

**San Bernardino Community
College District**

Strategic Plan 2010-14

District Strategic Planning Committee

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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 18 members of the collegial-consultation District Strategic Planning Committee (DSPC) have been developing, 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 will refine 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) will take place in 2010-11, with implementations of any necessary revisions to follow in Fall 2011. Subsequent full evaluations of the DSP, followed by implementation of any necessary revisions, will occur triennially beginning in Fall 2013.

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.

Evaluation of the 2010-14 DSP

In the full evaluation of the 2010-14 DSP, the DSPC will:

1. Gather additional research and other information it deems necessary for an exemplary DSP.
2. Based in part on the additional information, identify significant changes needed, if any, in the 2010-14 DSP, and make those changes in a revised DSP.
3. Solicit input and/or feedback on the revised DSP, and incorporate that input and/or feedback as appropriate.
4. Submit the final revised DSP to the chancellor, who will submit it to the Board for approval.
5. Improvements reflected in the revised DSP will be implemented and documented beginning in Fall 2011.

The Chancellor's Office will ensure that the revised DSP is posted on the district website and otherwise widely disseminated.

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 2009-10 District Strategic Planning Committee:

Scott Rippy	CHC Faculty
John Stankas	SBVC Faculty
Jackie Wingler	CHC Classified Staff
Laura Gowen	SBVC Classified Staff
DyAnn Walter	District Offices Classified Staff
Kaylee Hrisoulas	CHC Student
Damaris Castillo-Torres	SBVC Student
Dr. Troy Sheffield	SBVC EMPC Chair
Dr. Cheryl Marshall	CHC EMPC Chair
Keith Wurtz	CHC Researcher
James Smith	SBVC Researcher
Dr. Glen Kuck	DETS Executive Director
Bruce Baron	Acting Chancellor Vice Chancellor, Fiscal Services
Renee Brunelle	Vice Chancellor, Human Resources
Gloria Harrison	CHC President
Dr. Deb Daniels	SBVC President
Larry Ciecalone	KVCR President
Dr. Marshall Gartenlaub	EDCT Executive Director

In addition, the following district employees formerly served on the DSPC during 2009-10:

- Dr. Matthew Isaac, EDCT Executive Director
- Raquel Irizarry, CHC Classified Staff

Accreditation consultant Matthew C. Lee 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.
- That a quality education empowers the student to think critically, to communicate clearly, and to grow personally and professionally.
- That an enriched learning environment promotes creativity, self-expression, and the development of critical thinking skills.
- That our strength as an institution is enhanced by the cultural diversity of our student population and staff.

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

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.

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.

Table 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

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

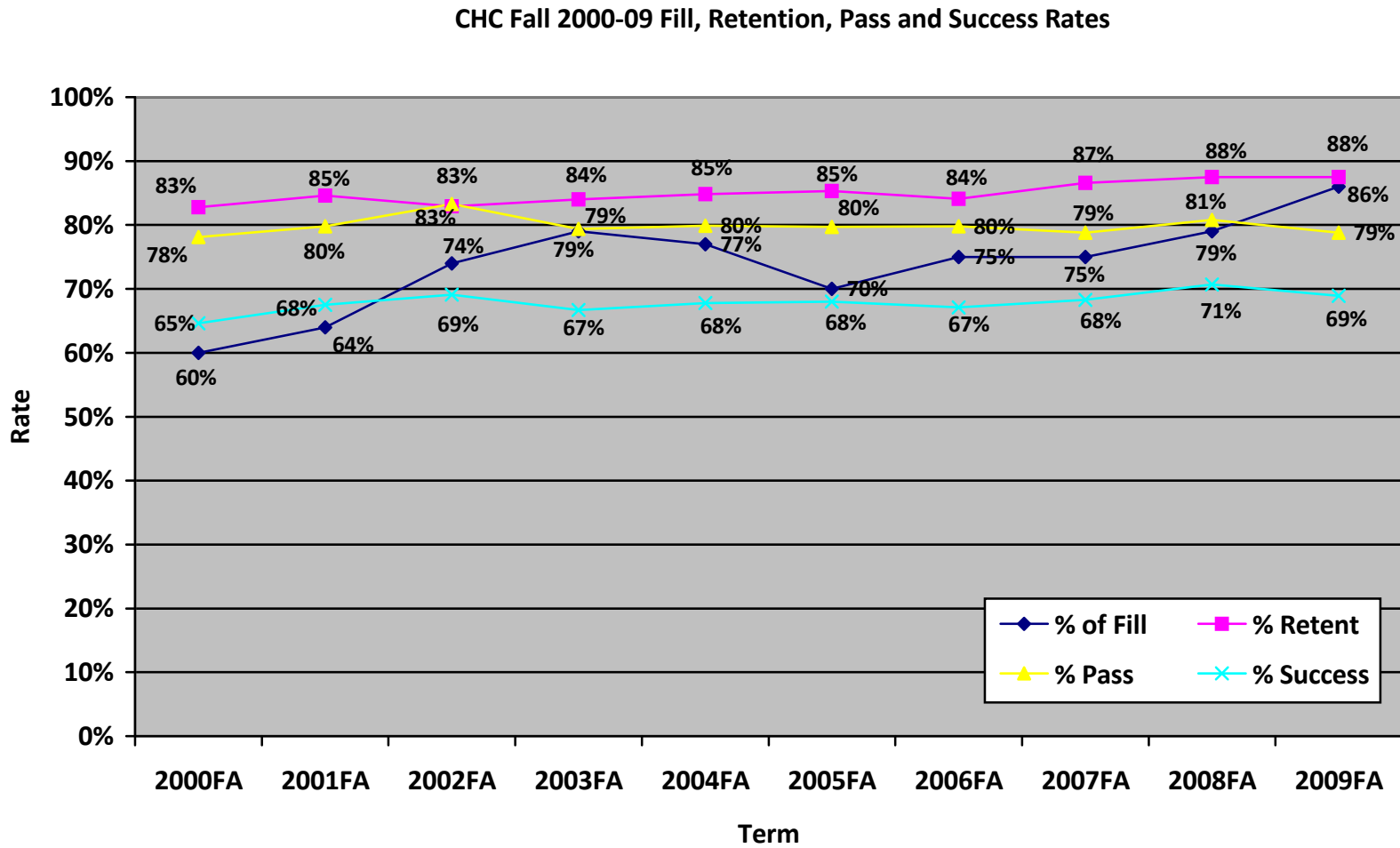


Figure 3.2

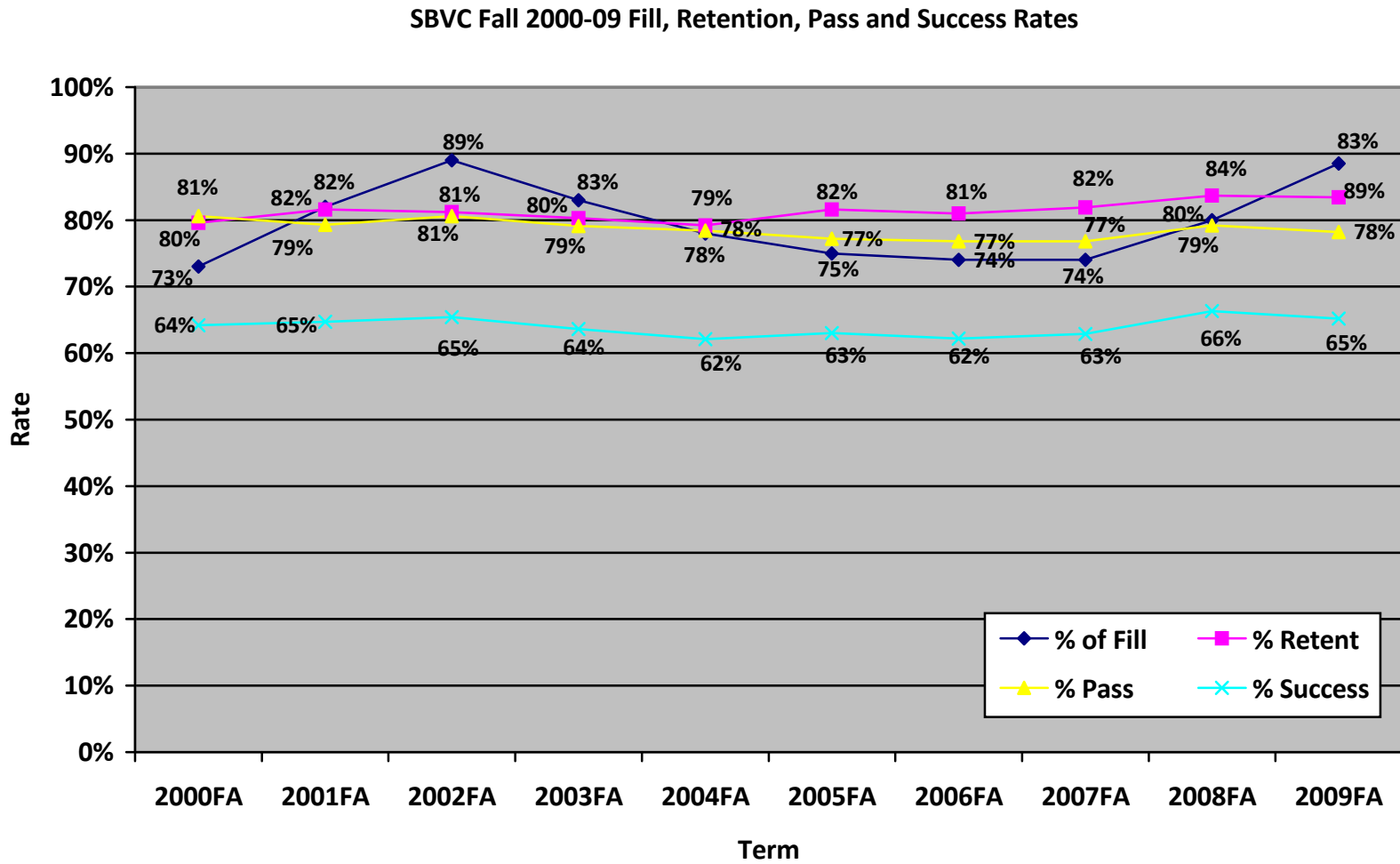


Figure 3.3

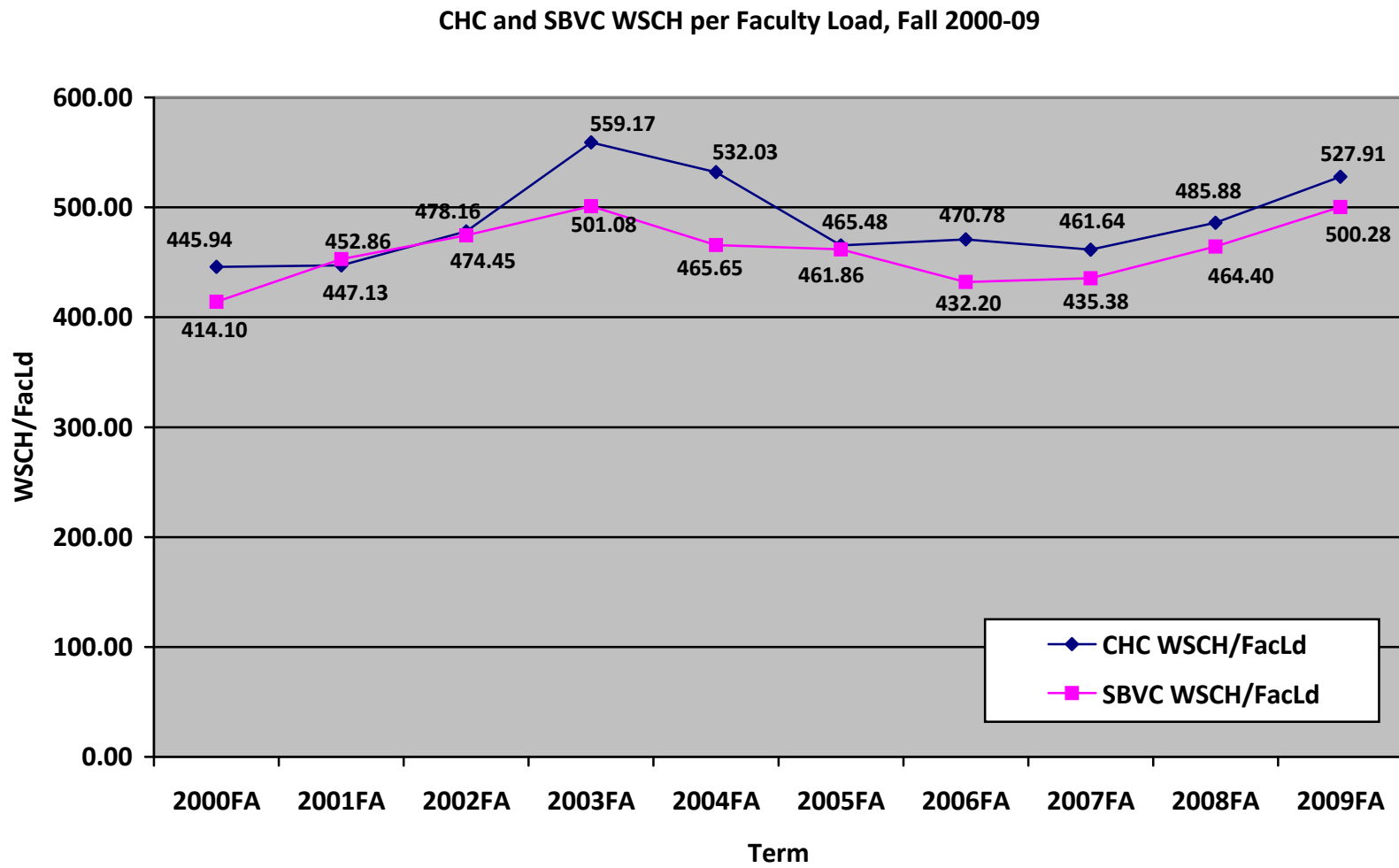
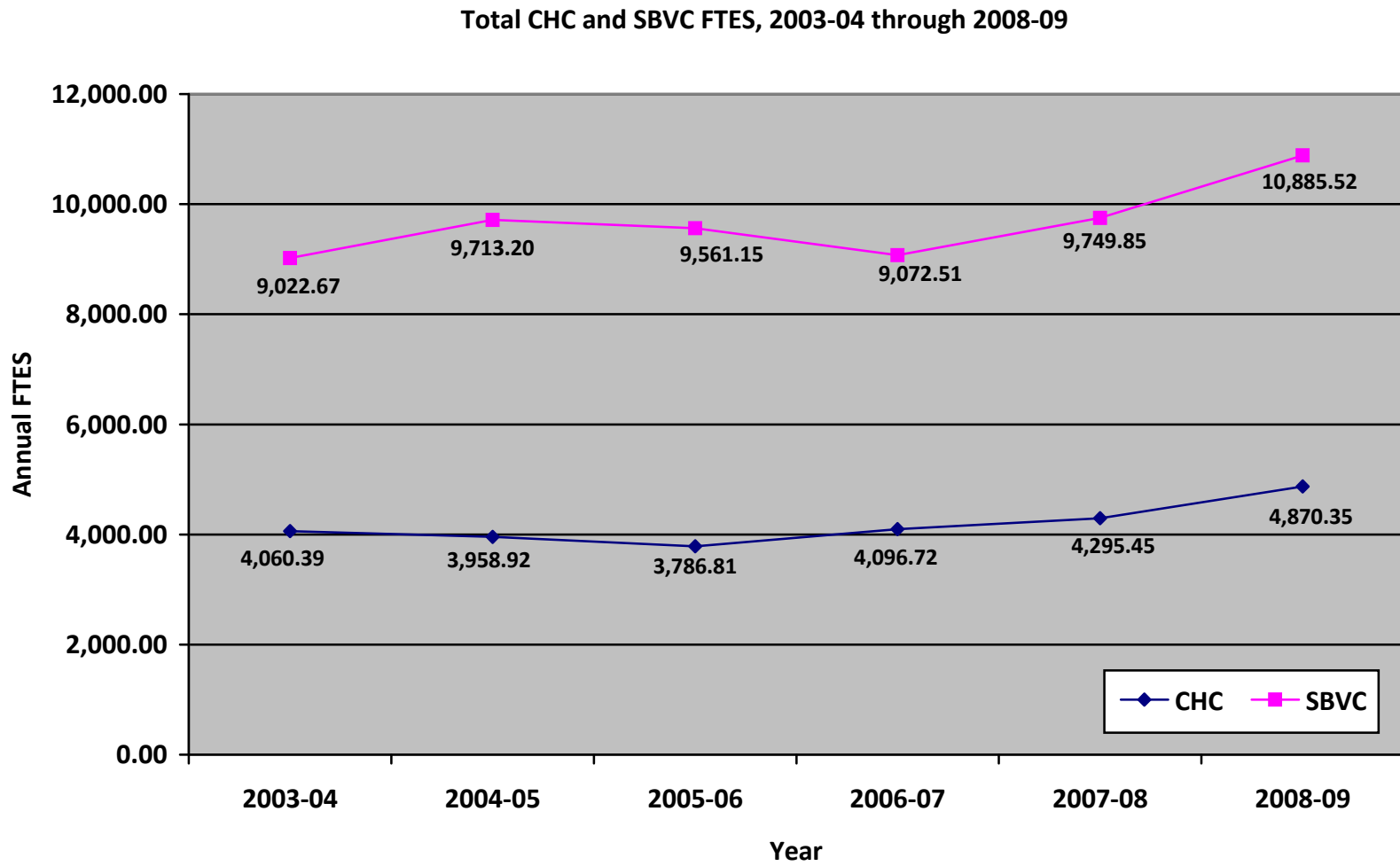


Figure 3.4



Consolidated Report of Strategic Issues: Highlights and Implications

Highlights

Budget, Law & Regulation, Capital Funding

1. The continuing economic slump and large budget shortfalls at the state level provide an uncertain fiscal environment.
2. Declining property values erode the tax base, resulting in a possible state funding gap and the inability to sell full value of Measure M construction bonds.
3. The Governor proposes suspension of the competitive CalGrant awards program for 2010-11.
4. Health care costs continue to rise by double digits.
5. The state budget has resulted in limited state revenue bond resources to match local bond dollars for construction projects.
6. Major reductions to categorical programs will be compounded by the loss of federal American Recovery and Reinvestment Act (ARRA) funding in 2010-11.
7. Funding for workforce development leading to jobs has been proposed.
8. The Obama Administration has proposed the *American Graduation Initiative* (AGI), pending in Congress (H.R. 3221).
9. Other important federal legislation—H.R. 4196, *The Community College Emergency Fund Stabilization Act* and H.R. 2847, *The Jobs for Main Street Act of 2010*—can provide additional support for community colleges.

Pedagogical Innovations, Accountability, and Learning Outcomes

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 (SCANS, etc.) for success in further education and employment.

Educational Attainment in Relation to Economic Opportunity

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	19%	\$49,040	30%	\$62,090	64%
Females	\$27,240	\$32,840	21%	\$36,330	33%	\$45,770	68%

Competition for Students

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	143	165
Fine Art Schools	88	117
Cosmetology and Barber Schools	31	60
Business and Secretarial Schools	39	38
Computer Training	11	15
Flight Training	14	12
Professional and Management Development Training	14	11
Other Technical and Trade Schools	12	6
Language Schools	2	1
TOTALS	354	425

3. Including Los Angeles and Orange County institutions in the mix in these categories adds 4,055 competitors, many of which are well within a 60-minute driving radius.

Private Support for Education, Including Grant Opportunities

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.

Technology Issues and Trends Related to Education

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 gmail 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.

Financial Aid

1. The 2010 federal budget builds on ARRA by supporting a \$5,550 Pell Grant maximum award in the 2010-2011 school year.
2. The Administration will index Pell grants to the Consumer Price Index plus 1 percent in order to address inflation. In addition, the Administration proposes to make the Pell Grant

program mandatory, to ensure a regular stream of funding and eliminate the practice of “backfilling” billions of dollars in Pell shortfalls each year.

3. Subsidies in the Government-guaranteed student loan program are currently set by the Congress through the political process. The President’s Budget asks the Congress to end the entitlements for financial institutions that lend to students. The Administration will instead take advantage of low-cost and stable sources of capital so students are ensured access to loans, originating all new loans in the direct lending program, saving more than \$4 billion a year that is reinvested in aid to students. The Budget also makes campus-based, low-interest loans more widely available through a new modernized Perkins Loan program, overhauling the inefficient and inequitable current Perkins program.
4. The Budget includes a new five-year, \$2.5 billion Access and Completion Incentive Fund to support innovative California efforts to help low-income students succeed and complete their college education.

District Strategic Planning Implications Identified by the Committee

Budget, Law & Regulation, Capital Funding

1. Continued inability to serve all who want to take classes under current model. Over 1,500 unfunded FTES and demand is increasing.
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 jumped this year 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.
6. \$1 million minimum funding needed to maintain 2008-09 level of support services in categorical programs.
7. Need to continually step-up competitive grant writing to obtain workforce development funding to provide alternative instructional experiences for job training and careers.
8. & 9. The district needs to become more politically aware and participate in lobbying efforts to support legislation that could have a positive impact on community colleges.

Pedagogical Innovations, Accountability and Learning Outcomes

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. Students sometimes feel underprepared and lack some of the crucial skills for success. Colleges must have accurate placement methods, must integrate SCANS skills throughout the curriculum, and continue to align classroom instruction, learning resource centers, and student services.

Educational Attainment in Relation to Economic Opportunity

1. & 2-3. 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.
4. Obtaining an AA or AS is insurance against unemployment, another major selling point.
5. 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

1. & 2-3. 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

1. External funding—Grants
 - a. Need for Grant Coordinating Committee 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

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.

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>Crafton Hills College 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>San Bernardino Valley College 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>Crafton Hills College 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>San Bernardino Valley College 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>Crafton Hills College 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>San Bernardino Valley College 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
4. Enhanced and Informed Governance and Leadership (Board Imperative IV)	4.1 Optimize governance structures and processes throughout the district. 4.2 Continuously develop leaders among all groups.	Crafton Hills College 7.2 Manage change proactively.
5. Inclusive Climate	5.1 Value diversity and promote inclusiveness among employees, students, and the community.	Crafton Hills College 2.1 Seek, welcome, and respect diversity, and promote inclusiveness. San Bernardino Valley College 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.
6. Community Collaboration and Value	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.	Crafton Hills College 5.1 Enhance the College's value to the community. San Bernardino Valley College 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.

District Strategic Directions, Goals, and Objectives

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

Objective	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).
Suggested Actions	<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>
Tentative Timeline/Deadline for Objective	2010-11
Point Person or Group for Objective	Chancellor’s Cabinet
Measurements of Progress	<p>Survey of constituency groups and individuals</p> <p>Outcome: Percent satisfaction with effectiveness of communication <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>

Objective	1.1.2: Facilitate collaboration, cooperation, and coordination across the district.
Suggested Actions	<p>Coordinate periodic joint meetings of analogous governance and other bodies from both colleges (e.g., College Councils, Curriculum Committees).</p> <p>Train district employees in problem-solving methods and strategies (e.g., workshops on interest-based problem-solving).</p>
Tentative Timeline/Deadline for Objective	2010-12 and ongoing
Point Person or Group for Objective	Chancellor’s Cabinet
Measurements of Progress	<p>Documentation of meetings</p> <p>Surveys of applicable groups and individuals</p>

Strategic Direction 2
Learning Centered Institution for Student Access, Retention and Success
(Board Imperative II)

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.

Objective	2.1.1: Provide financial and technological support for the facilitation of student access to programs and services.
Suggested Actions	<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>
Tentative Timeline/Deadline for Objective	2010-12 and ongoing
Point Person or Group for Objective	Vice Chancellor, Fiscal Services Executive Director, DETS
Measurements of Progress	<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.

Objective	2.2.1: Provide financial and technological support for the improvement of classroom instruction and student support services.
Suggested Actions	<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>
Tentative Timeline/Deadline for Objective	2010-11 and ongoing
Point Person or Group for Objective	VPIs VPSSs Executive Director, DETS
Measurements of Progress	<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>

Objective	2.2.2: Develop and implement a District Staffing Plan that includes targets for improvement of full-time/part-time faculty ratios.
Suggested Actions	<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>
Tentative Timeline/Deadline for Objective	2011-12 and ongoing
Point Person or Group for Objective	Vice Chancellor, Human Resources
Measurements of Progress	<p>Approved Staffing Plan with applicable targets</p> <p>Annual report of FT/PT faculty ratio</p>

Goal 2.3: Achieve excellence in teaching and learning at all district sites through professional development and a continuous improvement process.

Objective	2.3.1: Maintain district commitment to professional development at the colleges. [See also 3.1.1 and 4.2.1.]
Suggested Actions	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.
Tentative Timeline/Deadline for Objective	2010-12 and ongoing
Point Person or Group for Objective	Professional Development Committee chairs
Measurements of Progress	Documentation of attendance of staff and faculty at professional development activities, including those held at district sites other than their own Survey results

Objective	2.3.2: Maintain the district commitment to continuous improvement processes.
Suggested Actions	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.
Tentative Timeline/Deadline for Objective	2010-11 and ongoing
Point Person or Group for Objective	Chancellor’s Cabinet
Measurements of Progress	Number of training sessions and participants Training session evaluations Documentation of resources provided

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

Objective	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.]
Suggested Actions	Identify training needs. Develop appropriate training programs to meet the needs. Deliver training to employees. Evaluate the program annually and revise it as needed.
Tentative Timeline/Deadline for Objective	2010-11 and ongoing
Point Person or Group for Objective	Vice Chancellor, Human Resources Executive Director, DETS Professional Development Committee chairs
Measurements of Progress	Number of training sessions and participants Training session evaluations Documentation of training contents and modes

Objective	3.1.2: Develop processes that support the transparent allocation of resources district-wide.
Suggested Actions	Finalize resource allocation model and process. District Budget Committee evaluates the process annually and recommends improvements as needed. DSPC makes a formal recommendation to the District Budget Committee to review the annual budget within the framework of the DSP. Establish a committee for coordination of and communication about grant activity district-wide.
Tentative Timeline/Deadline for Objective	Spring 2010
Point Person or Group for Objective	Vice Chancellor, Fiscal Services
Measurements of Progress	Adopted district-wide resource allocation process.

Goal 3.2: Provide technology that supports excellence in teaching, learning, and support.
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Objective	3.2.1: Finalize overall organizational structure for the delivery of identified technology services.
Suggested Actions	Annually review the respective roles of the district and campus technology departments. Publish the organizational structure for technology services. Publish a master list of district-supported software and systems.
Tentative Timeline/Deadline for Objective	Spring 2010
Point Person or Group for Objective	Executive Director, DETS
Measurements of Progress	Documentation of final approved structure Publication of catalog of services

Goal 3.3: Effectively manage enrollment across the district through a dynamic balance of identified needs and available resources.

Objective	3.3.1: Integrate and coordinate campus-level enrollment management with district resource allocation processes.
Suggested Actions	Determine resources available to colleges. Colleges develop enrollment management plans to match available resources. Colleges review and modify enrollment management plans based in part on accuracy of enrollment projections.
Tentative Timeline/Deadline for Objective	Spring 2011
Point Person or Group for Objective	College presidents Vice Chancellor, Fiscal Services
Measurements of Progress	Annual report of enrollment data Annual evaluation of accuracy of enrollment projections

**Strategic Direction 4
Enhanced and Informed Governance and Leadership
(Board Imperative IV)**

Goal 4.1: Optimize governance structures and processes throughout the district.

Objective	4.1.1: Periodically evaluate, enhance, and document district collegial-consultation structures and processes.
Suggested Actions	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.
Tentative Timeline/Deadline for Objective	2010-11
Point Person or Group for Objective	Chancellor
Measurements of Progress	Documentation of the charges of the governance bodies Satisfaction with effectiveness of district governance bodies

Objective	4.1.2: Periodically evaluate, enhance, and document the functional relationships among district entities.
Suggested Actions	Create a map of the functional relationships among district entities. Evaluate the effectiveness of the functional relationships, and implement improvements based on results.
Tentative Timeline/Deadline for Objective	2010-11
Point Person or Group for Objective	Chancellor’s Cabinet
Measurements of Progress	Approved map of functional relationships Satisfaction with effectiveness of functional relationships

Goal 4.2: Continuously develop leaders among all groups.

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

**Strategic Direction 5
Inclusive Climate**

Goal 5.1: Value diversity and promote inclusiveness among employees, students, and the community.

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

Objective	5.1.2: Coordinate district-wide events celebrating diversity for students, employees, and the community.
Suggested Actions	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.
Tentative Timeline/Deadline for Objective	2010-11
Point Person or Group for Objective	College presidents
Measurements of Progress	Schedule of events Evaluation of events' effectiveness

Strategic Direction 6 Community Collaboration and Value
Goal 6.1: Enhance the district’s value and image in the communities.

Objective	6.1.1: Develop a comprehensive district marketing and outreach plan, coordinated with those of the colleges, to raise the communities’ awareness of education and training services.
Suggested Actions	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.
Tentative Timeline/Deadline for Objective	Spring 2011-Fall 2011
Point Person or Group for Objective	Marketing Committee composed of representatives from each entity, including KVCR and EDCT
Measurements of Progress	Documentation of committee establishment and meetings Documentation of the plan Media standards Pattern of expenditures for outreach, advertising, etc.

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

Objective	6.2.1: Establish a high-level Community Leaders Roundtable.
Suggested Actions	Establish the purposes of the group. List appropriate candidates for membership and solicit their interest. Establish the group. Meet at least twice annually and document the proceedings.
Tentative Timeline/Deadline for Objective	Spring 2011
Point Person or Group for Objective	Chancellor’s Cabinet
Measurements of Progress	Documentation of group establishment and meetings Documentation of Community Leaders Roundtable recommendations and other actions

Objective	6.2.2: Establish a Community Affinity Network to promote and document productive relationships between district employees and organizations in the surrounding communities.
Suggested Actions	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.
Tentative Timeline/Deadline for Objective	Fall 2011-Spring 2013
Point Person or Group for Objective	Chancellor’s Cabinet
Measurements of Progress	Documentation of discussion area content and usage Published list of program sponsors Published calendar of facilities use

Objective	6.2.3: Support and strengthen Career Pathways.
Suggested Actions	Promote collaboration among the district entities and with K-12, four-year institutions, and the business community regarding Career Pathways.
Tentative Timeline/Deadline for Objective	2011-12
Point Person or Group for Objective	VPIs
Measurements of Progress	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. Neither, however, accounts for yearly budget interventions, significant changes in college services, or other district/college changes. Moreover, it is important to note that since final decisions on filling SERP and 2009-10 vacancies have not been made as of publication of this DSP, none of the projected scenarios includes expenditures for filling any of those vacancies. See *Revenue, Expenditure, and Other Forecast Assumptions* below for factors that are taken into consideration.

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*, since district 2010-11 budget numbers as of publication of this DSP are not yet final.

Forecast, 2010-11 through 2012-13

	2010-11		2011-12		2012-13	
	Scenario A	Scenario B	Scenario A	Scenario B	Scenario A	Scenario B
Beginning Fund Balance	\$0	\$0	(\$2,690,502)	\$25,996	(\$6,045,968)	\$919,783
Revenues						
Base Funding Rate: Total FTES <=10,000 for Multi-College District	\$3,321,545	\$3,387,976	\$3,321,545	\$3,455,735	\$3,321,545	\$3,524,850
Base Funding Rate: Total FTES >=10,000 for Multi-College District	\$3,875,136	\$3,952,639	\$3,875,136	\$4,031,691	\$3,875,136	\$4,112,325
Total Credit FTES Funding	\$62,841,458	\$64,739,270	\$62,841,458	\$66,694,396	\$62,841,458	\$68,708,567
Total Noncredit FTES Funding	\$30,661	\$31,587	\$30,661	\$32,541	\$30,661	\$33,524
Growth	\$0	\$681,588	\$0	\$701,827	\$0	\$722,669
Cost of Living Adjustment (COLA)	(\$266,261)	(\$274,024)	\$0	\$1,484,287	\$0	\$1,527,585
Part-time Faculty	\$192,987	\$192,987	\$192,987	\$192,987	\$192,987	\$192,987
Lottery Funds	\$1,411,223	\$1,411,223	\$1,411,223	\$1,411,223	\$1,411,223	\$1,411,223
Interest Income	\$376,780	\$376,780	\$376,780	\$376,780	\$376,780	\$376,780
Other Campus Revenue	\$678,086	\$678,086	\$678,086	\$678,086	\$678,086	\$678,086
Total Revenues	\$72,461,615	\$75,178,113	\$72,727,877	\$79,059,554	\$72,727,877	\$81,288,597
Expenditures						
Academic Salaries	\$32,265,643	\$32,265,643	\$32,749,628	\$33,394,941	\$33,240,872	\$34,563,763
Classified Salaries	\$17,331,411	\$17,331,411	\$17,591,382	\$17,938,010	\$17,855,253	\$18,565,841
Benefits	\$12,484,673	\$12,484,673	\$12,671,943	\$13,108,907	\$12,862,022	\$13,764,352
Supplies	\$1,764,023	\$1,764,023	\$1,764,023	\$1,852,224	\$1,764,023	\$1,944,835
Contracts and Services	\$10,572,454	\$10,572,454	\$10,572,454	\$11,101,077	\$10,572,454	\$11,656,131
Capital Outlay	\$733,913	\$733,913	\$733,913	\$770,609	\$733,913	\$809,139
Other Outgoing	\$0	\$0	\$0	\$0	\$0	\$0
Total Expenditures	\$75,152,117	\$75,152,117	\$76,083,343	\$78,165,767	\$77,028,537	\$81,304,061
Operating Surplus/(Deficit)	(\$2,690,502)	\$25,996	(\$3,355,466)	\$893,787	(\$4,300,661)	(\$15,464)
Ending Fund Balance	\$0	\$0	(\$6,045,968)	\$919,783	(\$10,346,629)	\$904,319

Revenue, Expenditure, and Other Forecast Assumptions

Revenue Assumptions	2010-11		2011-12		2012-13	
	Scenario A	Scenario B	Scenario A	Scenario B	Scenario A	Scenario B
Base Funding Rate Increase	0.00%	2.00%	0.00%	2.00%	0.00%	2.00%
Base Funding Increase (Per Credit FTES)	0.00%	2.00%	0.00%	2.00%	0.00%	2.00%
Base Funding Increase (Per Noncredit FTES)	0.00%	2.00%	0.00%	2.00%	0.00%	2.00%
Constrained Growth (%)	0.00%	1.00%	0.00%	1.00%	0.00%	1.00%
Cost of Living Adjustment (COLA %)	-0.38%	-0.38%	0.00%	2.00%	0.00%	2.00%
Part-time Faculty Increase	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Lottery Funds Increase	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Interest Income Increase	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
SBVC Other Campus Revenue Increase	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
CHC Other Campus Revenue Increase	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
District Office Services Assessment Increase	0.00%	0.00%	1.50%	4.00%	1.50%	4.00%
District-wide Costs Assessment Increase	0.00%	0.00%	1.50%	4.00%	1.50%	4.00%
Auxiliary Operations Assessment Increase	0.00%	0.00%	1.50%	4.00%	1.50%	4.00%
SERP Costs Assessment Increase	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
District Reserves Assessment Increase	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Expenditure Assumptions						
Academic and Classified Step and Column Increases	Included	Included	1.50%	1.50%	1.50%	1.50%
Academic and Classified Salaries COLA Increases	-0.38%	-0.38%	0.00%	2.00%	0.00%	2.00%
Benefits Increases	Included	Included	1.50%	5.00%	1.50%	5.00%
Supplies Increases	Included	Included	0.00%	5.00%	0.00%	5.00%
Contracts and Services Increases	Included	Included	0.00%	5.00%	0.00%	5.00%
Capital Outlay Increases	Included	Included	0.00%	5.00%	0.00%	5.00%
Other Outgo Increases	Included	Included	0.00%	0.00%	0.00%	0.00%
Other Assumptions						
SBVC Total Funded FTES (% of Total)	70.00%	70.00%	70.00%	70.00%	70.00%	70.00%
CHC Total Funded FTES (% of Total)	30.00%	30.00%	30.00%	30.00%	30.00%	30.00%
Academic and Classified Salaries COLA may differ from state COLA						

**2010-11 District Resource Allocation Model
May 23, 2010**

	A	B	C	D	E	F	G	H	I	J	K	L	M			
	Total Base State Revenue	Growth	COLA -0.38%	Total Base Revenue	Part-Time Faculty	Lottery Funds	Interest Income	Other Campus Revenue	Total Income	Assessment for District Office	Assessment for District-Wide Costs	Assessment for KVCR Operation	Assessment for SERP	Assessment for PDC	Assessment for District Reserve	Budget Allocation
SBVC	\$47,885,584	\$0	-\$181,965	\$47,703,619	\$135,092	\$1,190,882	\$280,000	\$465,814	\$49,775,407	(\$8,536,475)	(\$624,400)	(\$1,181,088)	(\$876,711)	(\$156,390)	\$0	\$38,400,343
CHC	\$22,183,149	\$0	-\$84,296	\$22,098,853	\$57,896	\$510,378	\$120,000	\$327,052	\$23,114,179	(\$3,658,489)	(\$267,600)	(\$506,180)	(\$269,238)	(\$67,025)	\$0	\$18,345,647
Total	\$70,068,733	\$0	-\$266,261	\$69,802,472	\$192,988	\$1,701,260	\$400,000	\$792,866	\$72,889,586	(\$12,194,964)	(\$892,000)	(\$1,687,268)	(\$1,145,949)	(\$223,415)	\$0	\$56,745,990

Column Comment

- A FTES based computational revenue includes state apportionment, student fees (98%), and property taxes.
- B Growth will not be allocated until it is in the final budget. This will avoid overbudgeting and overspending. Assumes even distribution for 2010-11 since both colleges are over enrollment cap.
- C Based on Governor's Budget for 2010-11 applied to Total Base State Revenue.
- D Based on 2009-10 Advance Apportionment, revised November 2009, adjusted by proposed Governor's cut of \$120,000.
- E 100% of FY 2011 Projected Lottery Income of \$1,701,260 allocated at 70% SBVC and 30% CHC.
- F 100% of FY 2011 Projected Interest Income of \$400,000 allocated at 70% SBVC and 30% CHC.
- G 100% of FY 2011 Projected income generated by each site.
- H Includes all District operations including HR, Fiscal, Police, DETS.
- I Includes transfer for Property/Liability Insurance (\$550,000) and Retiree funds for GASB 45 compliance (\$342,000).
- J Assessment for KVCR operations.
- K Funding for 20% of retiree salary plus retiree benefits (five years) of 2009-10 SERP.
- L Assessment for PDC.

NOTE:

Site budgets with life spans other than 00 and subprograms other than 0000 must submit a balanced budget.

Characteristics of the Colleges

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 48), 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 2006-07 to 2008-09

Gender	Academic Year					
	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Female	4,233	48.0	4,528	48.8	4,825	50.7
Male	4,436	50.3	4,615	49.7	4,600	48.3
Unknown	143	1.6	142	1.5	92	1.0
Total	8,812	100.0	9,285	100.0	9,517	100.0

Table 10.2: Number and Percent of CHC Students by Ethnicity and Academic Year from 2006-07 to 2008-09

Ethnicity	Academic Year					
	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Asian	495	5.6	498	5.4	554	5.8
African American	371	4.2	373	4.0	442	4.6
Hispanic	2,160	24.5	2,337	25.2	2,455	25.8
Native American	118	1.3	133	1.4	104	1.1
Pacific Islander	40	0.5	56	0.6	53	0.6
White	4,966	56.4	5,217	56.2	5,113	53.7
Unknown	662	7.5	671	7.2	796	8.4
Total	8,812	100.0	9,285	100.0	9,517	100.0

Table 10.3: Number and Percent of CHC Students by Age and Academic Year from 2006-07 to 2008-09

Age	Academic Year					
	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
19 or younger	2,413	27.4	2,550	27.5	2,723	28.6
20-24	2,694	30.6	2,946	31.7	3,189	33.5
25-29	1,194	13.5	1,231	13.3	1,267	13.3
30-34	655	7.4	700	7.5	671	7.1
35-39	548	6.2	545	5.9	510	5.4
40-49	821	9.3	838	9.0	723	7.6
50 and above	453	5.1	457	4.9	429	4.5
Unknown	34	0.4	18	0.2	5	0.1
Total	8,812	100.0	9,285	100.0	9,517	100.0

Table 10.4: Number and Percent of CHC Students by Disability Status and Academic Year from 2006-07 to 2008-09

Disability Status	Academic Year					
	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Not a Disability	8,465	96.1	8,929	96.2	9,146	96.1
Disability	347	3.9	356	3.8	371	3.9
Total	8,812	100.0	9,285	100.0	9,517	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.

Student Demographics: San Bernardino Valley College

Table 10.5: Number and Percent of SBVC Students by Gender and Academic Year from 2006-07 to 2008-09

Gender	Academic Year					
	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Female	10,980	56.0	11,539	55.5	12,321	55.6
Male	8,497	43.4	9,142	44.0	9,719	43.9
Unknown	121	0.6	107	0.5	123	0.6
Total	19,598	100.0	20,788	100.0	22,163	100.0

Table 10.6: Number and Percent of SBVC Students by Ethnicity and Academic Year from 2006-07 to 2008-09

Ethnicity	Academic Year					
	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Asian	1,219	6.2	1,344	6.5	1,427	6.4
African American	3,957	20.2	4,127	19.9	4,291	19.4
Hispanic	8,076	41.2	8,784	42.3	9,741	44.0
Native American	187	1.0	179	0.9	203	0.9
Pacific Islander	147	0.8	147	0.7	149	0.7
White	4,948	25.2	5,104	24.6	5,080	22.9
Unknown/Other	1,064	5.4	1,103	5.3	1,272	5.7
Total	19,598	100.0	20,788	100.0	22,163	100.0

Table 10.7: Number and Percent of SBVC Students by Age and Academic Year from 2006-07 to 2008-09

Age	Academic Year					
	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
19 or younger	3,958	20.2	4,167	20.0	4,658	21.0
20-24	5,275	26.9	5,705	27.4	6,182	27.9
25-29	3,013	15.4	3,227	15.5	3,518	15.9
30-34	1,994	10.2	2,106	10.1	2,226	10.0
35-39	1,632	8.3	1,750	8.4	1,742	7.9
40-49	2,467	12.6	2,505	12.1	2,462	11.1
50 and above	1,250	6.4	1,322	6.4	1,368	6.2
Unknown	9	0.0	6	0.0	7	0.0
Total	19,598	100.0	20,788	100.0	22,163	100.0

Table 10.8: Number and Percent of SBVC Students by Disability Status and Academic Year from 2006-07 to 2008-09

Disability Status	Academic Year					
	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Not a Disability	18,764	95.7	19,961	96.0	21,056	95.0
Disability	834	4.3	827	4.0	1,107	5.0
Total	19,598	100.0	20,788	100.0	22,163	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.

Employee Demographics: Crafton Hills College

Table 10.9: 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

Table 10.10: 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				
	Disability		Not a Disability		Total
	#	%	#	%	
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

Table 10.11: 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

Table 10.12: 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
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

Employee Demographics: San Bernardino Valley College

Table 10.13: 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 %
Fall 2006						
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
Total	381	51.5	359	48.5	740	100.0
Fall 2007						
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
Total	399	51.4	377	48.6	776	100.0
Fall 2008						
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
Total	413	51.8	385	48.2	798	100.0
Fall 2009						
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
Total	402	52.2	368	47.8	770	100.0

Table 10.14: 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		
	#	%	#	%	
Fall 2006					
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
Total	12	1.6	728	98.4	740
Fall 2007					
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
Total	11	1.4	765	98.6	776
Fall 2008					
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
Total	12	1.5	786	98.5	798
Fall 2009					
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
Total	14	1.8	756	98.2	770

Table 10.15: 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

Table 10.16: 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

Planning Context: Information from the Environmental Scan

(Information in this section was provided by Kevin Fleming of the Center of Excellence.)

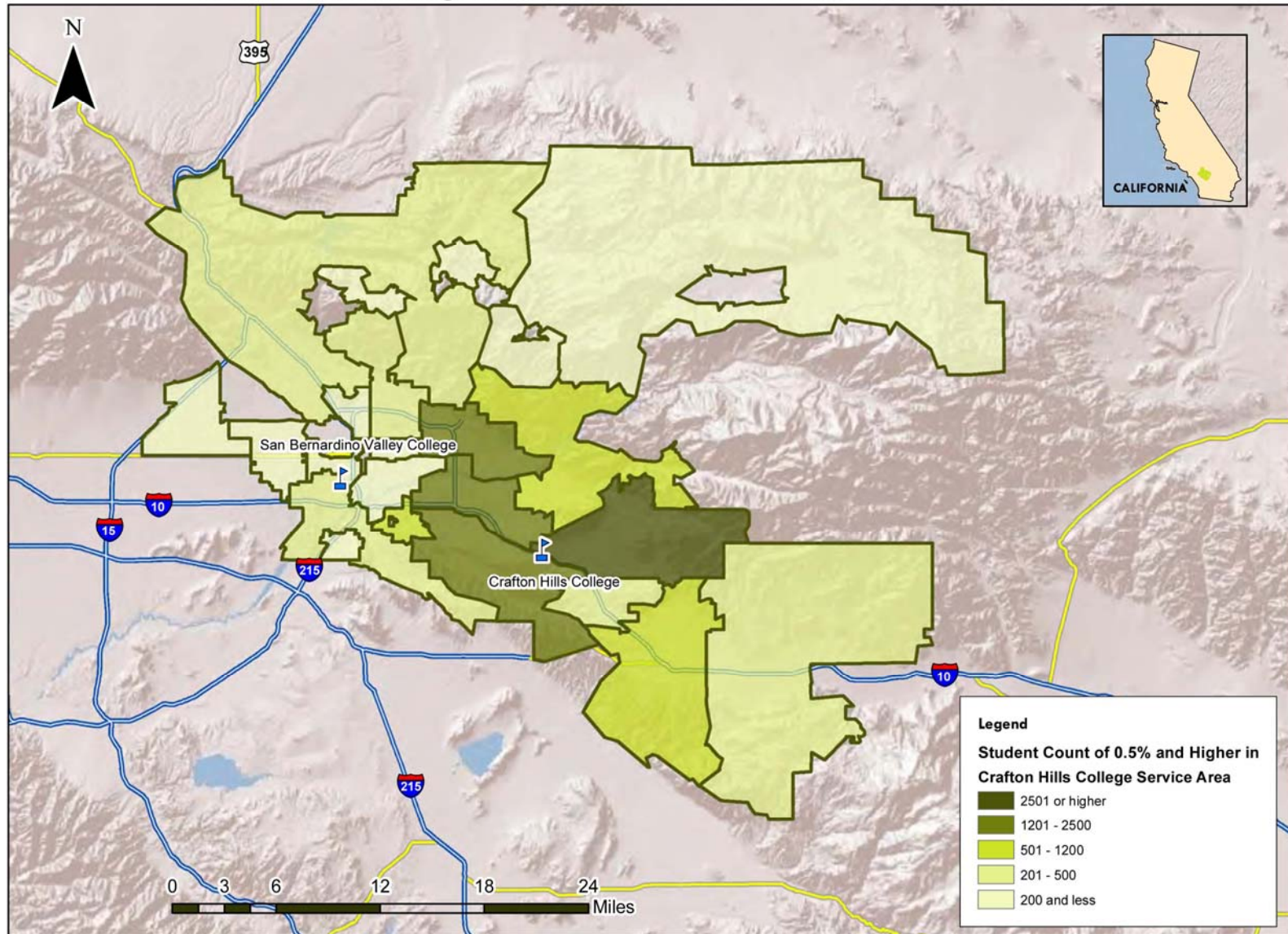
District Strategic Planning Implications Identified by the Committee

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 try to duplicate it.
 - g. For administrative assistants, on-the-job training is predominant, so there is little need for a program.

Figure 11.1

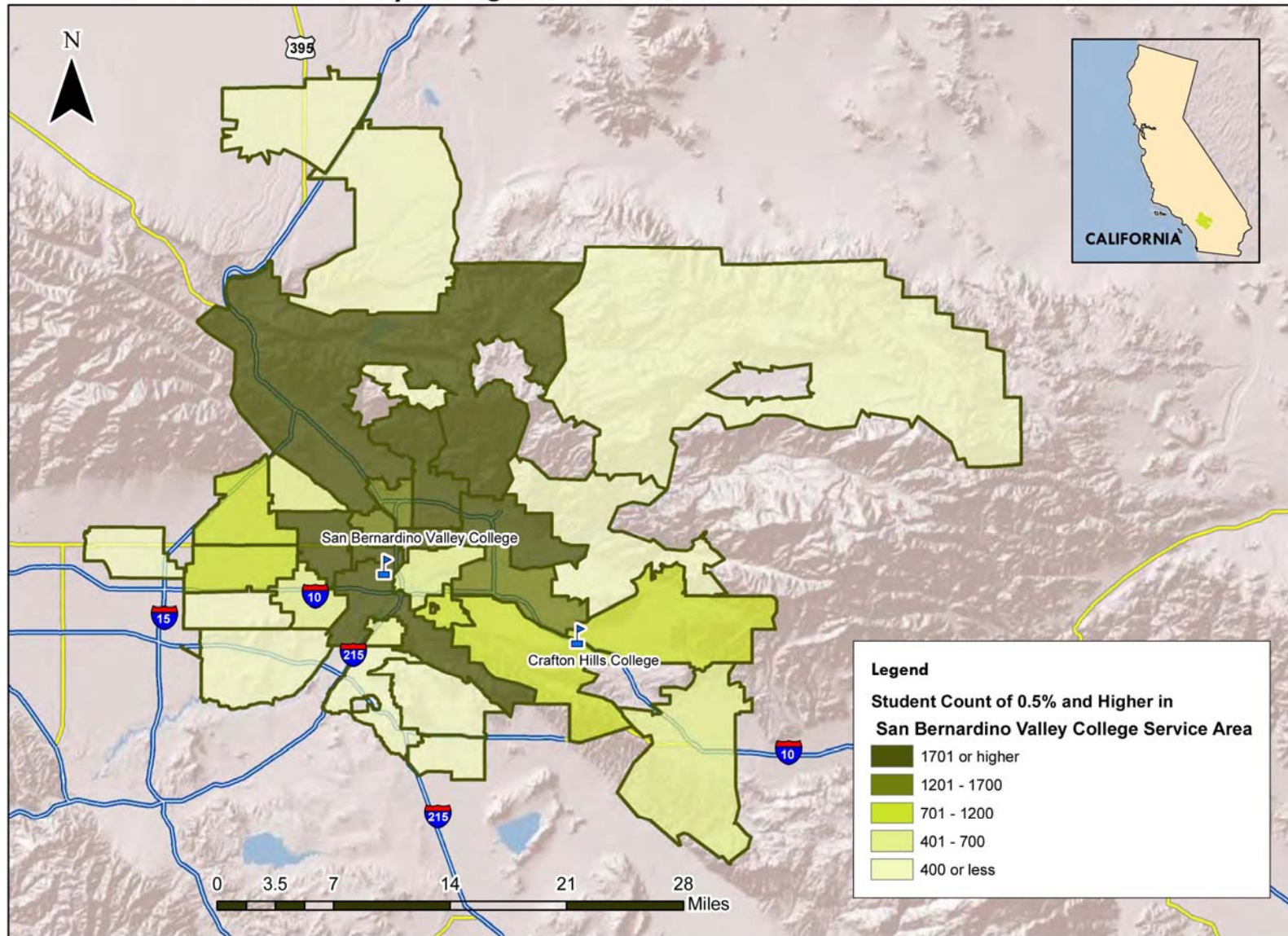
Crafton Hills College Service Area: Distribution of Student Enrollment



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 11.2

San Bernardino Valley College 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 at least 0.5% of all enrolled students, Fall 2006 through Summer 2009.

Figure 11.3

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

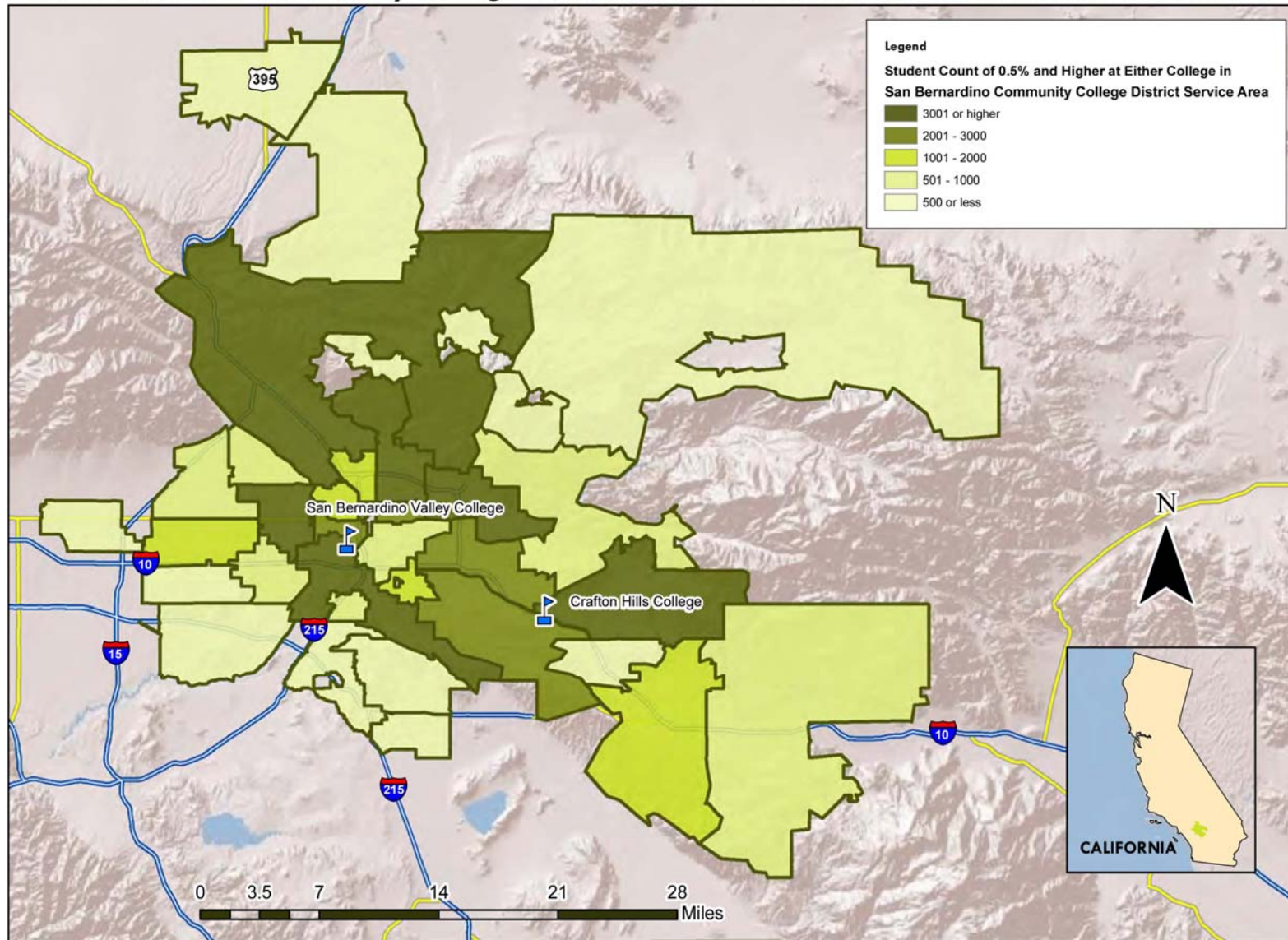
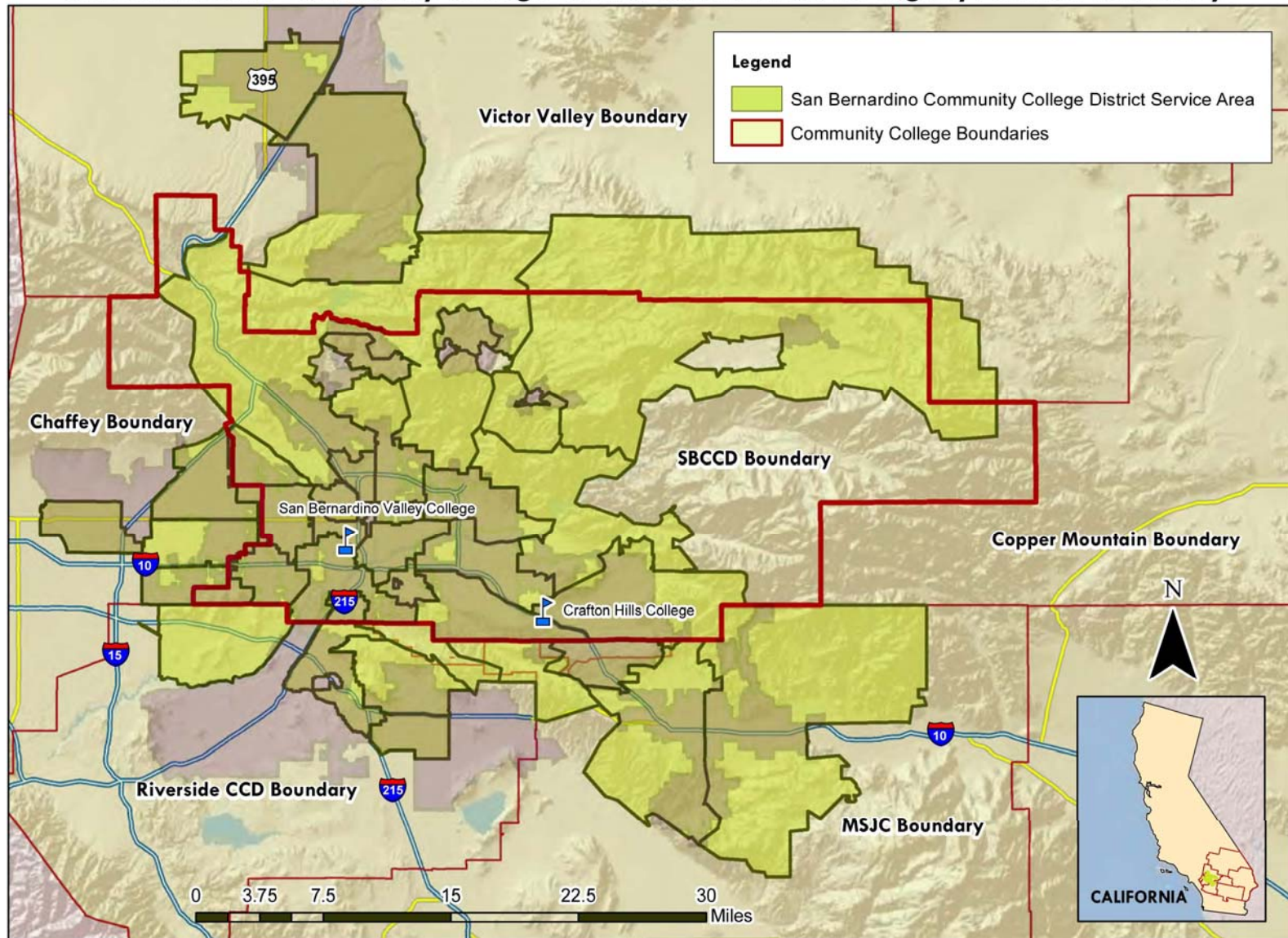


Figure 11.4

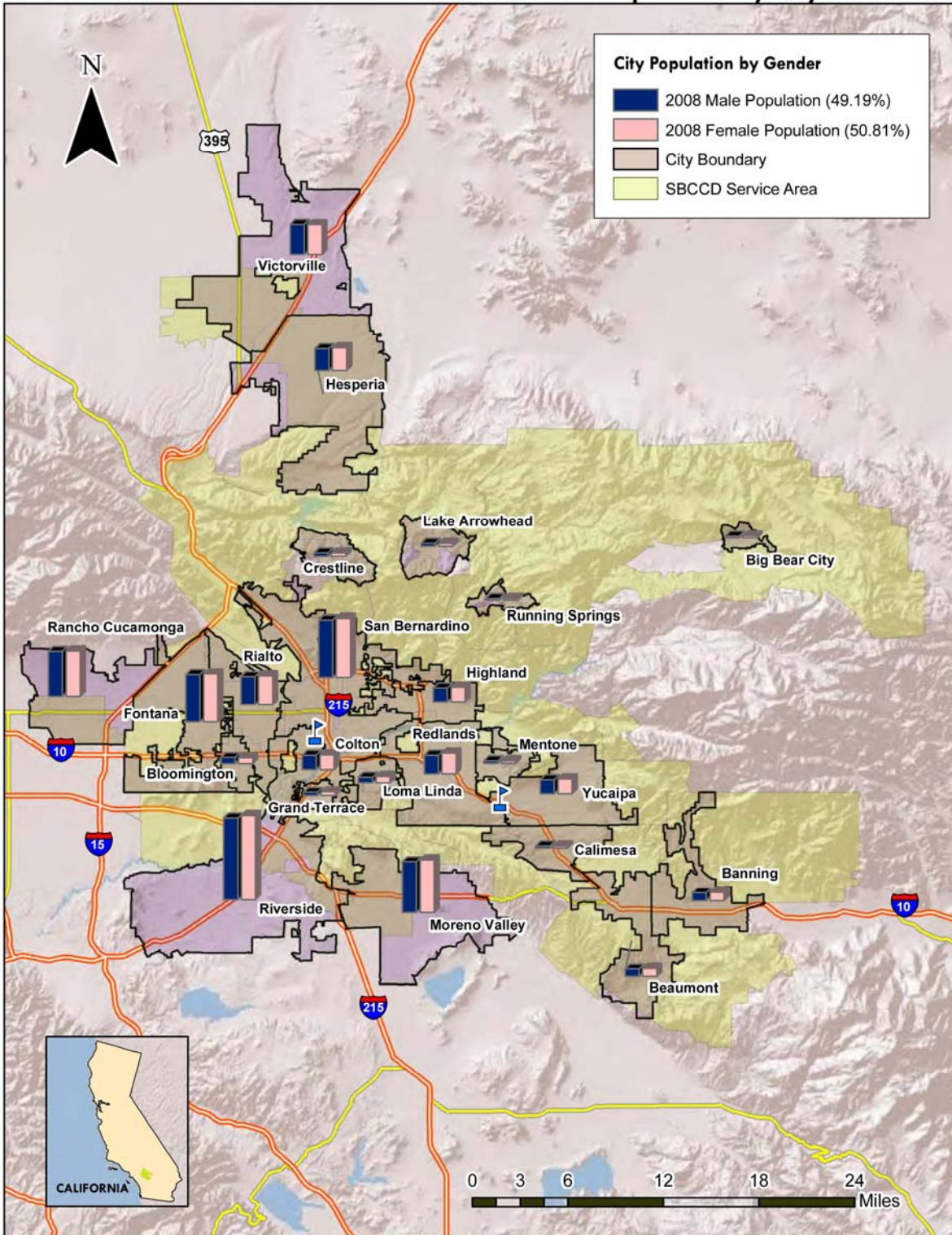
San Bernardino Community College District Service Area vs Legally Defined Boundary



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.

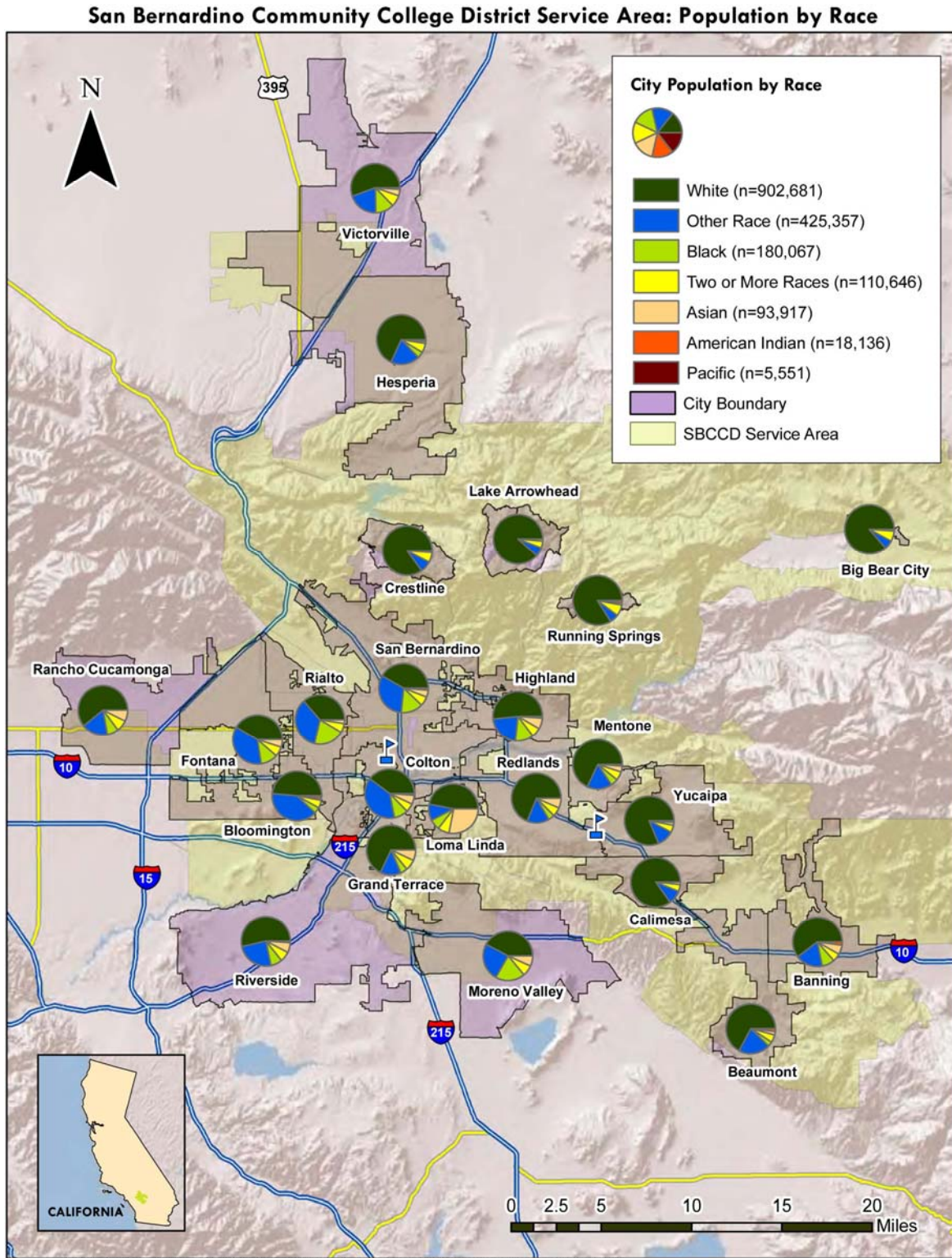
Figure 11.5

SBCCD Service Area: Male and Female Population by City



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

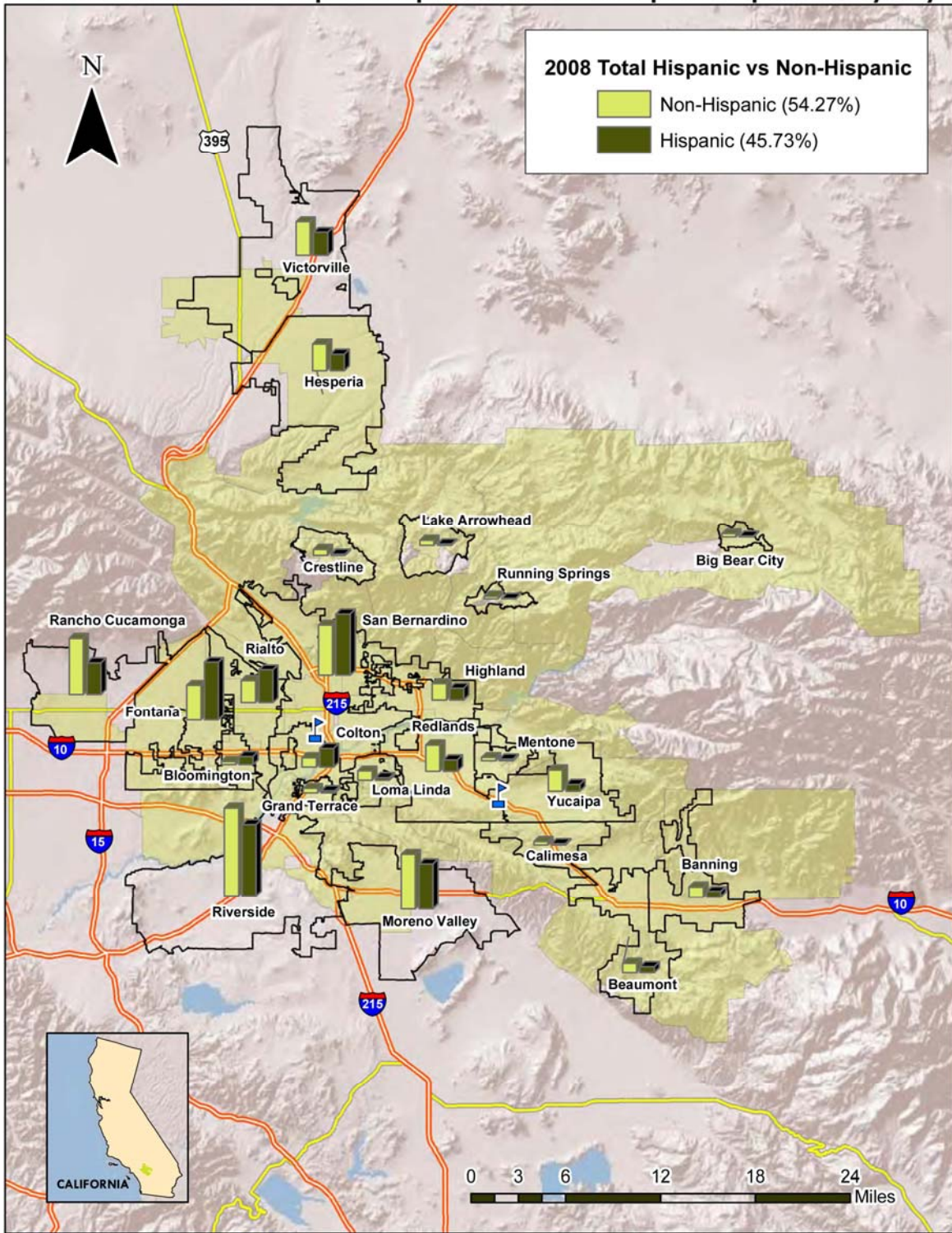
Figure 11.6



Source: Center of Excellence, California Community Colleges. Software and data provided by ESRI. The data calculation was from 2008 US Census Bureau Total Population for each city.

Figure 11.7

SBCCD Service Area: Hispanic Population vs Non-Hispanic Population by City



Source: Center of Excellence, California Community Colleges. Software and data provided by ESRI.
The data calculation of non-Hispanic is the subtraction of Total Hispanic Population from 2008 US Census Bureau Total Population.

Figure 11.8

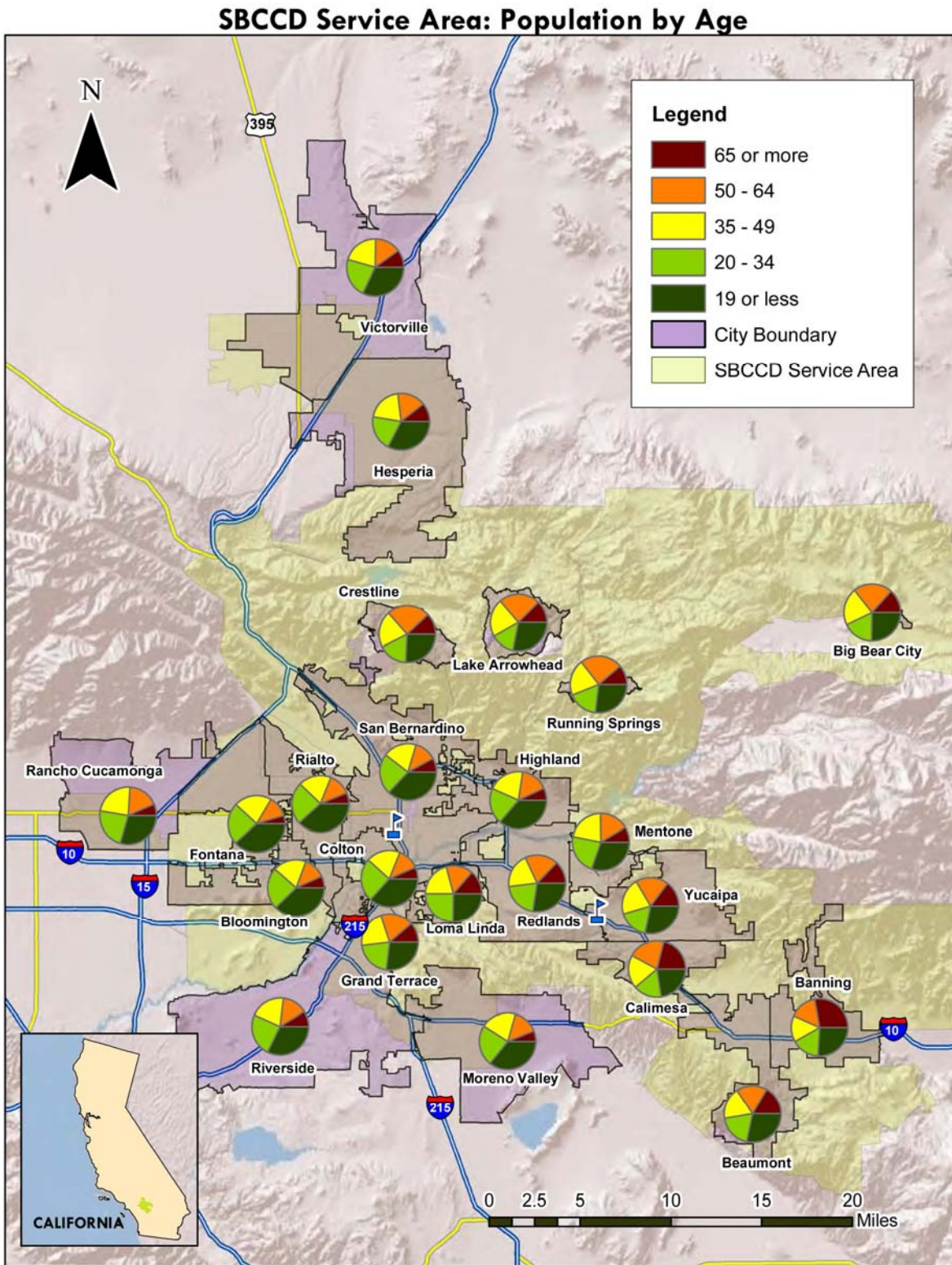
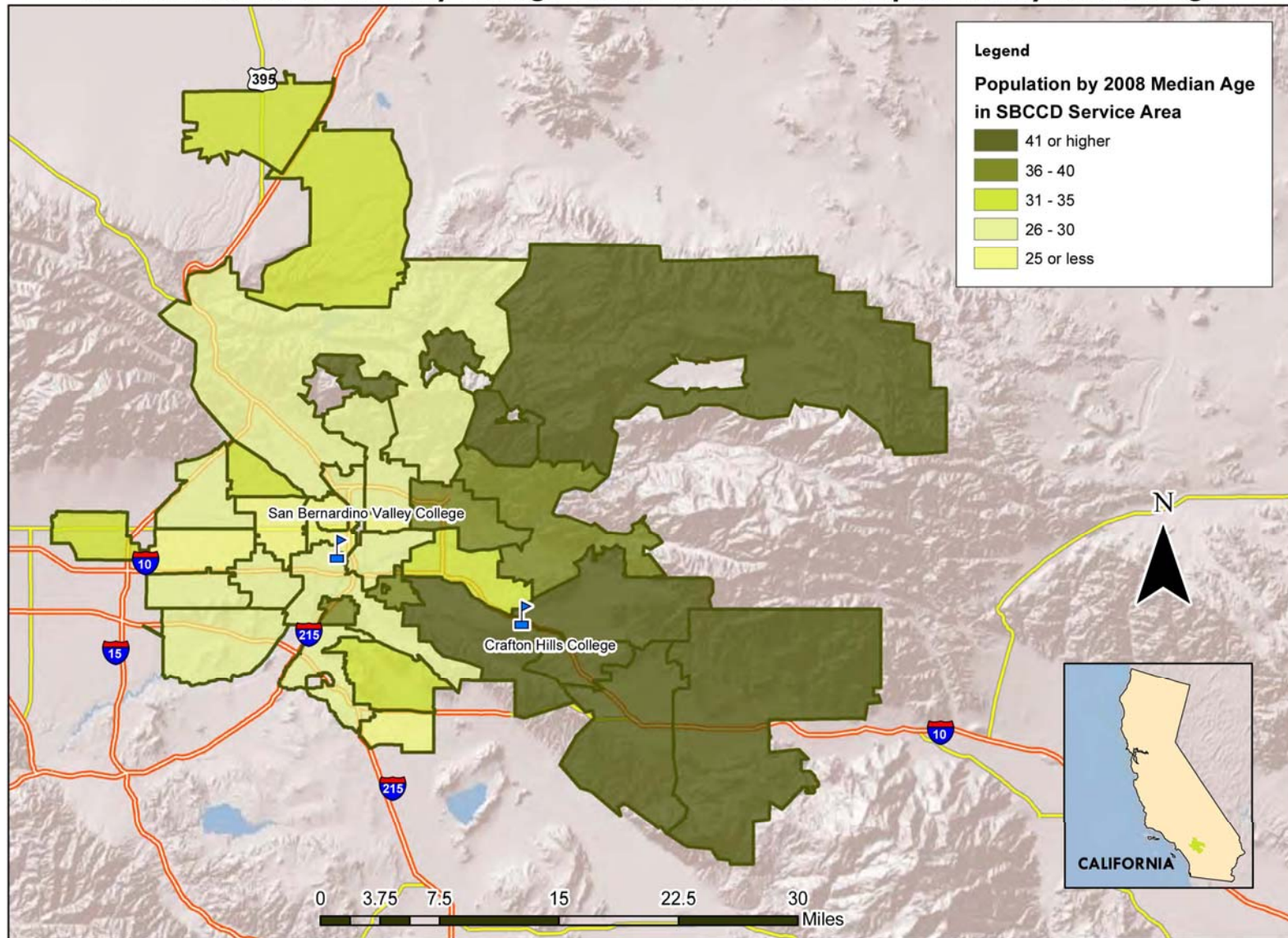


Figure 11.9

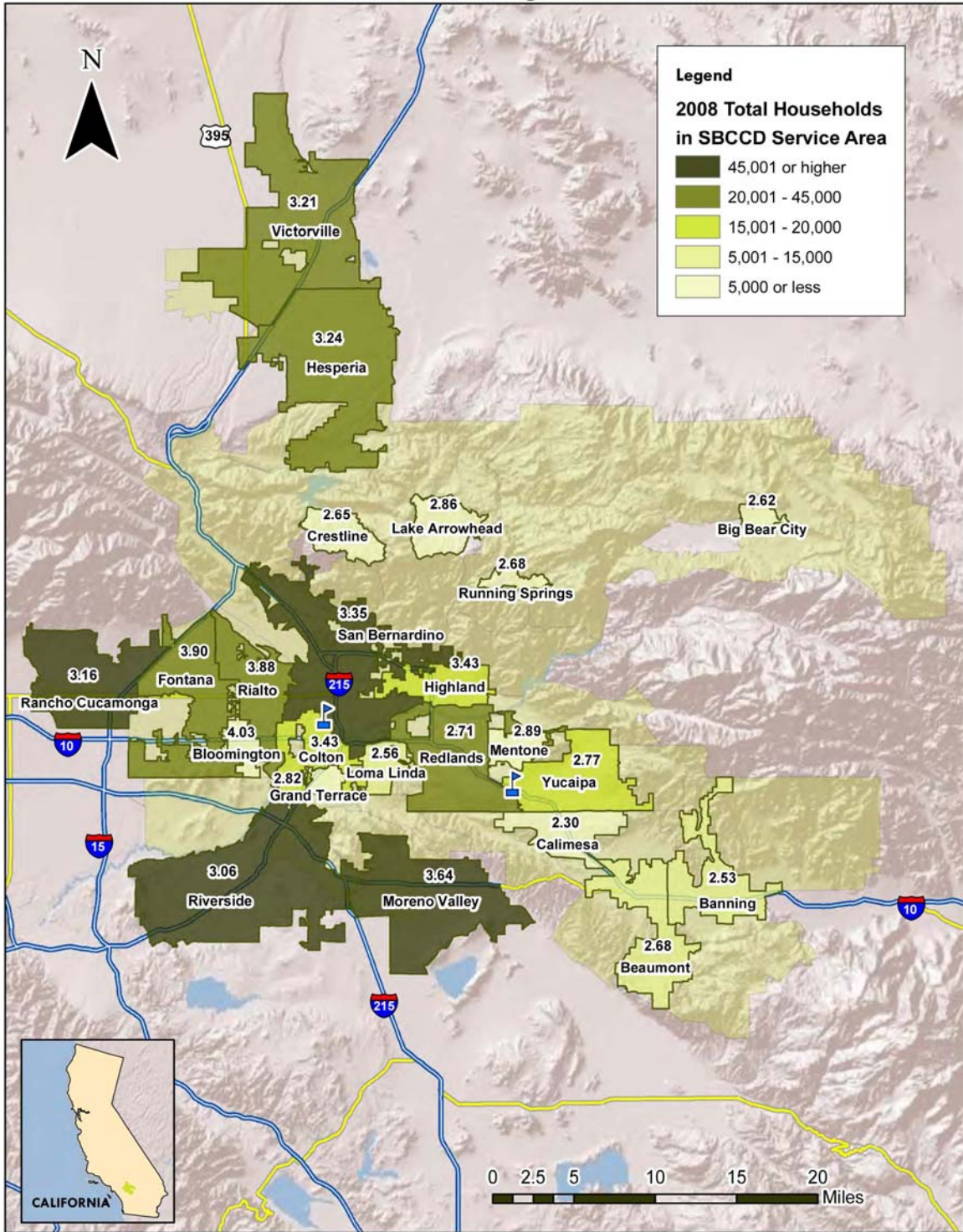
San Bernardino Community College District Service Area: Population by Median Age



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 11.10

**SBCCD Service Area: City Population by Household Composition
Labeled with 2008 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 house size. Cities with a lower average household size has less population density.

Figure 11.11

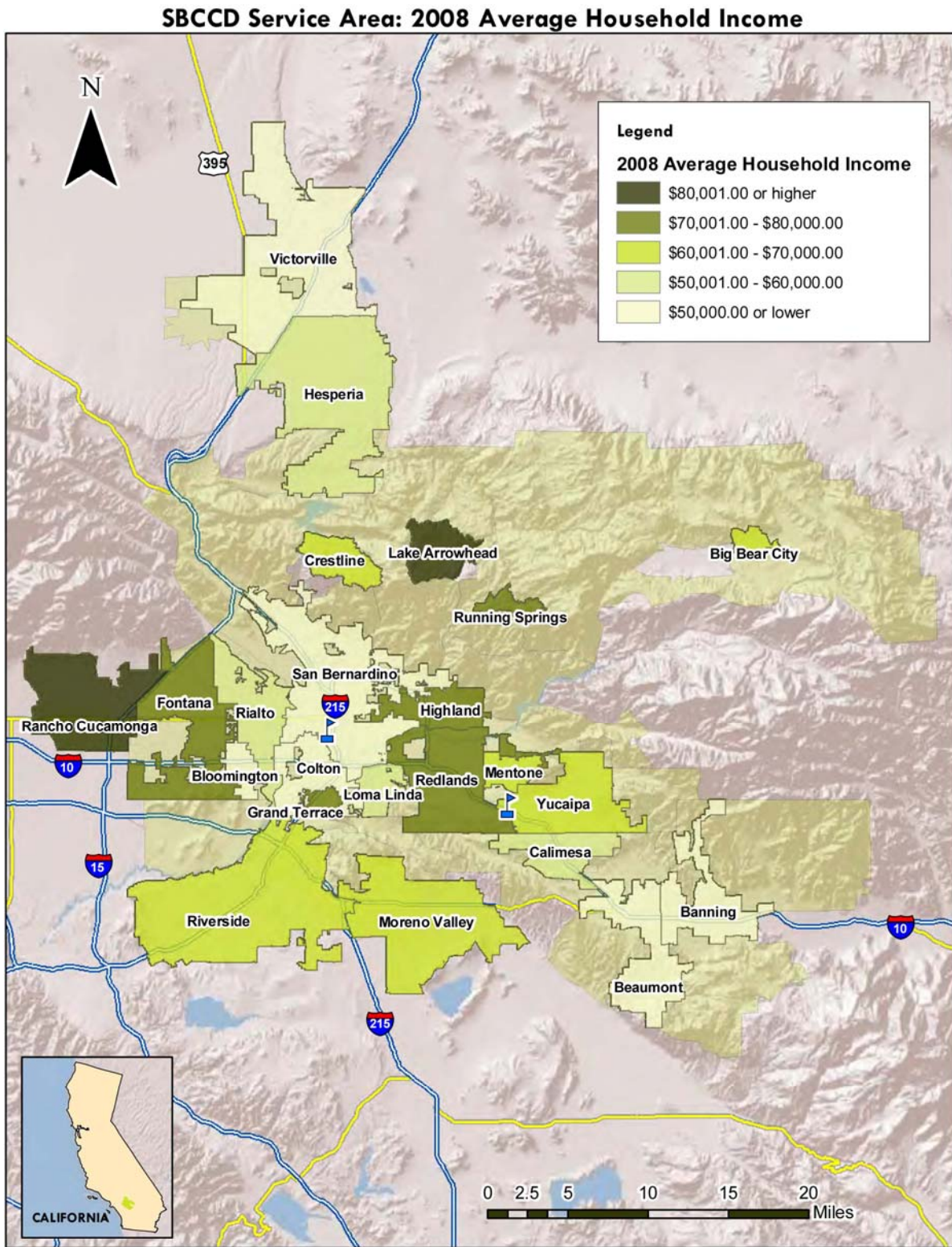
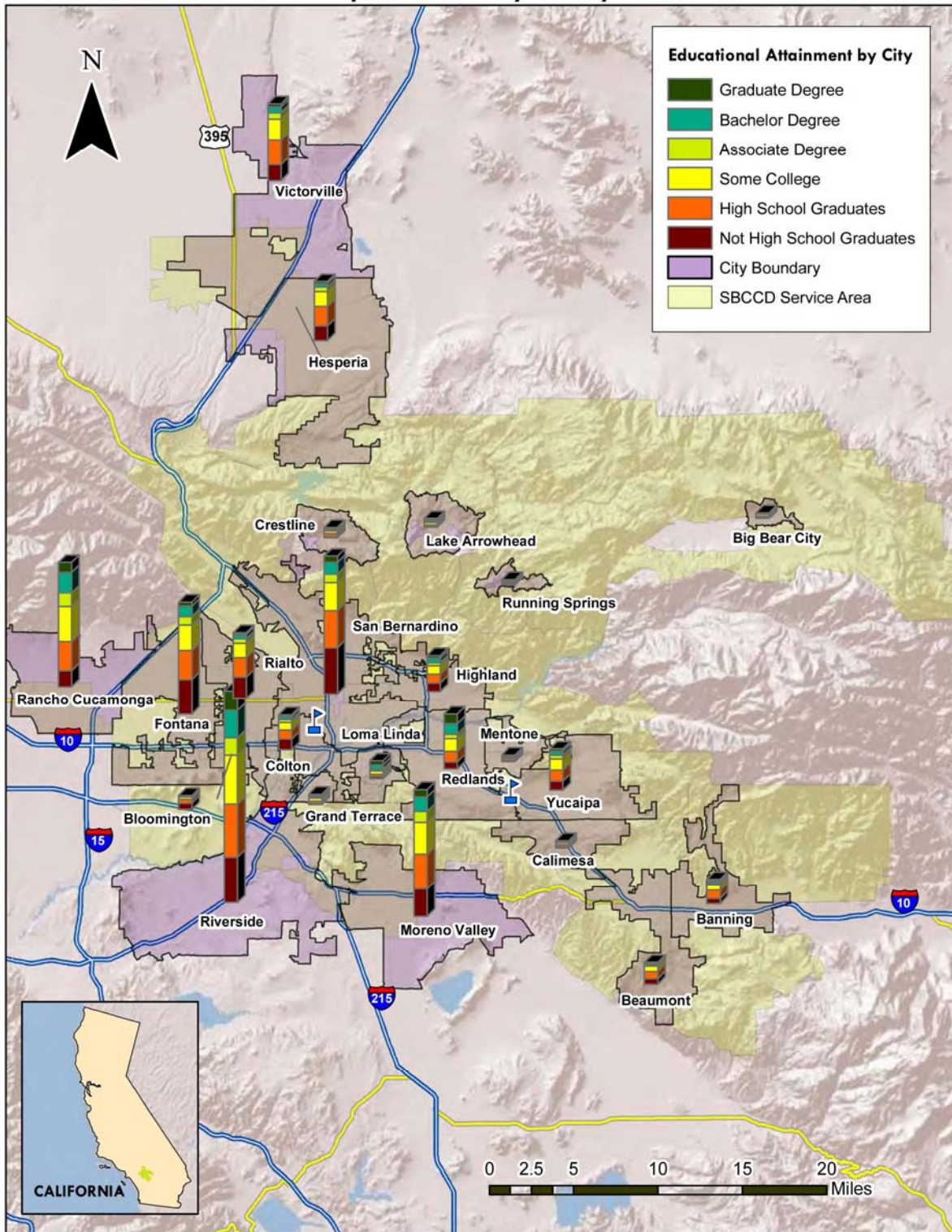


Figure 11.12

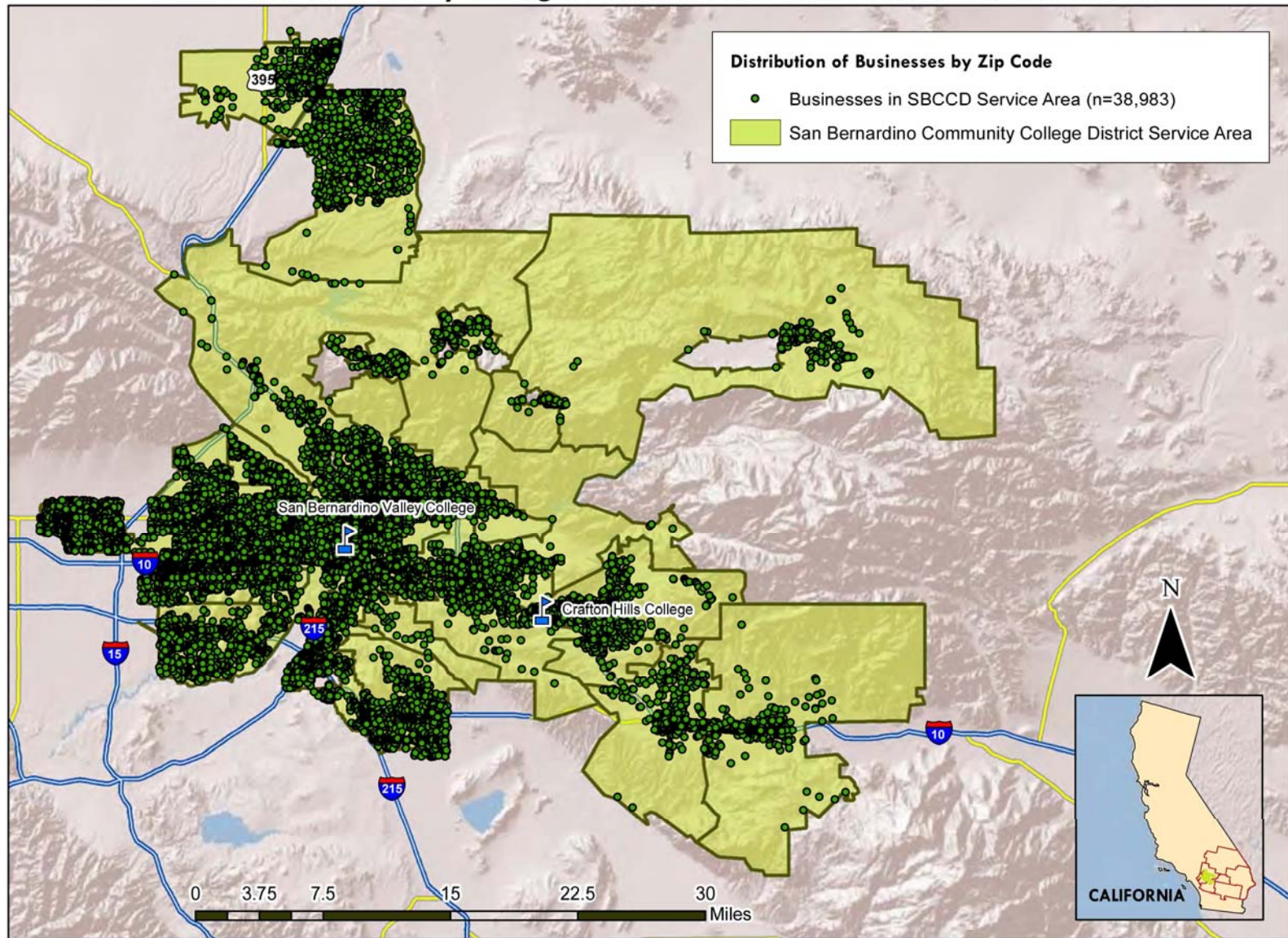
SBCCD Service Area: Population 25+ years by Educational Attainment



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

Figure 11.13

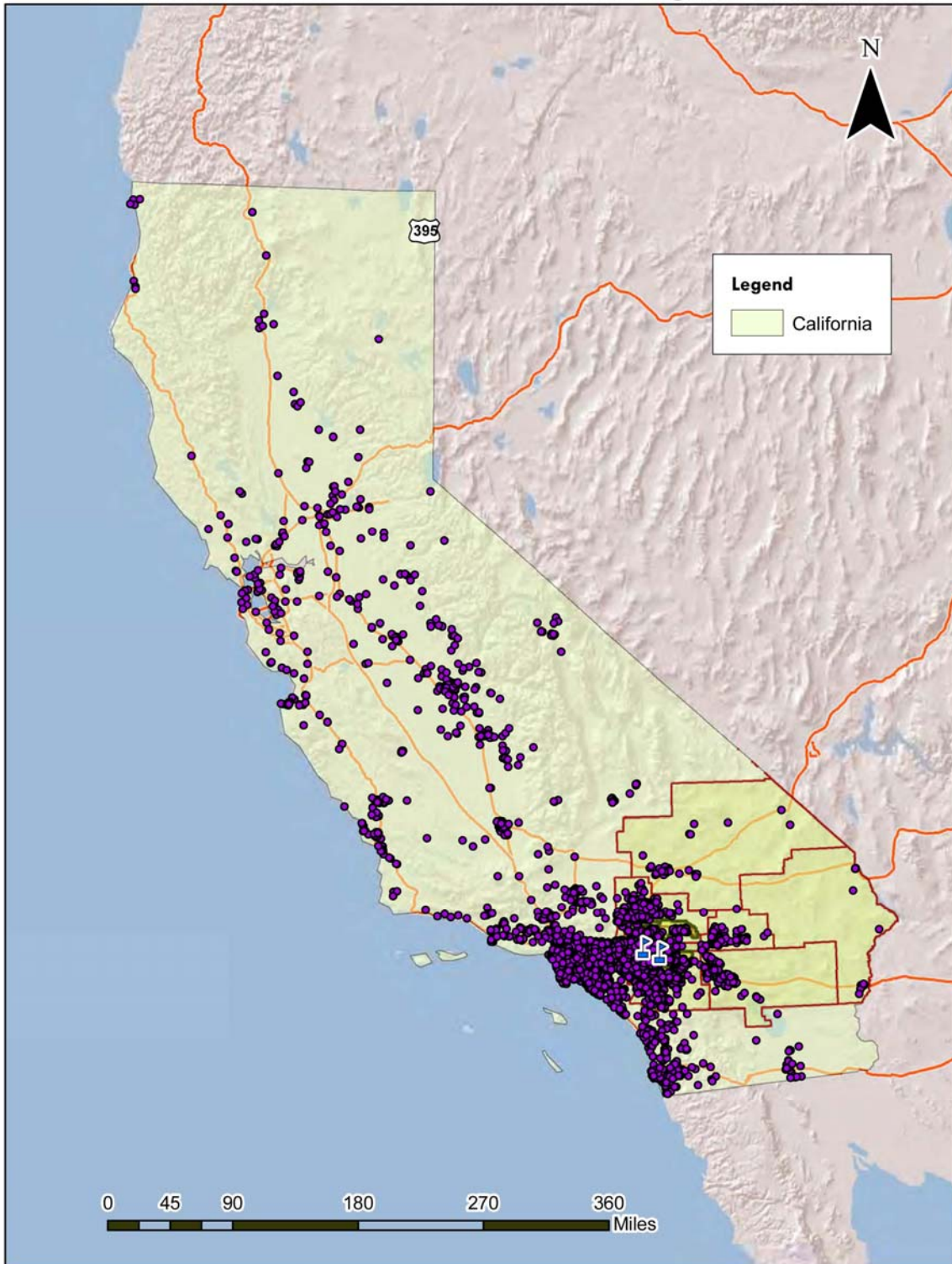
San Bernardino Community College District Service Area: Distribution of Businesses



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 11.14

SBCCCD Student Enrollment: Fall 2006 through Summer 2009



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

Table 11.1: Job Projections by Industry, 2008-13
San Bernardino and Riverside Counties

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

NAICS Code	NAICS Description / Industry	2008 Jobs	2013 Jobs	Change	% Change
11	Agriculture, forestry, fishing and hunting	6,201	5,571	(630)	(10%)
11A	Crop and animal production	3,832	3,372	(460)	(12%)
113	Forestry and logging	9	9	(0)	(1%)
114	Fishing, hunting and trapping	25	19	(6)	(25%)
115	Support activities for agriculture and forestry	2,335	2,172	(163)	(7%)
21	Mining	750	659	(91)	(8%)
211	Oil and gas extraction	42	45	3	8%
212	Mining, except oil and gas	688	592	(96)	(14%)
213	Support activities for mining	20	22	2	11%
22	Utilities	5,323	5,483	160	3%
221119	Other electric power generation	579	527	(52)	(9%)
221122	Electric power distribution	358	397	39	11%
221210	Natural gas distribution	401	305	(96)	(24%)
221310	Water supply and irrigation systems	3,921	4,509	588	15%
221320	Sewage treatment facilities	64	n/a	n/a	n/a
23	Construction	93,930	84,446	(9,484)	(10%)
236	Construction of buildings	24,517	21,575	(2,942)	(12%)
237	Heavy and civil engineering construction	13,310	12,378	(932)	(7%)
238	Specialty trade contractors	56,103	50,493	(5,610)	(10%)
31-33	Manufacturing	105,541	99,254	(6,287)	(6%)
311	Food manufacturing	6,545	7,069	524	8%
312	Beverage and tobacco product manufacturing	2,411	2,773	362	15%
313	Textile mills	534	571	37	7%
314	Textile product mills	568	534	(34)	(6%)
315	Apparel manufacturing	273	232	(41)	(15%)
316	Leather and allied product manufacturing	1,085	966	(119)	(11%)
321	Wood product manufacturing	5,050	4,040	(1,010)	(20%)
322	Paper manufacturing	2,527	2,401	(126)	(5%)
323	Printing and related support activities	3,694	3,288	(406)	(11%)
324	Petroleum and coal products manufacturing	563	569	6	1%
325	Chemical manufacturing	3,978	4,177	199	5%
326	Plastics and rubber products manufacturing	8,468	7,452	(1,016)	(12%)
327	Nonmetallic mineral product manufacturing	4,902	4,314	(588)	(12%)
331	Primary metal manufacturing	4,715	4,762	47	1%
332	Fabricated metal product manufacturing	18,138	16,324	(1,814)	(10%)
333	Machinery manufacturing	5,776	5,314	(462)	(8%)
334	Computer and electronic product manufacturing	6,224	6,597	373	6%
335	Electrical equipment and appliance mfg.	2,353	2,000	(353)	(15%)
336	Transportation equipment manufacturing	8,280	7,286	(994)	(12%)
337	Furniture and related product manufacturing	6,356	4,831	(1,525)	(24%)
339	Miscellaneous manufacturing	13,101	13,756	655	5%
42	Wholesale trade	78,201	82,882	4,681	7%
423	Merchant wholesalers, durable goods	52,227	53,272	1,045	2%
424	Merchant wholesalers, nondurable goods	23,475	26,762	3,287	14%
425	Electronic markets and agents and brokers	2,499	2,849	350	14%
44-45	Retail trade	218,971	220,161	1,190	1%
441	Motor vehicle and parts dealers	36,738	33,799	(2,939)	(8%)
442	Furniture and home furnishings stores	10,381	11,004	623	6%
443	Electronics and appliance stores	10,229	10,331	102	1%
444	Building material and garden supply stores	27,992	28,272	280	1%
445	Food and beverage stores	31,195	32,443	1,248	4%
446	Health and personal care stores	9,766	10,645	879	9%
447	Gasoline stations	4,782	4,447	(335)	(7%)

NAICS Code	NAICS Description / Industry	2008 Jobs	2013 Jobs	Change	% Change
448	Clothing and clothing accessories stores	16,618	16,950	332	2%
451	Sporting goods, hobby, book and music stores	8,630	8,026	(604)	(7%)
452	General merchandise stores	40,280	41,488	1,208	3%
453	Miscellaneous store retailers	15,479	15,943	464	3%
454	Nonstore retailers	6,881	6,812	(69)	(1%)
48-49	Transportation and warehousing	40,868	44,616	3,748	7%
481	Air transportation	227	261	34	15%
482	Rail transportation	161	164	3	2%
483	Water transportation	78	77	(1)	(1%)
484	Truck transportation	15,521	16,452	931	6%
485	Transit and ground passenger transportation	5,760	5,990	230	4%
486	Pipeline transportation	641	603	(38)	(6%)
487	Scenic and sightseeing transportation	301	415	114	38%
488	Support activities for transportation	11,451	13,512	2,061	18%
491	Postal service	3,307	3,439	132	4%
492	Couriers and messengers	449	462	13	3%
493	Warehousing and storage	2,972	3,239	267	9%
51	Information	16,104	16,746	642	4%
511	Publishing industries, except Internet	4,162	3,829	(333)	(8%)
512	Motion picture and sound recording industries	2,929	2,812	(117)	(4%)
515	Broadcasting, except Internet	2,518	2,795	277	11%
516	Internet publishing and broadcasting	0	0	0	(13%)
517	Telecommunications	3,278	3,573	295	9%
518	ISPs, search portals, and data processing	1,158	1,204	46	4%
519	Other information services	2,059	2,533	474	23%
52	Finance and insurance	47,223	50,823	3,600	10%
521	Monetary authorities - central bank	0	0	0	0%
522	Credit intermediation and related activities	27,591	28,971	1,380	5%
523	Securities, commodity contracts, investments	5,426	6,348	922	17%
524	Insurance carriers and related activities	14,027	15,289	1,262	9%
525	Funds, trusts, and other financial vehicles	179	215	36	20%
53	Real estate and rental and leasing	52,723	60,255	7,532	15%
531	Real estate	44,306	51,838	7,532	17%
532	Rental and leasing services	8,412	8,412	0	0%
533	Lessors of nonfinancial intangible assets	5	5	(0)	(5%)
54	Professional and technical services	63,654	70,656	7,002	11%
541110	Offices of lawyers	9,255	9,533	278	3%
541191	Title abstract and settlement offices	2,193	2,127	(66)	(3%)
541199	All other legal services	1,098	1,142	44	4%
541211	Offices of certified public accountants	2,010	2,030	20	1%
541213	Tax preparation services	3,162	3,573	411	13%
541214	Payroll services	364	484	120	33%
541219	Other accounting services	1,781	1,870	89	5%
541310	Architectural services	2,023	2,003	(20)	(1%)
541320	Landscape architectural services	786	817	31	4%
541330	Engineering services	8,874	8,697	(177)	(2%)
541340	Drafting services	151	151	0	0%
541350	Building inspection services	401	473	72	18%
541370	Other surveying and mapping services	532	468	(64)	(12%)
541380	Testing laboratories	744	781	37	5%
541410	Interior design services	1,216	1,192	(24)	(2%)
541420	Industrial design services	10	8	(2)	(22%)
541430	Graphic design services	1,169	1,216	47	4%
541490	Other specialized design services	839	1,158	319	38%
541511	Custom computer programming services	2,462	3,348	886	36%
541512	Computer systems design services	938	910	(28)	(3%)
541519	Other computer related services	289	332	43	15%
541611	Administrative management consulting services	206	264	58	28%

NAICS Code	NAICS Description / Industry	2008 Jobs	2013 Jobs	Change	% Change
541612	Human resource consulting services	865	649	(216)	(25%)
541613	Marketing consulting services	1,646	1,761	115	7%
541614	Process and logistics consulting services	1,785	1,839	54	3%
541618	Other management consulting services	1,871	917	(954)	(51%)
541620	Environmental consulting services	31	34	3	10%
541690	Other technical consulting services	829	1,152	323	39%
541711	Research and development in biotechnology	2,179	n/a	n/a	n/a
541712	R&D in physical, engineering, & life sciences	3	n/a	n/a	n/a
541720	Social science and humanities research	215	269	54	25%
541810	Advertising agencies	876	797	(79)	(9%)
541820	Public relations agencies	160	176	16	10%
541840	Media representatives	483	565	82	17%
541850	Display advertising	406	434	28	7%
541860	Direct mail advertising	848	611	(237)	(28%)
541870	Advertising material distribution services	4,221	3,124	(1,097)	(26%)
541890	Other services related to advertising	909	1,191	282	31%
541910	Marketing research and public opinion polling	499	554	55	11%
541921	Photography studios, portrait	1,267	1,394	127	10%
541922	Translation and interpretation services	230	150	(81)	(35%)
54	Professional and technical services (continued)				
541930	Translation and interpretation services	80	94	14	17%
541940	Veterinary services	2,172	2,324	152	7%
541990	All other professional and technical services	1,576	1,324	(252)	(16%)
55	Management of companies and enterprises	1,350	1,310	(41)	(3%)
551111	Offices of bank holding companies	602	680	78	13%
551112	Offices of other holding companies	748	621	(127)	(17%)
56	Administrative and waste services	44,984	49,033	4,049	9%
561	Administrative and support services	41,577	45,319	3,742	9%
562	Waste management and remediation services	3,407	3,714	307	9%
61	Educational services	122,671	145,978	23,307	19%
611110	Elementary and secondary schools	100,032	119,038	19,006	19%
611210	Junior colleges	129	141	12	9%
611310	Colleges, universities, and professional schools	16,314	19,251	2,937	18%
611410	Business and secretarial schools	1,042	771	(271)	(26%)
611420	Computer training	161	127	(34)	(21%)
611430	Management training	95	90	(5)	(5%)
611511	Cosmetology and barber schools	316	325	9	3%
611512	Flight training	112	131	19	17%
611519	Other technical and trade schools	505	651	146	29%
611610	Fine arts schools	774	735	(39)	(5%)
611620	Sports and recreation instruction	1,277	1,494	217	17%
611630	Language schools	8	6	(2)	(27%)
611691	Exam preparation and training	869	1,130	261	30%
611692	Automobile driving schools	283	325	42	15%
611699	Miscellaneous schools and instruction	327	405	78	24%
611710	Educational support services	427	483	56	13%
62	Health care and social assistance	146,854	168,565	21,711	15%
621	Ambulatory health care services	60,464	69,534	9,070	15%
622	Hospitals	49,527	56,461	6,934	14%
623	Nursing and residential care facilities	19,079	21,941	2,862	15%
624	Social assistance	17,784	20,629	2,845	16%
71	Arts, entertainment, and recreation	35,723	40,998	5,275	14%
711	Performing arts and spectator sports	3,313	3,677	364	11%
712	Museums, historical sites, zoos, and parks	4,582	5,040	458	10%
713	Amusements, gambling, and recreation	27,828	32,280	4,452	16%
72	Accommodation and food services	137,710	151,819	14,109	11%
721	Accommodation	25,286	24,780	(506)	(2%)
722	Food services and drinking places	112,424	127,039	14,615	13%

NAICS Code	NAICS Description / Industry	2008 Jobs	2013 Jobs	Change	% Change
81	Other services, except public administration	117,278	121,583	4,305	7%
811	Repair and maintenance	24,309	25,281	972	4%
812	Personal and laundry services	26,497	23,847	(2,650)	(10%)
813	Membership associations and organizations	66,472	72,454	5,982	9%
90	Government	61,986	68,804	6,818	11%
921	Executive, legislative, and other general government	24,883	n/a	n/a	n/a
922	Justice, public order, and safety activities	23,881	n/a	n/a	n/a
923	Administration of human resource programs	6,615	n/a	n/a	n/a
924	Administration of environmental quality programs	858	n/a	n/a	n/a
925	Adm. of housing, urban planning, & community dev.	734	n/a	n/a	n/a
926	Administration of economic programs	4,266	n/a	n/a	n/a
928	National security and international affairs	749	n/a	n/a	n/a
99	All Other	9,870	10,956	1,086	11%
	All Industries TOTAL	1,261,488	1,332,517	71,029	5.6%
Sources: InfoUSA 2008, EMSI Complete Employment - 4th Quarter 2009					

Table 11.2: Occupational Projections, 2008-13
San Bernardino and Riverside Counties

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

SOC Code	Description	2008 Jobs	2013 Jobs	Change (New Jobs)	% Change	New & Rep. Jobs	% New & Rep.	Avg EPW*	Education Level
41-2031	Retail salespersons	55,157	57,459	2,302	4%	10,016	18%	\$12.73	Short-term on-the-job training
41-2011	Cashiers, except gaming	37,717	37,961	244	1%	9,292	25%	\$10.42	Short-term on-the-job training
39-9011	Child care workers	31,993	37,044	5,051	16%	9,721	30%	\$8.98	Short-term on-the-job training
43-9061	Office clerks, general	33,362	35,744	2,382	7%	5,268	16%	\$13.16	Short-term on-the-job training
53-7062	Laborers and freight, stock, and material movers, hand	34,106	34,826	720	2%	5,701	17%	\$12.11	Short-term on-the-job training
35-3021	Combined food preparation and serving workers, including fast food	28,807	32,852	4,045	14%	6,700	23%	\$8.95	Short-term on-the-job training
37-2012	Maids and housekeeping cleaners	27,004	30,778	3,774	14%	6,307	23%	\$9.03	Short-term on-the-job training
53-3032	Truck drivers, heavy and tractor-trailer	28,597	30,006	1,409	5%	3,731	13%	\$21.10	Moderate-term on-the-job training
25-2021	Elementary school teachers, except special education	24,899	28,192	3,293	13%	5,962	24%	\$40.13	Bachelor's degree
41-1011	First-line supervisors/managers of retail sales workers	27,320	27,749	429	2%	3,056	11%	\$17.79	Work experience in a related field
41-9022	Real estate sales agents	23,036	27,221	4,185	18%	5,900	26%	\$9.34	Postsecondary vocational award
41-9021	Real estate brokers	22,269	26,429	4,160	19%	5,819	26%	\$9.05	Work experience in a related field
29-1111	Registered nurses	20,914	24,313	3,399	16%	5,154	25%	\$35.75	Associate's degree
43-5081	Stock clerks and order fillers	24,533	24,235	(298)	(1%)	3,590	15%	\$11.65	Short-term on-the-job training
35-3031	Waiters and waitresses	20,421	23,096	2,675	13%	8,033	39%	\$9.71	Short-term on-the-job training
55-9999	Military Occupations	22,682	22,634	(48)	0%	2,676	12%	\$20.60	N/A
47-2061	Construction laborers	22,397	20,772	(1,625)	(7%)	663	3%	\$20.52	Moderate-term on-the-job training
43-3031	Bookkeeping, accounting, and auditing clerks	18,990	20,180	1,190	6%	2,581	14%	\$16.68	Moderate-term on-the-job training
47-2031	Carpenters	21,386	18,833	(2,553)	(12%)	1,104	5%	\$27.29	Long-term on-the-job training
11-1021	General and operations managers	18,358	18,600	242	1%	2,283	12%	\$48.50	Degree plus work experience
43-4051	Customer service representatives	16,246	18,489	2,243	14%	4,395	27%	\$15.77	Moderate-term on-the-job training
37-3011	Landscaping and groundskeeping workers	16,612	18,118	1,506	9%	2,539	15%	\$11.44	Short-term on-the-job training
37-2011	Janitors and cleaners, except maids and housekeeping cleaners	16,802	17,900	1,098	7%	2,645	16%	\$12.79	Short-term on-the-job training
11-9141	Property, real estate, and community association managers	15,101	17,656	2,555	17%	3,529	23%	\$10.74	Bachelor's degree
43-1011	First-line supervisors/managers of office and administrative support workers	16,272	17,075	803	5%	2,385	15%	\$22.49	Work experience in a related field
35-2011	Cooks, fast food	15,024	16,474	1,450	10%	3,409	23%	\$8.87	Short-term on-the-job training
25-9041	Teacher assistants	14,485	15,988	1,503	10%	2,659	18%	\$16.79	Short-term on-the-job training
11-9199	Managers, all other	15,130	15,779	649	4%	2,045	14%	\$20.89	Work experience in a related field
53-3033	Truck drivers, light or delivery services	14,585	15,618	1,033	7%	2,228	15%	\$16.92	Short-term on-the-job training

SOC Code	Description	2008 Jobs	2013 Jobs	Change (New Jobs)	% Change	New & Rep. Jobs	% New & Rep.	Avg EPW*	Education Level
43-6011	Executive secretaries and administrative assistants	14,213	15,404	1,191	8%	2,263	16%	\$19.53	Moderate-term on-the-job training
25-1099	Postsecondary teachers	12,779	15,368	2,589	20%	3,675	29%	\$38.63	Doctoral degree
25-2031	Secondary school teachers, except special and vocational education	13,413	14,675	1,262	9%	3,209	24%	\$39.09	Bachelor's degree
49-9042	Maintenance and repair workers, general	12,683	13,454	771	6%	918	7%	\$17.92	Moderate-term on-the-job training
53-7064	Packers and packagers, hand	13,794	13,368	(426)	(3%)	1,558	11%	\$10.90	Short-term on-the-job training
39-9021	Personal and home care aides	10,513	12,842	2,329	22%	3,248	31%	\$9.41	Short-term on-the-job training
41-4012	Sales representatives, wholesale and manufacturing, except technical and scientific products	11,917	12,672	755	6%	1,976	17%	\$31.57	Moderate-term on-the-job training
13-2011	Accountants and auditors	11,550	12,659	1,109	10%	2,103	18%	\$20.93	Bachelor's degree
25-3099	Teachers and instructors, all other	10,951	12,271	1,320	12%	1,894	17%	\$27.13	Bachelor's degree
11-1011	Chief executives	10,904	11,447	543	5%	1,906	17%	\$30.62	Degree plus work experience
31-1012	Nursing aides, orderlies, and attendants	9,735	11,316	1,581	16%	2,024	21%	\$11.75	Postsecondary vocational award
33-9032	Security guards	10,292	11,276	984	10%	2,013	20%	\$11.40	Short-term on-the-job training
53-7051	Industrial truck and tractor operators	11,207	11,257	50	0%	1,456	13%	\$15.42	Short-term on-the-job training
43-6014	Secretaries, except legal, medical, and executive	10,874	11,156	282	3%	1,096	10%	\$15.13	Moderate-term on-the-job training
41-9091	Door-to-door sales workers, news and street vendors, and related workers	11,416	11,058	(358)	(3%)	725	6%	\$8.13	Short-term on-the-job training
13-1199	Business operation specialists, all other	9,536	10,987	1,451	15%	1,953	20%	\$29.67	Bachelor's degree
51-2092	Team assemblers	10,889	10,795	(94)	(1%)	1,001	9%	\$11.54	Moderate-term on-the-job training
35-1012	First-line supervisors/managers of food preparation and serving workers	9,560	10,682	1,122	12%	1,470	15%	\$13.69	Work experience in a related field
43-5071	Shipping, receiving, and traffic clerks	10,121	10,516	395	4%	1,516	15%	\$14.02	Short-term on-the-job training
47-1011	First-line supervisors/managers of construction trades and extraction workers	11,306	10,332	(974)	(9%)	620	5%	\$32.44	Work experience in a related field
41-1012	First-line supervisors/managers of non-retail sales workers	9,432	9,894	462	5%	1,092	12%	\$26.82	Work experience in a related field
Source: EMSI Complete Employment - 4th Quarter 2009									
* EPW = Earnings per worker									

Glossary

Term	Definition
A&R	Admissions and Records
ACCJC	Accrediting Commission for Community and Junior Colleges
Accreditation	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.
ARCC	Accountability Reporting for Community Colleges, a program administered by the CCCCO to gather and publish systemwide and college-specific performance data
ARRA	American Recovery and Reinvestment Act, the legal name of the federal economic stimulus program
Assessment	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.
Career Pathways	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> .
CCCCO	California Community Colleges Chancellor's Office
CHC	Crafton Hills College
Cohort	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.
Collegial Consultation	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.

Term	Definition
Constituency Group	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.
CSEA	California State Employees Association, the classified union in SBCCD
CTA	California Teachers Association, the faculty union in SBCCD
DETS	Distributed Education and Technology Services
District	Generally refers to the district as a whole and all the entities that comprise it: SBVC, CHC, the district office, KVCR, and EDCT/PDC.
District Assembly	The district's shared decision-making council comprised of members selected by each constituency group.
District Office(s)	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.
District Resource Allocation Model	The overall process by which funds are allocated to the campuses and district office operations.
DOE	US Department of Education
DSP	District Strategic Plan
DSP&S	Disabled Students Programs and Services
DSPC	District Strategic Planning Committee
EDCT	Economic Development and Corporate Training
Educational Master Plan	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.
EMP	Educational Master Plan
EOP&S	Extended Opportunity Programs and Services
FTEF	Full-time Equivalent Faculty, also known as Faculty Load
FTES	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.

Term	Definition
Institutional Effectiveness	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> .
KVCR	District-owned public radio and television stations
Message Deck	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.
PDC	Professional Development Center, a division of EDCT.
Program	Generic term for a specific set of institutional activities or functions considered as a unit for the purposes of assessment.
Program Review	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.
SAO	Service Area Outcome
SBCCD	San Bernardino Community College District
SBVC	San Bernardino Valley College
SLO	Student Learning Outcome
WASC	Western Association of Schools and Colleges, the regional accrediting body of which the ACCJC is a part.