	District Funded Rate Credit FTES per State Allocation	N/A	N/A	\$4,564.83	N/A	N/A	\$4,564.83
6	Credit Funding (multiply line 4 x 5)	\$45,317,027	\$19,421,583	\$64,738,610	\$40,343,580	\$17,290,106	\$57,633,686
7	Total District Noncredit FTES			12.15			10.82
8	Total College Noncredit FTES (multiply line 3 x 7)	8.51	3.65	N/A	7.57	3.24	N/A
9	State Funded Rate Noncredit FTES	N/A	N/A	\$2,744.96	N/A	N/A	\$2,744.96
10	Noncredit Funding (multiply line 8 x 9)	\$23,346	\$10,005	N/A	\$20,784	\$8,907	N/A
11	<b>Total State Base Revenue (add lines 1, 6, &amp; 10)</b>	<b>\$49,215,509</b>	<b>\$22,753,133</b>	<b>\$71,968,642</b>	<b>\$44,239,500</b>	<b>\$20,620,558</b>	<b>\$64,860,058</b>
<b>State Revenue With Growth and COLA Adjustments</b>							
12	District Growth Funding per State Allocation	N/A	N/A	\$0	N/A	N/A	\$0
13	College Growth Funding (multiply line 3 x 12)	\$0	\$0	N/A	\$0	\$0	N/A
14	District Cost of Living Adjustment (COLA) per State Allocation	N/A	N/A	\$0	N/A	N/A	\$0
15	College COLA (multiply line 3 x 14)	\$0	\$0	N/A	\$0	\$0	N/A
16	Other Revenue Adjustment	N/A	N/A	\$0			\$0
17	College Adjustment	\$0	\$0		\$0	\$0	
18	Deficit Coefficient	N/A	N/A	-\$589,584			\$0
19	College Coefficient	-\$412,709	-\$176,875		\$0	\$0	
20	<b>Total State Revenue (add lines 11, 13, 15, 16, &amp; 17)</b>	<b>\$48,802,800</b>	<b>\$22,576,258</b>	<b>\$71,379,058</b>	<b>\$44,239,500</b>	<b>\$20,620,558</b>	<b>\$64,860,058</b>
	Budget Cut per CCLC 3/15/11						\$6,519,000
<b>Other Revenue</b>							
21	District Part-time Faculty per State Allocation	N/A	N/A	\$309,438	N/A	N/A	\$309,438
22	College Part-time Faculty (multiply line 3 x 21)	\$216,607	\$92,831	N/A	\$216,607	\$92,831	N/A
23	District Lottery Funds per Fiscal Services Projection	N/A	N/A	\$1,772,380	N/A	N/A	\$1,772,380
24	College Lottery Funds (multiply line 3 x 23)	\$1,240,666	\$531,714	N/A	\$1,240,666	\$531,714	N/A
25	District Interest Income per Fiscal Services Projection	N/A	N/A	\$300,000	N/A	N/A	\$200,000
26	College Interest Income (multiply line 3 x 25)	\$210,000	\$90,000	N/A	\$140,000	\$60,000	N/A
27	Other Campus Revenue per Fiscal Services Projection	\$465,814	\$327,052	N/A	\$417,668	\$293,248	N/A
28	<b>Total College Revenue (add lines 20, 22, 24, 26, &amp; 27)</b>	<b>\$50,935,886</b>	<b>\$23,617,855</b>	<b>\$74,553,742</b>	<b>\$46,254,440</b>	<b>\$21,598,352</b>	<b>\$67,852,792</b>
<b>Assessments</b>							
29	District Office Operations Cost per Current Year Budget	N/A	N/A	\$12,547,981	N/A	N/A	\$11,751,728
30	Assessment for District Office Operations Cost (multiply line 3 x 29)	\$8,783,587	\$3,764,394	N/A	\$8,226,210	\$3,525,518	N/A
31	District-wide Cost per Fiscal Services Projection	N/A	N/A	\$892,000	N/A	N/A	\$1,042,000
32	Assessment for District-wide Cost (multiply line 3 x 31)	\$624,400	\$267,600	N/A	\$729,400	\$312,600	N/A
33	KVCR Operations Cost per Current Year Budget	N/A	N/A	\$1,460,152	N/A	N/A	\$1,320,535
34	Assessment for KVCR Operations Cost (multiply line 3 x 33)	\$1,022,106	\$438,046	N/A	\$924,375	\$396,161	N/A
35	Supplemental Employee Retirement Plan (SERP) per Fiscal Svc Projection	N/A	N/A	\$1,145,948	N/A	N/A	\$1,100,468
36	Assessment for SERP (multiply line 3 x 35)	\$802,164	\$343,784	N/A	\$770,328	\$330,140	N/A
37	Professional Development Center (PDC) Cost per Current Year Budget	N/A	N/A	\$224,434	N/A	N/A	\$223,634
38	Assessment for PDC Cost (multiply line 3 x 37)	\$157,104	\$67,330	N/A	\$156,544	\$67,090	N/A
39	District Reserve per Current Year Budget	N/A	N/A	\$0	N/A	N/A	\$0
40	Assessment for District Reserve (multiply line 3 x 39)	\$0	\$0	N/A	\$0	\$0	N/A
41	Adjustments based on other						
42	<b>Total College Budget Allocation</b>	<b>\$39,546,526</b>	<b>\$18,736,701</b>	<b>N/A</b>	<b>\$35,447,585</b>	<b>\$16,966,842</b>	<b>N/A</b>

**Notes and Assumptions**

Line 2. Assumes workload/budget reduction of \$6,519,000

Line 5. Assumes the same FTES rate as 2010-11

Line 7. Assumes workload/budget reduction of \$6,519,000

Line 9. Assumes the same FTES rate as 2010-11

Line 11. FTE Based computational revenue includes state apportionment, student fees (98%), and property taxes

Line 29. Includes HR, Fiscal Services, Police, and Distributed Education & Technology Services (DETS)

Line 31. Includes Property/Liability Insurance (\$550,000) and Retiree funds for GASB 45 compliance (\$342,000)

Line 35. 20% of total cost of retiree salary plus benefits (year 1 of 5) for 2009-10 SERP

Site budgets with life spans other than 00 and subprograms must maintain a balanced budget

**District Assessment Assumptions**

Line 29. Assumes -6.3% (\$796,253) budget reduction for District Office Operations from previous year

Line 31. Assumes -16.8% (\$150,000) budget increase from previous year due to increased GASB 45 liability

Line 33. Assumes -9.6% (\$139,617) budget reduction in KVCR Operations from previous year

Line 35. Assumes -4.0% (\$45,480) budget reduction in SERP cost from previous year

Line 37. Assumes -0.4% (\$800) budget reduction in PDC Operations from previous year

## Characteristics of the District

### *District Strategic Planning Implications Identified by the Committee*

The DSPC discussed student demographics of both colleges in light of the environmental scan information (see page 55), and identified the following main implications for district strategic planning:

1. All district planning and resource allocation should be aware of the differences between the colleges in ethnicity, age, socioeconomic status, urban environment, and other factors.
2. The colleges should consider the following coordinated efforts:
  - a. Partnering and integration on workforce development issues/programs.
  - b. Integration and coordination of early college awareness.
  - c. Integration of professional development activities.
  - d. Integration and coordination of outreach to growing/diverse populations.
  - e. Resource sharing.
3. The colleges should continue to employ multiple delivery methods for programs and services.

### *Student Demographics: Crafton Hills College*

Table 10.1: Number and Percent of CHC Students by Gender and Academic Year from 2007-08 to 2009-10

Gender	Academic Year					
	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Female	4,528	48.8	4,825	50.7	4458	51.2
Male	4,615	49.7	4,600	48.3	4211	48.3
Unknown	142	1.5	92	1.0	42	0.5
<b>Total</b>	<b>9,285</b>	<b>100.0</b>	<b>9,517</b>	<b>100.0</b>	<b>8711</b>	<b>100.0</b>

Source: SBVC & CHC Offices of Research & Planning

Table 10.2: Number and Percent of CHC Students by Ethnicity and Academic Year from 2007-08 to 2009-10

Ethnicity	Academic Year					
	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Asian	498	5.4	554	5.8	476	5.5
African American	373	4.0	442	4.6	485	5.6
Hispanic	2,337	25.2	2,455	25.8	2,490	28.6
Native American	133	1.4	104	1.1	116	1.3
Other	56	0.6	53	0.6	58	0.7
White	5,217	56.2	5,113	53.7	4,633	53.2
Unknown	671	7.2	796	8.4	453	5.2
<b>Total</b>	<b>9,285</b>	<b>100.0</b>	<b>9,517</b>	<b>100.0</b>	<b>8,711</b>	<b>100.0</b>

Source: SBVC & CHC Offices of Research & Planning

Table 10.3: Number and Percent of CHC Students by Age and Academic Year from 2007-08 to 2009-10

Age	Academic Year					
	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
19 or younger	3,073	33.1	3,153	33.1	2,917	33.5
20-24	2,575	27.7	2,876	30.2	2,863	32.9
25-29	1,157	12.5	1,222	12.8	1,094	12.6
30-34	681	7.3	643	6.8	541	6.2
35-39	530	5.7	499	5.2	379	4.4
40-49	818	8.8	709	7.4	513	5.9
50 and above	433	4.7	411	4.3	299	3.4
Unknown	18	0.2	4	0.0	105	1.2
Total	9,285	100	9,517	100.0	8,711	100.0
Average Age	26.3		25.7		24.9	

Source: SBVC & CHC Offices of Research & Planning

Table 10.4: Number and Percent of CHC Students by Disability Status and Academic Year from 2007-08 to 2009-10

Disability Status	Academic Year					
	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Not a Disability	8,929	96.2	9,146	96.1	8,403	96.5
Disability	356	3.8	371	3.9	308	3.5
Total	9,285	100.0	9,517	100.0	8,711	100.0

Note: Students identified as having a disability received services from the Disabled Students Programs and Services (DSP&S) in the respective academic year. Students not identified as receiving services from DSP&S might have had a disability that was not identified by the college.

Source: SBVC & CHC Offices of Research & Planning

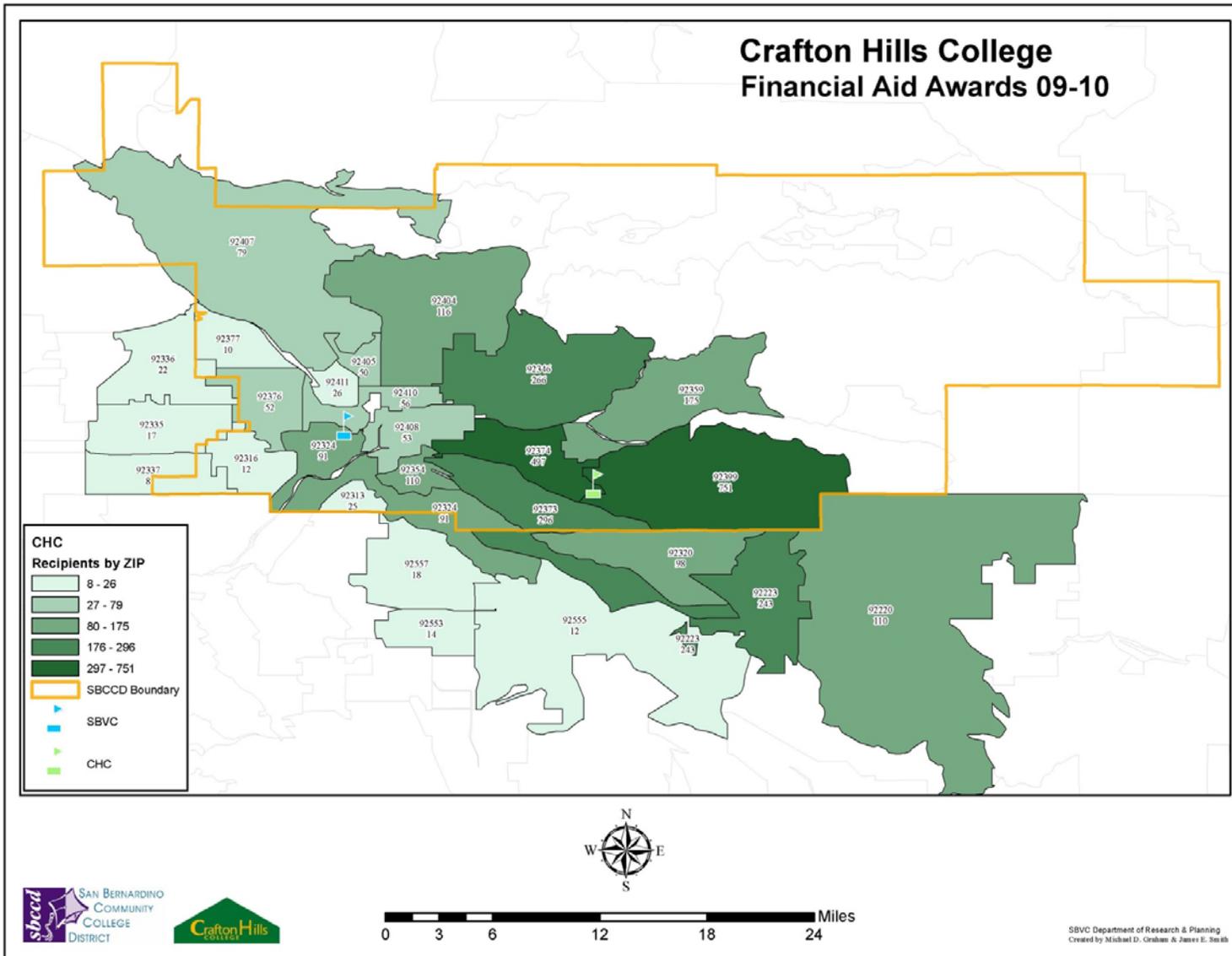
Table 10.5: Number and Amount of CHC Students by Financial Aid Award and Academic Year from 2007 – 2008 to 2009 – 2010.

Award Description	2007 – 2008		2008 – 2009		2009 – 2010	
	Headcount	Amount	Headcount	Amount	Headcount	Amount
BOGW - Part A-1 based on TANF recipient status	33	\$3,600	22	\$6,670	21	\$8,450
BOGW - Part A-2 based on SSI recipient status	44	\$5,525	56	\$13,260	34	\$11,590
BOGW - Part A-3 based on general assistance recipient status	42	\$6,890	33	\$14,295	37	\$17,148
BOGW - Part A basis unreported			656	\$56,005	714	\$55,148
BOGW - Part B based on income standards	1,424	\$212,820	1,181	\$395,760	1,693	\$706,634
BOGW - Part C based on financial need	1,032	\$158,360	1,064	\$352,700	1,139	\$471,296
Academic Competitiveness Grant	5	\$4,100	11	\$7,375	14	\$9,493
Cal Grant B	189	\$222,052	167	\$191,031	197	\$223,842
EOPS	251	\$77,311				
Cal Grant C			2	\$648	2	\$720
CARE Grant	412	\$176,888	20	\$3,525	23	\$5,470
Chafee Grant	5	\$25,000	13	\$61,461	9	\$37,500
Pell Grant	858	\$1,828,286	978	\$2,413,696	1,303	\$3,763,806
SEOG (Supplemental Educational Opportunity Grant)	152	\$97,400	139	\$118,349	178	\$127,186
Other grant: institutional source	28	\$5,853			1	\$1,201
Federal Direct Student Loan - subsidized	12	\$35,098	15	\$43,704	19	\$43,836
Scholarship: institutional source	28	\$27,182	35	\$20,680	48	\$39,667
Federal Work Study (FWS) (Federal share)	235	\$464,864	40	\$77,673	33	\$58,048
<b>Total Amount</b>		<b>\$3,351,229</b>		<b>3,776,832</b>		<b>\$5,581,035</b>

Note: Students may receive financial aid support from multiple sources. Accordingly, adding the headcount across awards would lead to counting some students twice.

Source: SBVC & CHC Offices of Research & Planning

Figure 10.1



**Student Demographics: San Bernardino Valley College**

Table 10.6: Number and Percent of SBVC Students by Gender and Academic Year from 2007-08 to 2009-10

Gender	Academic Year					
	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Female	11,539	55.5	12,321	55.6	12,027	55.4
Male	9,142	44.0	9,719	43.9	9,579	44.1
Unknown	107	0.5	123	0.6	99	0.5
Total	20,788	100.0	22,163	100.0	21,705	100.0

Source: SBVC & CHC Offices of Research & Planning

Table 10.7: Number and Percent of SBVC Students by Ethnicity and Academic Year from 2007-08 to 2009-10

Ethnicity	Academic Year					
	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Asian	1,344	6.5	1,427	6.4	1,459	6.7
African American	4,127	19.9	4,291	19.4	4,319	19.9
Hispanic	8,784	42.3	9,741	44.0	9,878	45.5
Native American	179	0.9	203	0.9	231	1.1
Other	147	0.7	149	0.7	161	0.7
White	5,104	24.6	5,080	22.9	4,706	21.7
Unknown/Other	1,103	5.3	1,272	5.7	951	4.4
Total	20,788	100.0	22,163	100.0	21,705	100.0

Source: SBVC & CHC Offices of Research & Planning

Table 10.8: Number and Percent of SBVC Students by Age and Academic Year from 2007-08 to 2009-10

Age	Academic Year					
	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
19 or younger	4,777	23.0	5,122	23.1	5,084	23.4
20-24	5,411	26.0	5,933	26.8	6,318	29.1
25-29	3,097	14.9	3,460	15.6	3,310	15.2
30-34	2,076	10.0	2,180	9.8	2,094	9.6
35-39	1,688	8.1	1,720	7.8	1,521	7.0
40-49	2,485	12.0	2,426	10.9	2,224	10.2
50 and above	1,247	6.0	1,320	6.0	1,147	5.3
Unknown	7	0.0	2	0.0	7	0.0
Total	20,788	100.0	22,163	100.0	21,705	100.0
Average Age	28.6		28.3		27.7	

Source: SBVC & CHC Offices of Research & Planning

Table 10.9: Number and Percent of SBVC Students by Disability Status and Academic Year from 2007-08 to 2009-10

Disability Status	Academic Year					
	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Not a Disability	19,961	96.0	21,056	95.0	20,749	95.6
Disability	827	4.0	1,107	5.0	956	4.4
Total	20,788	100.0	22,163	100.0	21,705	100.0

Source: SBVC & CHC Offices of Research & Planning

Note: Students identified as having a disability received services from the Disabled Students Programs and Services (DSP&S) in the respective academic year. Students not identified as receiving services from DSP&S might have had a disability that was not identified by the college.

Table 10.10: Number and Amount of SBVC Students by Financial Aid Award and Academic Year from 2007 – 2008 to 2009 – 2010.

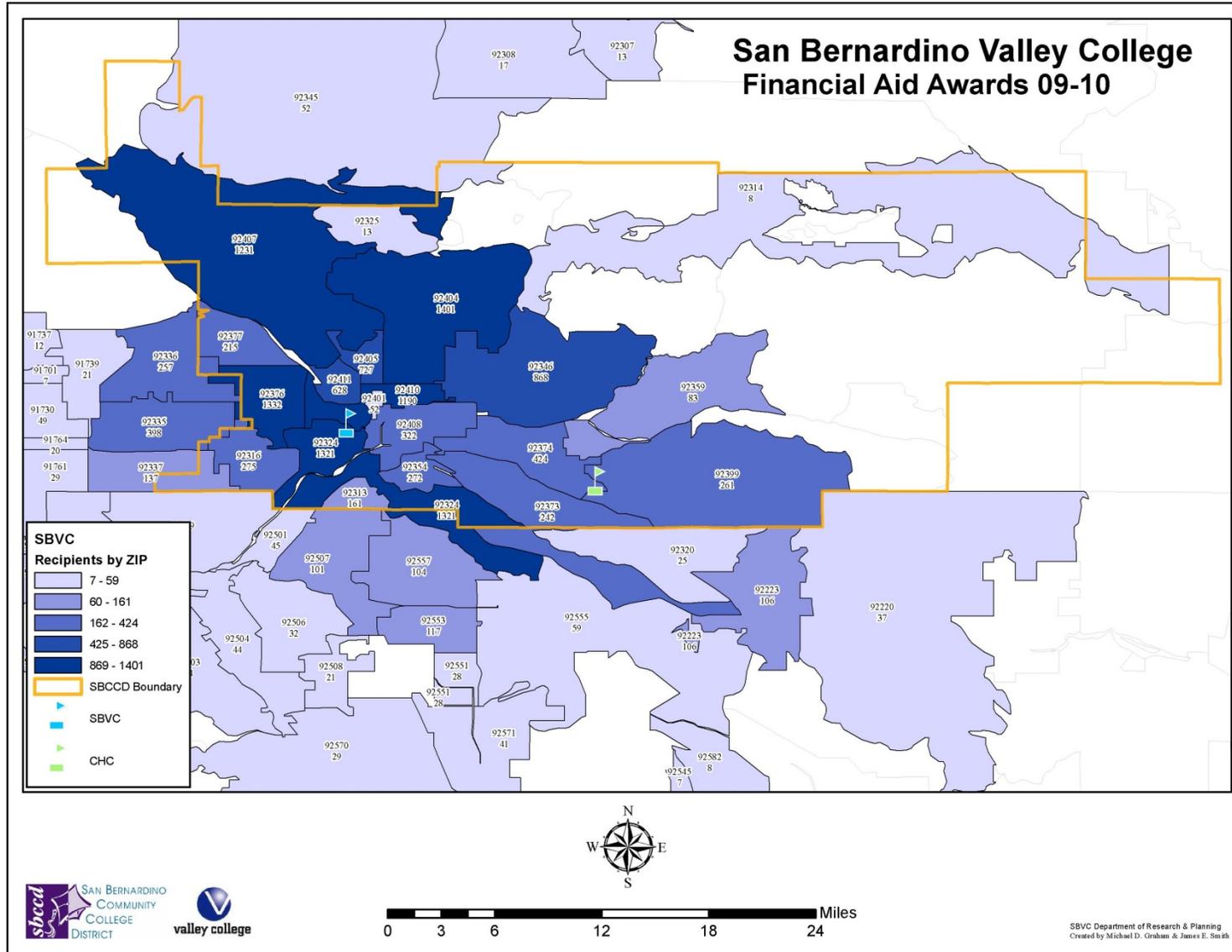
Award Description	2007 – 2008		2008 – 2009		2009 – 2010	
	Headcount	Amount	Headcount	Amount	Headcount	Amount
BOGW - Part A-1 based on TANF recipient status	489	61,505	442	113,355	365	126,023
BOGW - Part A-2 based on SSI recipient status	367	40,600	241	55,870	225	66,560
BOGW - Part A-3 based on general assistance recipient status	76	9,450	121	30,790	80	35,035
BOGW - Part A basis unreported			3,571	335,750	4400	352,803
BOGW - Part B based on income standards	7,748	1,172,385	7,102	1,919,425	8644	3,102,610
BOGW - Part C based on financial need	2,473	340,425	2,792	824,550	3214	1,233,437
Academic Competitiveness Grant	3	2,050	41	29,025	28	22,407
Cal Grant B	626	713,667	573	675,287	680	815,701
Cal Grant C	98	39,168	75	30,192	75	30,914
EOPS	951	403,071	2	50		
CARE Grant	34	18,800	59	21,725	40	16,290
Chafee Grant	18	68,746	6	23,553	12	54,864
Pell Grant	3,005	6,648,747	3,495	8,723,504	4557	13,335,449
SEOG (Supplemental Educational Opportunity Grant)	524	258,371	480	222,014	433	207,108
Other grant: institutional source	31	13,245	12	13,536	38	39,563
Perkins Loan			3	5,750	6	14,500
Other loan: non-institutional source					1	3,000
Bureau of Indian Affairs (BIA) Grant	1	5,198				
Federal Direct Student Loan - subsidized	222	741,110	288	964,608	279	950,650
Scholarship: institutional source	198	95,903	165	100,535	335	280,693*
Scholarship: non-institutional source	1	500				
Federal Work Study (FWS) (Federal share)	287	665,643	136	227,908	128	256,922
<b>Total Amount</b>		<b>\$11,298,584</b>		<b>\$14,317,427</b>		<b>\$20,944,529</b>

Note: Students may receive financial aid support from multiple sources. Accordingly, adding the headcount across awards would lead to counting some students twice.

\*Includes Valley Bound students.

Source: SBVC & CHC Offices of Research & Planning

Figure 10-2



**Student Demographics: San Bernardino Community College District (CHC and Valley)**

Table 10.11: Number and Percent of SBCCD Students by Gender and Academic Year from 2007-08 to 2009-10

Gender	Academic Year					
	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Female	15,537	53.4	16,441	53.9	15,854	54.0
Male	13,351	45.9	13,874	45.5	13,357	45.5
Unknown	227	0.8	187	0.6	140	0.5
Total	29,115	100.0	30,502	100.0	29,351	100.0

Source: SBVC & CHC Offices of Research & Planning

Table 10.12: Number and Percent of SBCCD Students by Ethnicity and Academic Year from 2007-08 to 2009-10

Ethnicity	Academic Year					
	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Asian	1,956	6.7	2,078	6.8	1,883	6.4
African American	4,440	15.2	4,657	15.3	4,718	16.1
Hispanic	10,901	37.4	12,007	39.4	12,012	40.9
Native American	294	1.0	295	1.0	335	1.1
Other	314	1.1	288	0.9	205	0.7
White	9,932	34.1	9,785	32.1	8,890	30.3
Unknown/Other	1,278	4.4	1,392	4.6	1,308	4.5
Total	29,115	100.0	30,502	100.0	29,351	100.0

Source: SBVC & CHC Offices of Research & Planning

Table 10.13: Number and Percent of SBCCD Students by Age and Academic Year from 2007-08 to 2009-10

Age	Academic Year					
	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
19 or younger	7,560	26.0	7,985	26.2	7,794	26.6
20-24	7,660	26.3	8,377	27.5	8,783	29.9
25-29	4,121	14.2	4,484	14.7	4,264	14.5
30-34	2,699	9.3	2,726	8.9	2,553	8.7
35-39	2,160	7.4	2,154	7.1	1,854	6.3
40-49	3,233	11.1	3,055	10.0	2,667	9.1
50 and above	1,658	5.7	1,710	5.6	1,426	4.9
Unknown	24	0.1	11	0.0	10	0.0
Total	29,115	100.0	30,502	100.0	29,351	100.0
Average Age	27.9		27.6		27.0	

Source: SBVC & CHC Offices of Research & Planning

Table 10.14: Number and Percent of SBCCD Students by Disability Status and Academic Year from 2007-08 to 2009-10

Disability Status	Academic Year					
	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Not a Disability	28,021	96.2	29,845	97.8	28,106	95.8
Disability	1,094	3.8	657	2.2	1,245	4.2
Total	29,115	100.0	30,502	100.0	29,351	100.0

Source: SBVC & CHC Offices of Research & Planning

Note: Students identified as having a disability received services from the Disabled Students Programs and Services (DSP&S) in the respective academic year. Students not identified as receiving services from DSP&S might have had a disability that was not identified by the college.

**Employee Demographics: Crafton Hills College**

Table 10.15: Number and Percent of CHC Employees by Term from Fall 2006 to Fall 2009, Employee Type, and Gender

Term and Employee Type	Gender					
	Female		Male		Total	
	#	Row %	#	Row %	#	Column %
Fall 2006						
Educational Administrator	8	50.0	8	50.0	16	5.3
Classified Administrator	0	0.0	0	0.0	0	0.0
Tenured / Tenure Track	40	49.4	41	50.6	81	26.6
Classified	73	65.8	38	34.2	111	36.5
Academic Temporary	42	43.8	54	56.3	96	31.6
Total	163	53.6	141	46.4	304	100.0
Fall 2007						
Educational Administrator	9	52.9	8	47.1	17	5.0
Classified Administrator	1	50.0	1	50.0	2	0.6
Tenured / Tenure Track	39	49.4	40	50.6	79	23.3
Classified	72	64.9	39	35.1	111	32.7
Academic Temporary	67	51.5	63	48.5	130	38.3
Total	188	55.5	151	44.5	339	100.0
Fall 2008						
Educational Administrator	9	52.9	8	47.1	17	4.8
Classified Administrator	1	50.0	1	50.0	2	0.6
Tenured / Tenure Track	38	50.0	38	50.0	76	21.3
Classified	71	65.7	37	34.3	108	30.3
Academic Temporary	82	53.6	71	46.4	153	43.0
Total	201	56.5	155	43.5	356	100.0
Fall 2009						
Educational Administrator	7	53.8	6	46.2	13	3.8
Classified Administrator	0	0.0	0	0.0	0	0.0
Tenured / Tenure Track	37	52.1	34	47.9	71	21.0
Classified	67	65.0	36	35.0	103	30.5
Academic Temporary	81	53.6	70	46.4	151	44.7
Total	192	56.8	146	43.2	338	100.0

Source: CA Community Colleges Chancellor's Office MIS Referential Files EB & EJ

Table 10.16: Number and Percent of CHC Employees by Employee Type, Disability Status, and Term from Fall 2006 to Fall 2009

Term and Employee Type	Disability Status				Total
	Disability		Not a Disability		
	#	%	#	%	
Fall 2006					
Educational Administrator	3	18.8	13	81.3	16
Classified Administrator	0	.0	0	.0	0
Tenured / Tenure Track	0	.0	81	100.0	81
Classified	1	.9	110	99.1	111
Academic Temporary	0	.0	96	100.0	96
Total	4	1.3	300	98.7	304
Fall 2007					
Educational Administrator	3	17.6	14	82.4	17
Classified Administrator	0	.0	2	100.0	2
Tenured / Tenure Track	1	1.3	78	98.7	79
Classified	1	.9	110	99.1	111
Academic Temporary	1	.8	129	99.2	130
Total	6	1.8	333	98.2	339
Fall 2008					
Educational Administrator	3	17.6	14	82.4	17
Classified Administrator	0	.0	2	100.0	2
Tenured / Tenure Track	0	.0	76	100.0	76
Classified	1	.9	107	99.1	108
Academic Temporary	1	.7	152	99.3	153
Total	5	1.4	351	98.6	356
Fall 2009					
Educational Administrator	3	23.1	10	76.9	13
Classified Administrator	0	0.0	0	0.0	0
Tenured / Tenure Track	0	0.0	71	100.0	71
Classified	1	1.0	102	99.0	103
Academic Temporary	1	0.7	150	99.3	151
Total	5	1.5	333	98.5	338

Source: CA Community Colleges Chancellor's Office MIS Referential Files EB & EJ

Table 10.17: Number and Percent of CHC Employees by Term from Fall 2006 to Fall 2009, Employee Type, and Ethnicity

Term and Employee Type	Ethnicity														Total
	Asian		African American		Hispanic		Native American		Pacific Islander		White		Unknown		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Fall 2006															
Educational Administrator	5	31.3	1	6.3	3	18.8	0	0.0	0	0.0	7	43.8	0	0.0	16
Classified Administrator	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
Tenured / Tenure Track	2	2.5	9	11.1	3	3.7	1	1.2	0	0.0	66	81.5	0	0.0	81
Classified	4	3.6	4	3.6	32	28.8	4	3.6	0	0.0	66	59.5	1	0.9	111
Academic Temporary	3	3.1	3	3.1	12	12.5	0	0.0	1	1.0	77	80.2	0	0.0	96
Total	14	4.6	17	5.6	50	16.4	5	1.6	1	0.3	216	71.1	1	0.3	304
Fall 2007															
Educational Administrator	3	17.6	1	5.9	4	23.5	0	0.0	0	0.0	9	52.9	0	0.0	17
Classified Administrator	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	100.0	0	0.0	2
Tenured / Tenure Track	2	2.5	10	12.7	4	5.1	1	1.3	0	0.0	62	78.5	0	0.0	79
Classified	4	3.6	5	4.5	32	28.8	4	3.6	0	0.0	66	59.5	0	0.0	111
Academic Temporary	6	4.6	7	5.4	16	12.3	0	0.0	2	1.5	98	75.4	1	0.8	130
Total	15	4.4	23	6.8	56	16.5	5	1.5	2	0.6	237	69.9	1	0.3	339
Fall 2008															
Educational Administrator	3	17.6	1	5.9	4	23.5	0	0.0	0	0.0	9	52.9	0	0.0	17
Classified Administrator	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	100.0	0	0.0	2
Tenured / Tenure Track	2	2.6	10	13.2	3	3.9	1	1.3	0	0.0	60	78.9	0	0.0	76
Classified	4	3.7	4	3.7	29	26.9	4	3.7	0	0.0	64	59.3	3	2.8	108
Academic Temporary	13	8.5	8	5.2	20	13.1	0	0.0	2	1.3	108	70.6	2	1.3	153
Total	22	6.2	23	6.5	56	15.7	5	1.4	2	0.6	243	68.3	5	1.4	356
Fall 2009															
Educational Administrator	3	23.1	1	7.7	2	15.4	0	0.0	0	0.0	7	53.8	0	0.0	13
Classified Administrator	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
Tenured / Tenure Track	2	2.8	7	9.9	4	5.6	1	1.4	0	0.0	57	80.3	0	0.0	71
Classified	4	3.9	4	3.9	29	28.2	4	3.9	0	0.0	62	60.2	0	0.0	103
Academic Temporary	11	7.3	9	6.0	23	15.2	0	0.0	2	1.3	104	68.9	2	1.3	151
Total	20	5.9	21	6.2	58	17.2	5	1.5	2	0.6	230	68.0	2	0.6	338

Source: CA Community Colleges Chancellor's Office MIS Referential Files EB & EJ

Table 10.18: Number and Percent of CHC Employees by Term from Fall 2006 to Fall 2009, Employee Type, and Age

Term and Employee Type	Age																Total	
	34 or younger		35-39		40-44		45-49		50-54		55-59		60-64		65 or older			
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
Fall 2006																		
Educational Administrator	1	6.3	2	12.5	3	18.8	3	18.8	2	12.5	3	18.8	1	6.3	1	6.3		16
Classified Administrator	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0
Tenured / Tenure Track	6	7.4	7	8.6	7	8.6	10	12.3	23	28.4	15	18.5	8	9.9	5	6.2		81
Classified	28	25.2	7	6.3	13	11.7	18	16.2	17	15.3	15	13.5	9	8.1	4	3.6		111
Academic Temporary	19	19.8	6	6.3	16	16.7	11	11.5	13	13.5	12	12.5	5	5.2	14	14.6		96
Total	54	17.8	22	7.2	39	12.8	42	13.8	55	18.1	45	14.8	23	7.6	24	7.9		304
Fall 2007																		
Educational Administrator	2	11.8	1	5.9	2	11.8	3	17.6	4	23.5	2	11.8	2	11.8	1	5.9		17
Classified Administrator	0	0.0	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0	1	50.0	0	0.0		2
Tenured / Tenure Track	4	5.1	8	10.1	7	8.9	10	12.7	19	24.1	17	21.5	10	12.7	4	5.1		79
Classified	30	27.0	7	6.3	12	10.8	18	16.2	13	11.7	18	16.2	9	8.1	4	3.6		111
Academic Temporary	33	25.4	13	10.0	15	11.5	17	13.1	18	13.8	13	10.0	10	7.7	11	8.5		130
Total	69	20.4	30	8.8	36	10.6	48	14.2	54	15.9	50	14.7	32	9.4	20	5.9		339
Fall 2008																		
Educational Administrator	2	11.8	0	0.0	2	11.8	4	23.5	3	17.6	1	5.9	4	23.5	1	5.9		17
Classified Administrator	1	50.0	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0		2
Tenured / Tenure Track	1	1.3	8	10.5	5	6.6	12	15.8	17	22.4	18	23.7	9	11.8	6	7.9		76
Classified	30	27.8	10	9.3	12	11.1	13	12.0	16	14.8	13	12.0	10	9.3	4	3.7		108
Academic Temporary	40	26.1	17	11.1	26	17.0	17	11.1	18	11.8	12	7.8	10	6.5	13	8.5		153
Total	74	20.8	36	10.1	45	12.6	46	12.9	54	15.2	44	12.4	33	9.3	24	6.7		356
Fall 2009																		
Educational Administrator	1	7.7	1	7.7	2	15.4	3	23.1	4	30.8	1	7.7	0	0.0	1	7.7		13
Classified Administrator	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0		0
Tenured / Tenure Track	2	2.8	7	9.9	4	5.6	10	14.1	19	26.8	16	22.5	7	9.9	6	8.5		71
Classified	28	27.2	11	10.7	12	11.7	11	10.7	17	16.5	13	12.6	5	4.9	6	5.8		103
Academic Temporary	37	24.5	20	13.2	21	13.9	20	13.2	15	9.9	15	9.9	10	6.6	13	8.6		151
Total	68	20.1	39	11.5	39	11.5	44	13.0	55	16.3	45	13.3	22	6.5	26	7.7		338

Source: CA Community Colleges Chancellor's Office MIS Referential Files EB & EJ

**Employee Demographics: San Bernardino Valley College**

Table 10.19: Number and Percent of SBVC Employees by Term from Fall 2006 to Fall 2009, Employee Type, and Gender

Term and Employee Type	Gender					
	Female		Male		Total	
	#	Row %	#	Row %	#	Column %
<b>Fall 2006</b>						
Educational Administrator	18	62.1	11	37.9	29	3.9
Classified Administrator	0	0.0	0	0.0	0	0.0
Tenured / Tenure Track	88	52.7	79	47.3	167	22.6
Classified	148	65.5	78	34.5	226	30.5
Academic Temporary	127	39.9	191	60.1	318	43.0
<b>Total</b>	<b>381</b>	<b>51.5</b>	<b>359</b>	<b>48.5</b>	<b>740</b>	<b>100.0</b>
<b>Fall 2007</b>						
Educational Administrator	20	66.7	10	33.3	30	3.9
Classified Administrator	2	50.0	2	50.0	4	0.5
Tenured / Tenure Track	91	53.8	78	46.2	169	21.8
Classified	142	64.3	79	35.7	221	28.5
Academic Temporary	144	40.9	208	59.1	352	45.4
<b>Total</b>	<b>399</b>	<b>51.4</b>	<b>377</b>	<b>48.6</b>	<b>776</b>	<b>100.0</b>
<b>Fall 2008</b>						
Educational Administrator	19	67.9	9	32.1	28	3.5
Classified Administrator	3	50.0	3	50.0	6	0.8
Tenured / Tenure Track	95	55.9	75	44.1	170	21.3
Classified	149	67.1	73	32.9	222	27.8
Academic Temporary	147	39.5	225	60.5	372	46.6
<b>Total</b>	<b>413</b>	<b>51.8</b>	<b>385</b>	<b>48.2</b>	<b>798</b>	<b>100.0</b>
<b>Fall 2009</b>						
Educational Administrator	12	63.2	7	36.8	19	2.5
Classified Administrator	2	50.0	2	50.0	4	0.5
Tenured / Tenure Track	98	57.6	72	42.4	170	22.1
Classified	152	67.0	75	33.0	227	29.5
Academic Temporary	138	39.4	212	60.6	350	45.5
<b>Total</b>	<b>402</b>	<b>52.2</b>	<b>368</b>	<b>47.8</b>	<b>770</b>	<b>100.0</b>

Source: CA Community Colleges Chancellor's Office MIS Referential Files EB & EJ

Table 10.20: Number and Percent of SBVC Employees by Employee Type, Disability Status, and Term from Fall 2006 to Fall 2009

Term and Employee Type	Disability Status				Total
	Disability		Not a Disability		
	#	%	#	%	
<b>Fall 2006</b>					
Educational Administrator	0	0.0	29	100.0	29
Classified Administrator	0	0.0	0	0.0	0
Tenured / Tenure Track	2	1.2	165	98.8	167
Classified	4	1.8	222	98.2	226
Academic Temporary	6	1.9	312	98.1	318
<b>Total</b>	<b>12</b>	<b>1.6</b>	<b>728</b>	<b>98.4</b>	<b>740</b>
<b>Fall 2007</b>					
Educational Administrator	0	0.0	30	100.0	30
Classified Administrator	0	0.0	4	100.0	4
Tenured / Tenure Track	2	1.2	167	98.8	169
Classified	4	1.8	217	98.2	221
Academic Temporary	5	1.4	347	98.6	352
<b>Total</b>	<b>11</b>	<b>1.4</b>	<b>765</b>	<b>98.6</b>	<b>776</b>
<b>Fall 2008</b>					
Educational Administrator	0	0.0	28	100.0	28
Classified Administrator	0	0.0	6	100.0	6
Tenured / Tenure Track	2	1.2	168	98.8	170
Classified	3	1.4	219	98.6	222
Academic Temporary	7	1.9	365	98.1	372
<b>Total</b>	<b>12</b>	<b>1.5</b>	<b>786</b>	<b>98.5</b>	<b>798</b>
<b>Fall 2009</b>					
Educational Administrator	0	0.0	19	100.0	19
Classified Administrator	0	0.0	4	100.0	4
Tenured / Tenure Track	2	1.2	168	98.8	170
Classified	3	1.3	224	98.7	227
Academic Temporary	9	2.6	341	97.4	350
<b>Total</b>	<b>14</b>	<b>1.8</b>	<b>756</b>	<b>98.2</b>	<b>770</b>

Source: CA Community Colleges Chancellor's Office MIS Referential Files EB & EJ

Table 10.21: Number and Percent of SBVC Employees by Term from Fall 2006 to Fall 2009, Employee Type, and Ethnicity

Term and Employee Type	Ethnicity														Total	
	Asian		African American		Hispanic		Native American		Pacific Islander		White		Unknown			
	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
Fall 2006																
Educational Administrator	1	3.4	9	31.0	6	20.7	0	0.0	0	0.0	13	44.8	0	0.0	29	
Classified Administrator	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	
Tenured / Tenure Track	14	8.4	22	13.2	27	16.2	3	1.8	0	0.0	101	60.5	0	0.0	167	
Classified	14	6.2	43	19.0	80	35.4	2	0.9	2	0.9	85	37.6	0	0.0	226	
Academic Temporary	20	6.3	31	9.7	47	14.8	3	0.9	3	0.9	212	66.7	2	0.6	318	
Total	49	6.6	105	14.2	160	21.6	8	1.1	5	0.7	411	55.5	2	0.3	740	
Fall 2007																
Educational Administrator	2	6.7	8	26.7	7	23.3	0	0.0	0	0.0	13	43.3	0	0.0	30	
Classified Administrator	0	0.0	2	50.0	0	0.0	0	0.0	0	0.0	2	50.0	0	0.0	4	
Tenured / Tenure Track	15	8.9	24	14.2	27	16.0	3	1.8	0	0.0	99	58.6	1	0.6	169	
Classified	15	6.8	40	18.1	88	39.8	2	0.9	0	0.0	75	33.9	1	0.5	221	
Academic Temporary	29	8.2	34	9.7	67	19.0	3	0.9	3	0.9	214	60.8	2	0.6	352	
Total	61	7.9	108	13.9	189	24.4	8	1.0	3	0.4	403	51.9	4	0.5	776	
Fall 2008																
Educational Administrator	2	7.1	8	28.6	7	25.0	0	0.0	0	0.0	11	39.3	0	0.0	28	
Classified Administrator	0	0.0	3	50.0	0	0.0	0	0.0	0	0.0	3	50.0	0	0.0	6	
Tenured / Tenure Track	16	9.4	27	15.9	27	15.9	3	1.8	0	0.0	96	56.5	1	0.6	170	
Classified	13	5.9	39	17.6	87	39.2	3	1.4	1	0.5	77	34.7	2	0.9	222	
Academic Temporary	28	7.5	39	10.5	60	16.1	2	0.5	2	0.5	235	63.2	6	1.6	372	
Total	59	7.4	116	14.5	181	22.7	8	1.0	3	0.4	422	52.9	9	1.1	798	
Fall 2009																
Educational Administrator	1	5.3	6	31.6	4	21.1	0	0.0	0	0.0	8	42.1	0	0.0	19	
Classified Administrator	0	0.0	1	0.0	0	0.0	0	0.0	0	0.0	3	75.0	0	0.0	4	
Tenured / Tenure Track	17	10.0	28	16.5	31	18.2	3	1.8	0	0.0	91	53.5	0	0.0	170	
Classified	13	5.7	44	19.4	86	37.9	3	1.3	1	0.4	80	35.2	0	0.0	227	
Academic Temporary	27	7.7	34	9.7	57	16.3	2	0.6	2	0.6	221	63.1	7	2.0	350	
Total	58	7.5	113	14.7	178	23.1	8	1.0	3	0.4	403	52.3	7	0.9	770	

Source: CA Community Colleges Chancellor's Office MIS Referential Files EB & EJ

Table 10.22: Number and Percent of SBVC Employees by Term from Fall 2006 to Fall 2009, Employee Type, and Age

Term and Employee Type	Age																Total
	34 or younger		35-39		40-44		45-49		50-54		55-59		60-64		65 or older		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Fall 2006																	
Educational Administrator	0	0.0	2	6.9	1	3.4	2	6.9	6	20.7	11	37.9	6	20.7	1	3.4	29
Classified Administrator	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
Tenured / Tenure Track	13	7.8	11	6.6	18	10.8	21	12.6	33	19.8	38	22.8	23	13.8	10	6.0	167
Classified	38	16.8	27	11.9	32	14.2	37	16.4	33	14.6	33	14.6	18	8.0	8	3.5	226
Academic Temporary	43	13.5	27	8.5	31	9.7	45	14.2	67	21.1	47	14.8	29	9.1	29	9.1	318
Total	94	12.7	67	9.1	82	11.1	105	14.2	139	18.8	129	17.4	76	10.3	48	6.5	740
Fall 2007																	
Educational Administrator	0	0.0	1	3.3	2	6.7	3	10.0	7	23.3	11	36.7	6	20.0	0	0.0	30
Classified Administrator	0	0.0	0	0.0	1	25.0	0	0.0	1	25.0	1	25.0	1	25.0	0	0.0	4
Tenured / Tenure Track	12	7.1	14	8.3	22	13.0	21	12.4	32	18.9	32	18.9	28	16.6	8	4.7	169
Classified	41	18.6	27	12.2	26	11.8	30	13.6	38	17.2	32	14.5	17	7.7	10	4.5	221
Academic Temporary	53	15.1	24	6.8	36	10.2	47	13.4	66	18.8	50	14.2	42	11.9	34	9.7	352
Total	106	13.7	66	8.5	87	11.2	101	13.0	144	18.6	126	16.2	94	12.1	52	6.7	776
Fall 2008																	
Educational Administrator	0	0.0	2	7.1	1	3.6	2	7.1	7	25.0	7	25.0	7	25.0	2	7.1	28
Classified Administrator	1	16.7	1	16.7	1	16.7	0	0.0	0	0.0	2	33.3	1	16.7	0	0.0	6
Tenured / Tenure Track	10	5.9	12	7.1	24	14.1	23	13.5	29	17.1	31	18.2	31	18.2	10	5.9	170
Classified	48	21.6	22	9.9	26	11.7	31	14.0	42	18.9	26	11.7	18	8.1	9	4.1	222
Academic Temporary	48	12.9	41	11.0	40	10.8	46	12.4	71	19.1	46	12.4	37	9.9	43	11.6	372
Total	107	13.4	78	9.8	92	11.5	102	12.8	149	18.7	112	14.0	94	11.8	64	8.0	798
Fall 2009																	
Educational Administrator	0	0.0	1	5.3	1	5.3	2	10.5	3	15.8	5	26.3	4	21.1	3	15.8	19
Classified Administrator	0	0.0	0	0.0	0	0.0	1	25.0	1	25.0	2	50.0	0	0.0	0	0.0	4
Tenured / Tenure Track	10	5.9	18	10.6	20	11.8	24	14.1	25	14.7	35	20.6	25	14.7	13	7.6	170
Classified	46	20.3	24	10.6	27	11.9	25	11.0	42	18.5	31	13.7	21	9.3	11	4.8	227
Academic Temporary	44	12.6	41	11.7	35	10.0	42	12.0	56	16.0	43	12.3	44	12.6	45	12.9	350
Total	100	13.0	84	10.9	83	10.8	94	12.2	127	16.5	116	15.1	94	12.2	72	9.4	770

Source: CA Community Colleges Chancellor's Office MIS Referential Files EB & EJ

**Employee Demographics: San Bernardino Community College District (SBCCD)**

Table 10.23: Number and Percent of SBCCD Employees by Term from Fall 2007 to Fall 2009, Employee Type, and Gender

Term and Employee Type	Gender					
	Female		Male		Total	
	#	Row %	#	Row %	#	Column %
<b>Fall 2007</b>						
Educational Administrator	33	54.1	28	45.9	61	5.1
Classified Administrator	5	26.3	14	73.7	19	1.6
Tenured / Tenure Track	129	52.7	116	47.3	245	20.6
Classified Professional	11	68.8	5	31.3	16	1.3
Classified Support	235	63.7	134	36.3	369	31.0
Academic Temporary	211	43.9	270	56.1	481	40.4
<b>Total</b>	<b>624</b>	<b>52.4</b>	<b>567</b>	<b>47.6</b>	<b>1,191</b>	<b>100.0</b>
<b>Fall 2008</b>						
Educational Administrator	32	55.2	26	44.8	58	4.6
Classified Administrator	6	27.3	16	72.7	22	1.8
Tenured / Tenure Track	132	53.9	113	46.1	245	19.5
Classified Professional	12	70.6	5	29.4	17	1.4
Classified Support	252	64.5	139	35.5	391	31.1
Academic Temporary	228	43.5	296	56.5	524	41.7
<b>Total</b>	<b>662</b>	<b>52.7</b>	<b>595</b>	<b>47.3</b>	<b>1,257</b>	<b>100.0</b>
<b>Fall 2009</b>						
Educational Administrator	23	54.8	19	45.2	42	3.4
Classified Administrator	7	26.9	19	73.1	26	2.1
Tenured / Tenure Track	135	56.0	106	44.0	241	19.5
Classified Professional	39	79.6	10	20.4	49	4.0
Classified Support	228	61.5	143	38.5	371	30.0
Academic Temporary	222	43.9	284	56.1	506	41.0
<b>Total</b>	<b>654</b>	<b>53.0</b>	<b>581</b>	<b>47.0</b>	<b>1,235</b>	<b>100.0</b>

Source: CA Community Colleges Chancellor's Office MIS Referential Files EB & EJ

Table 10.24: Percent of SBCCD Employees by Term from Fall 2006 to Fall 2009, Employee Type, and Ethnicity

Term and Employee Type	Ethnicity							Total
	Asian	African American	Hispanic	Native American	Pacific Islander	White	Unknown	
	%	%	%	%	%	%	%	
<b>Fall 2007</b>								
Educational Administrator	12.49	18.03	21.31	0.00	0.00	47.54	0.00	61
Classified Administrator	0.00	15.79	5.26	0.00	0.00	73.68	0.00	19
Tenured / Tenure Track	6.94	13.88	12.65	1.63	0.00	64.49	0.41	245
Classified Professional	18.75	12.50	25.00	0.00	6.25	37.50	0.00	16
Classified Support	6.51	14.09	35.23	1.63	0.00	42.28	0.27	369
Academic Temporary	7.28	8.52	17.05	0.62	1.04	64.86	0.62	481
<b>Fall 2008</b>								
Educational Administrator	13.79	17.24	24.14	0.00	0.00	44.83	0.00	58
Classified Administrator	0.00	18.18	9.09	4.55	0.00	68.18	0.00	22
Tenured / Tenure Track	7.35	15.10	12.24	1.63	0.00	63.27	0.41	245
Classified Professional	23.53	11.76	17.65	0.00	5.88	41.18	0.00	17
Classified Support	5.63	14.32	32.99	1.79	0.26	43.48	0.00	391
Academic Temporary	7.83	8.97	15.27	0.38	0.76	65.27	1.53	524
<b>Fall 2009</b>								
Educational Administrator	16.66	19.05	16.67	0.00	0.00	47.62	0.00	42
Classified Administrator	0.00	15.38	7.69	3.85	0.00	73.08	0.00	26
Tenured / Tenure Track	7.88	14.52	14.52	1.66	0.00	61.41	0.00	241
Classified Professional	10.2	14.29	26.53	2.04	4.08	42.86	0.00	49
Classified Support	5.39	15.36	33.69	1.62	0.27	43.67	0.00	371
Academic Temporary	7.31	8.50	16.21	0.40	0.79	65.02	1.78	506

Source: CA Community Colleges Chancellor's Office MIS Referential Files EB & EJ

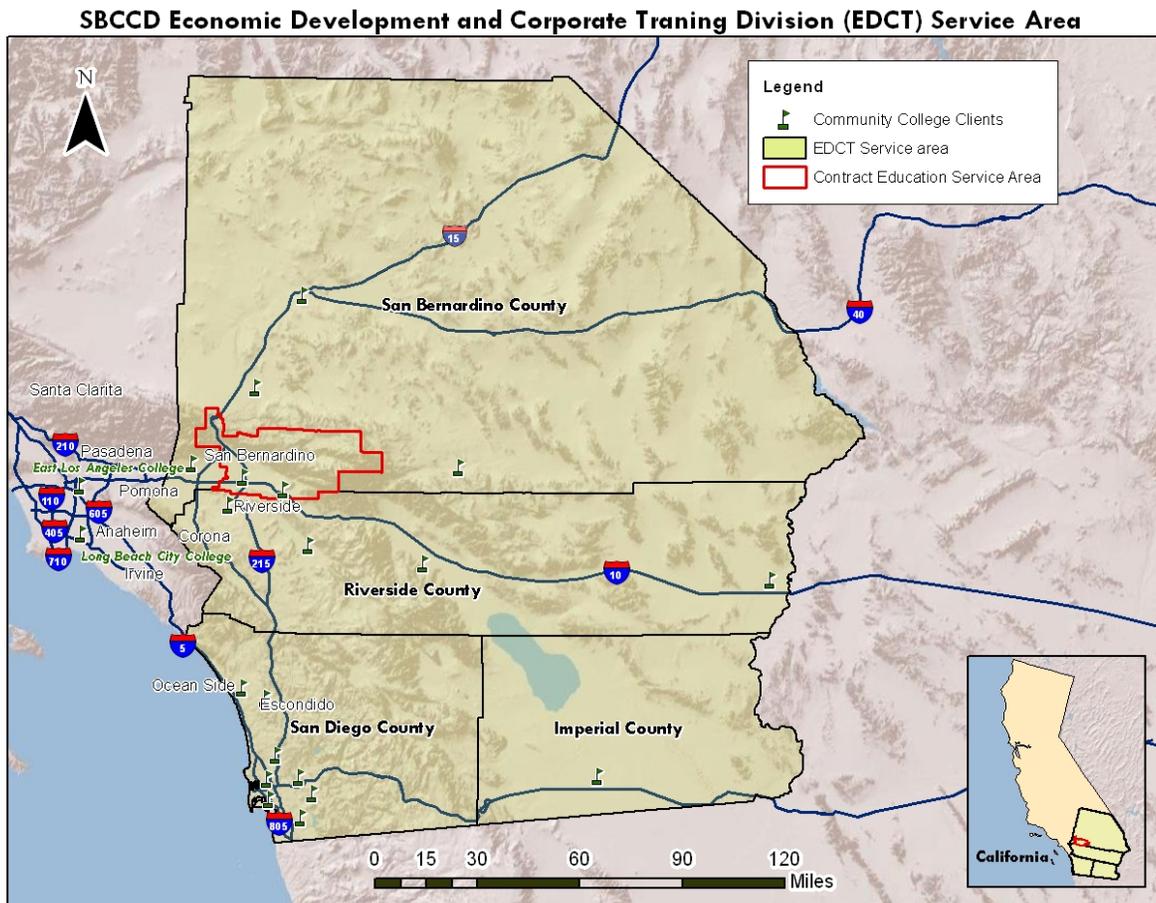
Table 10.25: Percent of SBCCD Employees by Term from Fall 2006 to Fall 2009, Employee Type, and Age

Term and Employee Type	Age								Total
	34 or younger	35-39	40-44	45-49	50-54	55-59	60-64	65 or older	
	%	%	%	%	%	%	%	%	
Fall 2007									
Educational Administrator	6.6	6.6	6.6	13.1	21.3	26.2	16.4	3.3	61
Classified Administrator	5.3	10.5	21.1	0.00	10.5	5.3	15.8	31.6	19
Tenured / Tenure Track	6.5	9.0	11.8	12.7	20.0	20.0	15.1	4.9	245
Classified Professional	37.5	12.5	12.5	12.5	6.3	12.5	0.0	6.3	16
Classified Support	20.9	10.0	11.1	14.4	16.5	15.7	7.9	3.5	369
Academic Temporary	17.7	7.7	10.6	13.3	17.5	13.1	10.8	9.4	481
Fall 2008									
Educational Administrator	6.9	5.2	6.9	13.8	20.7	20.7	19.0	6.9	58
Classified Administrator	13.6	13.6	13.6	4.5	13.6	9.1	9.1	22.7	22
Tenured / Tenure Track	4.5	8.2	11.8	14.3	18.8	19.6	16.3	6.5	245
Classified Professional	35.3	11.8	17.6	11.8	5.9	5.9	5.9	5.9	17
Classified Support	22.0	9.0	12.3	13.8	18.4	12.5	8.7	3.3	391
Academic Temporary	16.8	11.1	12.4	12.0	17.0	11.1	9.0	10.7	524
Fall 2009									
Educational Administrator	4.8	7.1	9.5	14.3	21.4	16.7	14.3	11.9	42
Classified Administrator	11.5	7.7	15.4	11.5	19.2	15.4	7.7	11.5	26
Tenured / Tenure Track	5.0	10.4	10.0	14.1	18.3	21.2	13.3	7.9	241
Classified Professional	26.5	10.2	14.3	14.3	14.3	14.3	4.1	2.0	49
Classified Support	22.9	9.7	11.3	11.3	18.6	12.9	8.6	4.6	371
Academic Temporary	16.4	12.1	11.3	12.3	14.0	11.9	10.7	11.5	506

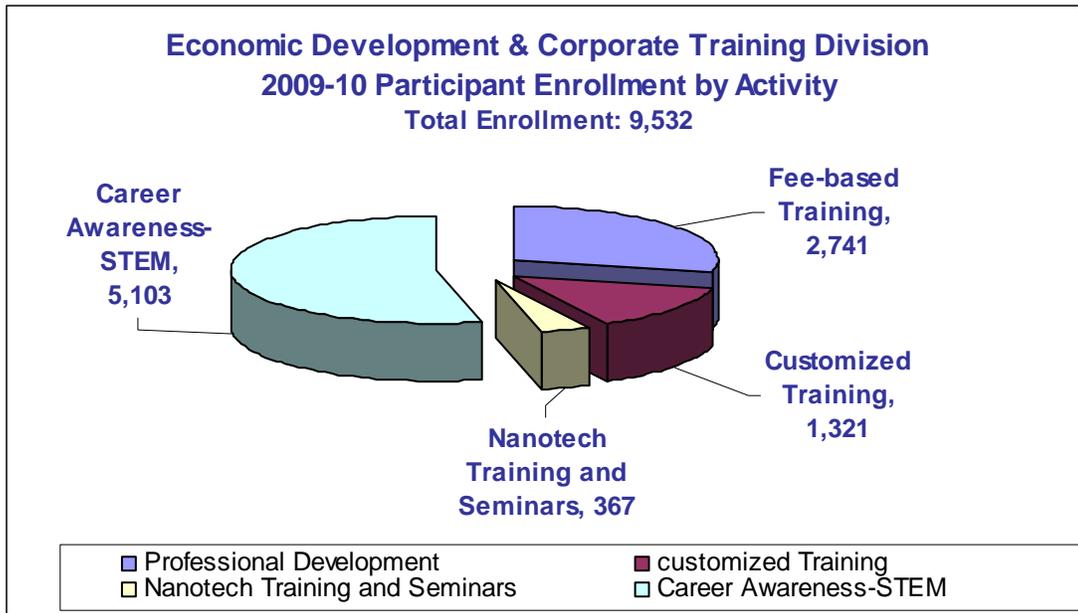
Source: CA Community Colleges Chancellor's Office MIS Referential Files EB & EJ

## Economic Development and Corporate Training (EDCT) Division

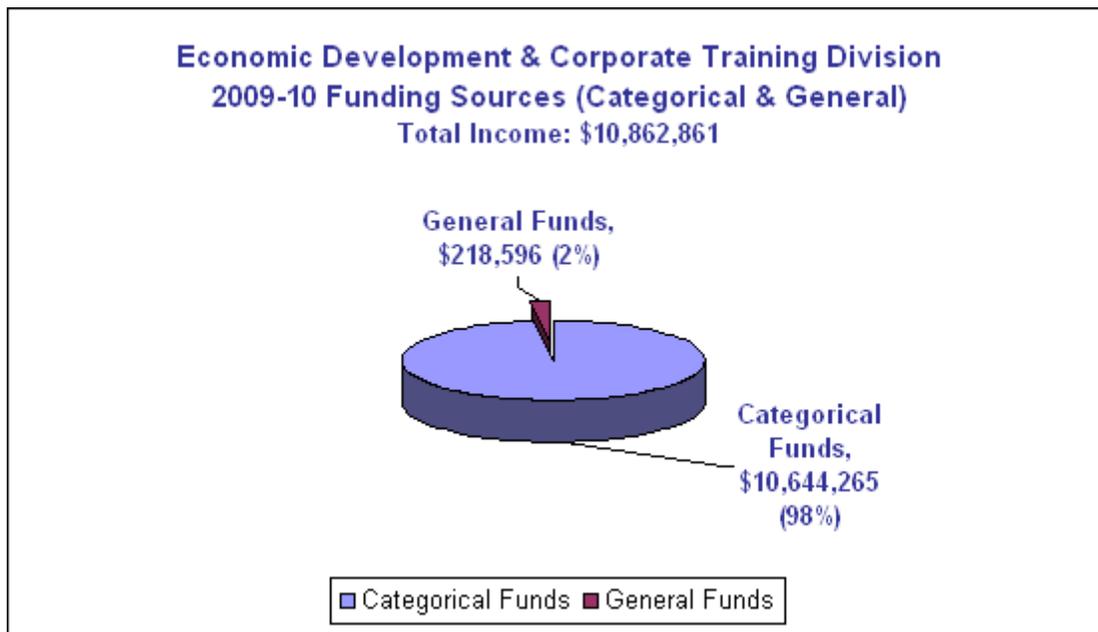
Figure 10-3:



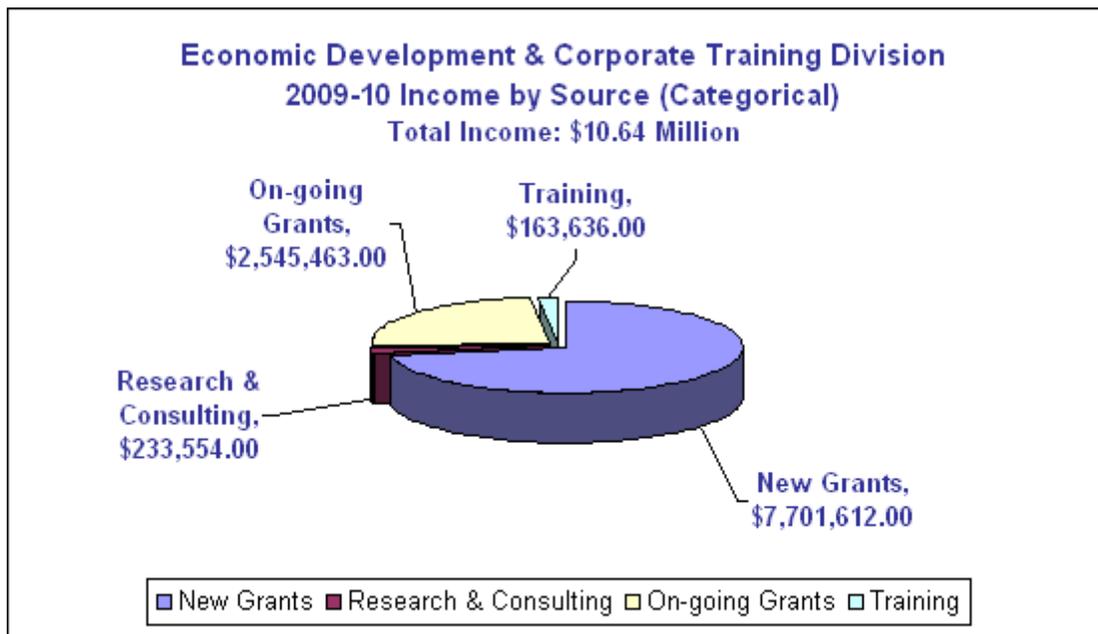
**Figure 10-4: EDCT Enrollment Chart**



**Figure 10-5: EDCT Revenue Sources: Categorical vs. General**



**Figure 10-6: EDCT Categorical Income Sources**



***EDCT Income and Expenditure***

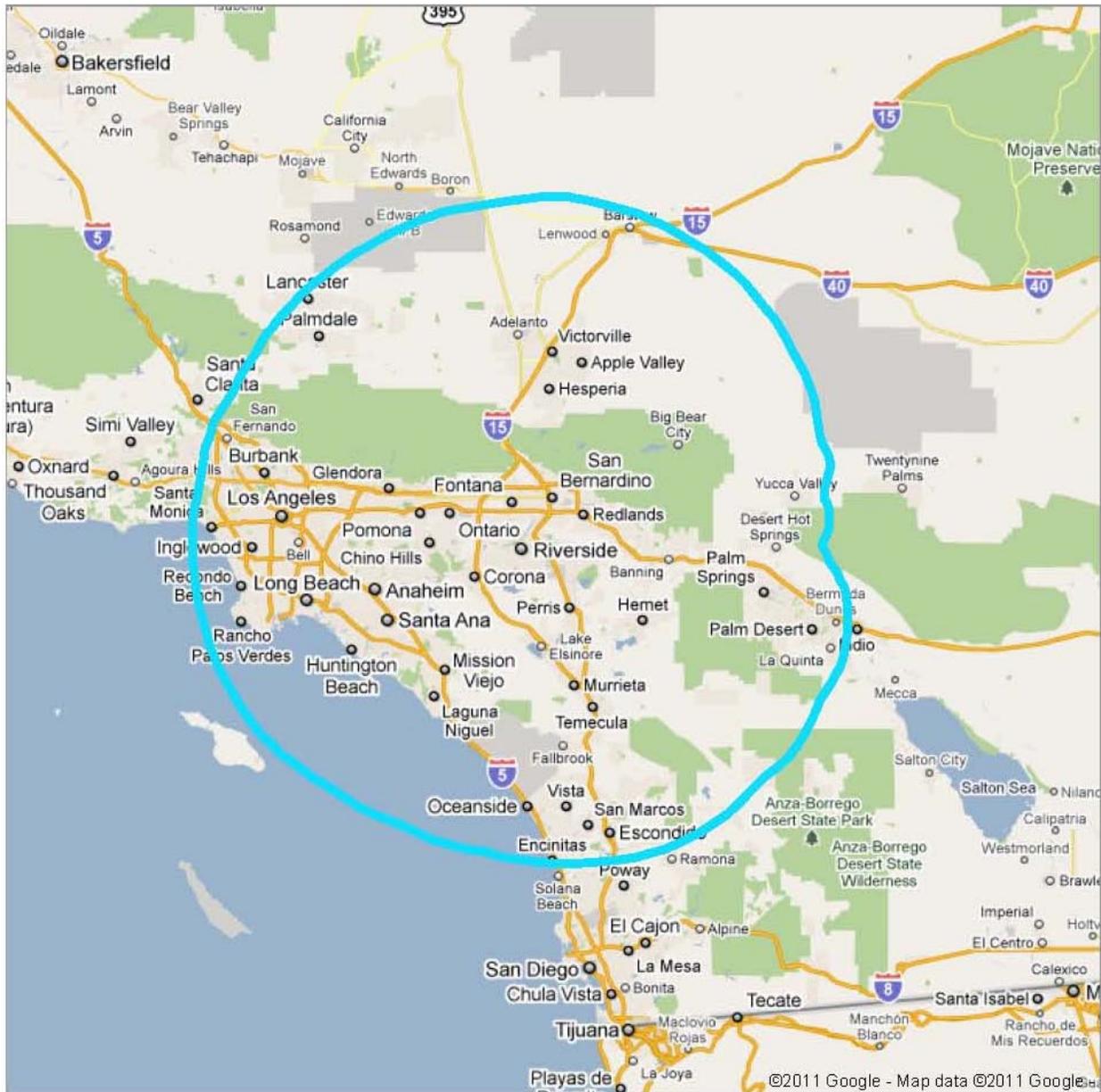
The Economic Development and Corporate Training (EDCT) division generated \$11 million in revenues from competitive grants, training (fee-based and customized), and labor market research services during fiscal year 2009-10. The competitive grants awarded to EDCT included one year or multi-year funding. EDCT expended nearly \$3.5 million during the fiscal year 2009-10 for providing training and retraining services for displaced, unemployed, and incumbent workers. Since some of the grants were awarded to provide training services for up to three years, over \$7 million of the remaining funds from 2009-10 were carried over to 2010-11.

Of the \$3.5 million expended during 2009-10, \$1.6 million (46%) were spent on salaries and benefits of the staff and the professional experts of the EDCT division. EDCT paid \$895,946 (26%) in subcontracts to partnering community colleges and other vendors to either deliver training services on our behalf or for providing supportive services for our operations. EDCT acquired \$553,999 (16%) in high technology equipment for offering state-of-the-art hands-on training and another \$63,450 (1.8%) was spent to obtain software. EDCT spent \$119,793 (3.4%) in instructional and non-instructional supplies and paid \$16,799 (0.5%) for maintenance and repairs of equipment and for rentals. Further, EDCT spent \$39,896 (\$1.1%) for conference travel and personal mileage. A total of only \$5,409 (0.15%) was spent for advertisements as the majority of the grants limit paying for marketing and advertisement.

EDCT contributed \$145,427 to the general funds of the District as indirect costs from the expended portion of the \$3.5 million revenue. Since what EDCT contributes to the general funds is a factor of the expended revenues, it is expected that EDCT will contribute a relatively larger amount to the general funds during the fiscal year 2010 – 11 compared to 2009-10.

Figure 10.7

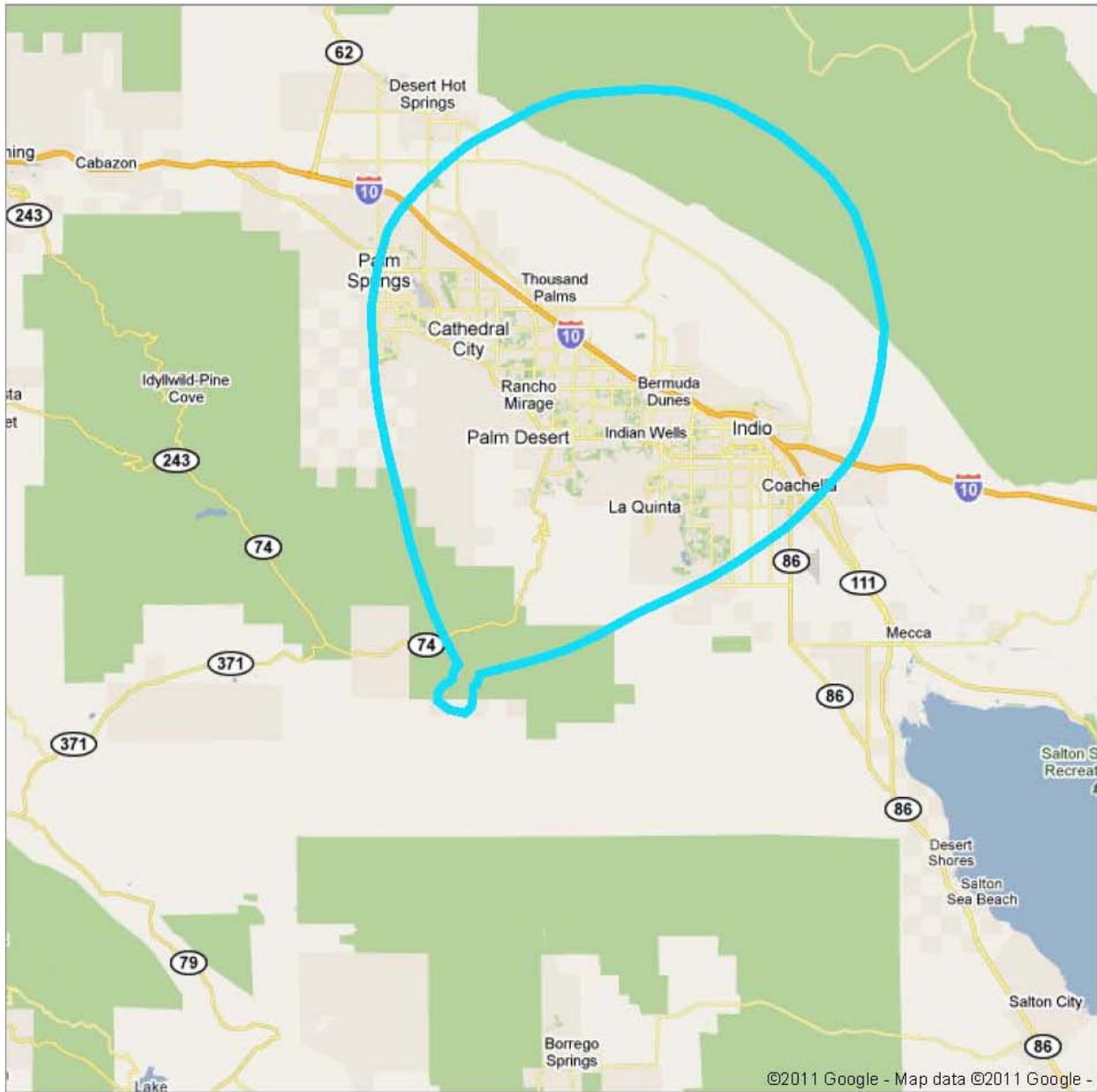
### KVCR Signal Area



Source: Kessler & Gehman Associates Inc.

Figure 10.8

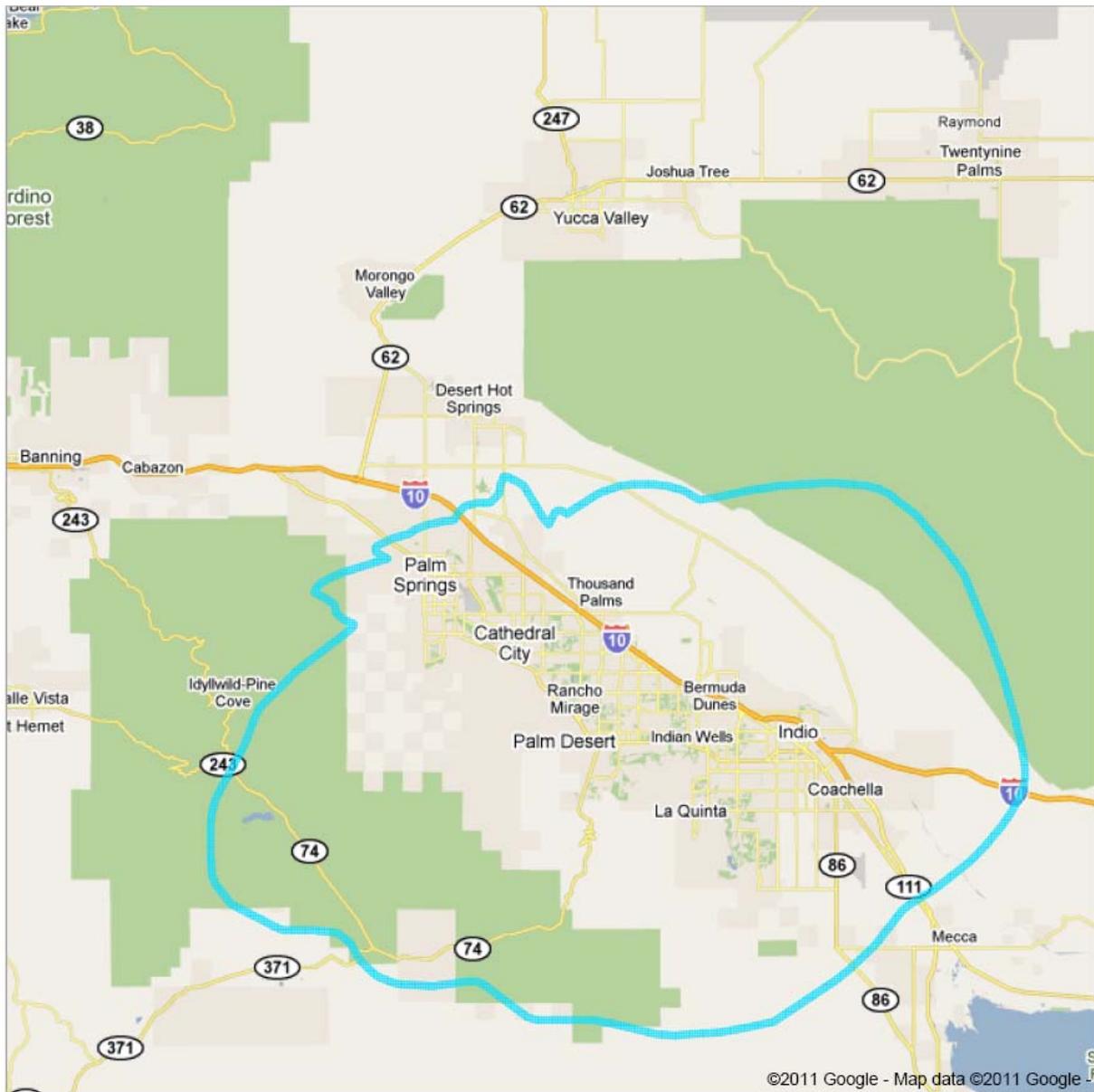
### KVCR Palm Springs Signal Area – Channel 9



Source: Kessler & Gehman Associates Inc.

Figure 10.9

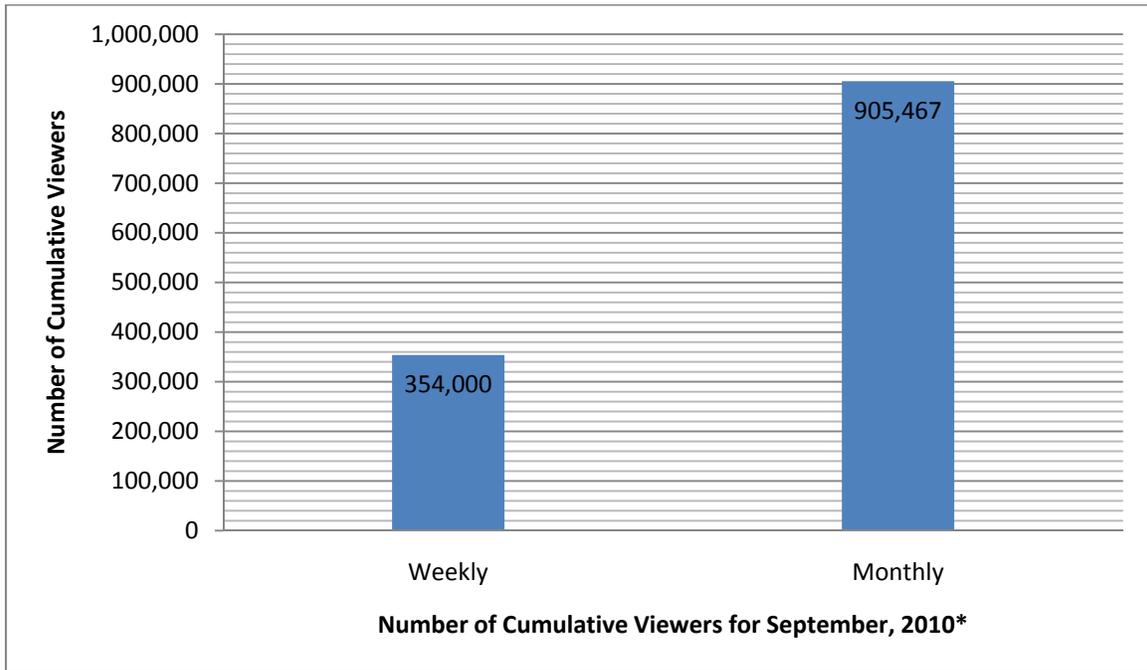
### KVCR Palm Springs Signal Area – Channel 18



Source: Kessler & Gehman Associates Inc.

## Total Cumulative KVCR Viewers in September, 2010\*

Figure 10.10

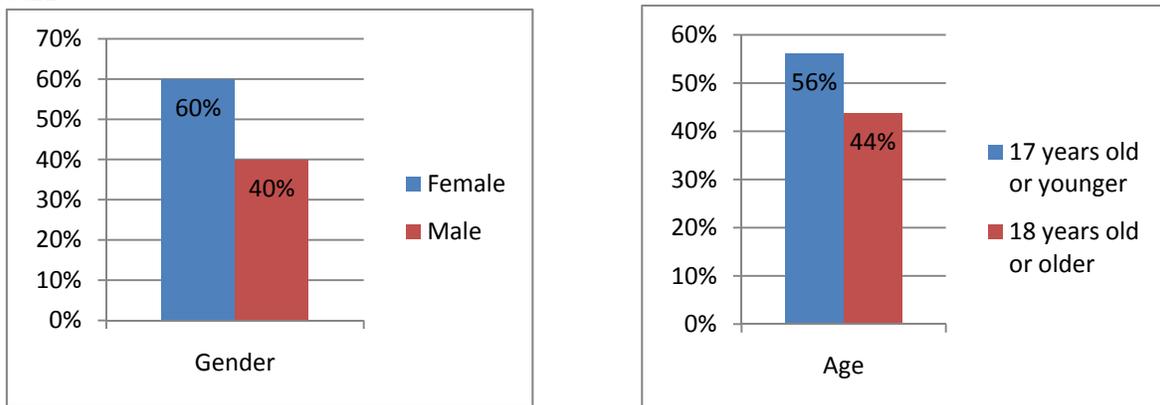


Source: Kessler & Gehman Associates Inc.

\*Refers to the number of people in the Los Angeles Demographic who watched KVCR for at least five minutes at one time or another during September, 2010. Accordingly, a viewer may be counted more than once if they watched KVCR for more than five minutes two or more times during the month of September.

## Percent of Cumulative KVCR Viewers by Gender and Age\*

Figure 10.11



Source: Kessler & Gehman Associates Inc.

\*Refers to the number of people in the Los Angeles Demographic who watched KVCR for at least five minutes at one time or another during September, 2010. Accordingly, a viewer may be counted more than once if they watched KVCR for more than five minutes two or more times during the month of September.

## Planning Context: Information from the Environmental Scan

(Information in this section was provided by Dr. Matthew Isaac and Evgeniya Lindstrom of the EDCT Center of Excellence.)

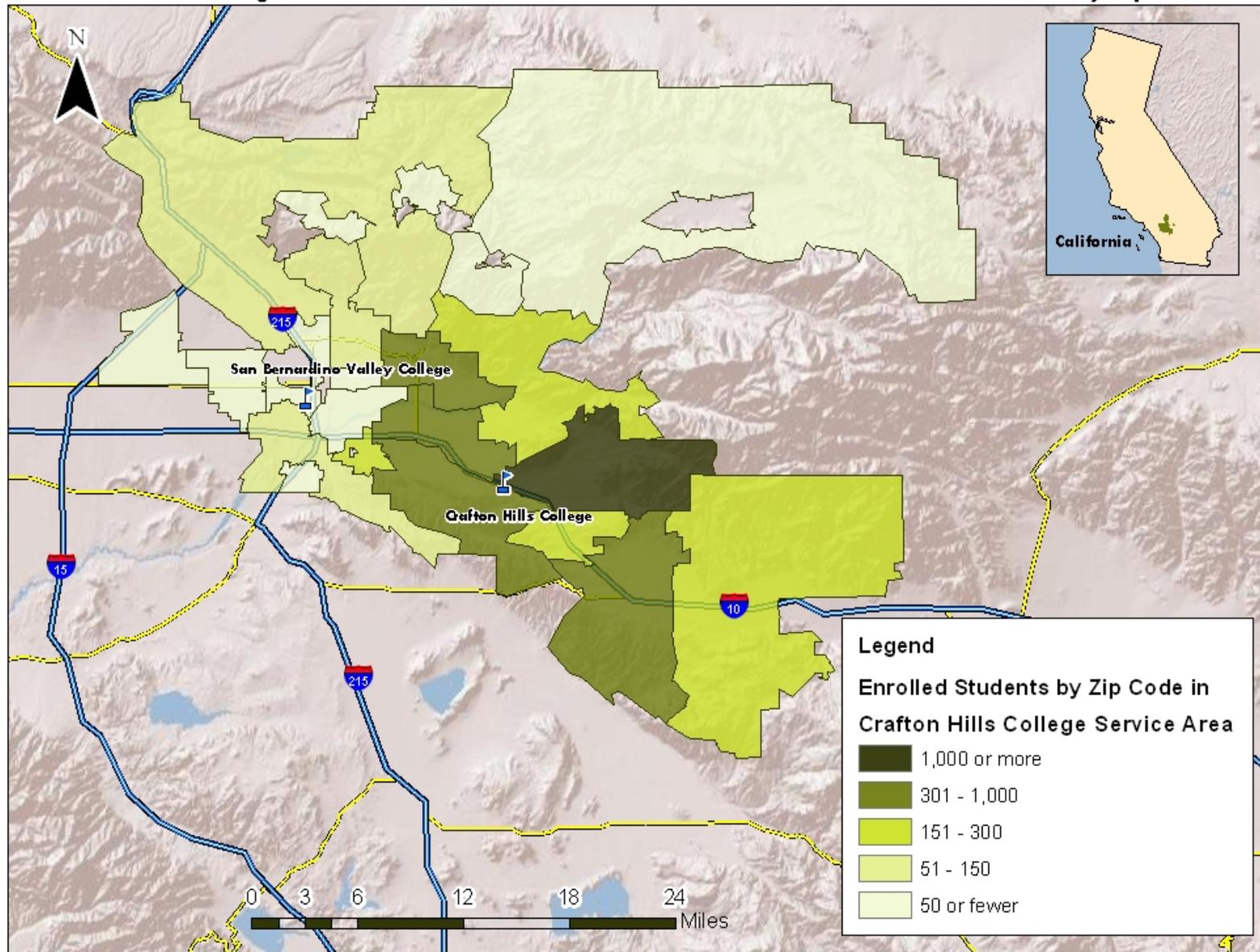
### *District Strategic Planning Implications Identified by the Committee*

The DSPC discussed the environmental scan information below at length, and identified the following main implications for district strategic planning:

1. The colleges should develop/enhance programs and services for each age demographic (e.g., 50 and older in the CHC service area, 19 and younger in the SBVC service area).
2. Larger household size appears to correspond to lower median age in the service areas, with possible implications for financial aid needs.
3. Students disperse all over California from both colleges.
4. The colleges should reach out to alumni with degrees, both in the service area and beyond.
5. The colleges should consider reaching out to students who have had some college, to help them complete a degree.
6. The colleges should support and make more visible the path for vocational students to take general education courses leading to a degree.
7. The district needs to investigate and understand why so many students from other districts attend the SBCCD colleges.
8. The colleges should match their instructional programs to future job growth projections as well as current demand.
  - a. Focus on occupations that pay sustainable wages—especially those that are in high demand and require less than a bachelor’s degree—to “future-proof” the colleges (e.g., construction, professional services, medical records, “green” jobs, utilities).
  - b. Increase resources for high-demand jobs through industry support, alternative scheduling and facilities usage, and other nontraditional means.
  - c. Consider more short-term training, whether for certificates or not for credit, possibly using EDCT to pilot promising programs.
  - d. Align resources with these initiatives.
9. To increase student and community awareness of its programs and services, the district needs to build community partnerships (e.g., with GIS firms) and market and advertise.
10. The district and both colleges should collaborate in identifying new and emerging areas for curriculum development.
11. Support services at the two colleges will continue to be somewhat different due to demographic differences.
12. Specific program implications include the following:
  - a. Support Teacher Education/Prep at both colleges.
  - b. Support Health programs at both colleges. Signature programs will draw from across the region, and focus on jobs that pay living wages and offer bridges from entry-level to more advanced occupations.
  - c. Continue Culinary Arts.
  - d. Focus on transfer in business programs.
  - e. Focus on both associate degrees and transfer in technical areas. Consider partnering with EDCT/ATTC in these areas.
  - f. The logistics program at Riverside Community College District is very strong; there is no need for the district to duplicate it.
  - g. For administrative assistants, on-the-job training is predominant, so there is little need for a program.

Figure 11.1

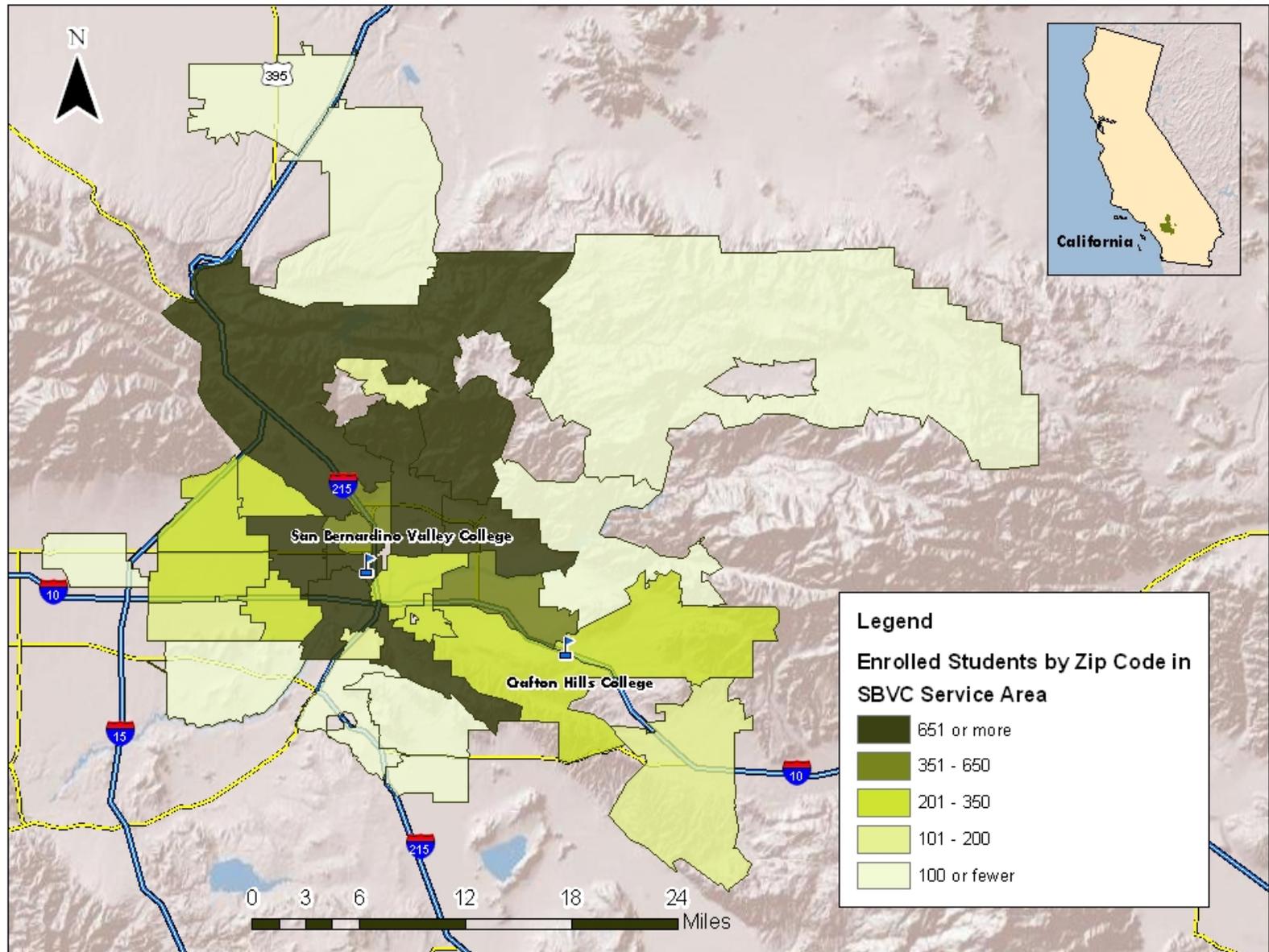
### Crafton Hills College Service Area: Number of Enrolled Students with a Grade on Record by Zip Code



Source: Center of Excellence, California Community Colleges. Software and data provided by ESRI. Zip Codes listed represent those with the largest number of enrolled students in CHC, Fall 2010.

Figure 11.2

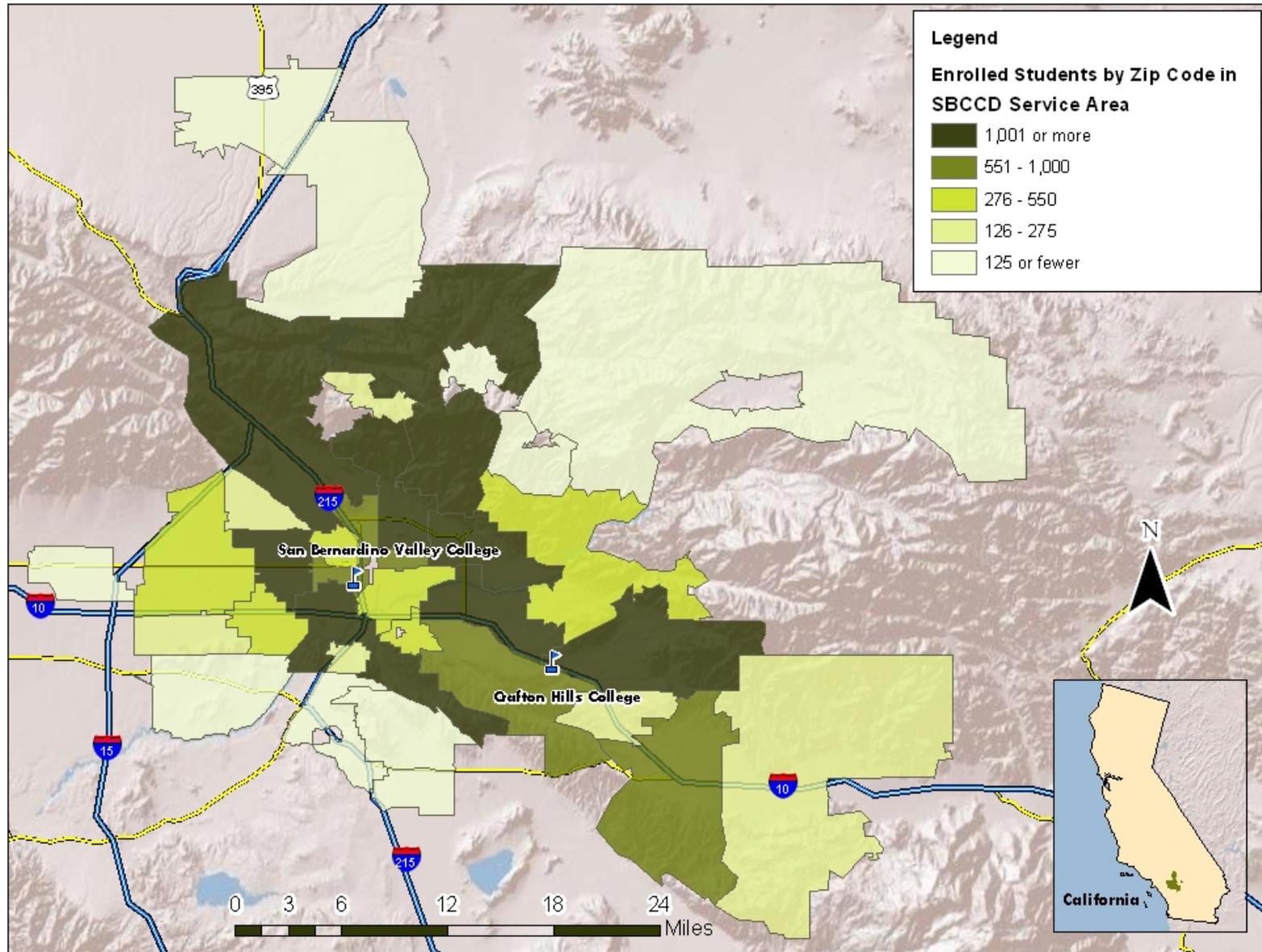
### San Bernardino Valley College Service Area: Number of Enrolled Students with a Grade on Record by Zip Code



Source: Center of Excellence, California Community Colleges. Software and data provided by ESRI. Zip Codes listed represent those with the largest number of enrolled students in SBVC, Fall 2010.

Figure 11.3

### San Bernardino Community College District Service Area: Distribution of Student Enrollment



Source: Center of Excellence, California Community Colleges. Software and data provided by ESRI. Zip Codes listed represent those with the largest number of enrolled students in SBCCD, Fall 2010.

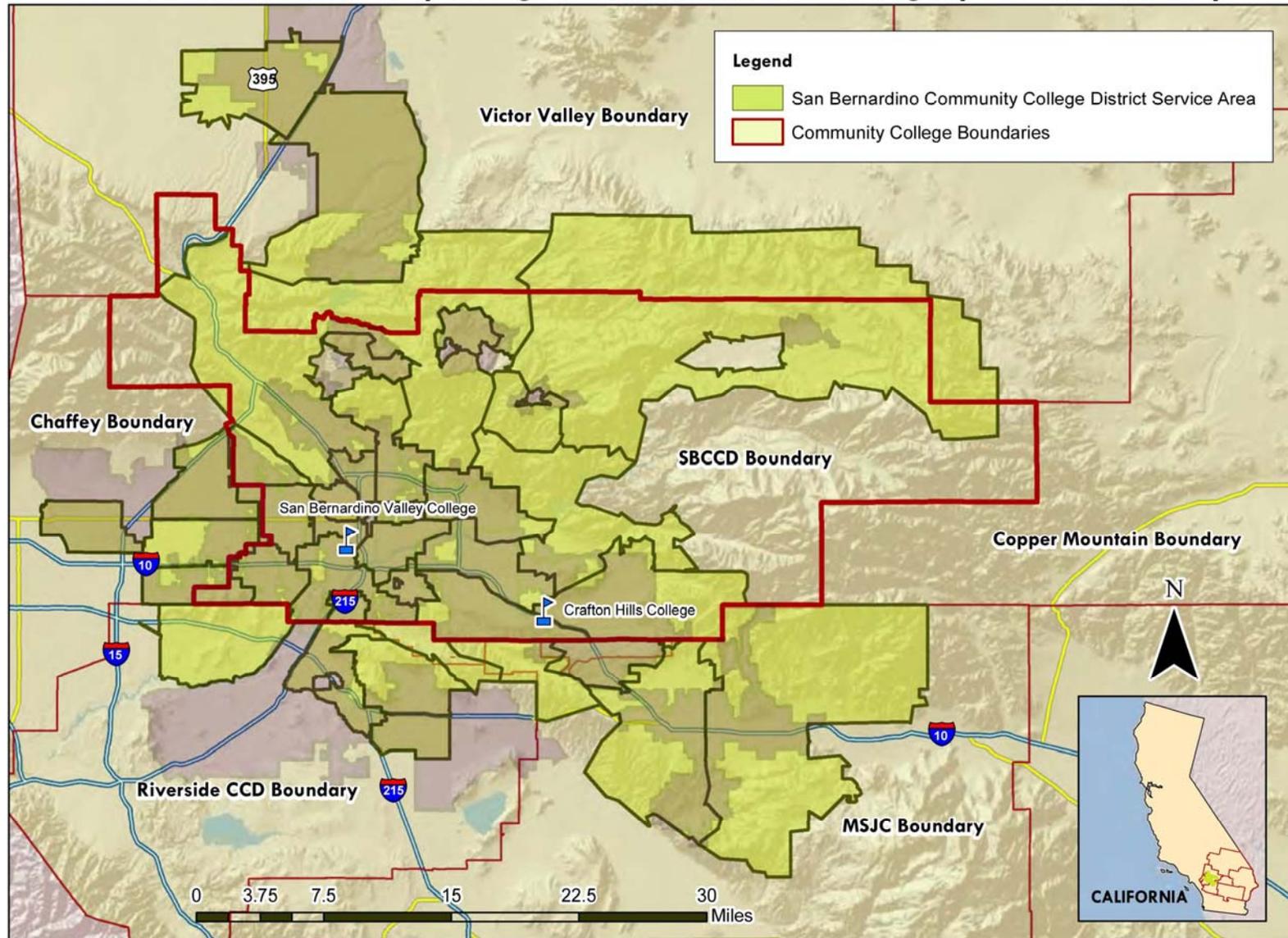
Table 11.1

Data for Figures 11.1 - 11.3 Number of Enrolled Students with a Grade on Record in Fall 2010 by Zip Code (CHC, SBVC, and combined).

<b>ZIP Code</b>	<b>Number of Students at SBVC</b>	<b>Number of Students at CHC</b>	<b>Number of Students at SBCCD (combined total for CHC and SBVC)</b>
92324	1327	97	1424
92407	1301	113	1414
92376	1297	59	1356
92404	1261	140	1401
92410	1030	39	1069
92346	946	620	1566
92405	641	57	698
92411	505	20	525
92374	450	818	1268
92335	351	22	373
92354	330	201	531
92373	297	638	935
92316	294	20	314
92408	289	51	340
92336	281	35	316
92399	278	1502	1780
92377	255	19	274
92313	192	52	244
92325	156	45	201
92337	147	9	156
92223	130	522	652
92507	99	10	109
92557	94	30	124
92553	92	20	112
92509	69	14	83
92359	67	271	338
92220	57	167	224
92345	55	4	59
91730	53	9	62
92352	41	32	73
92382	38	57	95
92392	33	3	36
92314	32	18	50
92320	28	164	192

Figure 11.4

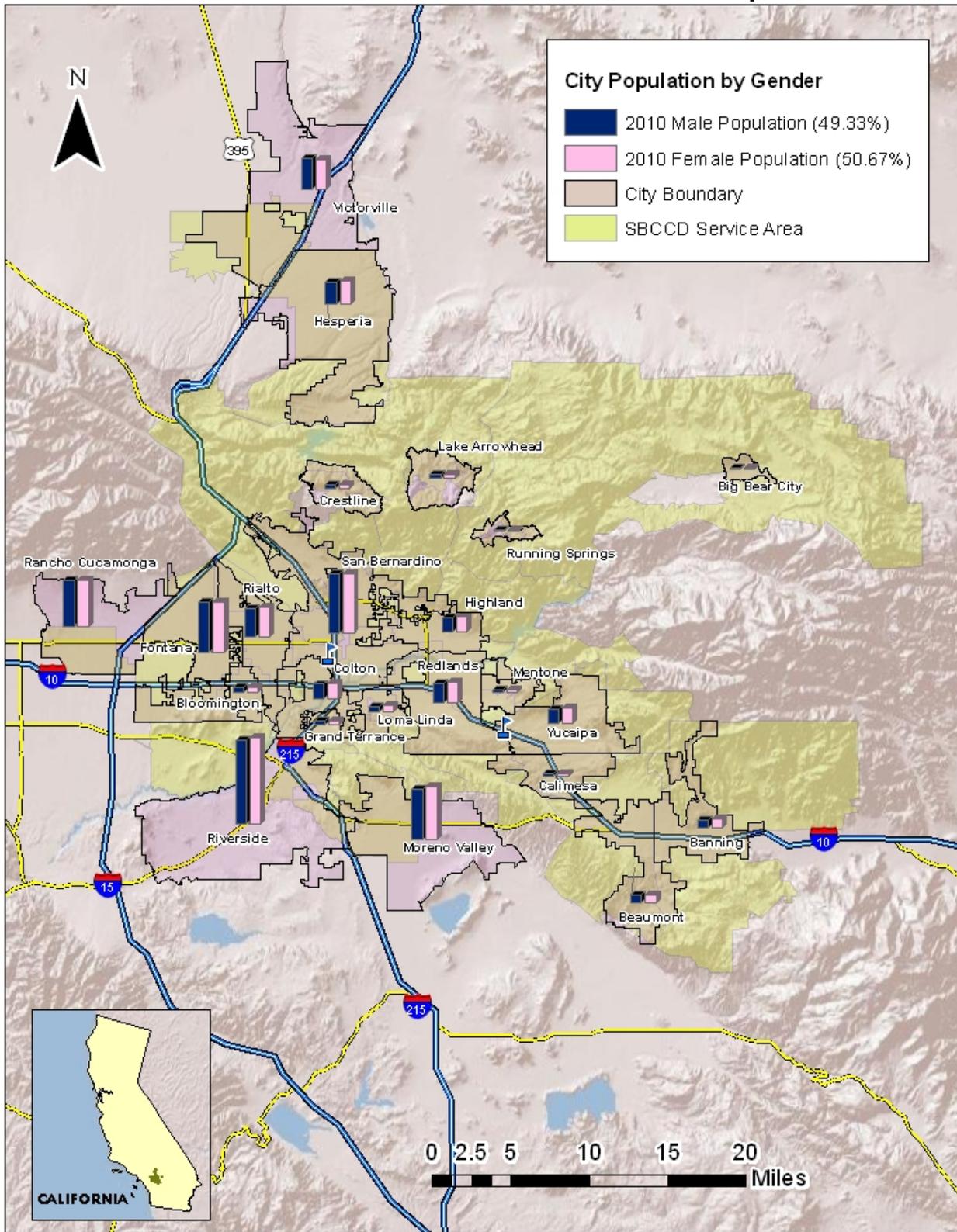
### San Bernardino Community College District Service Area vs Legally Defined Boundary



Source: Center of Excellence, California Community Colleges. Software and data provided by ESRI. Zip codes listed represent those with at least 0.5% of all enrolled students, Fall 2006 through Summer 2009.

Figure 11.5

### SBCCD Service Area: 2010 Male and Female Population



Source: Center of Excellence, California Community Colleges. Software and data provided by ESRI. The data calculation was from 2010 US Census Bureau Male and Female Population for each city.

Table 11.2

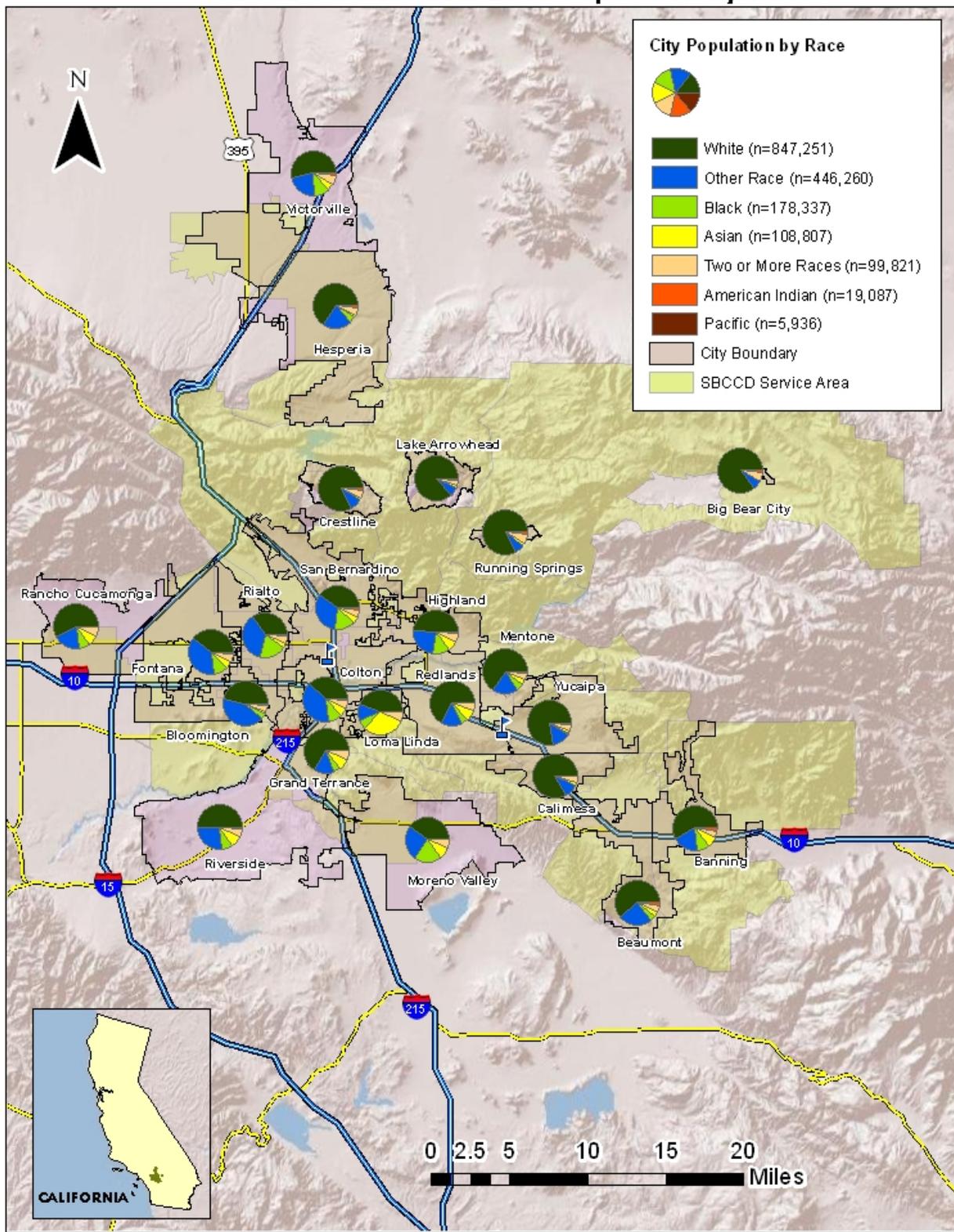
Data for Figure 11.5: 2010 Male and Female Population

<b>City</b>	<b>2010 Male Population</b>	<b>2010 Female Population</b>
Banning	14,073	15,379
Beaumont	13,461	14,053
Big Bear City	3,592	3,716
Bloomington	10,839	10,486
Calimesa	3,969	4,292
Colton	26,211	26,623
Crestline	6,347	6,379
Fontana	86,391	87,048
Grand Terrace	6,097	6,817
Hesperia	40,358	41,643
Highland	25,253	26,180
Lake Arrowhead	5,632	5,726
Loma Linda	10,721	11,864
Mentone	4,310	4,522
Moreno Valley	89,174	92,364
Rancho Cucamonga	80,666	81,168
Redlands	33,543	36,944
Rialto	50,377	52,247
Riverside	146,413	150,271
Running Springs	3,184	3,125
San Bernardino	102,884	104,709
Victorville	53,300	52,820
Yucaipa	24,485	25,844
<b>Total</b>	<b>841,280</b>	<b>864,220</b>
<b>Total Percentage</b>	<b>49.33%</b>	<b>50.67%</b>

Source: U.S. Census and American Survey data through ESRI, 2010.

Figure 11.6

### SBCCD Service Area: 2010 Population by Race



Source: Center of Excellence, California Community Colleges. Software and data provided by ESRI. The data calculation was from 2010 US Census Bureau Total Population by Race in each city.

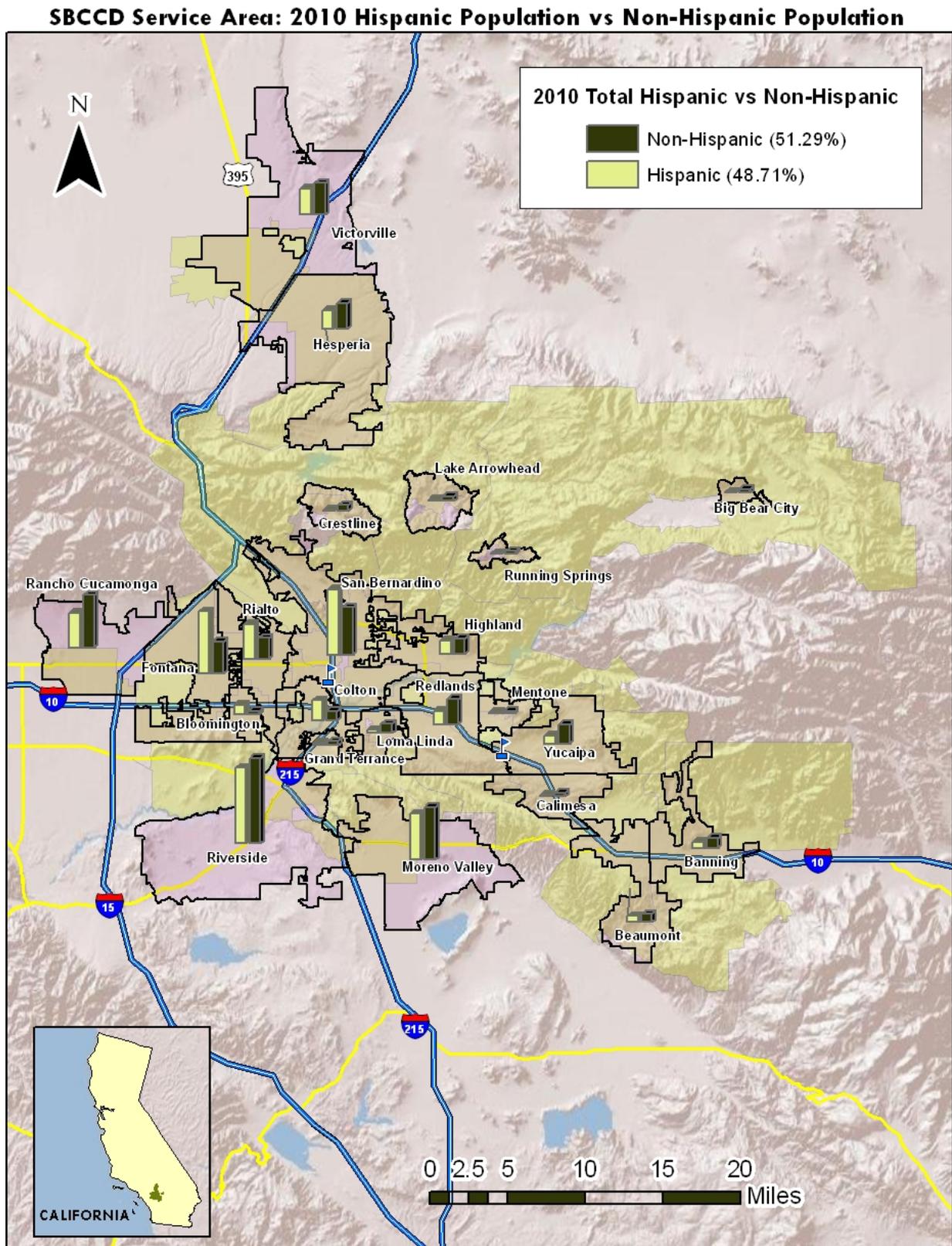
Table 11.3

Data for Figure 11.6: 2010 Population by Race

City	White	Black	American Indian	Asian	Pacific	Other Race	2 or More Races
Banning	17,036	2,507	660	2,243	53	5,528	1,425
Beaumont	16,919	1,050	588	849	11	6,646	1,449
Big Bear City	6,131	64	101	52	6	489	464
Bloomington	9,949	859	349	339	47	8,782	1,000
Calimesa	6,759	60	74	180	13	818	358
Colton	20,077	5,084	598	3,393	123	20,791	2,769
Crestline	10,421	132	173	123	33	1,087	757
Fontana	68,714	18,974	1,823	9,430	457	64,144	9,898
Grand Terrace	8,374	617	96	1,052	48	1,901	827
Hesperia	53,831	3,533	1,146	1,217	192	17,310	4,771
Highland	25,062	6,131	651	4,077	171	12,313	3,027
Lake Arrowhead	9,744	85	123	185	17	732	472
Loma Linda	9,840	1,523	167	6,862	51	2,651	1,491
Mentone	5,790	455	104	386	22	1,609	465
Moreno Valley	71,741	35,417	1,602	15,470	1,042	44,941	11,325
Rancho Cucamonga	92,900	12,834	1,172	12,927	517	30,726	10,758
Redlands	46,366	3,149	696	5,346	181	10,897	3,852
Rialto	35,454	19,936	1,063	2,748	417	37,404	5,603
Riverside	149,019	22,937	3,105	25,732	1,383	77,234	17,274
Running Springs	5,176	42	121	100	8	428	433
San Bernardino	82,778	29,649	2,782	10,149	751	69,639	11,845
Victorville	56,308	12,656	1,258	4,892	303	23,446	7,258
Yucaipa	38,862	643	635	1,055	90	6,744	2,300
<b>Total</b>	<b>847,251</b>	<b>178,337</b>	<b>19,087</b>	<b>108,807</b>	<b>5,936</b>	<b>446,260</b>	<b>99,821</b>

Source: U.S. Census and American Survey data through ESRI, 2010.

Figure 11.7



Source: Center of Excellence, California Community Colleges. Software and data provided by ESRI. The data calculation of non-Hispanic is the subtractor of Total Hispanic population from 2010 US Census Bureau Total Population.

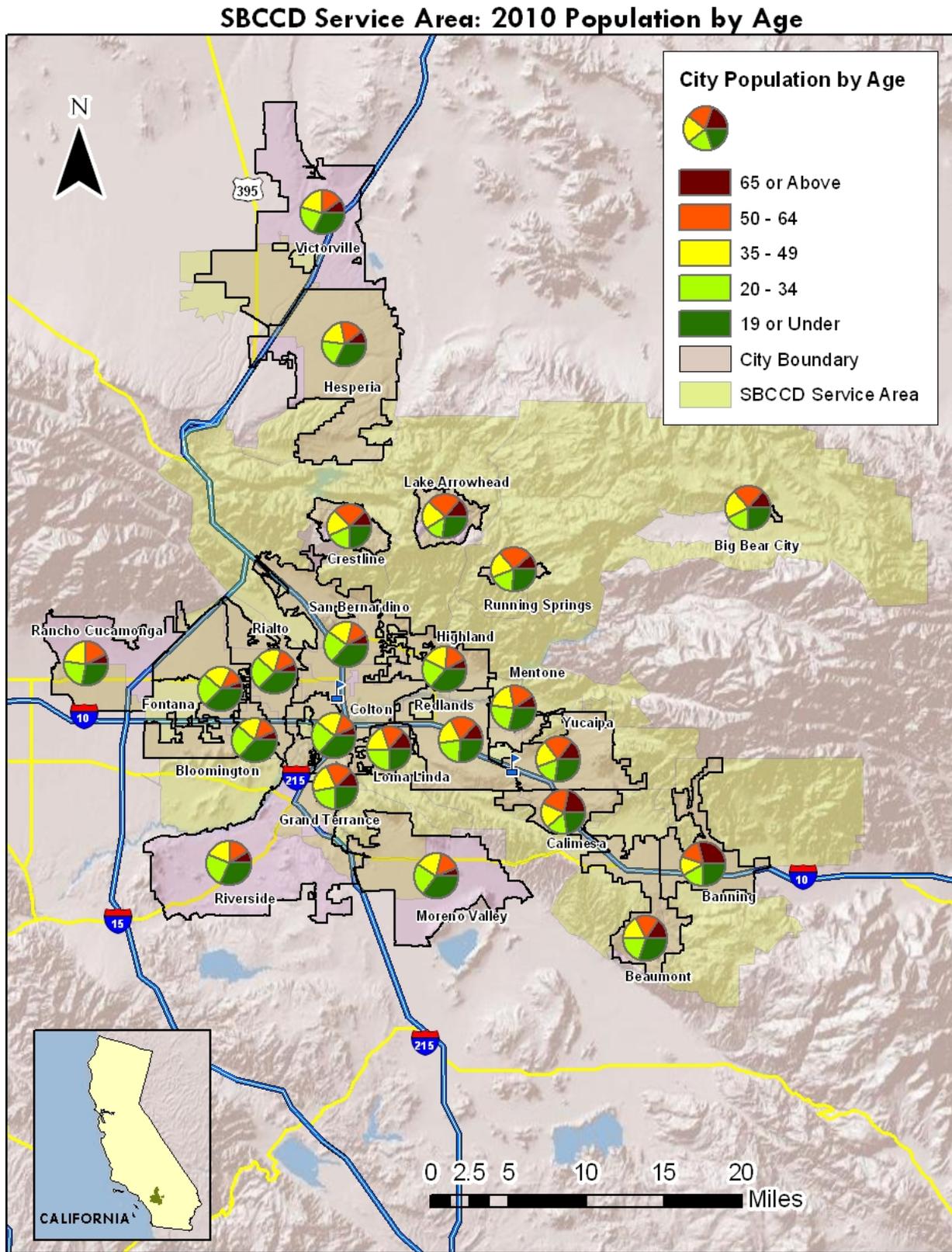
Table 11.4

Data for Figure 11.7: 2010 Hispanic and Non-Hispanic Population

<b>City</b>	<b>2010 Total Population</b>	<b>Hispanic Population</b>	<b>Not Hispanic Population</b>
Banning	29,452	11,026	18,426
Beaumont	27,513	11,834	15,679
Big Bear City	7,308	1,564	5,744
Bloomington	21,325	16,247	5,078
Calimesa	8,261	2,129	6,132
Colton	52,834	36,114	16,720
Crestline	12,726	2,296	10,430
Fontana	173,440	114,262	59,178
Grand Terrace	12,914	4,826	8,088
Hesperia	82,000	34,823	47,177
Highland	51,432	23,797	27,635
Lake Arrowhead	11,357	2,532	8,825
Loma Linda	22,585	5,550	17,035
Mentone	8,832	3,216	5,616
Moreno Valley	181,538	84,708	96,830
Rancho Cucamonga	161,834	64,257	97,577
Redlands	70,487	23,547	46,940
Rialto	102,625	64,187	38,438
Riverside	296,684	139,531	157,153
Running Springs	6,309	1,167	5,142
San Bernardino	207,593	120,477	87,116
Victorville	106,120	47,848	58,272
Yucaipa	50,329	14,840	35,489
<b>Total</b>	<b>1,705,498</b>	<b>830,778</b>	<b>874,720</b>
<b>Total Percentage</b>		<b>48.7%</b>	<b>51.3%</b>

Source: U.S. Census and American Survey data through ESRI, 2010.

Figure 11.8



Source: Center of Excellence, California Community Colleges. Software and data provided by ESRI. The data calculation was from 2010 US Census Bureau Total Population by Age for each City.

Table 11.5

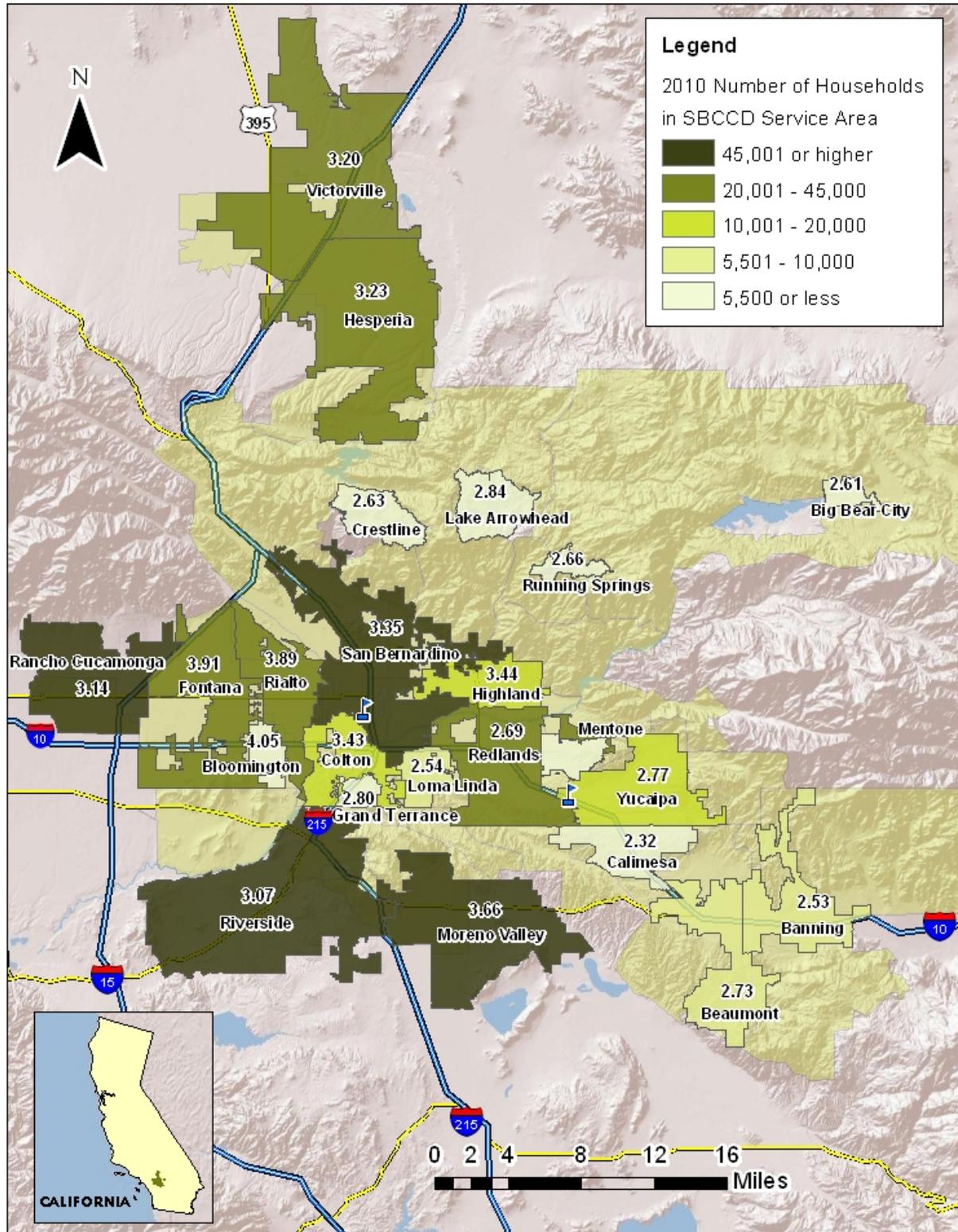
Data for Figure 11.8: 2010 Population by Age

City	19 or under	20 - 34	35 - 49	50 - 64	65 or older	2010 Median Age
Banning	7,468	4,715	4,067	4,792	8,412	44.6
Beaumont	8,211	5,604	4,810	4,703	4,186	34.8
Big Bear City	1,842	1,295	1,516	1,643	1,009	41.1
Bloomington	7,875	5,184	3,836	2,895	1,535	27.6
Calimesa	1,842	1,323	1,487	1,840	1,769	45.7
Colton	19,269	13,125	9,918	6,913	3,611	27.7
Crestline	3,245	2,232	2,507	3,111	1,632	41.2
Fontana	65,175	41,784	35,537	21,921	9,024	27.6
Grand Terrace	3,359	2,727	2,711	2,507	1,610	37.1
Hesperia	26,493	16,741	15,961	13,949	8,859	32.9
Highland	18,296	11,116	10,195	8,074	3,753	29.6
Lake Arrowhead	3,076	1,599	2,369	2,715	1,599	42.5
Loma Linda	5,511	5,564	4,674	3,623	3,213	35.6
Mentone	2,533	2,076	1,784	1,596	843	33.5
Moreno Valley	64,284	42,874	34,931	28,056	11,393	28.9
Rancho Cucamonga	46,129	38,192	36,391	29,341	11,781	33.7
Redlands	18,632	15,137	13,783	13,525	9,408	36.7
Rialto	38,287	25,303	18,000	14,368	6,668	27.1
Riverside	93,995	73,790	57,158	45,288	26,453	30.6
Running Springs	1,675	1,143	1,236	1,520	734	39.9
San Bernardino	75,926	49,683	37,754	27,453	16,778	27.9
Victorville	33,937	23,995	21,253	16,261	10,674	31.7
Yucaipa	13,692	8,948	9,897	10,305	7,488	39.4
<b>Total</b>	<b>560,752</b>	<b>394,150</b>	<b>331,775</b>	<b>266,399</b>	<b>152,432</b>	

Source: U.S. Census and American Survey data through ESRI, 2010.

Figure 11.10

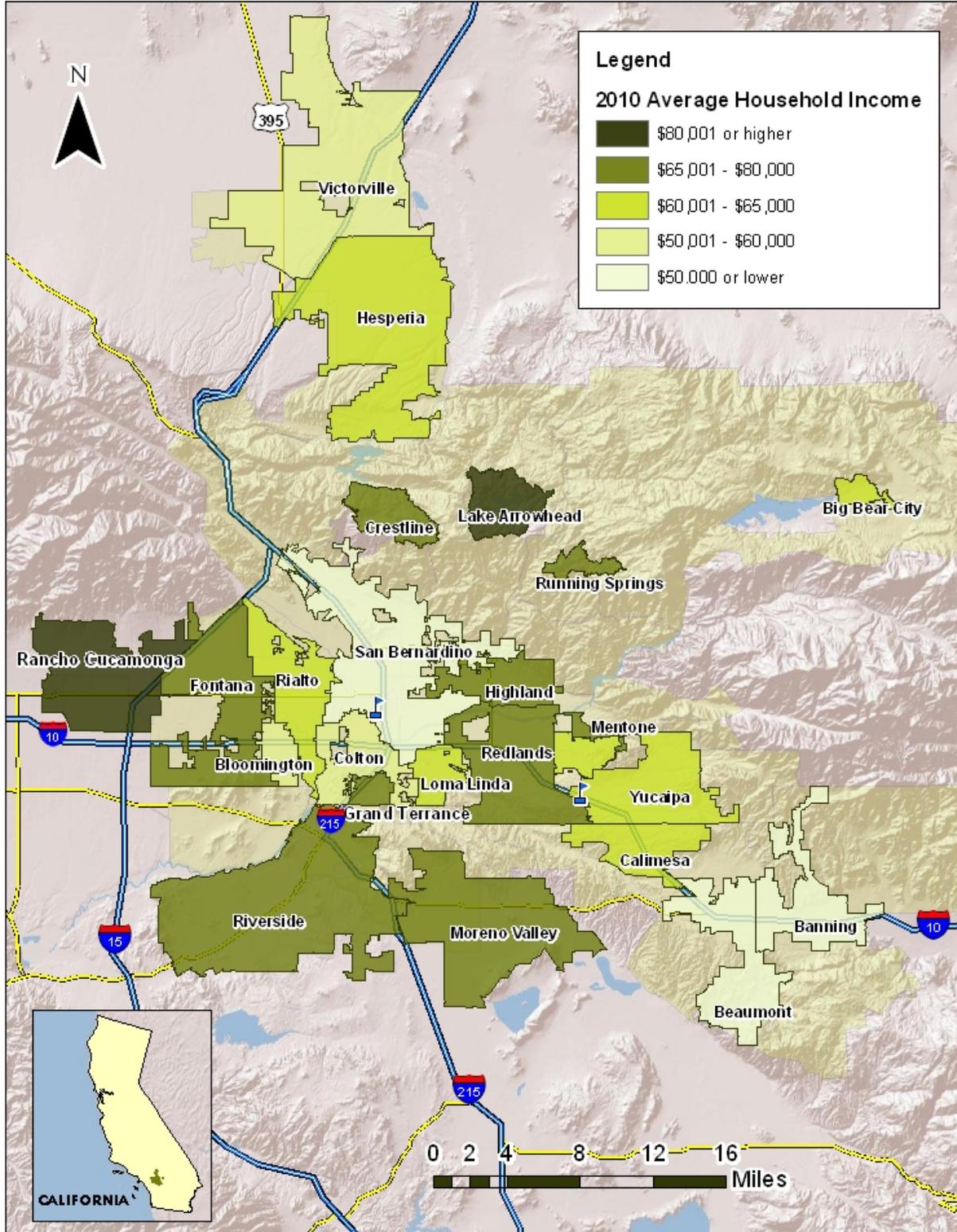
**SBCCD Service Area: Number of Households by City Labeled with 2010 Average Household Size**



Source: Center of Excellence, California Community Colleges. Software and data provided by ESRI. The number labeled in each city is the average household size.

Figure 11.11

### SBCCCD Service Area: 2010 Average Household Income



Source: Center of Excellence, California Community Colleges. Software and data provided by ESRI. The data calculation was from 2010 US Census Bureau Household Income for each city.

Table 11.6

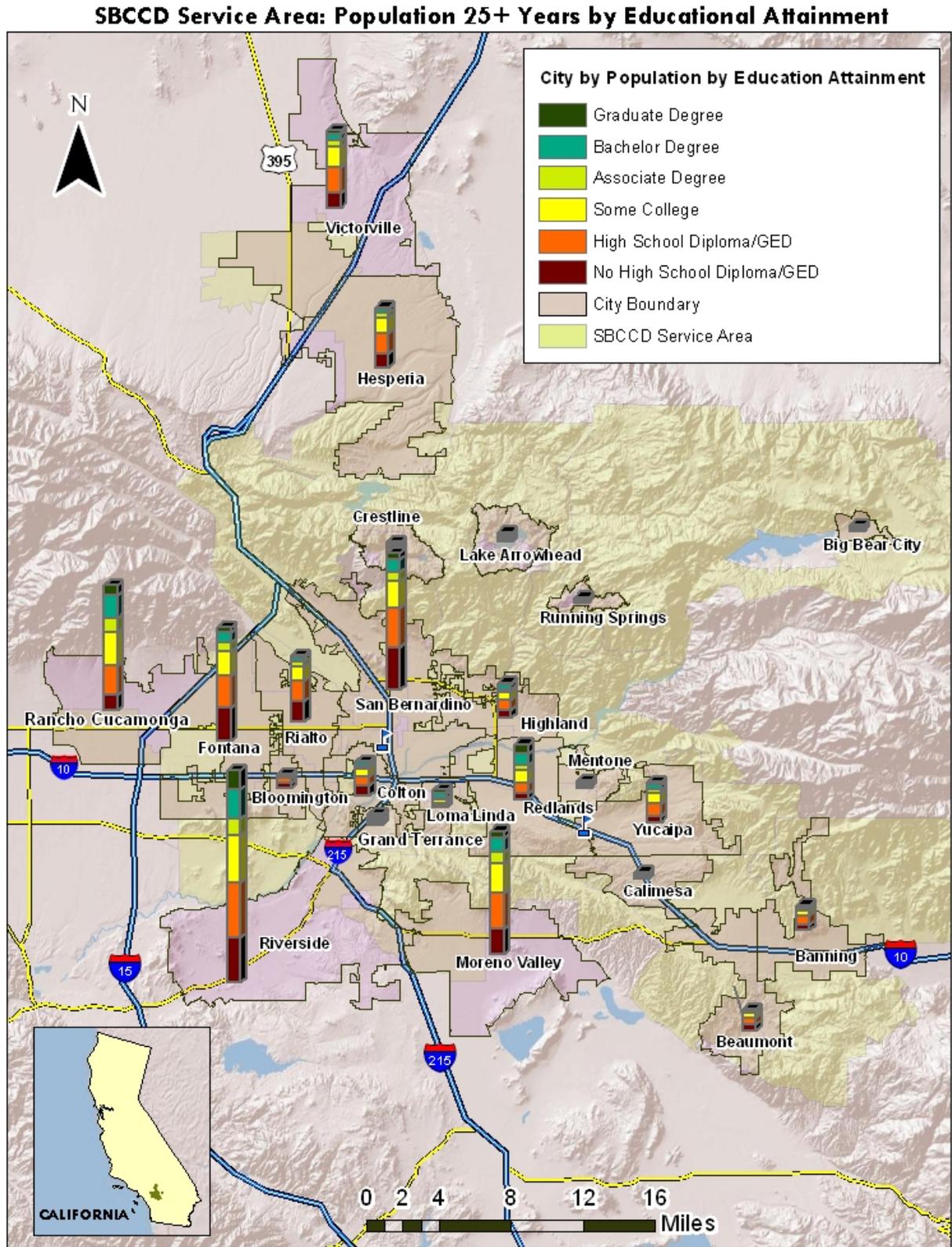
Data for Figures 11.10 – 11.11: Number of Households by City; 2010 Average Household Size; 2010 Average Household Income

City	2010 Total Households	Average Household Size	Average HH Income
Banning	11,301	2.53	\$ 48,610
Beaumont	10,038	2.73	\$ 47,599
Big Bear City	2,804	2.61	\$ 62,306
Bloomington	5,204	4.05	\$ 53,924
Calimesa	3,523	2.32	\$ 60,631
Colton	15,251	3.43	\$ 54,709
Crestline	4,829	2.63	\$ 66,915
Fontana	44,165	3.91	\$ 66,581
Grand Terrace	4,535	2.80	\$ 75,634
Hesperia	25,316	3.23	\$ 60,428
Highland	14,886	3.44	\$ 68,433
Lake Arrowhead	3,993	2.84	\$ 95,411
Loma Linda	8,683	2.54	\$ 63,317
Mentone	3,024	2.87	\$ 61,333
Moreno Valley	49,478	3.66	\$ 66,681
Rancho Cucamonga	50,269	3.14	\$ 86,465
Redlands	25,444	2.69	\$ 76,486
Rialto	26,213	3.89	\$ 58,572
Riverside	94,015	3.07	\$ 66,923
Running Springs	2,285	2.66	\$ 73,594
San Bernardino	60,048	3.35	\$ 49,200
Victorville	31,907	3.20	\$ 56,260
Yucaipa	17,937	2.77	\$ 62,435
<b>Total Households:</b>	<b>515,148</b>		

Source: U.S. Census and American Survey data through ESRI, 2010.

**Average Household Income for the SBCCD Service Area (a ZIP code area): \$52,035**

Figure 11.12



Source: Center of Excellence, California Community Colleges. Software and data provided by ESRI. The data calculation was from 2010 US Census Bureau Total Population by Educational Attainment for each city.

Table 11.7

Data for Figure 11.12: Educational Attainment of Population 25 Years Old and Older.

City	Less than 9th Grade	Some High School	Not High School Grads	High School Grads	Some College	Associate Degree	BA/BS Degree	Graduate Degree
Banning	1,647	2,391	4,038	7,250	4,632	1,232	1,775	1,373
Beaumont	1,970	2,584	4,554	5,945	3,997	1,026	1,030	730
Big Bear City	182	470	652	1,581	1,504	517	503	287
Bloomington	2,716	2,189	4,905	3,466	1,934	601	443	235
Calimesa	233	618	851	1,997	1,624	493	562	447
Colton	4,392	3,685	8,077	8,175	6,062	2,377	2,838	1,240
Crestline	188	838	1,026	2,457	2,190	1,137	1,180	726
Fontana	14,486	13,023	27,509	26,628	20,299	7,183	8,928	3,667
Grand Terrace	281	591	872	2,112	2,253	1,067	1,242	1,142
Hesperia	4,251	7,180	11,431	17,201	12,394	3,933	3,574	1,529
Highland	3,155	3,663	6,818	7,648	6,516	2,523	3,629	2,049
Lake Arrowhead	139	314	453	1,505	2,023	810	1,762	1,228
Loma Linda	878	791	1,669	1,999	2,795	1,651	3,696	3,377
Mentone	367	398	765	1,709	1,311	524	1,034	296
Moreno Valley	10,382	11,315	21,697	29,475	24,559	9,086	12,134	5,716
Rancho Cucamonga	4,886	7,704	12,590	24,803	27,794	11,783	18,571	8,659
Redlands	2,305	2,981	5,286	9,229	10,254	3,791	9,561	8,217
Rialto	8,396	8,352	16,748	17,286	11,631	3,945	3,934	1,494
Riverside	17,991	18,752	36,743	45,969	38,907	14,182	24,032	16,054
Running Springs	74	259	333	1,153	1,064	458	735	480
San Bernardino	17,281	18,433	35,714	32,742	22,298	7,378	10,067	5,321
Victorville	4,478	7,816	12,294	21,340	16,516	5,977	5,240	2,958
Yucaipa	1,731	3,697	5,428	10,026	8,948	3,452	3,494	2,245
<b>Total</b>	<b>102,409</b>	<b>118,044</b>	<b>220,453</b>	<b>281,696</b>	<b>231,505</b>	<b>85,126</b>	<b>119,964</b>	<b>69,470</b>
<b>Total Percentage</b>	<b>8.3%</b>	<b>9.6%</b>	<b>17.9%</b>	<b>22.9%</b>	<b>18.8%</b>	<b>6.9%</b>	<b>9.8%</b>	<b>5.7%</b>

Source: U.S. Census and American Survey data through ESRI, 2010

Figure 11.13

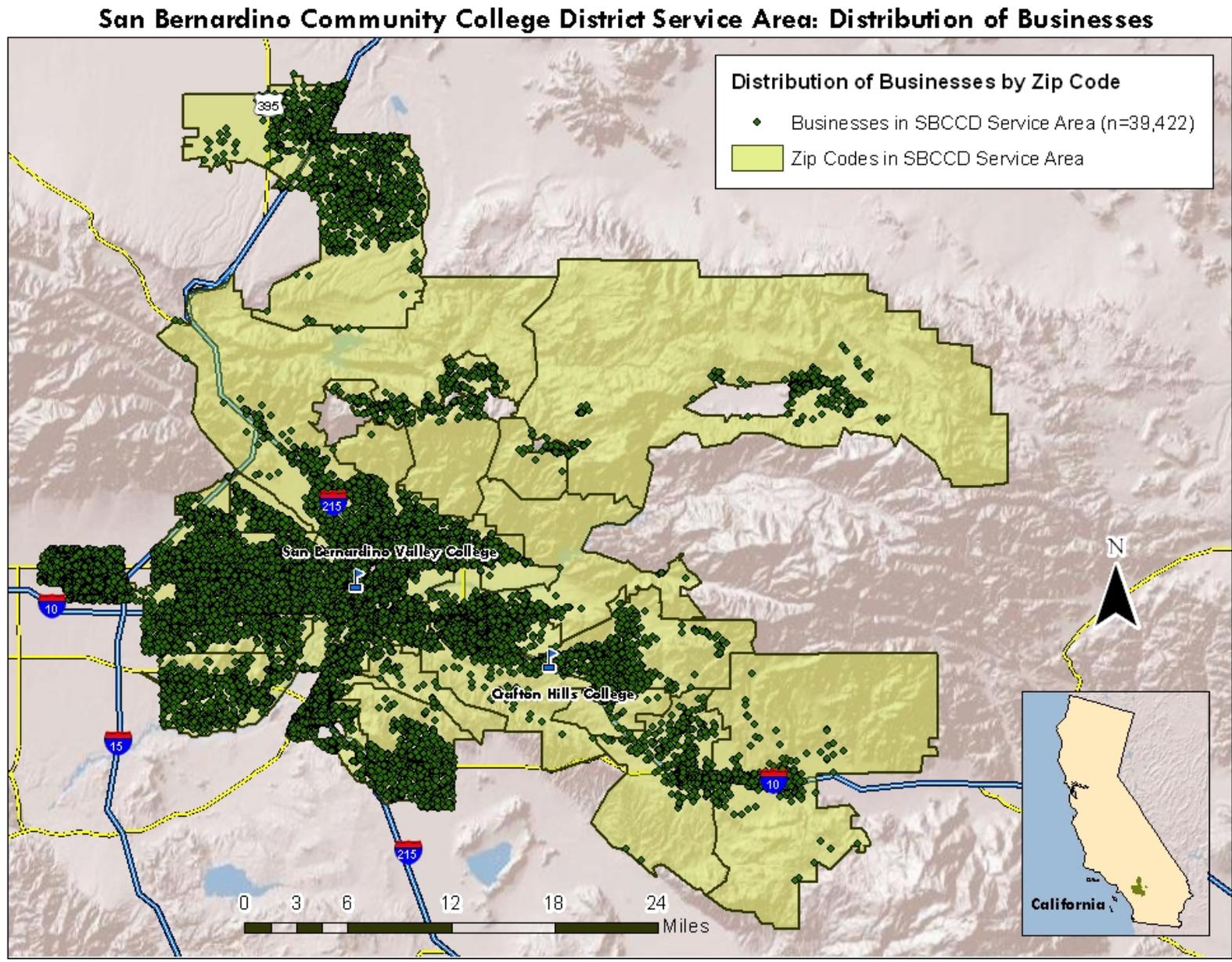
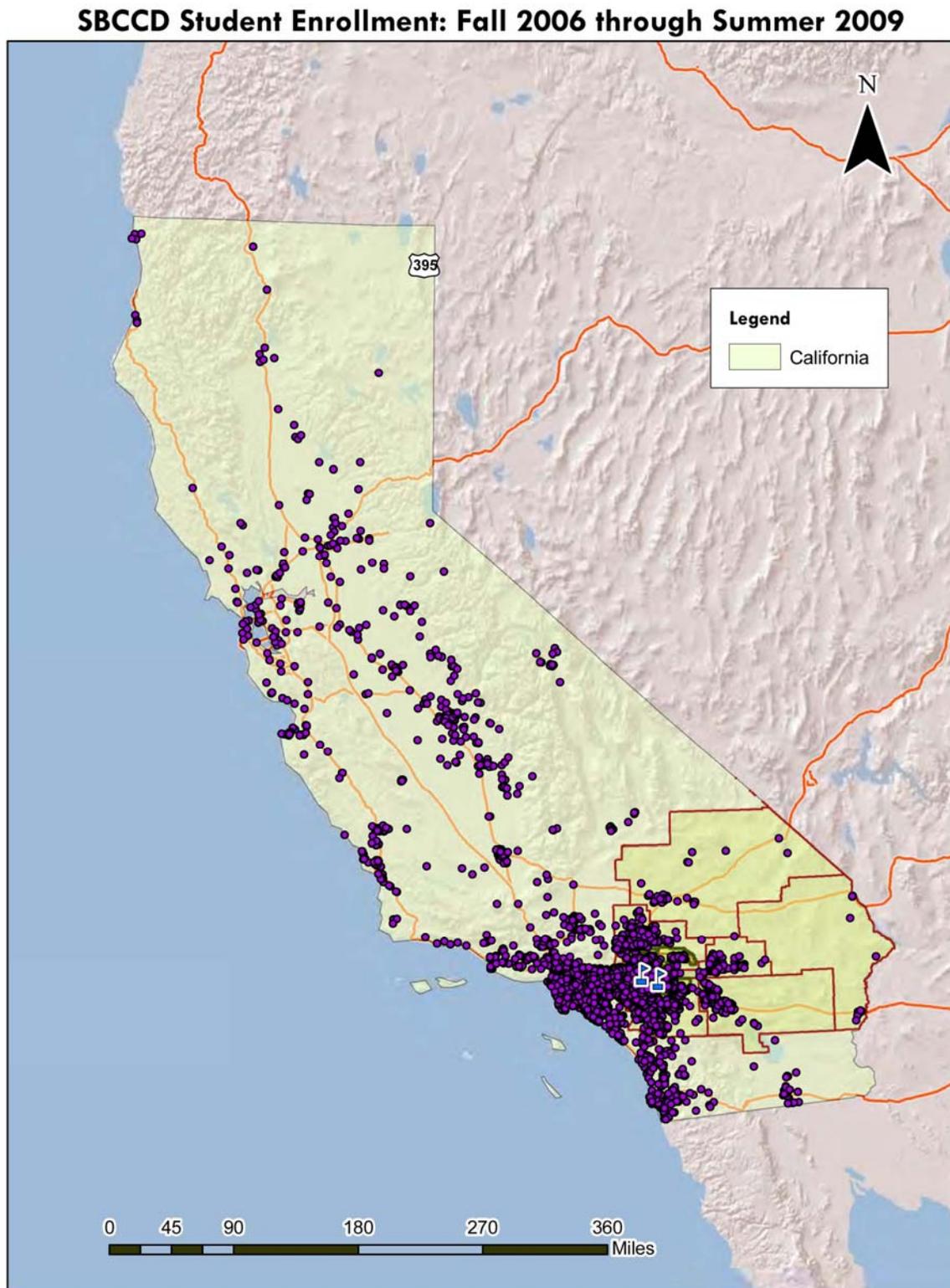


Figure 11.14



Source: Center of Excellence, California Community Colleges. Software and data provided by ESRI.

**Table 11.8: Job Projections by Industry, 2010-15**  
**San Bernardino and Riverside Counties**

Source: EMSI Complete Employment – 4<sup>th</sup> Quarter 2010

(Highlighted are the 10 fastest growing industries, by absolute number of new jobs in the Change column)

NAICS Code	NAICS Description/Industry	2010 Jobs	2015 Jobs	Change (new jobs)	% Change
11	<b>Agriculture, Forestry, Fishing and Hunting</b>	<b>18,627</b>	<b>17,115</b>	<b>(1,512)</b>	<b>(8%)</b>
11A	Crop and animal production	10,540	8,758	(1,782)	(17%)
113	Forestry and Logging	337	449	112	33%
114	Fishing, Hunting and Trapping	131	114	(17)	(13%)
115	Support Activities for Agriculture and Forestry	7,619	7,795	176	2%
21	<b>Mining, Quarrying, and Oil and Gas Extraction</b>	<b>2,310</b>	<b>2,592</b>	<b>282</b>	<b>12%</b>
211	Oil and Gas Extraction	860	1,131	271	32%
212	Mining (except Oil and Gas)	1,258	1,198	(60)	(5%)
213	Support Activities for Mining	193	263	70	36%
22	<b>Utilities</b>	<b>6,289</b>	<b>6,994</b>	<b>705</b>	<b>11%</b>
221111	Hydroelectric Power Generation	18	<10	--	--
221112	Fossil Fuel Electric Power Generation	2,464	2,747	283	11%
221113	Nuclear Electric Power Generation	0	0	0	0%
221119	Other Electric Power Generation	536	543	7	1%
221121	Electric Bulk Power Transmission and Control	79	60	(19)	(24%)
221122	Electric Power Distribution	192	133	(59)	(31%)
221210	Natural Gas Distribution	1,753	1,951	198	11%
221310	Water Supply and Irrigation Systems	941	1,177	236	25%
221320	Sewage Treatment Facilities	18	25	7	39%
221330	Steam and Air-Conditioning Supply	287	348	61	21%
23	<b>Construction</b>	<b>93,396</b>	<b>106,113</b>	<b>12,717</b>	<b>14%</b>
236	Construction of Buildings	17,018	19,141	2,123	12%
237	Heavy and Civil Engineering Construction	10,159	11,653	1,494	15%
238	Specialty Trade Contractors	66,219	75,319	9,100	14%
31-33	<b>Manufacturing</b>	<b>92,561</b>	<b>90,272</b>	<b>(2,289)</b>	<b>(2%)</b>
311	Food Manufacturing	7,765	7,988	223	3%
312	Beverage and Tobacco Product Manufacturing	2,203	2,643	440	20%
313	Textile Mills	426	473	47	11%
314	Textile Product Mills	982	839	(143)	(15%)
315	Apparel Manufacturing	905	633	(272)	(30%)
316	Leather and Allied Product Manufacturing	269	224	(45)	(17%)
321	Wood Product Manufacturing	4,148	3,407	(741)	(18%)
322	Paper Manufacturing	1,791	1,686	(105)	(6%)
323	Printing and Related Support Activities	3,354	3,013	(341)	(10%)
324	Petroleum and Coal Products Manufacturing	244	231	(13)	(5%)
325	Chemical Manufacturing	5,232	5,649	417	8%
326	Plastics and Rubber Products Manufacturing	8,863	7,870	(993)	(11%)
327	Nonmetallic Mineral Product Manufacturing	5,311	4,947	(364)	(7%)
331	Primary Metal Manufacturing	4,028	4,107	79	2%
332	Fabricated Metal Product Manufacturing	12,047	11,714	(333)	(3%)
333	Machinery Manufacturing	6,023	6,079	56	1%
334	Computer and Electronic Product Manufacturing	4,963	5,017	54	1%
335	Electrical Equipment, Appliance, and Component Manufacturing	2,970	2,360	(610)	(21%)
336	Transportation Equipment Manufacturing	6,102	5,579	(523)	(9%)
337	Furniture and Related Product Manufacturing	5,547	5,437	(110)	(2%)
339	Miscellaneous Manufacturing	9,391	10,374	983	10%

NAICS Code	NAICS Description/Industry	2010 Jobs	2015 Jobs	Change (new jobs)	% Change
42	<b>Wholesale Trade</b>	<b>57,103</b>	<b>64,860</b>	<b>7,757</b>	<b>14%</b>
423	Merchant Wholesalers, Durable Goods	32,218	35,788	3,570	11%
424	Merchant Wholesalers, Nondurable Goods	18,252	20,770	2,518	14%
425	Wholesale Electronic Markets and Agents and Brokers	6,633	8,302	1,669	25%
44-45	<b>Retail Trade</b>	<b>188,610</b>	<b>200,437</b>	<b>11,827</b>	<b>6%</b>
441	Motor Vehicle and Parts Dealers	20,839	22,446	1,607	8%
442	Furniture and Home Furnishings Stores	6,267	7,510	1,243	20%
443	Electronics and Appliance Stores	5,110	5,695	585	11%
444	Building Material and Garden Equipment and Supplies Dealers	12,957	13,754	797	6%
445	Food and Beverage Stores	34,181	36,155	1,974	6%
446	Health and Personal Care Stores	10,914	11,825	911	8%
447	Gasoline Stations	6,575	5,937	(638)	(10%)
448	Clothing and Clothing Accessories Stores	18,474	20,242	1,768	10%
451	Sporting Goods, Hobby, Book, and Music Stores	7,163	7,152	(11)	0%
452	General Merchandise Stores	36,133	40,228	4,095	11%
453	Miscellaneous Store Retailers	13,264	12,747	(517)	(4%)
454	Nonstore Retailers	16,733	16,746	13	0%
48-49	<b>Transportation and Warehousing</b>	<b>84,123</b>	<b>93,359</b>	<b>9,236</b>	<b>11%</b>
481	Air Transportation	1,868	2,415	547	29%
482	Rail Transportation	4,815	4,916	101	2%
483	Water Transportation	127	134	7	6%
484	Truck Transportation	33,059	36,536	3,477	11%
485	Transit and Ground Passenger Transportation	4,634	4,894	260	6%
486	Pipeline Transportation	173	186	13	8%
487	Scenic and Sightseeing Transportation	206	272	66	32%
488	Support Activities for Transportation	6,114	6,824	710	12%
491	Postal Service	5,443	6,047	604	11%
493	Warehousing and Storage	18,613	21,713	3,100	17%
51	<b>Information</b>	<b>19,377</b>	<b>20,768</b>	<b>1,391</b>	<b>7%</b>
511	Publishing Industries (except Internet)	3,083	3,007	(76)	(2%)
512	Motion Picture and Sound Recording Industries	2,372	2,312	(60)	(3%)
515	Broadcasting (except Internet)	2,155	2,323	168	8%
517	Telecommunications	10,086	11,437	1,351	13%
518	Data Processing, Hosting and Related Services	1,033	989	(44)	(4%)
519	Other Information Services	649	700	51	8%
52	<b>Finance and Insurance</b>	<b>65,812</b>	<b>76,911</b>	<b>11,099</b>	<b>17%</b>
521	Monetary Authorities-Central Bank	0	0	0	0%
522	Credit Intermediation and Related Activities	22,431	26,200	3,769	17%
523	Securities, Commodity Contracts, and Other Financial Investments and Related Activities	24,882	30,528	5,646	23%
524	Insurance Carriers and Related Activities	17,902	19,507	1,605	9%
525	Funds, Trusts, and Other Financial Vehicles	598	676	78	13%
53	<b>Real Estate and Rental and Leasing</b>	<b>76,608</b>	<b>89,643</b>	<b>13,035</b>	<b>17%</b>
531	Real Estate	68,348	81,047	12,699	19%
532	Rental and Leasing Services	8,189	8,513	324	4%
533	Lessors of Nonfinancial Intangible Assets (except Copyrighted Works)	71	83	12	17%
54	<b>Professional, Scientific, and Technical Services</b>	<b>76,469</b>	<b>87,803</b>	<b>11,334</b>	<b>15%</b>
541	Professional, Scientific, and Technical Services	76,469	87,803	11,334	15%
541110	Offices of Lawyers	6,645	6,959	314	5%
541191	Title Abstract and Settlement Offices	155	163	8	5%

NAICS Code	NAICS Description/Industry	2010 Jobs	2015 Jobs	Change (new jobs)	% Change
541199	All Other Legal Services	255	292	37	15%
541211	Offices of Certified Public Accountants	1,543	1,413	(130)	(8%)
541213	Tax Preparation Services	2,964	3,393	429	14%
541214	Payroll Services	1,673	2,185	512	31%
541219	Other Accounting Services	4,904	5,273	369	8%
541310	Architectural Services	1,219	1,350	131	11%
541320	Landscape Architectural Services	877	948	71	8%
541330	Engineering Services	5,166	5,195	29	1%
541340	Drafting Services	575	602	27	5%
541350	Building Inspection Services	656	753	97	15%
541360	Geophysical Surveying and Mapping Services	123	105	(18)	(15%)
541370	Surveying and Mapping (except Geophysical) Services	303	257	(46)	(15%)
541380	Testing Laboratories	1,088	1,106	18	2%
541410	Interior Design Services	1,162	1,365	203	17%
541420	Industrial Design Services	156	143	(13)	(8%)
541430	Graphic Design Services	1,539	1,826	287	19%
541490	Other Specialized Design Services	2,585	4,270	1,685	65%
541511	Custom Computer Programming Services	3,380	3,919	539	16%
541512	Computer Systems Design Services	2,459	2,558	99	4%
541513	Computer Facilities Management Services	238	180	(58)	(24%)
541519	Other Computer Related Services	2,644	3,111	467	18%
541611	Administrative Management and General Management Consulting Services	3,604	4,808	1,204	33%
541612	Human Resources Consulting Services	294	224	(70)	(24%)
541613	Marketing Consulting Services	1,733	2,104	371	21%
541614	Process, Physical Distribution, and Logistics Consulting Services	1,589	2,258	669	42%
541618	Other Management Consulting Services	567	373	(194)	(34%)
541620	Environmental Consulting Services	774	991	217	28%
541690	Other Scientific and Technical Consulting Services	6,750	9,527	2,777	41%
541711	Research and Development in Biotechnology	114	107	(7)	(6%)
541712	Research and Development in the Physical, Engineering, and Life Sciences (except Biotechnology)	456	378	(78)	(17%)
541720	Research and Development in the Social Sciences and Humanities	163	190	27	17%
541810	Advertising Agencies	968	1,049	81	8%
541820	Public Relations Agencies	443	526	83	19%
541830	Media Buying Agencies	44	45	1	2%
541840	Media Representatives	390	468	78	20%
541850	Display Advertising	252	265	13	5%
541860	Direct Mail Advertising	255	238	(17)	(7%)
541870	Advertising Material Distribution Services	117	84	(33)	(28%)
541890	Other Services Related to Advertising	978	1,063	85	9%
541910	Marketing Research and Public Opinion Polling	488	571	83	17%
541921	Photography Studios, Portrait	1,723	2,090	367	21%
541922	Commercial Photography	290	356	66	23%
541930	Translation and Interpretation Services	662	764	102	15%
541940	Veterinary Services	2,372	2,642	270	11%
541990	All Other Professional, Scientific, and Technical Services	9,136	9,313	177	2%
55	<b>Management of Companies and Enterprises</b>	<b>9,042</b>	<b>8,695</b>	<b>(347)</b>	<b>(4%)</b>
551	Management of Companies and Enterprises	9,042	8,695	(347)	(4%)

NAICS Code	NAICS Description/Industry	2010 Jobs	2015 Jobs	Change (new jobs)	% Change
551111	Offices of Bank Holding Companies	49	45	(4)	(8%)
551112	Offices of Other Holding Companies	133	74	(59)	(44%)
551114	Corporate, Subsidiary, and Regional Managing Offices	8,860	8,576	(284)	(3%)
<b>56</b>	<b>Administrative and Support and Waste Management and Remediation Services</b>	<b>123,871</b>	<b>138,902</b>	<b>15,031</b>	<b>12%</b>
<b>561</b>	<b>Administrative and Support Services</b>	<b>120,870</b>	<b>135,568</b>	<b>14,698</b>	<b>12%</b>
562	Waste Management and Remediation Services	3,001	3,334	333	11%
<b>61</b>	<b>Educational Services</b>	<b>23,910</b>	<b>26,639</b>	<b>2,729</b>	<b>11%</b>
611110	Elementary and Secondary Schools	5,746	5,704	(42)	(1%)
611210	Junior Colleges	608	599	(9)	(1%)
611310	Colleges, Universities, and Professional Schools	7,660	8,478	818	11%
611410	Business and Secretarial Schools	78	40	(38)	(49%)
611420	Computer Training	214	178	(36)	(17%)
611430	Professional and Management Development Training	597	645	48	8%
611511	Cosmetology and Barber Schools	235	261	26	11%
611512	Flight Training	183	227	44	24%
611513	Apprenticeship Training	223	275	52	23%
611519	Other Technical and Trade Schools	1,621	1,923	302	19%
611610	Fine Arts Schools	959	1,065	106	11%
611620	Sports and Recreation Instruction	1,710	2,095	385	23%
611630	Language Schools	91	96	5	5%
611691	Exam Preparation and Tutoring	1,987	2,606	619	31%
611692	Automobile Driving Schools	433	509	76	18%
611699	All Other Miscellaneous Schools and Instruction	665	917	252	38%
611710	Educational Support Services	901	1,022	121	13%
<b>62</b>	<b>Health Care and Social Assistance</b>	<b>154,092</b>	<b>177,810</b>	<b>23,718</b>	<b>15%</b>
<b>621</b>	<b>Ambulatory Health Care Services</b>	<b>63,567</b>	<b>74,433</b>	<b>10,866</b>	<b>17%</b>
622	Hospitals	32,914	37,539	4,625	14%
623	Nursing and Residential Care Facilities	22,301	25,743	3,442	15%
<b>624</b>	<b>Social Assistance</b>	<b>35,310</b>	<b>40,096</b>	<b>4,786</b>	<b>14%</b>
<b>71</b>	<b>Arts, Entertainment, and Recreation</b>	<b>28,739</b>	<b>32,811</b>	<b>4,072</b>	<b>14%</b>
711	Performing Arts, Spectator Sports, and Related Industries	12,026	13,258	1,232	10%
712	Museums, Historical Sites, and Similar Institutions	496	654	158	32%
713	Amusement, Gambling, and Recreation Industries	16,218	18,899	2,681	17%
<b>72</b>	<b>Accommodation and Food Services</b>	<b>116,877</b>	<b>133,052</b>	<b>16,175</b>	<b>14%</b>
721	Accommodation	17,131	18,612	1,481	9%
<b>722</b>	<b>Food Services and Drinking Places</b>	<b>99,746</b>	<b>114,440</b>	<b>14,694</b>	<b>15%</b>
<b>81</b>	<b>Other Services (except Public Administration)</b>	<b>98,635</b>	<b>112,860</b>	<b>14,225</b>	<b>14%</b>
811	Repair and Maintenance	26,249	28,159	1,910	7%
812	Personal and Laundry Services	20,306	23,976	3,670	18%
813	Religious, Grantmaking, Civic, Professional, and Similar Organizations	22,495	24,189	1,694	8%
<b>814</b>	<b>Private Households</b>	<b>29,584</b>	<b>36,537</b>	<b>6,953</b>	<b>24%</b>
<b>90</b>	<b>Government</b>	<b>257,143</b>	<b>279,951</b>	<b>22,808</b>	<b>9%</b>
911	Federal government, civilian, except postal service	15,387	16,092	705	5%
912	Federal government, military	24,178	23,919	(259)	(1%)
920	State government	25,387	27,764	2,377	9%
<b>930</b>	<b>Local government</b>	<b>192,191</b>	<b>212,177</b>	<b>19,986</b>	<b>10%</b>
	<b>All Industries Total</b>	<b>1,593,596</b>	<b>1,767,587</b>	<b>173,991</b>	<b>11%</b>

**Table 11.9: Occupational Projections, 2010-15**  
**San Bernardino and Riverside Counties**

Source: EMSI Complete Employment – 4<sup>th</sup> Quarter 2010

(Sorted by 2013 jobs; only the top 50 occupations are included. Highlighted are 10 fastest growing occupations by % change.)

SOC Code	Description	2010 Jobs	2015 Jobs	Change (new jobs)	% Change	Openings (new & rep. jobs)	% Openings	Annual Openings	Avg Hourly Wage	Education Level
41-2031	Retail salespersons	48,108	52,725	4,617	10%	11,326	24%	2,265	\$12.25	Short-term on-the-job training
39-9011	Child care workers	34,092	39,280	5,188	15%	10,176	30%	2,035	\$9.54	Short-term on-the-job training
41-2011	Cashiers, except gaming	34,577	36,543	1,966	6%	9,730	28%	1,946	\$10.84	Short-term on-the-job training
53-7062	Laborers and freight, stock, and material movers, hand	31,347	33,317	1,970	6%	7,014	22%	1,403	\$12.68	Short-term on-the-job training
41-9022	Real estate sales agents	27,077	32,764	5,687	21%	7,904	29%	1,581	\$9.85	Postsecondary vocational award
43-9061	Office clerks, general	29,576	32,681	3,105	10%	5,120	17%	1,024	\$13.70	Short-term on-the-job training
35-3021	Combined food preparation and serving workers, including fast food	27,394	32,041	4,647	17%	7,552	28%	1,510	\$9.31	Short-term on-the-job training
53-3032	Truck drivers, heavy and tractor-trailer	28,064	31,448	3,384	12%	5,894	21%	1,179	\$21.30	Moderate-term on-the-job training
37-2012	Maids and housekeeping cleaners	24,800	29,682	4,882	20%	7,107	29%	1,421	\$9.56	Short-term on-the-job training
25-2021	Elementary school teachers, except special education	24,917	28,018	3,101	12%	5,934	24%	1,187	\$39.27	Bachelor's degree
41-1011	First-line supervisors/managers of retail sales workers	26,277	27,015	738	3%	3,567	14%	713	\$18.49	Work experience in a related field
43-5081	Stock clerks and order fillers	23,893	26,604	2,711	11%	5,462	23%	1,092	\$11.74	Short-term on-the-job training
29-1111	Registered nurses	21,246	24,692	3,446	16%	5,302	25%	1,060	\$36.20	Associate's degree
55-9999	Military Occupations	24,178	23,919	(259)	(1%)	2,746	11%	549	\$22.40	N/A
35-3031	Waiters and waitresses	18,829	21,455	2,626	14%	7,823	42%	1,565	\$9.84	Short-term on-the-job training
11-9199	Managers, all other	18,867	21,079	2,212	12%	4,645	25%	929	\$18.46	Work experience in a related field
11-9141	Property, real estate, and community association managers	16,976	20,410	3,434	20%	4,896	29%	979	\$10.47	Bachelor's degree
43-3031	Bookkeeping, accounting, and auditing clerks	17,996	19,845	1,849	10%	2,930	16%	586	\$17.02	Moderate-term on-the-job training
37-2011	Janitors and cleaners, except maids and housekeeping cleaners	18,514	19,639	1,125	6%	2,874	16%	575	\$12.48	Short-term on-the-job training
37-3011	Landscaping and groundskeeping workers	17,080	19,624	2,544	15%	3,572	21%	714	\$11.52	Short-term on-the-job training
43-4051	Customer service representatives	15,709	18,078	2,369	15%	4,841	31%	968	\$16.93	Moderate-term on-the-job training
47-2061	Construction laborers	15,367	17,605	2,238	15%	2,752	18%	550	\$20.65	Moderate-term on-the-job training
47-2031	Carpenters	15,373	17,118	1,745	11%	2,703	18%	541	\$25.07	Long-term on-the-job training
11-1021	General and operations managers	16,089	16,981	892	6%	3,223	20%	645	\$49.66	Degree plus work experience
25-9041	Teacher assistants	14,966	16,342	1,376	9%	2,960	20%	592	\$16.95	Short-term on-the-job training

SOC Code	Description	2010 Jobs	2015 Jobs	Change (new jobs)	% Change	Openings (new & rep. jobs)	% Openings	Annual Openings	Avg Hourly Wage	Education Level
43-1011	First-line supervisors/managers of office and administrative support workers	14,338	15,883	1,545	11%	3,162	22%	632	\$23.71	Work experience in a related field
35-2011	Cooks, fast food	13,172	14,984	1,812	14%	3,497	27%	699	\$9.26	Short-term on-the-job training
39-9021	Personal and home care aides	11,128	13,847	2,719	24%	3,414	31%	683	\$9.77	Short-term on-the-job training
43-6011	Executive secretaries and administrative assistants	12,131	13,468	1,337	11%	2,154	18%	431	\$20.55	Moderate-term on-the-job training
13-2052	Personal financial advisors	10,881	13,384	2,503	23%	3,091	28%	618	\$19.61	Bachelor's degree
53-3033	Truck drivers, light or delivery services	12,116	13,240	1,124	9%	2,207	18%	441	\$17.30	Short-term on-the-job training
49-9042	Maintenance and repair workers, general	11,514	12,721	1,207	10%	2,093	18%	419	\$17.97	Moderate-term on-the-job training
33-9032	Security guards	11,450	12,613	1,163	10%	2,341	20%	468	\$11.37	Short-term on-the-job training
25-2031	Secondary school teachers, except special and vocational education	11,570	12,608	1,038	9%	2,719	24%	544	\$38.76	Bachelor's degree
41-1012	First-line supervisors/managers of non-retail sales workers	11,125	12,449	1,324	12%	2,477	22%	495	\$23.73	Work experience in a related field
53-7064	Packers and packagers, hand	11,523	12,039	516	4%	1,473	13%	295	\$11.20	Short-term on-the-job training
31-1012	Nursing aides, orderlies, and attendants	10,397	11,955	1,558	15%	2,076	20%	415	\$12.47	Postsecondary vocational award
25-1099	Postsecondary teachers	10,554	11,798	1,244	12%	2,164	21%	433	\$51.64	Doctoral degree
41-4012	Sales representatives, wholesale and manufacturing, except technical and scientific products	10,259	11,546	1,287	13%	2,476	24%	495	\$29.68	Moderate-term on-the-job training
13-2011	Accountants and auditors	9,871	11,241	1,370	14%	2,204	22%	441	\$23.09	Bachelor's degree
41-3031	Securities, commodities, and financial services sales agents	8,904	11,158	2,254	25%	3,618	41%	724	\$20.37	Bachelor's degree
43-6014	Secretaries, except legal, medical, and executive	10,230	10,884	654	6%	1,343	13%	269	\$15.44	Moderate-term on-the-job training
53-7051	Industrial truck and tractor operators	9,552	10,441	889	9%	2,313	24%	463	\$15.63	Short-term on-the-job training
41-9021	Real estate brokers	8,639	10,420	1,781	21%	2,488	29%	498	\$9.99	Work experience in a related field
35-1012	First-line supervisors/managers of food preparation and serving workers	9,146	10,287	1,141	12%	1,576	17%	315	\$14.12	Work experience in a related field
41-9091	Door-to-door sales workers, news and street vendors, and related workers	10,604	10,267	(337)	(3%)	1,090	10%	218	\$8.15	Short-term on-the-job training
35-2014	Cooks, restaurant	8,645	9,930	1,285	15%	2,391	28%	478	\$11.53	Long-term on-the-job training
37-1011	First-line supervisors/managers of housekeeping and janitorial workers	8,171	9,688	1,517	19%	1,942	24%	388	\$10.83	Work experience in a related field
43-5071	Shipping, receiving, and traffic clerks	9,101	9,530	429	5%	1,558	17%	312	\$14.61	Short-term on-the-job training
13-1111	Management analysts	7,695	9,319	1,624	21%	2,285	30%	457	\$24.82	Degree plus work experience

## Glossary

<b>A&amp;R</b>	Admissions and Records
<b>ACCJC</b>	Accrediting Commission for Community and Junior Colleges
<b>Accreditation</b>	The process by which a college is reviewed by a group of peers on behalf of an official accreditation agency, to determine the extent to which the college meets specific accepted standards of excellence. Each college seeks, as a result of this process, to obtain formal acknowledgement as accredited.
<b>ARCC</b>	Accountability Reporting for Community Colleges, a program administered by the CCCCCO to gather and publish system wide and college-specific performance data
<b>ARRA</b>	American Recovery and Reinvestment Act, the legal name of the federal economic stimulus program
<b>Assessment</b>	The systematic collection of information about student learning, and about activities and functions that support such learning, both directly and indirectly, and the use of that information to create a continuing cycle of improved teaching and learning at the Institutional, Program and Course levels.
<b>Career Awareness - STEM</b>	Training and/or activities offered through the EDCT Career Technical Education (CTE) Community Collaborative program to build a system of STEM pathways and career awareness in new fields of technology across of the Eastern portion of San Bernardino to increase academic development combined with added relevance for students to close the achievement gap. This program is offered by EDCT through a competitive grant awarded by the California Community Colleges Chancellor's Office.
<b>Career Pathways</b>	An approach to K-12 and higher education that systematically creates links between academic and career fields, often with the help of business and governmental partners. In the California Community Colleges System Strategic Plan, this approach is one of the strategies for achieving Goal C, <i>Partnerships for Economic and Workforce Development</i> .
<b>CCCCO</b>	California Community Colleges Chancellor's Office
<b>CHC</b>	Crafton Hills College
<b>Cohort</b>	A group of people sharing certain characteristics, often tracked through time for research purposes. ARCC and many other studies of community college students use a cohort design.
<b>Collegial Consultation</b>	The process by which the district provides faculty, students, staff, and management the opportunity to participate effectively in district and college governance in accord with Title 5, California Code of Regulations, sections 51023.5, 51023.7, 53200, and 53203. Collegial consultation often involves committees on which the constituency groups are represented.
<b>Constituency Group</b>	One of the groups that participate in collegial consultation. In SBCCD, that includes the Academic Senates, Student Senates, Classified Senates, CSEA, and the management teams.
<b>CSEA</b>	California State Employees Association, the classified union in SBCCD

<b>CTA</b>	California Teachers Association, the faculty union in SBCCD
<b>Customized Training</b>	A need-based training program specially designed for an employer or a collaborative/consortium to improve the job performance of workers. A variable fee is charged by EDCT for designing and administering the training.
<b>DETS</b>	Distributed Education and Technology Services
<b>District</b>	Generally refers to the district as a whole and all the entities that comprise it: SBVC, CHC, the district office, KVCR, and EDCT/PDC.
<b>District Assembly</b>	The district's shared decision-making council comprised of members selected by each constituency group.
<b>District Office(s)</b>	Also called the central office, the centralized functions of the district: the Chancellor's Office, Fiscal Services, Human Resources, and Distributed Education and Technology Services (DETS). Also refers to the south wing of the administration building, where all these functions are housed, except for DETS, which is housed at the District Annex.
<b>District Resource Allocation Model</b>	The overall process by which funds are allocated to the campuses and district office operations.
<b>DOE</b>	US Department of Education
<b>DSP</b>	District Strategic Plan
<b>DSP&amp;S</b>	Disabled Students Programs and Services
<b>DSPC</b>	District Strategic Planning Committee
<b>EDCT</b>	The Economic Development and Corporate Training (EDCT) division comprises the following centers and programs: Professional Development Center (PDC), Donald F. Averill Applied Technology Training Center (ATTC), Center for the Advancement of Nanotechnology (NanoCenter), Regional Center of Excellence (COE), Environmental Scanning Services Hub (ESS Hub), On-line Education Center (Ed2Go), Logistics Technology Program, and the Career Technical Education (CTE) Community Collaborative.
<b>Educational Master Plan</b>	A long-term outline (usually three to five years) of the programs and services that a college will undertake to facilitate student learning directly or indirectly; typically includes how the college will prioritize the instructional and service offerings based on an assessment of data related to enrollment, job markets, and other information. May function as the college's strategic plan, or integrate with the strategic plan.
<b>EMP</b>	Educational Master Plan
<b>EOP&amp;S</b>	Extended Opportunity Programs and Services
<b>Fee-based Training</b>	An open enrollment professional development activity or short-term training offered for a fixed fee.

<b>Foundational Skills</b>	Developmental and basic skills that are required for students to succeed at the college level. They include skills in reading, writing, mathematics, English as a Second Language, learning, and study skills. Foundation skills also include skills required to be successful in the workplace: critical thinking, interpersonal and group skills, information literacy, ethics, etc.
<b>FTEF</b>	Full-time Equivalent Faculty, also known as Faculty Load
<b>FTES</b>	Full-time Equivalent Students, the primary measure used by the state in funding community colleges. One FTES is the equivalent of one student taking courses totaling 15 hours per week each semester for two semesters.
<b>Institutional Effectiveness</b>	The measure of our overall success as an educational operation. It is based on a systematic, continuous and documented evaluation of institutional <i>performance</i> in relation to institutional <i>purpose</i> .
<b>KVCR</b>	District-owned public radio and television stations
<b>Message Deck</b>	A document that outlines key messages on key organizational issues and delineates which will be communicated to each target audience. The suggested Message Deck document would provide approved language to ensure message consistency, and would serve as the primary reference for all the organization's communications, from press releases and brochures to publications and community event talking points.
<b>New Grants</b>	Grants newly received during the referenced year
<b>On-going Grants</b>	Multi-year grants that continues for a period of time determined by the grantor
<b>Participant</b>	Any person who attended a short-term training or retraining, a professional development activity, a Boot Camp, or a career exploration event or activity.
<b>PDC</b>	Professional Development Center, a division of EDCT.
<b>Program</b>	Generic term for a specific set of institutional activities or functions considered as a unit for the purposes of assessment.
<b>Program Review</b>	A process by which a program or service regularly evaluates its efficacy. Its purpose is continuous improvement of the program or service. It is evidence-based, involves input from constituency groups and advisory committees, and results in a report that includes planned improvements.
<b>Research and Consulting</b>	Labor market research and consultative services offered by EDCT to its clients
<b>SAO</b>	Service Area Outcome
<b>SBCCD</b>	San Bernardino Community College District
<b>SBVC</b>	San Bernardino Valley College
<b>SLO</b>	Student Learning Outcome
<b>WASC</b>	Western Association of Schools and Colleges, the regional accrediting body of which the ACCJC is a part.