1.   **CALL TO ORDER – PLEDGE OF ALLEGIANCE**

2.   **ANNOUNCEMENT OF CLOSED SESSION ITEMS**
      2.1.   Public Employee Performance Evaluation
              Government Code 54957(b)(1)
              Title: Chancellor

3.   **PUBLIC COMMENTS**
The San Bernardino Community College Board of Trustees offers an opportunity for the public to address the
Board on any agenda item prior to or during the Board's consideration of that item. Matters not appearing on the
agenda will be heard after the board has heard all action agenda items. Comments must be limited to five (5)
minutes per speaker and twenty (20) minutes per topic if there is more than one speaker. At the conclusion of
public comment, the Board may ask staff to review a matter or may ask that a matter be put on a future agenda.
As a matter of law, members of the Board may not discuss or take action on matters raised during public
comment unless the matters are properly noticed for discussion or action in Open Session. Anyone who requires
a disability-related modification or accommodation in order to participate in the public meeting should contact
the Chancellor's Office at (909) 382-4091 as far in advance of the Board meeting as possible.

4.   **EDUCATIONAL MASTER PLAN UPDATES**
      Crafton Hills College (p4)
      San Bernardino Valley College (p10)

5.   **ADJOURN**
      The next meeting of the Board: Business Meeting on October 10, 2019, at 4pm.

Strategic Plan Progress Report

CRAFTON HILLS COLLEGE

Strategic Plan Goals

Promote Student Success
Build Campus Community
Develop Teaching + Learning Practices
Expand Access
Enhance Value to Community
Effective Decision Making
Develop Programs and Services
Support Employee Growth
Optimize Resources

Impact

Supported Mission and Vision
Excellence in success and retention rates
Increased enrollment and headcount
Prepared students for transfer
Prepared students to enter the work force
Improved quality of life in the IE
Increased Hispanic and student population
Increased student satisfaction
Promoted and celebrated diversity in the community
Improved Enrollment Efficiencies
Improved Transfer-Level Math Completion

Accomplishments/Analysis

- Increased course success rate (+2.2%) and the number of transfers to UC/CSUs (+1.1%)
- Increased student satisfaction (+2.6%) and the percent of students demonstrating attainment of the identified student learning outcomes (+2.5%)
- Students reported more positive interactions with faculty (+2.9%)
- Increased unduplicated headcount (+5.2%) and increased percentage of students earning a living wage (+4.3%)
- Increase in the percentage of Hispanic students (+5.3%)
- Increased FTES/FTEF (+2.1%) and WSCH/FTEF (+2.3%) ratios
- Increased completion of transfer-level math in the first year (+214%)

Additional Data Points

- Increased enrollment from Fall 2018 to Fall 2019 (+7.9%)
- Increased headcount from Fall 2018 to Fall 2019 (+4.4%)
- Highest retention rate in the Inland Empire (SP19—91%)
- Third highest success rate in the Inland Empire (SP19—75%)
- Four percent increase in success rate from SP18 to SP19

How We Can Do Better

- Finalize meta-majors and program pathways
- Professional development focused on leadership skills
- Equity and inclusion training for all faculty and staff

Next Steps

- Implement guided pathways plan & equity goals
- Enhance enrollment efficiencies and outreach

Comprehensive Master Plan Scorecard Snapshot for 2017-2018 and 2018-2019

Overview of Scorecard Findings and Institutional Implications

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Executive Summary

This brief report highlights the progress Crafton Hills College (CHC) has made in the last year towards achieving the strategic directions (i.e., goals) in its Educational Master Plan. To assess CHC's progress towards achieving its strategic directions, the college uses 22 distinct student and institutional outcomes, including student course success rates, student satisfaction, enrollments among historically underrepresented student groups, and annual credit FTES.

As the college snapshot illustrates, CHC experienced year-to-year gains in 14 of its 22 measured outcomes (64%). In fact, given the breadth of these gains, CHC has made progress towards achieving all nine of its strategic directions. The two strategic directions that are especially noteworthy are the ones dealing with expanding the access of CHC to the community and enhancing the value that it offers the community. In the case of each strategic direction, Crafton achieved improvements in all the corresponding outcomes, including serving more students and helping a greater percentage of students earn a living wage.

Crafton recognizes that we can do more towards achieving our goals. For instance, there was a decrease in the Fall-to-Spring persistence rates. Specifically, a lower percentage of Fall 2018 students remained enrolled in Spring 2019 relative to what was observed in Fall 2017 and Spring 2018. CHC also found that, on average, degree-earning students have over 90 units of credit completed. Degrees typically require 60 units of credit, meaning that these students completed more classes than they needed. However, Crafton is committed to developing and implementing Guided Pathways and College Promise program.. Based on prior evidence and many case studies around the country, Crafton is confident that its efforts will result in robust improvements in many student outcomes, namely as they relate to keeping students enrolled at CHC and helping them more swiftly complete their educational goals in programs aligned with viable career pathways. In this way, Crafton is making great strides towards meeting its mission and vision: To make it the college of choice for those seeking to advance their educational and career success in a supportive and engaging community.

Comprehensive Master Plan Scorecard Snapshot for CHC: 2017-18 and 2018-19

Strategic Direction	Outcome Measure	2017-18	2018-19	Net % Change	
Promote Student Success	Course Success Rate	71.7	73.3	+2.2%	🟢
	Fall to Spring Retention (Persistence)	70.1	67.6	-3.7%	🔴
	Transfers to UC and CSUs	265	268	+1.1%	🟢
	Avg. Units After Completing Degree	89	92	-3.4%	🔴
Build Campus Community & Learning Practices	Student Satisfaction	89.5	91.8	+2.6%	🟢
	Active and Collaborative Learning (CCSSE)[1]	52.1	51.5	-1.2%	🟡
	Student Effort (CCSSE)	49.9	49.5	-0.8%	🟡
	Academic Challenge (CCSSE)	50.2	51.1	+1.8%	🟢
	Student-Faculty Interaction (CCSSE)	48.6	50.0	+2.9%	🟢
	Support for Learners (CCSSE)	49.6	49.2	-0.8%	🟡
	Percent of Students Meeting ILOs	80.7	82.7	+2.5%	🟢
Access & Surrounding Community	Fall Unduplicated Headcount	6,097	6,412	+5.2%	🟢
	Annual Credit 320 FTES	4,628	4,699	+1.5%	🟢
	Percent of Hispanic Students	46.8%	49.3%	+5.3%	🟢
	Percent Female	54.5%	55.3%	+1.5%	🟢
	Average Age	24.1	24.2	+0.4%	🟢
	Percent of Students Earning a Living Wage	47%	49%	+4.3%	🟢
Decision Making/ Employees	Employee Satisfaction (Six Questions)	58.7	55.7	-5.4%	🔴
	Committee Self-Evaluation (Five Questions)[1]	93.3%	91.8%	−1.6%	🟡
Develop Programs & Optimize Services	Percent of Teaching Load Taught by FT Faculty	37.3%	35.7%	-4.5%	🔴
	FTES Per FTEF	14.4	14.7	+2.1%	🟢
	WSCH Per FTEF	432	442	+2.3%	🟢

Note. Green shading reflects a year-to-year increase; yellow shading reflects a year-to-year decrease of less than 3%; red shading reflects a year-to-year decrease of 3% or greater.

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[1] Observed 2018-19 data still exceeded CHC established target.

Overview of Scorecard Findings and Institutional Implications

How has CHC been successful?

Promoting Student Success. Crafton Hills College (CHC) experienced an increase in its course success rates (+2.2%) and the number of transfers to UC/CSUs (+1.1%) from 2017-18 to 2018-19.

Build Campus Community/Develop Teaching & Learning Practices. CHC experienced an increase in four of the seven outcomes tied to these strategic directions, including student satisfaction (+2.6%) and the percent of students demonstrating attainment of the desired student learning outcomes (+2.5%). Among the remaining outcomes, all tied to the Community College Survey of Student Engagement (CCSSE), either show an increase from year-to-year or a decline of no more than 1.2% (hence the yellow shading).

Expand Access and Enhance Value to the Surrounding Community. The college experienced increases in five of the six outcomes tied to these strategic directions, namely with respect to Fall unduplicated headcount (+5.2%) and the percentage of students earning a living wage (+4.3%). Such outcomes point to increases in the number of students that CHC serves and increased wages associated with program offerings. It is possible that Crafton's Guided Pathways efforts, rooted in the idea of aligning program pathways to viable career outcomes, will serve to further increase the wages of Crafton students. CHC also experienced a year-to-year increase in the percentage of Hispanic students that it serves (from 46.8% to 49.3%), which is significantly larger than any year-to-year increase that has been observed in the last six years.

Develop Programs & Services and Optimize Resources. CHC also experienced gains in measures of efficiency, achieving higher marks with respect to the number of Full-Time Equivalent Students (FTES) per Full-Time Equivalent Faculty (FTEF; +2.1%) and with respect to the number of Weekly Student Contact Hours (WSCH) per FTEF (+2.3%). This means that CHC achieved a year-to-year increase in student contact hours and enrollments, both of which drive the state apportionment that the district receives.

Where can Crafton do better?

Promote Student Success. The college did experience a decline in its Fall-to-Spring retention of students (-3.7%) and the average units earned by students earning degrees (-3.4%). One method by which Crafton is working to address this decline is via Guided Pathways efforts towards establishing meta-majors and developing corresponding pathways for programs of study; such work will help to keep students enrolled at CHC (i.e., retention) and reduce the number of units not directly tied to programs of study that students are pursuing.

Build Campus Community/Develop Teaching & Learning Practices. The CCSSE areas showing declines (i.e., Support for Learners and Student Effort) are outcomes that Crafton can affect with the implementation of Guided Pathways, Equity, placement, and instructional support efforts, including Crafton's newly implemented embedded tutoring model and math/English placement process. While 12-13% of students have historically completed transfer-level math within their first year at CHC, that figure has climbed to 30% as of the 2018-19 academic year. Such changes in performance outcomes may work to increase students' engagement with the college.

Expand Access and Enhance Value to the Surrounding Community. While CHC serves a growing number of Hispanic students, both of CHC's African American and Native American populations decreased from year-to-year (from 8.5% to 3.7% for African American students and from 1.3% to 0.3% for Native American students). To explore this matter further, CHC is collaborating with the Research and Planning Group for California Community Colleges to conduct focus groups with Crafton's underrepresented student populations with the aim of identifying potential barriers to enrollment. Such work will inform the work of Crafton's Enrollment Strategies Committee, which will lead the college's efforts in responding to the findings stemming from that analysis. Crafton will strategically use such findings to develop and implement plans for recruiting more underrepresented students and for keeping them enrolled until completion.

Promote Effective Decision Making and Support Employee Growth. The college experienced a decline with respect to employee satisfaction (-5.4%), largely tied to perceptions concerning employee satisfaction with planning and decision-making, shared governance, and resource allocation. To help address this finding, the college offered training to all individuals serving as chairs for the 2019-2020 academic year. Among the topics covered, the training addressed matters relating to the equitable representation of various campus stakeholder groups on shared governance committees, the mentoring of new committee members, and best practices associated with cultivating inclusive environments in committee settings. Coupled with the efforts of the Planning and Program Review (PPR) Committee co-chair to recruit more classified staff members to a committee that plays a critical role in planning and resource allocation.

Develop Programs & Services and Optimize Resources. CHC also experienced a decline in the percentage of teaching load attributable to full-time faculty (-4.5%). However, the increased enrollment experienced thus far in the current academic year (i.e., Summer 2019 and Fall 2019) means that CHC is generating more FTES for the district than in years past, leading to more funds that can potentially be used to hire additional full-time faculty. Crafton is also actively developing and deploying enrollment management strategies designed to further increase enrollments and efficiency, including examining the statistical relationships between fill rates, wait lists, and FTES.

Why is this important?

CHC's mission is to advance the educational, career, and personal success of our diverse campus community through engagement and learning. It is with this mission in mind that Crafton identified the strategic directions in the educational master plan. Indeed, it is because of our mission that CHC continuously strives to achieve greater progress on all of its strategic directions. It is also the reason why the Educational Master Plan Committee spends a considerable amount of time and effort every year to ensure that we identify outcomes (e.g., course success, student satisfaction) that are best suited to measure Crafton's progress in achieving each of the strategic directions.

The progress reported in this document therefore reflects CHC's efforts in staying true to its mission. As encapsulated in the college's vision statement, Crafton also strive to be the college of choice for students seeking deep learning, personal growth, and a supportive community. CHC believes that the evidence shared in this document further demonstrates Crafton's commitment to remaining the college of choice for students in the Inland Empire.
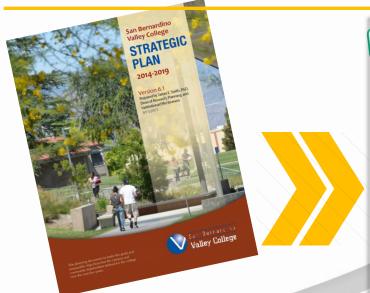
Where does Crafton go from here?

CHC is fully committed to expanding upon its progress towards achieving its strategic directions. While CHC experienced year-to-year gains in outcomes tied to all its strategic directions, we are determined to achieve gains across every outcome examined, including the Fall to Spring persistence and the average units students complete in earning their degrees. Crafton believes these aims can be achieved by focusing its efforts on guided pathways, namely with respect to developing clearly defined pathways for all of its degree and certificate granting programs of study that align with careers that offer students clear opportunities for professional growth and a living wage. CHC also believes that considerable progress can be made on achieving the strategic directions by meeting the goals set forth in the board-approved equity plan, especially given the focus of the plan on enhancing students' Fall to Spring persistence and completion of both transfer-level math and English.

Crafton also has ambitious goals centered on enhancing the leadership skills of faculty and staff, all of which form the basis of the activities proposed as part of the college's participation in the Inland Empire/Desert Guided Pathways Consortium. Assuming the consortium can secure the necessary grant funding, this will mean that CHC receives funding for a full-time professional development coordinator that will coordinate the implementation of an onboarding process for all new CHC hires and will coordinate regularly offered leadership training for faculty and staff. Crafton believes that such work will help to leverage the wealth of knowledge and skills that our faculty and staff have in serving the needs of our students.

What is the impact of the Student Centered Funding Formula?

The Student Centered Funding Formula (SCFF) is based upon the premise that community colleges will now be funded, in part, on the extent to which students access financial aid, complete transfer-level math and English in their first year, and earn a degree/certificate or transfer. CHC is positioned well to thrive in this new funding environment because Crafton is undergoing significant growth with respect to enrollments and headcount, and our students continue to earn among the highest success and retention rates in the state. For instance, Crafton's Fall 2019 enrollments increased by 7.9% relative to Fall 2018, and the unduplicated student headcount (i.e., the number of students attending CHC) increased from 6,412 in Fall 2018 to 6,694 in Fall 2019 (+4.4%). An increased student count also means that additional students may be eligible and subsequently receive financial aid. Additionally, Crafton students achieved the highest retention rate (91%) and the third highest success rate (75.4%) in the Inland Empire as of Spring 2019. In fact, CHC success rates underwent a significant 4% increase from Spring 2018 to Spring 2019. Thus, Crafton is both increasing the number of students it serves *and* improving upon its success rates. Crafton believes that the efforts in meeting the college's strategic directions are already having a discernable impact on the students, and in so doing, not only positioning the college to succeed in a new funding climate, but more importantly, helping the college fulfill its mission to serve students.

Strategic Plan Progress Report

San Bernardino Valley College

STRATEGIC PLAN 2014-2019
Version 6.1
Prepared by James E. Smith, Ph.D.
Dean of Research, Planning and Institutional Effectiveness

Strategic Plan Goals

Increase Access

Promote Student Success

Improve Communication, Culture, and Climate

Maintain Leadership and Promote Professional Development

Effective Evaluation and Accountability

Provide Exceptional Facilities

Impact

Supported Mission and Vision
Prepared students for transfer
Prepared students to enter the work force
Increased Completion rates
Improved quality of life in the IE
Enhanced community awareness and acceptance
Increased college going rate
Promoted and celebrated diversity in the community
Stabilized leadership allowing the college to operate more efficiently and effectively
Improved quality of education – student experience
Enhanced teaching and learning

Accomplishments/Analysis

- Increased basic skills and course offerings to meet student demands
- Improved tracking and intervention programs for student success (SLO's, Early Alert, etc.)
- Improved transparency on all processes (plans, minutes, budget)
- Reduced leadership turnover
- Reviewed and evaluated strategic plan annually
- Improved campus security through infrastructure, technology, and training
- Improved community engagement (Foundation, K-12, 4-year institutions, business, and industry)
- Embodied diversity and inclusion
- Enhanced the student experience

Data Points

- Increased educational plans by 30%
- Reduced water usage by 25%
- Increased the number of awards by 25%
- Increased student count from 17,044 to 19,308 (13%)
- ADT degrees have increased from 144 to 500 (250%)
- Increased persistence from 64% to 74%
- Increased CTE completions from 41% to 52% (↑26%)

How We Can Do Better

- Ongoing training for customer service
- Provide additional support for students who enroll in transfer-level courses
- Program review process more nimble

Next Steps

- Develop the next five-year strategic plan
- Incorporate student funding formula

The SBVC Master/Strategic Plan

2014-2019

Progress Report with Measurements

Prepared by James E. Smith, Ph.D., Dean

Research, Planning and Institutional Effectiveness

9/19/19

San Bernardino
Valley College

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Executive Summary

This brief report highlights the progress San Bernardino Valley College has made over the five-year period of the current strategic plan. Each year, SBVC provides an update on progress toward the achievement of strategic goals and objectives. Some years this is done as part of the President's Opening Day presentation to the campus. Other years, the campus community is asked to participate in activities (forums, seminars, and discussion groups) that allow them to view the data and critique the measures and methodology behind the goals and objectives.

A review of results in the 2014-2019 strategic plan, shows significant progress toward the achievement of the five-year strategic goals and objectives. The campus has achieved 43 of the 47 objectives and is making progress on 4. The California Community College Chancellor's Office (CCCCO) Scorecard results for this year show improvement in 11 of the 17 metrics. This document includes a summary of these results in an Appendix. This document provides updates for the goals and objectives using both quantitative and qualitative data and shows our progress toward meeting the goals defined in the mission, vision, and core values of the college.

The plan aims to establish clear, detailed directions to achieve the college mission and to establish and maintain a cycle of continuous improvement. However, it is also designed to be a living document that provides sufficient flexibility to adjust to internal and external demands and changes that result from evolving local and state conditions. As you will see, many of the goals and objectives in the plans will change as a result of AB-705, Guided Pathways, and other emerging initiatives. This is the last reporting cycle for the Student Success Scorecard. Several goals and objectives were based on the results of these measures and must be changed in the revised version of the plan. See Appendix A, Student Success Scorecard Measures for SBVC, for a summary of this year's Student Scorecard results.

Highlights and progress on the San Bernardino Valley College (SBVC) Goals

The SBVC Strategic Plan has six strategic goals and 47 objectives. These six goals are:

1) Increase Access
2) Promote Student Success
3) Improve Communication, Culture and Climate
4) Maintain Leadership and Promote Professional Development
5) Effective Evaluation and Accountability
6) Provide Exceptional Facilities

The SBVC Strategic Plan (2014 to 2019) will sunset this year. Although it is expected that goals will remain the same, the majority of the objectives will be revised. Noted in the report are several objectives related to basic skills offerings and FTES increases; these objectives will be revised or deleted. In light of AB705, these objectives are obsolete; therefore, SBVC has greatly reduced basic skills course offerings. The colored circles in the right column indicate if the objective has been achieved. Detailed evidence to support the assessment can be found in the Appendix B.

GOAL 1: INCREASE ACCESS		
Match the number of basic skills courses to student demand	**Objective 1.A**	🟢
Objective 1.B Increase the number of accelerated basic skills courses		🟢
Objective 1.C Improve the assessment process for more accurate placement		🟢
Objective 1.D Provide more pre-assessment workshops		🟢
Objective 1.E Improve the assessment process for more accurate placement		🟢
Objective 1.F Establish and maintain partnerships with community organizations, K-12 systems, and adult schools		🟢
Objective 1.G Explore and expand online advising opportunities		🟢
Objective 1.H Improve access to transfer, CTE Certificate, and other courses needed for graduation		🟢
Objective 1.I Create better balance between transfer and CTE program offerings		🟢
Objective 1.J Improve access to technology		🟢
Objective 1.K Explore and expand online advising opportunities		🟢
Objective 1.L		🟢

Maintain up-to-date curriculum that is relevant to community needs		
GOAL 2: PROMOTE STUDENT SUCCESS		
Objective 2.A Increase the percentage of students who succeed in basic skills courses		🟢
Objective 2.B Promote and increase the number of students in learning communities		🟢
Objective 2.C Expand the use of early alert systems (i.e. SARS)		🟢
Objective 2.D Improve performance on all Student Success Scorecard measures Increase the use of low-cost and free online resources		🟢
Objective 2.E Increase the use of low-cost and free online resources		🟢
Objective 2.F Maintain up-to-date curriculum that is relevant to community needs		🟢
Objective 2.G Encourage greater full-time enrollment		🟢
Objective 2.H Use Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) in an ongoing, systematic cycle of continuous quality improvement		🟢
Objective 2.I Increase the number of students with terminal education plans		🟢
Objective 2.J Establish and maintain an appropriate ratio of fulltime to part-time faculty		🟢
Objective 2.K Increase the use of low-cost and free online resources		🟢
Objective 2.L Improve performance on all Student Success Scorecard measures	See Appendix A	🟢

GOAL 3: IMPROVE COMMUNICATION, CULTURE & CLIMATE		
Objective 3.A Promote a sense of community and solidarity within the campus and embrace diversity (students, faculty and staff)		🟢
Objective 3.B		🟢

Promote budgetary transparency		
Objective 3.C Disseminate College Committee meeting minutes and all plans online		🟢
Objective 3.D Build community recognition and networks by capitalizing on the College community roots		🟢
Objective 3.E Expand and enhance local business and community awareness of the College		🟢
Objective 3.F Establish a College historical archive that is accessible online		🟢
Objective 3.G Build a stronger relationship with the SBVC foundation		🟢
Objective 3.H Promote a sense of community and solidarity within the campus and embrace diversity (students, faculty and staff)		🟢
Objective 3.I Ensure exceptional customer service in all campus offices		🟡
GOAL 4: MAINTAIN LEADERSHIP, PROMOTE PROF. DEVELOPMENT		
Objective 4.A Reduce manager turnover – fewer interims and more permanent managers		🟢
Objective 4.B Improve access to a wide variety of professional development activities/ organizations		🟢
Objective 4.C Maintain a personal achievement inventory for faculty and staff		🟡
Objective 4.D Establish partnerships with neighboring community colleges		🟢
GOAL 5: EFFECTIVE EVALUATION & ACCOUNTABILITY		
Objective 5.A Maintain up-to-date information on campus indicators, including evaluation data on support/retention programs and accreditation self-study evidence		🟢
Objective 5.B Improve and maintain effective program review procedures		🟡
Objective 5.C Evaluate and update all campus level plans on a regular cycle		🟢
Objective 5.D Produce and present annual reports that assess student success Measure satisfaction with assessment and placement		🟢
GOAL 6: PROVIDE EXCEPTIONAL FACILITIES		
Objective 6.A		🟢

Conserve resources		
Objective 6.B Maintain a safe and secure environment		🟢
Objective 6.C Improve campus signage		🟡
Objective 6.D Continue with the facilities improvement plan (implementation of the facilities master plan)		🟢
Objective 6.E Develop and maintain adequate parking		🟢
Objective 6.F Provide exemplary technology and support while maintaining fiscal and environmental responsibilities		🟢

Next Steps

SBVC's Dean of Office of Research, Planning, and Institutional Effectiveness (ORPIE) will work with the Executive Director of Research, Planning, and Institutional Effectiveness and the Districtwide Institutional Effectiveness Committee on proposed changes to the goals and measurement methods in these plans. The revised targets and objectives will be shared with District Assembly before coming to the Board of Trustees for review along with addendums to the 2017-2022 District Support Services Strategic Plan. The SBVC Plan will be reviewed and approved by campus constituencies.

High School Capture Rate for SBVC (District Objective 2.1.2)

While market share measures the percent of community college students in our service area that attend SBVC. The capture rate estimates the percentage of high school graduates who attend SBVC from feeder high schools in the area. The SBVC ORPIE calculates the number at 32% for Valley College.

District Objective 2.4

Increase awareness of San Bernardino Valley College and Crafton Hills College as viable higher education options.

Marketing Update – SBVC

- SBVCs 2019-20 Marketing & Outreach Plan identifies several Targeted Marketing Strategies:
- Content Marketing for Enrollment Growth & Retention
- Integrated Campus Communications for Enrollment Growth & Retention
- Social Media Audience Expansion & Engagement
- Website Optimization for Enrollment Growth & Retention
- Enhancement of Enrollment Funnel for Enrollment Growth & Retention
- Advanced Marketing Data Collection & Analysis

Targeted Marketing Campaigns geared at enrollment growth, registration, and retention, included:

- Television Advertising (Charter Cable & KVCR)
- Social Media Advertising (Facebook, Instagram & Twitter)
- Newspaper Advertising (Riverside Press-Enterprise / San Bernardino County Sun/Nuestra Gente/Big Bear Grizzly)
- Radio Advertising (KLYY, KOLA, KCAL, KGGI, KFRG, KVCR)
- Movie Theater Advertising
- Mobile Geo-Fencing
- Search Engine Advertising (Google)
- Media Releases targeting 200 local influencers, including media representatives, elected officials, and local employers
- Publicity Events: Day of Service (November 2019); WinterFest (December 2019); FoodIEFest (April 2020)

The plan also incorporates several outreach initiatives, including:

- Community outreach booths
- Outreach to community organizations and businesses
- High school visits
- Campus visits and tours
- Improving the Outreach Student Ambassador Program
- Linking academic and recruitment programs
- Student equity conferences
- Tracking and assessing outreach activities

SBVCs Marketing & Outreach Plan 2019-2020 can be found online here: **Link to Plan**

Other activities include

1) An SBVC Enrollment Management Committee that allows for broad-based input from all campus constituencies including managers, faculty, staff, and students.
2) Community surveys
3) Day-of-service activities that involve door-to-door contact with community members by campus volunteers.
4) Campus and Community forums where members of the surrounding community are invited to participate in planning activities with faculty and staff members.

Overview of Scorecard Findings and Institutional Implications

<u>**How Has SBVC Been Successful?**</u>

Promoting Student Success. San Bernardino Valley College (SBVC) has shown an increase in the number of Awards in the last five years (25%). This has been accompanied by a 13% increase in overall student count. The percentage of ADT awards has almost tripled over the last three years (250% increase). We have shown significant increases in our math and English success rates.

Improving Campus Climate and The Student Experience. SBVC has committed to campus climate and the student experience by supporting a number of Learning Communities, e.g., Puente, Tumaini, FYE, etc. Students in all learning communities have higher retention and success rates than students in the general student population. Moral in the general student population is high. Over 80% of students on the Campus Climate Survey indicated that they would enroll at Valley College if given the choice to start over at any college they wanted. In addition, over 90% indicate that they would recommend the campus to a friend.

Building Access and Enhancing a Connection to The Surrounding Community. For the last four years, SBVC faculty, managers, students, and staff have participated in a *Day of Service,* where they walked neighborhoods in the community going door-to-door distributing information about the college. This event provided a direct connection to the community. Additionally, SBVC is proud to promote and celebrate diversity on and off campus. The College Promise Program has contributed to an increase in enrollment. Every semester SBVC sponsors a Campus and Community meeting. These meetings provide community members the opportunity to engage faculty over important issues facing the campus.

Develop Programs and Services and Optimize Resources. SBVC is committed to being a leader in sustainability practices and the development of new programs. This is evidenced by exceeding our goal in water reduction, by reducing water usage by 25% over the life of the plan. The SBVC curriculum committee approved 123 new courses, 90 distance education proposals, 34 CTE and non-credit certificates, 9 new degrees and 31 program modifications in 2018-2019. Further, college constituent groups are working collaboratively on optimizing productivity and efficiency by evaluating schedule development and room scheduling software for implementation in spring of 2020.

<u>**Where Can SBVC Do Better?**</u>

Student Success. SBVC is currently working toward closing achievement gaps as shown in the Student Equity Plan. Professional development for all campus constituents in the area of customer service. SBVC will continue to provide additional support for students who enroll in transfer level courses. Additionally, we are constantly evaluating internal processes in order to become nimbler and serve student needs, i.e., technology for data analysis and program review procedures.

Why is Our Strategic Planning and Educational Planning Process Important? SBVC operates under a shared governance model. The planning process is collaboratively determined

by all constituent groups. It is important, not only to serve as a clear guide, but for the document to also serve as a historical document which fulfills the requirement set forth by the state and accreditation agencies. Along with evaluation, it becomes a step-by-step guide to continuous quality improvement.

The successes and progress reported in this document reflect SBVCs commitment to the college mission, the mission of the District, and the mission of the California Community Colleges. Valley College provides historic stability in a community that is ever-changing and adapting. The college serves the community of those who seek to improve their lives and the lives of their families.

Where Does Valley College Go from Here? Valley College will continue to hold student success at the highest regard in everything we do. State initiatives such as AB-705, Guided Pathways, Student Equity and Achievement Program, and basic skills, enable the college to make clear exactly what it is and how it can serve students. These initiatives also pose a number of challenges. AB-705, Guided Pathways, and the Promise Program will create greater student need for support in transfer-level courses. The absence of most basic skills courses will make tutoring and learning communities more important than ever.

What Is the Impact of The Student-Centered Funding Formula? Valley College is well positioned to take full advantage of the new Student-Centered Funding Formula (SCFF). The campus has one of the highest proportions of financial aid eligible students, and the FTES has increased nearly 20% over the last decade. The number of graduates has increased over 10% over the last five years. Finally, success rates in English and math are on an upward trend.

Appendix A

Appendix A presents data from the final California Community College Student Success Scorecard. The data in this table supports Objective 2.G of the SBVC Strategic plan.

San Bernardino Valley College — Research, Planning & Institutional Effectiveness

CCCCO Student Success Scorecard Measures for SBVC: 2017, 2018 & 2019

			2017 Scorecard	2018 Scorecard	2019 Scorecard	Net Change
COMPLETION METRICS		**Persistence** - Percentage of degree, certificate and/or transfer-seeking students tracked for six years who enrolled in the first three consecutive terms.				
	College Prepared		79.9%	82.8%	78.3%	🔴
	Unprepared for College		72.8%	72.6%	74.4%	🟢
	Overall		73.8%	73.9%	74.9%	🟢
		At Least 30 Units - Percentage of degree, certificate and/or transfer-seeking students tracked for six years who achieved at least 30 units.				
	College Prepared		75.4%	70.6%	69.6%	🔴
	Unprepared for College		62.4%	60.5%	62.9%	🟢
	Overall		64.2%	61.7%	63.8%	🟢
		Completion - Percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a degree, certificate or transfer-related outcome (transferred or transfer prepared).				
	College Prepared		57.2%	60.1%	54.4%	🔴
	Unprepared for College		33.6%	33.4%	33.5%	🟢
	Overall		36.9%	36.7%	36.5%	🟡
MATH & ENGLISH/ESL METRICS		**Remedial/ESL** - Percentage of credit students tracked for six years who first enrolled in a course below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline.				
	Remedial English		34.5%	35.8%	38.3%	🟢
	Remedial ESL		12.4%	17.6%	21.4%	🟢
	Remedial Mathematics		35.0%	36.1%	39.9%	🟢
		Transfer Level Achievement - The percent of first-time students who complete a transfer-level course in Math or English in their first or second year.				
	Transfer Level English – 1st Year		11.0%	14.8%	16.4%	🟢
	Transfer Level English – 2nd Year		26.0%	30.1%	30..7%	🟢
	Transfer Level Math – 1st Year		10.3%	10.5%	10.0%	🟡
	Transfer Level Math – 2nd Year		23.3%	22.5%	19.4%	🔴
CTE METRICS		**Career Technical Education (CTE)** - Percentage of students completing more than eight units in courses classified as career technical education (or apprenticeship) in a single discipline for the first time during their cohort year tracked for six years who completed a degree, certificate, apprenticeship or transfer-related outcome (transferred or transfer prepared).				
	Career Technical Education		48.9%	50.3%	51.5%	🟢
		Skills Builder - The median percentage change in wages for students who completed higher level CTE coursework in their cohort year and left the system without receiving any type of traditional outcome such as transfer to a four-year college or completion of a degree or certificate.				
	Skills Builder		27.8%	33.6%	31.4	🔴

Increase performance = 🟢   No significant change = 🟡   Decrease = 🔴

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