



SBCCD | STRATEGIC PLAN

Presented to the Board of Trustees for Review
March 24, 2022



IN GRATITUDE & RECOGNITION

As the world continues to evolve in the midst of unprecedented times, the importance of working together as a community to inspire our students and provide a course for the future is more important than ever. To that end, the San Bernardino Community College District extends its appreciation to the many caring, hardworking individuals that came together to bring this plan into focus, with special recognition of the persons listed below.

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IN GRATITUDE & RECOGNITION

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Jose F. Torres, Executive Vice Chancellor	Keynasia Buffong, President, Black Faculty & Staff Association
Kristina Hannon, Vice Chancellor, Human Resources and Police Services	Ernest Guillen, President of the Latino Faculty, Staff, & Administrators Association
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A MESSAGE FROM THE SBCCD CHANCELLOR AND BOARD OF TRUSTEES

For nearly 100 years, thousands of students and families in the Inland Empire have counted on the San Bernardino Community College District for higher education, career training, and the opportunity to get ahead. We have changed the trajectory of students' lives, strengthened our communities, enriched our local economy...and we're just getting started.

This five-year strategic plan is a bridge to our next century and a roadmap for the future we want to see. This document will guide us as we put students and the community at the center of all we do at the San Bernardino Community College District, Crafton Hills College, San Bernardino Valley College, and Empire KVCR TV/FM. Our intent is nothing less than being a gateway to opportunity and prosperity for the Inland Empire, and beyond.

Thanks to the valuable input of faculty, staff, students, alumni, K-12 schools, four-year universities, industry and community partners, this plan embodies our shared aspirations.

Our optimism for the future started nearly a century ago, and we're proud of the public higher education institution we have built with it. We will harness our momentum, and ensure that the San Bernardino Community College District continues working for the good of our diverse students and community today and in the next 100 years.

Sincerely,

Gloria Macias Harrison | **Board Chair**

Dr. Stephanie Houston | **Board Vice Chair**

Dr. Anne L. Viricel | **Board Clerk**

Dr. Nathan D. Gonzales | **Trustee**

John Longville | **Trustee**

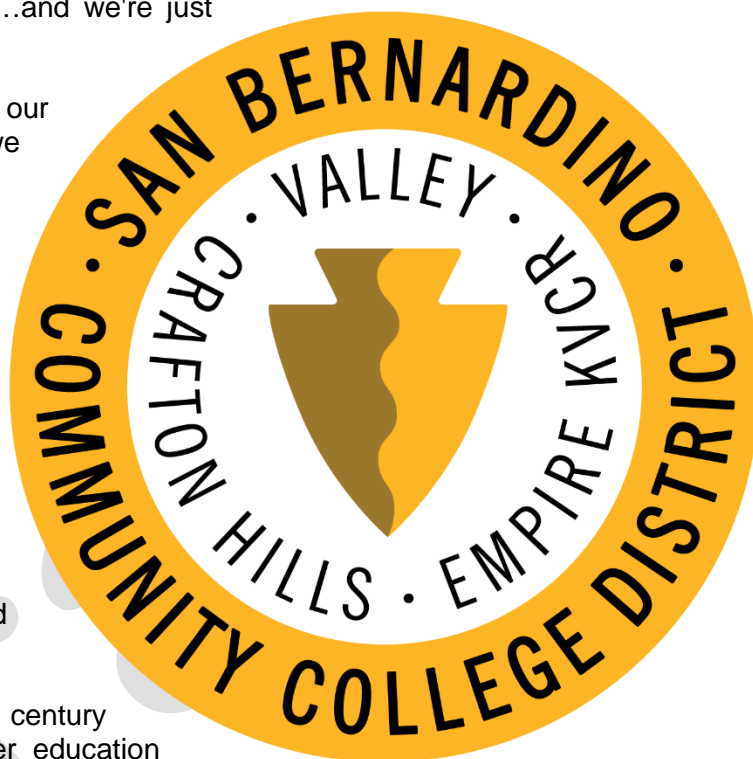
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Elena Sanchez Paez | **Student Trustee**

Diana Z. Rodriguez | **Chancellor**



MISSION | VISION | VALUES



SBCCD | MISSION

SBCCD positively impacts the lives and careers of our students, the well-being of their families, and the prosperity of our community through excellence in educational and training opportunities.

SBCCD | VISION

Inspiring possibilities for bright futures and a prosperous community.

SBCCD | VALUES

- Accessibility
- Inclusion
- Integrity
- Courage
- Collaboration
- Excellence

MISSION | VISION | VALUES

WHAT SBCCD VALUES MEAN TO US

ACCESSIBILITY

We believe that higher education ignites the potential of our students and transforms our community. Everything we do and say reflects our determination to ensure that the opportunity of a satisfying career and meaningful life is accessible to all.

INCLUSION

We believe that students, employees, and guests of all backgrounds thrive when they feel welcomed, respected, and valued by our college district. We promote a sense of community by pursuing equity-minded policies and practices, and by facilitating social and intellectual exchange among people of diverse races, genders, ages, sexual orientations, cultures, political affiliations, socio-economic status, religions, and physical abilities.

INTEGRITY

Because students and families trust us with their education and career training, we have an essential responsibility to help them grow personally and professionally. This means we must always do what is right for our students by upholding ethical, uncompromising standards in our approach to administration and excellence in our curriculum, teaching methods, and educational initiatives.

COURAGE

Moving the needle on student outcomes — whether a degree, certificate, transfer, or specific skill set — requires risk, innovation, and acceptance that failures will sometimes happen. We move forward with a solution-oriented mindset to ensure students have the resources and support to achieve their goals.

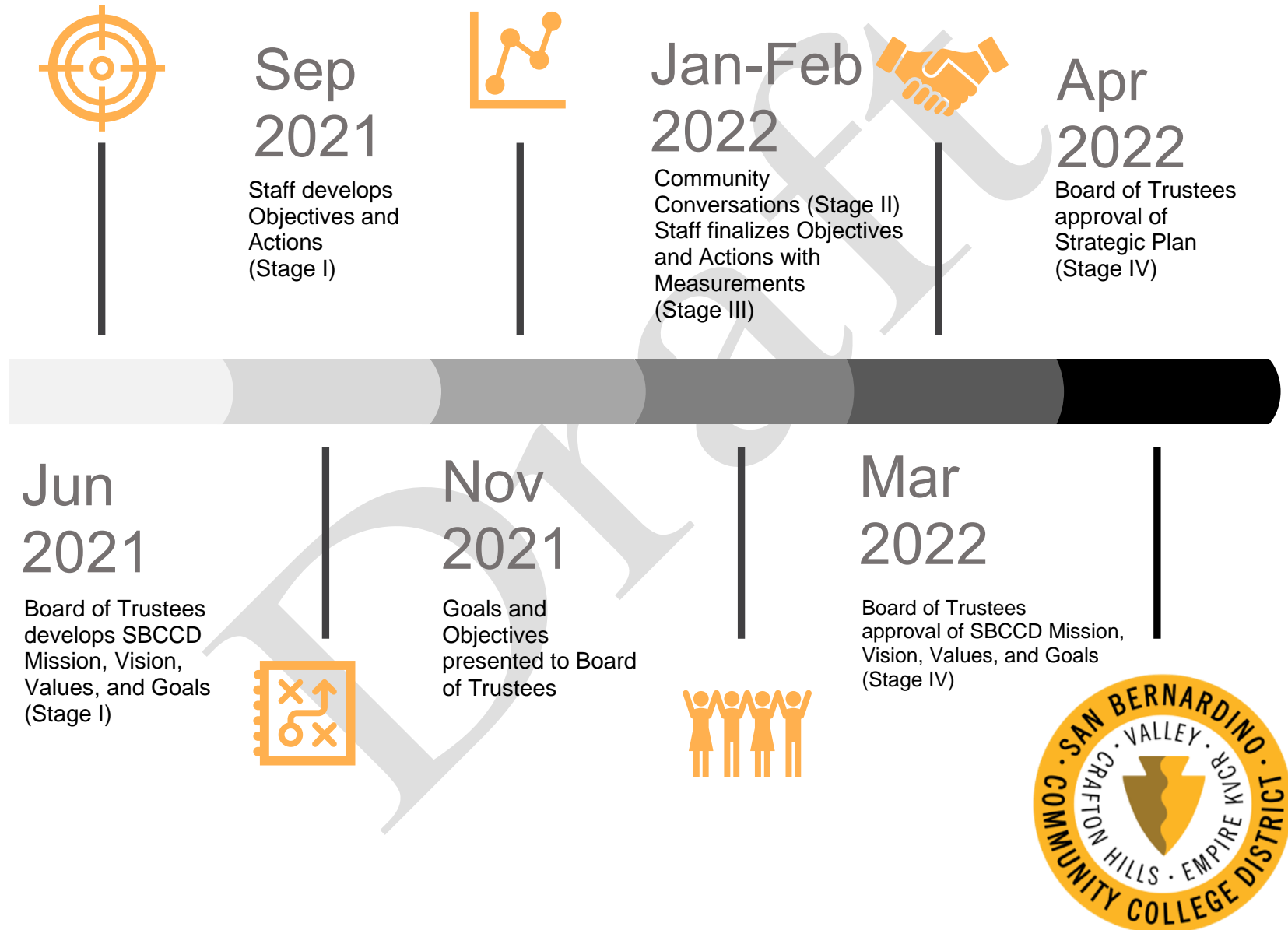
COLLABORATION

We are the community's college. We teach and learn by doing, exploring, and working together. We foster a culture of collaboration and meaningful engagement with our students, faculty, staff, alumni, industry, K-12 schools, four-year universities, government, arts, civic organizations, and other diverse groups that have the potential to enhance our educational mission.

At the heart of our mission is our commitment to deliver excellent customer service, academic and career training programs that are at the forefront of their respective fields. We develop students to excel in their academic and career pursuits by compassionately providing the support needed to assure their success.



PLAN DEVELOPMENT



PLAN DEVELOPMENT

STAGE I | IDENTIFICATION OF GOALS & OBJECTIVES

Within the framework established by SBCCD's Mission, Vision and Values, initial Goals, Objectives, and Actions were created.

SBCCD GOALS

30,000 Foot Level

SBCCD Goals are general guidelines that explain what SBCCD wants to achieve in the community or the district. SBCCD Goals are usually long-term and represent global visions. The SBCCD Goals are developed by the Board of Trustees.

OBJECTIVES

15,000 Foot Level

The Objectives define strategies or implementation steps to attain the SBCCD Goals. Unlike the SBCCD Goals, Objectives are specific, measurable, and have a defined completion date. The Objectives are developed by the Colleges and DSO.

ACTIONS

1,000 Foot Level

The Actions are even more specific steps to attain the Objectives. The Actions outline the "who, what, when, where, and how" of reaching the Objectives. The Actions are developed by the Colleges and DSO.

PLAN DEVELOPMENT

STAGE II | DATA INQUIRY AND INFORMATION GATHERING

SBCCD teamed up with industry experts, taking a comprehensive approach to assessing the complex challenges facing our students and diverse communities, including an in-depth Program Demand Gap Analysis and several Community Conversations.

ANALYSIS

A provider of affordable, accessible higher education in San Bernardino and Riverside Counties, SBCCD conducted an environmental scan of the region's economy, focusing on employment trends and labor market demand. The resulting data has been used to assess the supply of educational program completions and determine which of SBCCD's program offerings satisfy regional workforce demand. This tool will help focus SBCCD's program development and strategies.

COMMUNITY ENGAGEMENT

As the San Bernardino Community College District began crafting a new strategic plan, the District turned to its community for input. Civic leaders were invited to engage with the Board of Trustees and district leadership to dialogue about the future of the students and community. These conversations sought to include local school districts and universities, local government officials, chambers of commerce, social service agencies, advisory groups and large area employers.

PLAN DEVELOPMENT

STAGE III | DEVELOPMENT OF ACTIONS AND MEASUREMENTS

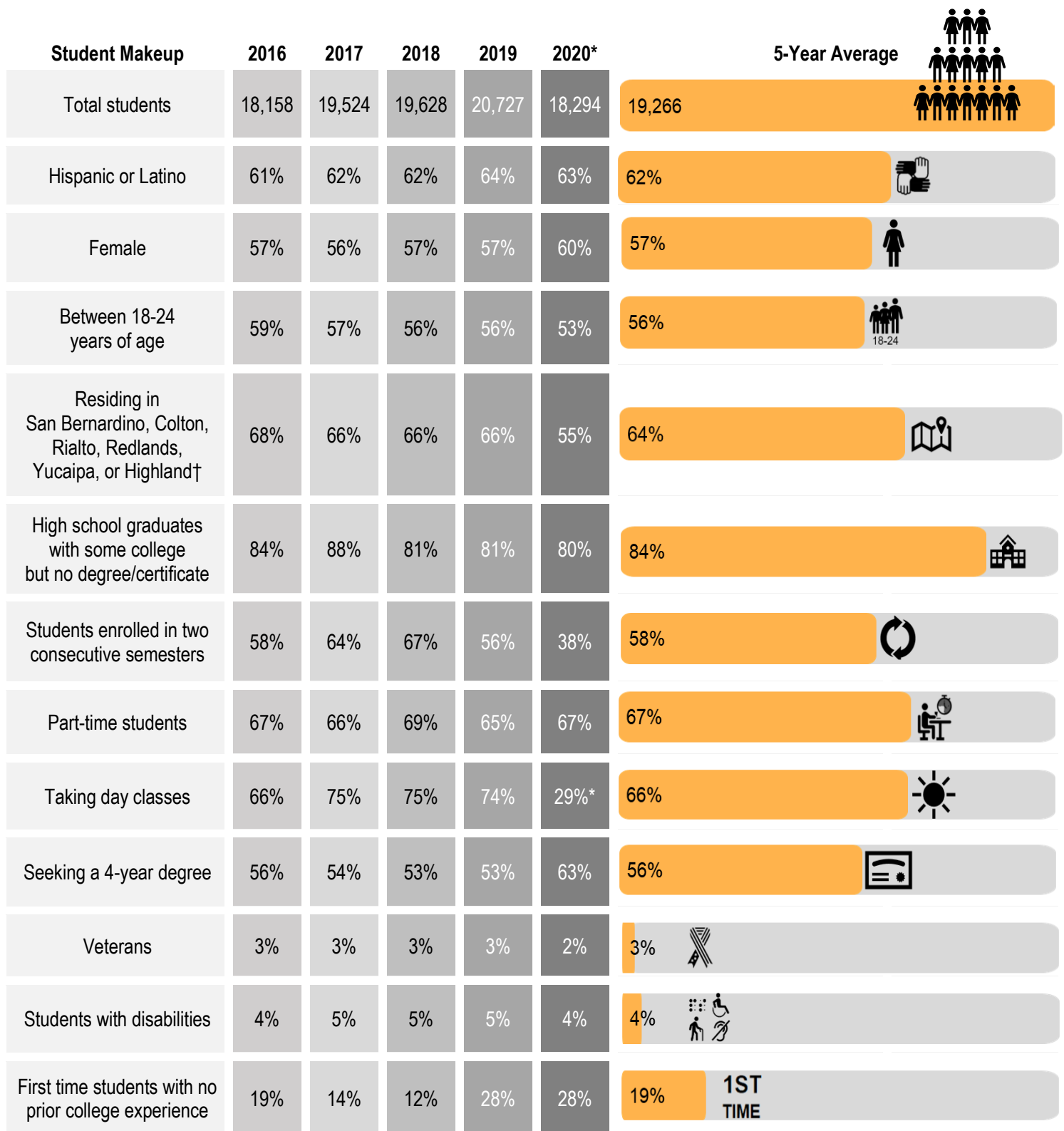
Based on a collaboration of DSO and college staff, measurable Actions have been developed to carry out the Objectives necessary to meet SBCCD Goals.

Stage IV | APPROVALS

Under the guidance of the Board of Trustees Strategic Planning Committee, final approval of the SBCCD Mission, Vision, Values and Goals is expected in March 2022, with a final approval of the Strategic Plan in April 2022.




SBCCD STUDENTS



*Remote learning only during this period.


SBCCD STUDENTS

SBCCD STUDENTS | BY ETHNICITY

	2016	2017	2018	2019	2020*	5-Year Average
Total students	18,158	19,524	19,628	20,727	18,294	19,266
Hispanic or Latino	61%	62%	62%	64%	63%	62%
African American	9%	9%	9%	9%	8%	9%
White	21%	19%	19%	17%	17%	18%
Asian/Pacific Islander	5%	5%	5%	5%	5%	5%
Native American	0%	0%	0%	0%	0%	0%
Mixed Race	5%	5%	5%	5%	5%	5%

*Remote learning only during this period.

SBCCD STUDENTS | BY AGE

	2016	2017	2018	2019	2020*	5-Year Average
Total students	18,158	19,524	19,628	20,727	18,294	19,266
17 or younger	4%	5%	5%	6%	8%	6%
18-19	22%	22%	23%	24%	24%	23%
20-24	38%	35%	34%	32%	29%	34%
25-29	16%	17%	17%	16%	16%	16%
30-34	8%	8%	9%	8%	9%	9%
35-39	5%	5%	5%	5%	6%	5%
40-49	5%	5%	5%	5%	6%	5%
50 or older	3%	3%	3%	3%	3%	3%

*Remote learning only during this period.

SBCCD STUDENTS | BY GEOGRAPHY




SBCCD students come from 366 cities within California. On average, the top 10 include:

- San Bernardino, Colton, Rialto, Redlands, Yucaipa, or Highland with at least 1,000 students each, and
- Fontana, Beaumont, Riverside and Loma Linda with between 500-999 each.

SBCCD STUDENTS

SBCCD STUDENTS | BY EDUCATIONAL GOAL

	2016	2017	2018	2019	2020*	5-Year Average
Total Headcounts	18,158	19,524	19,628	20,727	18,294	19,266
Want BA after AA	56%	54%	53%	53%	63%	56%
Acquire/update job skills	4%	4%	4%	4%	4%	4%
Career/educational development	3%	2%	3%	3%	3%	3%
Certificate/AA without transferring	17%	16%	17%	19%	16%	17%
Undecided	6%	6%	6%	6%	5%	6%
Maintain certification/license	1%	1%	1%	1%	1%	1%
Other	13%	15%	15%	14%	8%	14%

*Remote learning only during this period.

SBCCD FEEDER SCHOOLS | TRENDS

- Between 2016-17 and 2020-21, the number of 12th graders in the SBCCD's public high school feeder districts declined by 1.98%.
- Between 2017 and 2019, the number of students graduating from service area high schools increased by 10.1%.
- The number of anticipated graduates for next three years is 8,987, 9,400, and 9,595.

Table 1 | Number of 12th Graders and Graduates from 2016-17 through 2020-21

	2016-17	2017-18	2018-19	2019-20	2020-21	Average
Enrollment	10,430	10,331	10,167	10,120	10,223	10,254
Graduation*		8,594	9,766	9,274	No Data Available	9,211
Graduation Rate**		91.7%	90.5%	92.3%	No Data Available	91.2%

* Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

**Graduation Rate is the percentage of students who received a high school diploma within four or five years of entering ninth grade, or completed their graduation requirements at an alternative school.

Table 2. Number of Anticipated 12th Graders and Graduates from Feeder Public High Schools

Graduation Year	# of Cohort	# of Anticipated Graduates
2021-22	9,854	8,987
2022-23	10,307	9,400
2023-24	10,521	9,595

Note: Used the 3-Year Average Graduate Rate (91.2%) as the estimator.

SBCCD STUDENTS

Table 3. Number of High School Graduate by Feeder School District

District	2017-2018		2018-2019		2019-2020*		3 Year Average	3 Year Change	
	# of Graduates	Graduation Rate	# of Graduates	Graduation Rate	# of Graduates	Graduation Rate		# of Graduates	Graduation Rate
Bear Valley	155	92.3%	189	87.8%	199	89.9%	181	+44	+28.4%
Colton	1,515	90.2%	1,578	87.1%	1,552	91.3%	1,548	+37	+2.4%
Redlands	1,624	95.1%	1,771	90.7%	1,719	92.5%	1,705	+95	+5.8%
Rialto	1,818	90.2%	1,921	90.0%	1,927	91.7%	1,889	+109	+6.0%
Rim of the World	242	92.1%	261	90.8%	237	89.5%	247	-5	-2.1%
San Bernardino City	2,691	91.0%	3,273	91.8%	3,115	93.5%	3,026	+424	+15.8%
Yucaipa-Calimesa	549	94.2%	773	93.1%	714	92.9%	679	+165	+30.1%
Total	8,594	91.7%	9,766	90.5%	9,463	92.3%	9,274 (91.2%)	+869	+10.1%

* Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

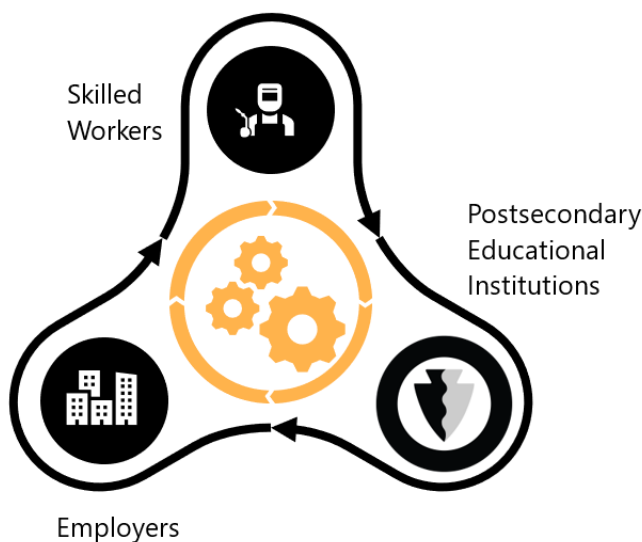
CHALLENGES, TRENDS AND OPPORTUNITIES

To gain insight into local economic conditions and workforce trends, SBCCD partnered with Emsi, a leading provider of labor market data in higher education, for the development of an in-depth environmental scan and program demand gap analysis. The resulting analysis weighs the educational output of SBCCD and other postsecondary educational institutions against job openings to determine whether a deficit or an oversupply of skilled workers exists. The goal is to provide relevant data for problem solving and informed decision making about current and future program development.

STRATEGIC | CHALLENGES

An efficient labor market requires a seamless flow of skilled workers, the postsecondary educational institutions that educate and train them, and the employers that hire them. One factor behind workforce misalignment occurs when the needs of the employers evolve

differently than the programs that train their workers. These misalignments may happen at different times and for different reasons:



- ▶ Employer training becomes more tailored and comprehensive;
- ▶ Businesses come and go, and certain educational programs become more or less pertinent to a specific region;
- ▶ Rapid advances in technology and business create curriculum needs that few educational institutions possess; and
- ▶ As economic conditions shift, businesses have different hiring requirements of their employees.

The analysis is intended to serve as a starting point for SBCCD as the district discusses regional workforce needs. A deficit (gap) or oversupply (surplus) of workers in a particular occupation category represents a potential problem for the region, making it important for each program and occupation group to be evaluated by the district on a case-by-case basis. The purpose of this analysis is, therefore, to initiate the conversation on evaluating program effectiveness. Once evaluated internally within the district, specific implications may be considered for programs with substantial gaps or surpluses.

KEY | TRENDS

The San Bernardino Community College District (SBCCD) is one of the 72 community college districts which, together, provide affordable and accessible higher education to all Californians. SBCCD serves an area centered on the city of San Bernardino, along with the surrounding region of San Bernardino and Riverside Counties, referred to as the SBCCD Service Region. It provides its services primarily through two community colleges – San Bernardino Valley College and Crafton Hills College. This plan assesses how well SBCCD's program offerings satisfy regional workforce demand. The following figures and table display key findings of the analyses.

CHALLENGES, TRENDS AND OPPORTUNITIES

HIGH DEMAND | LOW SUPPLY

These programs have a high number of annual job openings but lack of adequate regional completers. These programs have large gaps and should be considered for expansion since there is a demand for people with these skill sets. Consideration should be given to the median hourly wage of the program. How can SBCCD expand these program opportunities?

- ▶ Cooking & Related Culinary Arts, General (Certificate and Associate Degree)
- ▶ Machine Tool Technology/Machinist (Certificate and Associate Degree) Real Estate (Associate Degree)
- ▶ Electrical/Electronic Equipment Installation & Repair, General (Associate Degree and Transfer-Track)

HIGH DEMAND | HIGH SUPPLY

These programs have a high number of annual job openings as well as a high number of regional completers. These programs are satisfying the region's labor market demands and are worth continuing to offer. Can SBCCD maintain focus on program quality and student success?

- ▶ Welding Technology/Welder (Certificate)
- ▶ Emergency Medical Technology/Technician (EMT Paramedic) (Certificate)
- ▶ Automobile/Automotive Mechanics Technology/Technician (Associate Degree)
- ▶ Information Technology (Associate Degree and Transfer-Track)

LOW DEMAND | LOW SUPPLY

These programs lack both annual job openings and completers in the SBCCD Service Region. Since there is not an apparent need for these skill sets in the regional workforce, it is worth reevaluating the need for offering these programs. What should SBCCD do about these programs?

- ▶ Philosophy (Associate Degree)
- ▶ Astronomy (Transfer-Track)

LOW DEMAND | HIGH SUPPLY

These programs produce far more regional completers than there are annual job openings. Large surpluses could suggest that completers are finding employment outside of the region. It may be beneficial to track where completers are finding work to evaluate the skills being sought by employers to better prepare completers for in-region employment. Is SBCCD connecting these programs to opportunities outside the region?

- ▶ Criminal Justice/Police Science (Certificate)
- ▶ Social Sciences, General (Associate Degree)
- ▶ Anthropology (Transfer-Track)

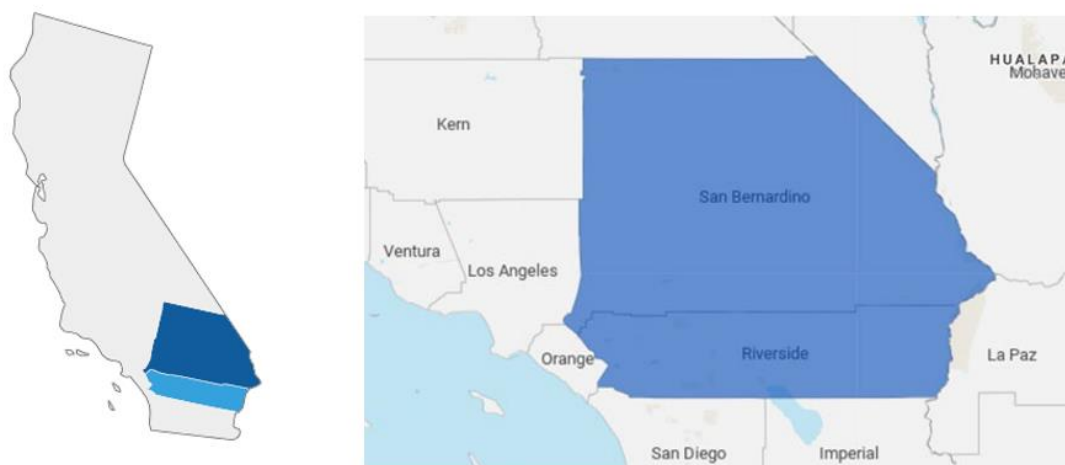
Source: Emsi program demand gap model.

CHALLENGES, TRENDS AND OPPORTUNITIES

GROWTH | OPPORTUNITIES

SBCCD serves a region comprised of Riverside and San Bernardino Counties. The environmental scan used the region's average annual projected job openings between 2020 and 2030 as a measurement of labor market demand. When job openings are compared to the region's supply of educational program completions, the analysis determines how well SBCCD's program offerings satisfy regional workforce demand. In addition, this report offers recommendations for new program development. In its entirety, the analysis is a starting point for SBCCD as it continues to develop programs using data-informed decision-making strategies. The following figures and table display key findings of the analyses.

Figure 1: Map of the SBCCD Service Region

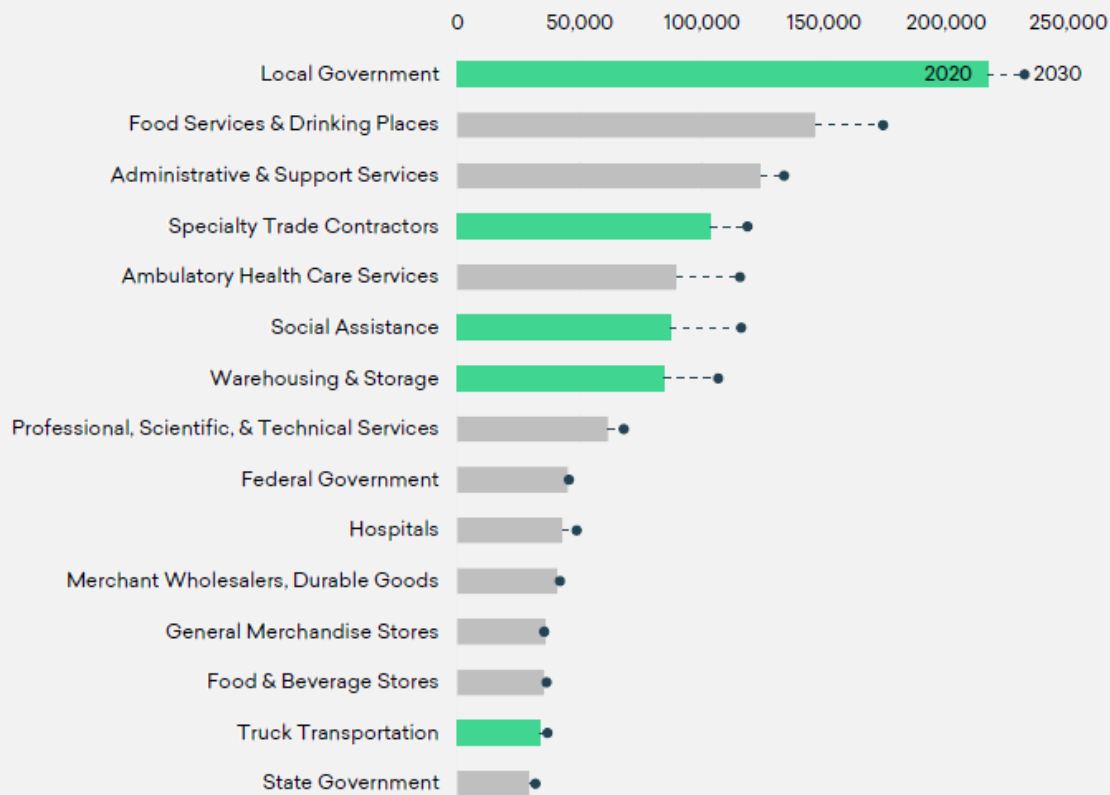


Source: Emsi Analyst. Region provided by SBCCD.

CHALLENGES, TRENDS AND OPPORTUNITIES

Figure 2 displays the top industry subsectors in terms of employment in the SBCCD Service Region.

Figure 2: Top Industry Subsectors in the SBCCD Service Region by Jobs



Source: Employees & Self-Employed 2020.3.

CHALLENGES, TRENDS AND OPPORTUNITIES

Figure 3 shows the top industry subsectors in terms of employment concentrations, referred to as location quotients (LQs). High LQs (usually anything greater than 1.2) are an indication that the region has a comparative advantage or specialization in certain industry subsectors relative to the rest of the nation or potentially to other regions.

Figure 3: Top Industry Subsectors in the SBCCD Service Region by Employment Concentration (LQ)



Source: Employees & Self-Employed 2020.3.

CHALLENGES, TRENDS AND OPPORTUNITIES

Note the green bars in the figures. Across all of the SBCCD Service Region's industry subsectors, five are within the top 15 in terms of jobs with relatively high LQs. The appearance of these industry subsectors provides an indication of their strength in the region's economy and offers the district insight into potential employment opportunities for its students. These industry subsectors, ranked by 2020 jobs, are:



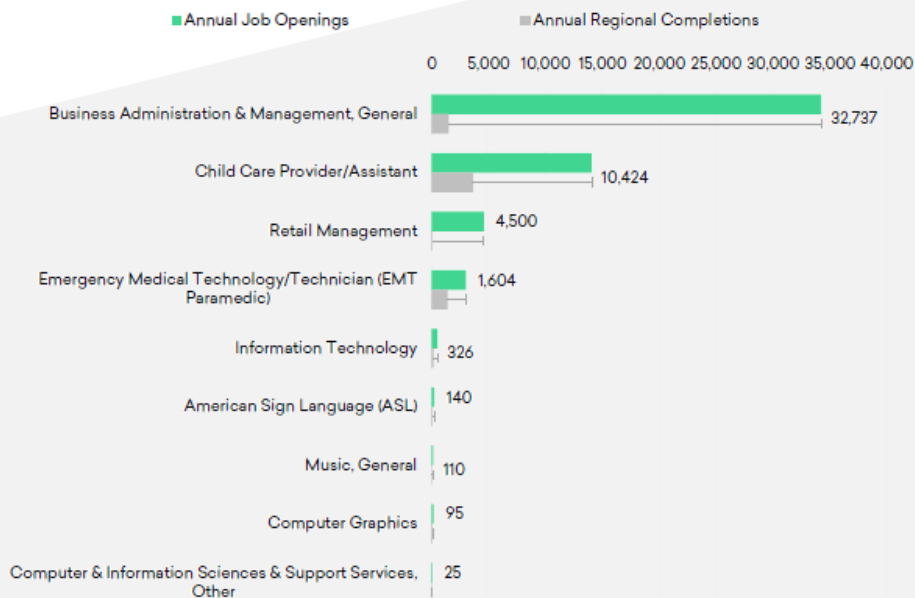
PROGRAM DEMAND | GAP ANALYSIS

The program demand gap analysis provides results across all of SBCCD's certificate and associate degree level programs, which have been classified by their formal CIP code. CIP refers to the Classification of Instructional Program and was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES). The analysis connects the district's program completers with the availability of regional job openings. Furthermore, the analysis focuses on the gaps and surpluses in the programs by award level. A gap or surplus larger than 500 is considered beyond normal labor market fluctuations and therefore an area of consideration for program development.

SBCCD offers 46 certificate level programs, twelve of which have a significant gap above the 500-openings level of significance. Many of which should be expanded to meet the current and future needs of employers in the SBCCD Service Region, emphasis should be placed on programs with high median hourly wages. No programs at this award level have a significant surplus. Figure 4 displays the gaps at Crafton Hills College and figure 5 shows the top ten gaps at San Bernardino Valley College, both at the certificate level.

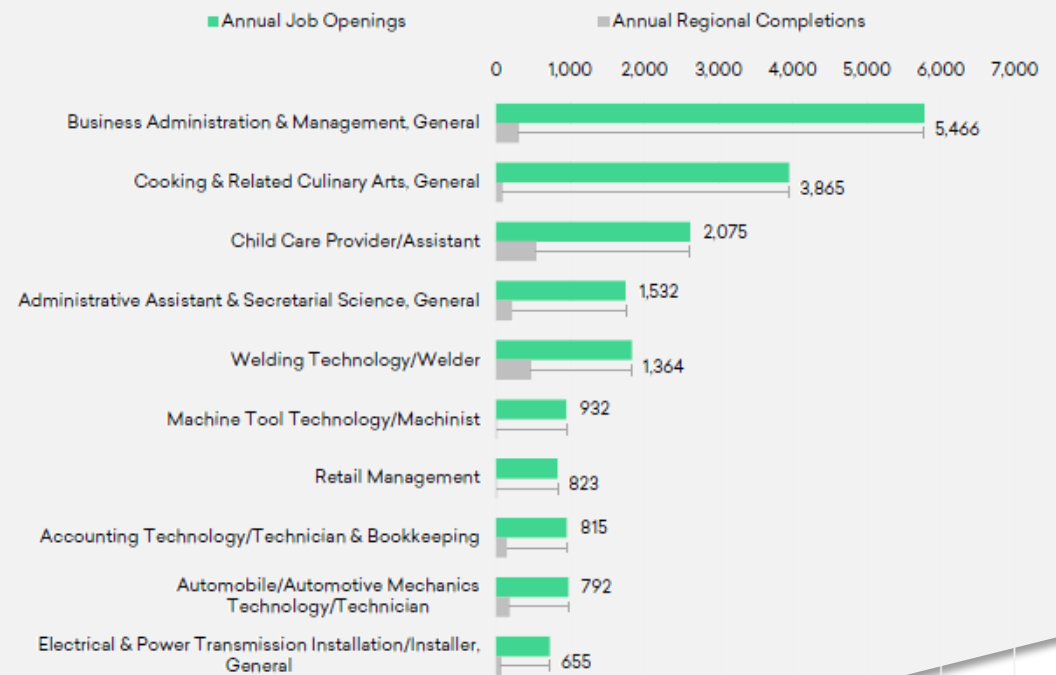
CHALLENGES, TRENDS AND OPPORTUNITIES

Figure 4: Certificate Level Gaps for Crafton Hills College



Source: Emsi program demand gap model.

Figure 5: Top 10 Certificate Level Gaps for San Bernardino Valley College

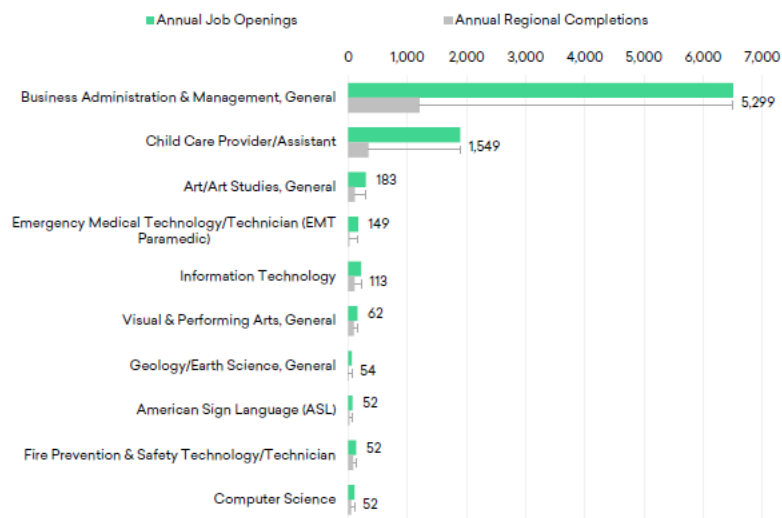


Source: Emsi program demand gap model.

CHALLENGES, TRENDS AND OPPORTUNITIES

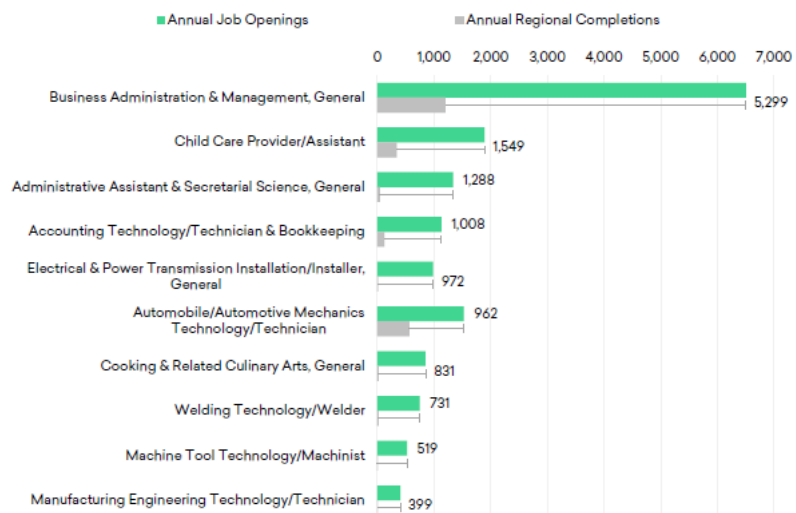
At the associate degree level, nine programs have a significant gap. Figure 6 displays the top ten gaps at Crafton Hills College and figure 7 shows the top ten gaps at San Bernardino Valley College, both at the associate degree level. Several programs should be considered for a district-wide expansion, many of which are related to other associate degree level programs without a significant 500-openings gap. Many should be considered for expansion, with more priority given to the programs with a significant gap and high median hourly wage. Furthermore, if the associate degree level program is associated with a formal industry- specific certificate, permit, or license required for employment, it is also recommended for expansion. One program at this award level has a significant surplus.

Figure 6: Top 10 Associate Degree Level Gaps for Crafton Hills College



Source: Emsi program demand gap model.

Figure 7: Top 10 Associate Degree Level Gaps for San Bernardino Valley College



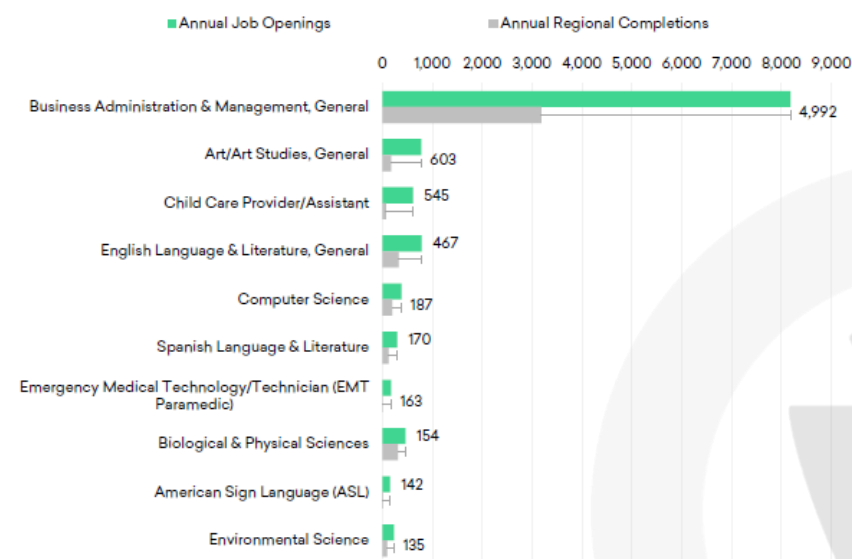
Source: Emsi program demand gap model.

CHALLENGES, TRENDS AND OPPORTUNITIES

All of SBCCD's associate degree programs have also been analyzed at the transfer-track level where the openings are measured as if a completer goes on to complete a bachelor's degree. At this bachelor's degree level six programs have a significant gap above the 500- openings level of significance.

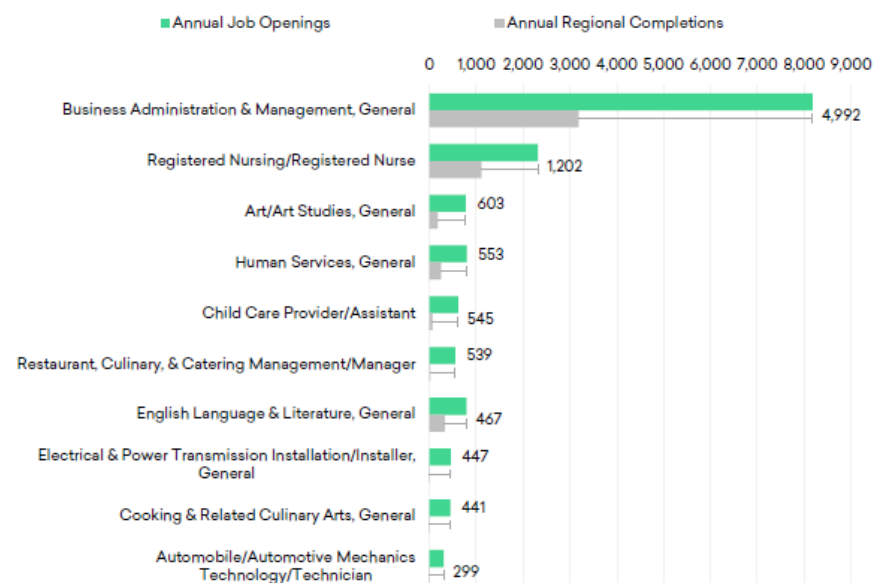
Figure 8 displays the top ten gaps at Crafton Hills College and figure 9 shows the top ten gaps at San Bernardino Valley College, both at the transfer- track level. A program expansion should consider the process by which SBCCD's students transfer into regional bachelor's degree level programs. Administrative and academic support measures at SBCCD would enable student success. One program at this award level has a significant surplus.

Figure 8: Top 10 Transfer-Track Degree Level Gaps for Crafton Hills College



Source: Emsi program demand gap model.

Figure 9: Top 10 Transfer-Track Degree Level Gaps for San Bernardino Valley College



Source: Emsi program demand gap model.



CHALLENGES, TRENDS AND OPPORTUNITIES

A liberal arts program expansion is not recommended at this time, but SBCCD administrators should be aware that students can find success in a variety of business- related occupations. Using Emsi's Profile Analytics database, many liberal arts program completers are currently employed as retail salespersons, administrative assistants, and customer service representatives, as well as a variety of managers and supervisors. These occupations have a considerable number of job openings in the SBCCD Service Region. The colleges' liberal arts program, therefore, serves as a starting point to students' career goals beyond an associate degree level of education.

PROGRAM | ADDITIONS

A variety of certificate level programmatic areas of opportunity have been identified in the program demand gap analysis, many of which are related to Installation, Maintenance, & Repair Occupations; Office & Administrative Support Occupations; and Construction & Extraction Occupations. At the associate degree level, there are fewer opportunities for new programs, considering the district's current offerings. Nonetheless, SBCCD should consider new programs related to Healthcare Practitioners & Technical Occupations, whether its focus is on job openings in the SBCCD Service Region or California. A variety of transfer- track degree level programmatic areas of opportunity were identified in the program demand gap analysis, many of which are related to Business & Financial Operations Occupations; Sales & Related Occupations; and Architecture & Engineering Occupations. For all award levels, many program additions are related to the district's current program offerings, which indicates an opportunity for a curriculum adjustment to better align with the region's current and projected labor market demand. A selection of these occupations, which have the most regional job openings by award level, appear in Table 1.

CHALLENGES, TRENDS AND OPPORTUNITIES

Table 1 - Regional job openings by award

SOC TITLE	2020 JOBS	ANNUAL JOB OPENINGS	ANNUAL COMPLETIONS	GAP	MEDIAN HOURLY WAGE	ED LEVEL
Heavy and Tractor-Trailer Truck Drivers	31,981	3,160	4	3,156	\$22.56	CERT
Carpenters	22,088	1,648	8	1,641	\$22.54	CERT
Construction Laborers	19,914	1,582	8	1,574	\$18.73	CERT
First-Line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling Supervisors	8,838	760	0	760	\$27.06	CERT
Medical Secretaries and Administrative Assistants	8,571	655	106	549	\$17.76	CERT
Painters, Construction and Maintenance	7,190	479	3	476	\$17.77	CERT
Operating Engineers and Other Construction Equipment Operators	4,445	416	2	414	\$39.51	CERT
Nursing Assistants	8,438	912	542	369	\$16.23	CERT
Order Clerks	3,045	252	1	251	\$17.39	CERT
Dental Assistants	6,316	604	436	168	\$17.46	CERT
Dental Hygienists	1,988	117	50	67	\$45.73	ASSOC
Respiratory Therapists	1,885	99	38	61	\$35.33	ASSOC
Occupational Therapy Assistants	367	44	0	44	\$35.16	ASSOC
Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	9,919	706	8	697	\$21.90	T-T
Insurance Sales Agents	5,693	311	0	311	\$21.14	T-T
Office and Administrative Support Workers, All Other	5,089	295	0	295	\$15.99	T-T
Production, Planning, and Expediting Clerks	5,112	287	0	287	\$22.31	T-T
Securities, Commodities, and Financial Services Sales Agents	3,375	210	2	208	\$23.81	T-T

SOC refers to the Standard Occupational Classification system used to classify occupations. Average annual job openings represent regional data from 2020 to 2030. Numbers may not sum due to rounding. Source: Emsi program demand gap model.

GOALS & OBJECTIVES

GOAL 1 | ELIMINATE BARRIERS TO STUDENT ACCESS AND SUCCESS

1.1

OBJECTIVE

Continue efforts to increase college-going culture.

**MEASUREMENT**

1. **Enhance financial aid administration.** | Actions that demonstrate operational and technological improvements in our ability to identify unmet need, verify eligibility, process applications, and disburse financial aid to our students.
2. **Implement the four pillars of Guided Pathways.** | Actions that show we are providing students with clear pathways to employment and education, the guidance they need to choose a pathway and persist, and the support they need to learn with clear program outcomes and effective instructional practices.
3. **Promote our district to students, community and industry partners.** | Actions that highlight the depth and breadth of the curricular and cocurricular opportunities (e.g., activities, programs, learning experiences) that are available at our district.

1.2

OBJECTIVE

Investigate and promote the success of our identity-based programs and student support services to gain insight that can be leveraged to enhance current efforts to improve the broader student experience at SBCCD.

**MEASUREMENT**

1. **Develop strategies in support of continual quality improvement.** | Actions that show that we are using data-informed approaches to track and understand best practices in the development and administration of our identity-based programs and services.
2. **Promote student voices and provide access to vital resources.** | Actions that show that we are providing a platform for our students to share their experiences, and developing partnerships that will bring important training and resources to our region.

GOALS & OBJECTIVES

GOAL 1 | ELIMINATE BARRIERS TO STUDENT ACCESS AND SUCCESS

1.3

OBJECTIVE

Develop a state-of-the-art technology system that delivers a student-centered experience, improves efficiency and effectiveness, and provides analytical strategies and infrastructure that allow SBCCD to make data-informed decisions.



MEASUREMENT

1. **Develop partnerships and strategies that expand our technological capacity.** | Actions that demonstrate our capacity to implement strategies that are growth-oriented, innovative solutions that enhance services rendered, and highlight our commitment to equity.

1.4

OBJECTIVE

Grow and expand dual/concurrent enrollment and K-12 articulations.



MEASUREMENT

1. **Lay the foundation for expanding dual and concurrent enrollment.** | Actions that show that we are working internally and externally to enhance our dual and concurrent program partnerships and course offerings.

1.5

OBJECTIVE

Implement a Board-approved KVCR plan.



MEASUREMENT

1. **Meet with college and district stakeholders to discuss options.** | Actions that show that we are working diligently to explore options for the future of KVCR.

GOALS & OBJECTIVES

GOAL 2 | BE A DIVERSE, EQUITABLE, INCLUSIVE, AND ANTI-RACIST INSTITUTION

2.1

OBJECTIVE

Implement the four pillars of guided pathways.

**MEASUREMENT**

1. **Clarify the pathway and help students choose the appropriate pathway to enter.** | Actions that demonstrate efforts to (1) provide a clear and comprehensive mapping of programs to transfer and employment opportunities and (2) provide student-centered support services that help students explore career and college options.
2. **Help students stay on the path and ensure they are learning.** | Actions that demonstrate the capacity to (1) actively monitor students' progress within their chosen pathway with an emphasis on early intervention and (2) continually assess students' mastery of learning outcomes and align these outcomes with educational and career success.

2.2

OBJECTIVE

Increase access and sense of belonging districtwide and foster a culture of inclusion that is supported by targeted professional development and sustained DEIA initiatives.

**MEASUREMENT**

1. **Increase access to higher education and career opportunities.** | Actions that show (1) we are committed to ensuring that we recruit, retain, and promote staff, faculty, and students that mirror the diversity of our service region; and (2) that our colleges provide a well-rounded education that will help our students succeed as citizens and workers.
2. **Increase sense of belonging at our colleges.** | Actions that show that we are actively developing and implementing strategies that cultivate an environment where everyone feels safe, valued, and accorded an equitable voice within our institutions.
3. **Create a culture of inclusion.** | Actions that show that we are (1) creating new or enhanced DEIA policies and procedures; (2) monitoring, organizing, and evaluating the effectiveness of efforts related to the successful delivery of DEIA; and (3) creating opportunities for faculty and staff to participate in DEIA professional development.

GOALS & OBJECTIVES

GOAL 2 | BE A DIVERSE, EQUITABLE, INCLUSIVE, AND ANTI-RACIST INSTITUTION

2.3

OBJECTIVE

Leverage partnerships with community-based organizations to expand SBCCD's sphere of influence and include constituent voices in decision making.



MEASUREMENT

1. **Identify and leverage partnerships of strategic importance.** | Actions that demonstrate our capacity to network with a broad range of public and private community partners and expand our regional influence by establishing SBCCD as an organization that values the needs and perspectives of its constituents.



GOALS & OBJECTIVES

GOAL 3 | BE A LEADER AND PARTNER IN ADDRESSING REGIONAL ISSUES

3.1

OBJECTIVE

Develop a Strategic Plan that will signal to all constituents that SBCCD has a

comprehensive vision that positively impacts our region and effectively employs strategies that will enable our students to develop the knowledge, confidence, and ability to succeed.



MEASUREMENT

1. **Continue efforts to develop and implement the Strategic Priority, Educational Master, and DSO support plans.** | Actions that demonstrate a comprehensive approach towards developing, implementing, and integrating the strategic priority plan, Educational Master Plans, and the DSO support plan.

3.2

OBJECTIVE

Institutionalize our commitment to investing in cultivating leadership skills

within our District as a vehicle for expanding SBCCD's ability to influence economic and educational initiatives around the region, state, and country.



MEASUREMENT

1. **Build SBCCD's influence by cultivating leadership skills across the district.** | Actions that show that we are developing a culture where students, faculty, and staff feel empowered to speak confidently about SBCCD's mission, vision, and values, and are encouraged to acquire skills critical for building meaningful relationships with diverse networks.



GOALS & OBJECTIVES

GOAL 3 | BE A LEADER AND PARTNER IN ADDRESSING REGIONAL ISSUES

3.3

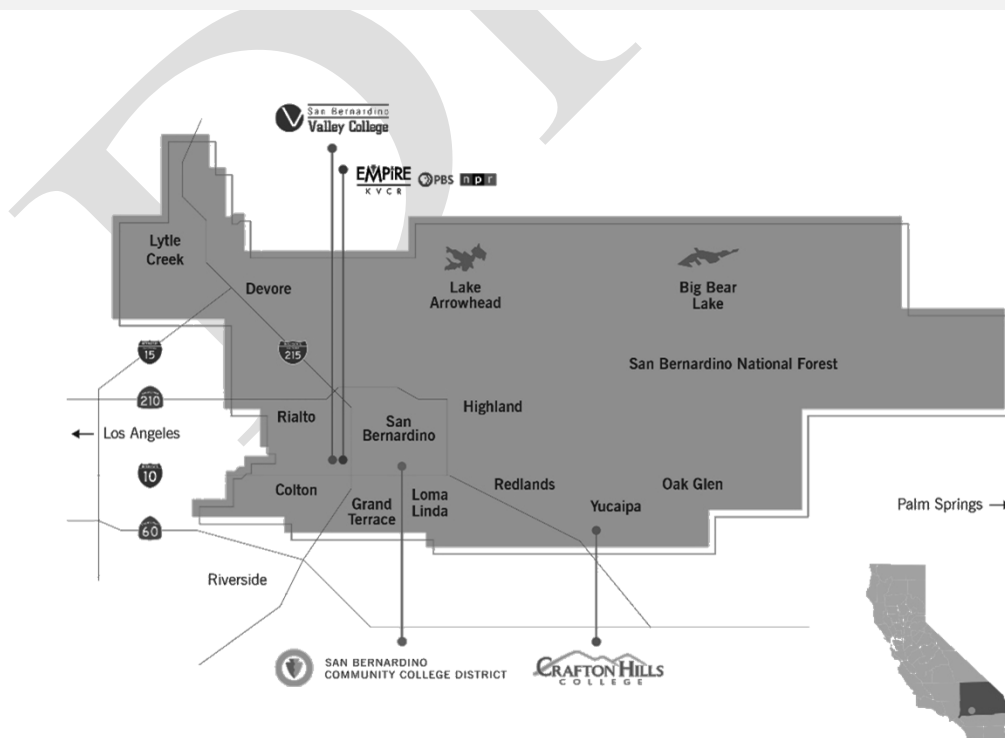
OBJECTIVE

Grow our reputation as a leading higher education institution by enhancing and cultivating community partnerships with K-12 partners, businesses, and community organizations.



MEASUREMENT

1. **Build the credibility and visibility of our programs, services, and initiatives.** | Actions that demonstrate that we actively building our brand by securing opportunities to communicate the value and impact of work we do.
2. **Establish the value of the work we do as an institution of higher education.** | Actions that demonstrate our capacity to garner recognition for our achievements and be viewed as an enterprise leader in issues related to student success and community college administration.
3. **Develop partnerships of strategic importance.** | Actions that demonstrate our capacity to build partnerships of strategic importance with K-12 partners, businesses, and community organizations.



GOALS & OBJECTIVES

GOAL 4 | ENSURE FISCAL ACCOUNTABILITY/SUSTAINABILITY

4.1

OBJECTIVE

Expand grants, unrestricted revenues, partnerships with regional employers, and philanthropic culture.



MEASUREMENT

1. **Expand grant opportunities.** | Actions that demonstrate our commitment to cultivating a diverse portfolio of funding partners and opportunities, expanding grant prospects by enhancing innovation, and strategically investing resources in the development of an experienced team of grant writers and evaluators.
2. **Expand our partnerships with regional employers.** | Actions that demonstrate our capacity to (1) develop programs and course offerings that meet the workforce needs of local employers and (2) establish partnerships with a wide variety of businesses that provide direct (e.g., employment) and indirect (e.g., resources) opportunities for our district.
3. **Expand our capacity to cultivate a philanthropic culture.** | Actions that demonstrate our commitment to (1) developing strong donor relationships; (2) building the capacity, systems, and culture to support our fundraising efforts; and (3) creating opportunities for students, faculty, and staff to develop the skills to serve as ambassadors for our mission, vision, and values.

4.2

OBJECTIVE

Continue to advocate for local state and federal funding to support SBCCD's mission.



MEASUREMENT

1. **Positively impact the lives and careers of our students and their families.** | Actions that demonstrate our commitment to engaging in activities that allow us to (1) speak on behalf of our students at local, state, and national forums; (2) maintain open communication with the public and stakeholders; and (3) secure important resources that will empower our students to succeed.
2. **Enrich the prosperity of our community.** | Actions that show advocacy efforts centered on transforming the lives of our community by actively engaging with key stakeholders to bring broad attention to the unique needs of our students.

GOALS & OBJECTIVES

GOAL 4 | ENSURE FISCAL ACCOUNTABILITY/SUSTAINABILITY

4.3

OBJECTIVE

Enhance innovation in our investments, space utilization, and growth to (1) remain at the vanguard of facilities development; (2) improve our ability to respond to variations in capital and operational budgets and; (3) set aside funds for deferred maintenance.



MEASUREMENT

- 1. Build infrastructure of the future.** | Actions that demonstrate our commitment to implementing a state-of-the-art facilities plan, adjusting to shifts in occupancy trends for commercial buildings, and being a trailblazer in sustainability efforts.

4.4

OBJECTIVE

Leverage resources to decrease student cost of attaining a high-quality education.

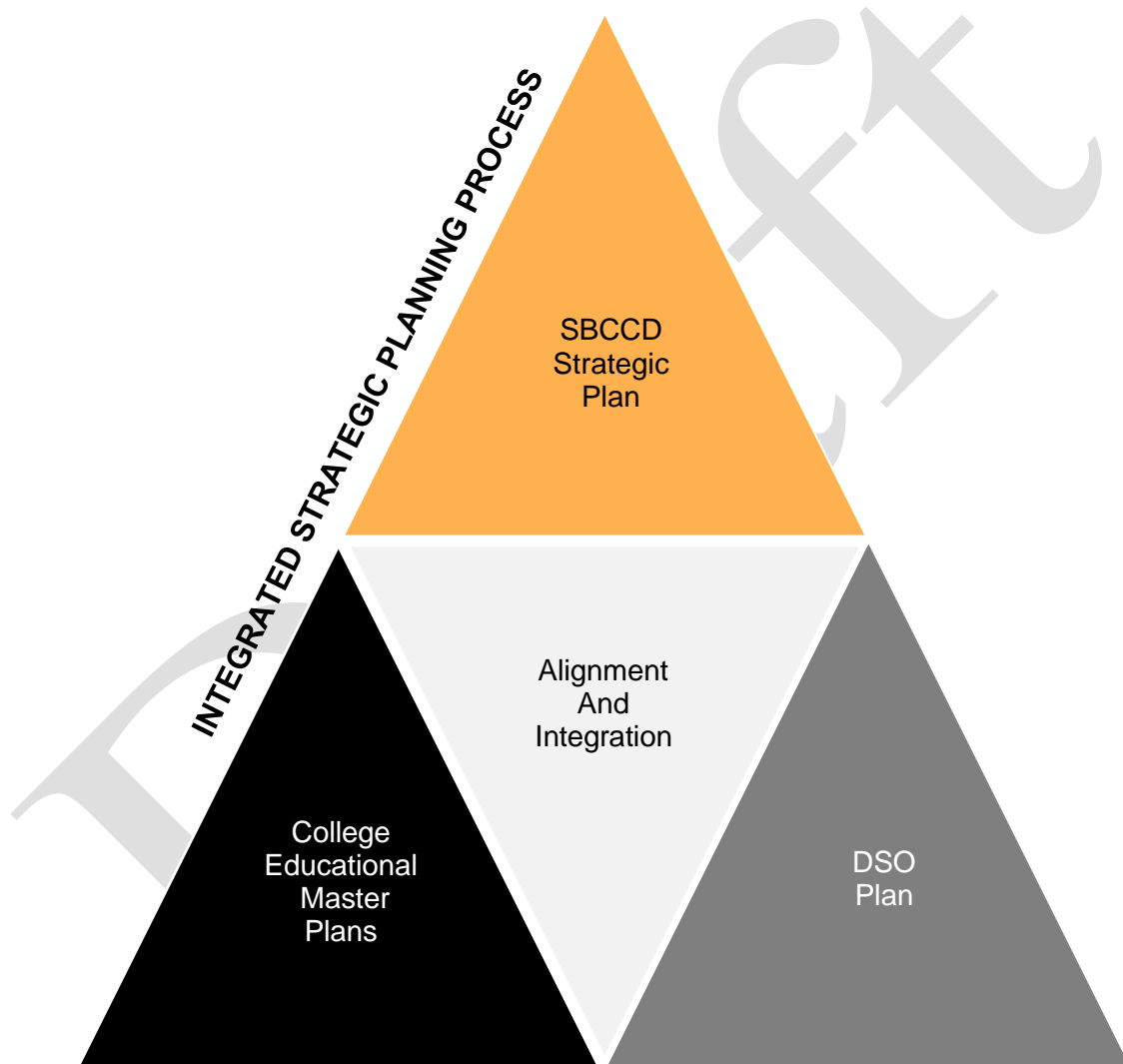


MEASUREMENT

- 1. Provide programs and services that reduce cost.** | Actions that demonstrate a multifaceted approach to allocating resources, programs, and services that aid in cost reduction.

PLAN IMPLEMENTATION

The next step in the integrated strategic plan process is for the Colleges to update their Educational Master Plans (EMP). Using the SBCCD Strategic Plan as a guide for the creation of College Strategic Directions and Supporting Actions will create alignment across the District.



PLAN IMPLEMENTATION



SBCCD
Strategic
Plan

BOARD ADOPTS SBCCD STRATEGIC PLAN

- Creation of Goals
- Creation of Objectives
- Monthly Updates to the Board



College
Educational
Master
Plans

COLLEGE EDUCATIONAL MASTER PLANS

*Aligned with SBCCD Goals.
Responsive to local service area students and communities.
Responsive to educational, business, and industry partners.
Collaborative partner for economic and community development
plans and vitality of the service region.*

- Creation of Strategic Directions
- Creation of Supporting Actions
- Creation of Implementation Plans (Operational | College Divisions and Departments)



DSO
Plan

DSO PLAN

Aligned with SBCCD Goals and supportive of College EMPs.

- Creation of Strategic Directions
- Creation of Supporting Actions
- Creation of Implementation Plans (Operational | DSO Divisions)

PLAN IMPLEMENTATION

COLLEGE EDUCATIONAL MASTER PLAN TIMELINE

	Dec 2021	Jan - Feb 2022			Apr - May 2022			Jul - Sep 2022			Oct - Dec 2022		
PRE-PLANNING Kickoff Meetings													
PHASE I Discovery													
PHASE II Portfolio Development & Planning Assumptions													
PHASE III Goal Setting & Recommendations													
PLAN COMPLETION Board Approval and Roll Out													



CONCLUSION

SBCCD has been serving the Inland Empire for nearly 100 years. Voted into existence in 1926, the San Bernardino Valley Union Junior College District commenced educating students before it even had a campus of its own. Throughout the 20th century and into the new millennium, thousands of students and families in the Inland Empire have counted on SBCCD for higher education, career training, and the opportunity to get ahead. Alongside this community, we've come a long way, and are proud of our students and our role as a public higher education institution.

This five-year SBCCD Strategic Plan is a bridge to our next century of service, and a roadmap for the future we want to see. It will guide us as we put students and the community at the center of all we do at SBCCD, Crafton Hills College, San Bernardino Valley College, and Empire KVCR TV/FM. We intend nothing less than being a gateway to opportunity and prosperity.

As the world continues to evolve amid unprecedented times, the importance of working together as a community to inspire our students and provide a pathway for the future is more important than ever. To that end, the San Bernardino Community College District extends its appreciation to the many caring, hardworking individuals that came together to bring this plan into focus.

Encouraged and enriched by the support of these community partners, civic leaders, students and staff, we are excited and optimistic to begin.

APPENDIX | ENVIRONMENTAL SCAN

Insert Environmental Scan here.

Draft