

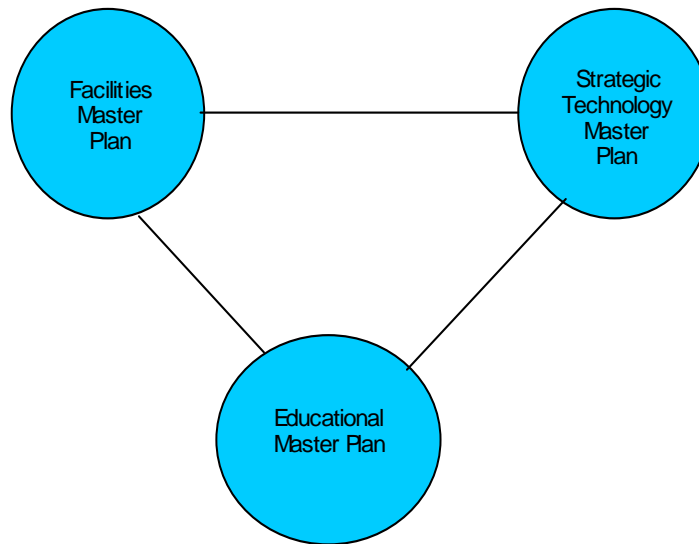
## DISTRICT EDUCATIONAL MASTER PLAN GOALS

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An educational master plan for a multi-college district can be difficult to define. During the last two years, the Chancellor and the Board of Trustees has established goals that get to the heart of issues the Board has defined as community concerns about college programs and services. There has been excellent progress on these established goals, but no defined educational master plan has been completed that develops a timeline, responsibilities and evaluation criterion.

The Board of Trustees authorized three studies intended to focus the District on a broad based educational master plan. These studies include the Five-Year Facilities Master Plan, a Strategic Technology Plan and an environmental scan. Each of these documents defines services that commit the District to specific goals to address instructional and student services needs. The Board of Trustees and the campus constituencies can use these three documents to identify key elements of goals that will guide the future direction of the District.



### THE HUSING STUDY

Each of these documents can help define what direction the District wants to address in the future. The Husing study identified five goal areas that can to be placed into discussion with the Board and constituent groups.

1. Expanding Student Educational Horizons – This goal would focus on the need of the District and colleges to work with the unified districts to encourage high school graduates to go into higher education at a greater rate.
2. Providing Flexible Career Ladders to Immediate Employment – The intent of this goal is consistent with the Board of Governors' initiative of career ladders that will establish career paths where students can move into a career goal and would return to the college setting or a four-year college to continue to move up the career ladder.

3. Creating Workforce Training for Existing Workers – Recognizing that workforce needs are in flux and there will be a need to provide training for incumbent workers, the goal emphasizes the need of the District to provide that training as it is identified.
4. Training for Transition to Management – Since the region is going to see an influx of new businesses and a shortage of employees prepared for management positions, this goal focuses on the need for the colleges to work with economic development agencies to provide supervisor and management training.
5. Providing Skills Training to Lure New Firms – There is a need to develop an economic development support system that can provide just-in-time training for new companies that are locating to the community.

### **A STRATEGIC TECHNOLOGY PLAN**

A different look has been completed regarding the use of technology on the campus. Our consultants from Collegis worked with both campuses to develop individual campus technology plans and have blended these two plans into goal areas that would drive a District technology initiative. These goals are listed below.

1. Provide consistent resources to support information technology throughout the District.
2. Ensure that there is technology available to support the colleges in their various initiatives.
3. Provide access to all district-wide information in support of college goals.
4. Support distance learning to meet the needs of students and the community.
5. Support technological connectivity among all stakeholders.
6. Provide technology training support for SBCCD.
7. Provide effective and efficient administrative systems to support the business of the District.

### **EXTERNAL FACTORS**

Our work is also influenced by expectations from state and federal legislative mandates and the standards of accreditation. These elements will influence the goals that will be set by institutions based on these expectations. Our District is influenced by the expectations listed below.

1. Partnership for Excellence Goals – A portion of our funding is based on getting movement on the five goals established in the Partnership for Excellence funding. While no new funds were obtained this year, the expectation still exists that colleges will make progress toward these goals.
2. Meeting the ACCJC Standards for Accreditation – While the standards format may be changing in the future the colleges are expected to be meeting the ten standards established by the ACCJC. These standards affect instruction, student services, learning resources, physical

plant, fiscal resources and governance of the colleges.

3. Making Progress on Cultural Diversity – The colleges are prohibited from establishing goals for ethnic diversity, but the need to provide equal opportunity and to encourage balance in the cultural mix of the faculty, staff and students is a favorable goal to achieve if we are to develop an institution that is open to the needs of our community.
4. Leave No Student Behind – National legislation was recently passed that influences accountability for student progress. These guidelines are part of the National Education Act provisions and point schools and colleges toward the “learning centered” educational environment. The community colleges nationally have been promoting the “learning centered” environment because of its effectiveness in guiding instruction to meet student needs.
5. Title Wave II – Population changes in the next five to seven years are expected to reflect significant increases in enrollment in the California Community Colleges. In 1998, the community colleges had 1.4 million students. By 2010 that figure could be 2.8 million. This will affect the need for campus infrastructure, alternative learning resources and other efforts to absorb the new growth if California is to maintain its open access goals for students. Urban communities like San Bernardino will be impacted because the population has been under enrolled for the typical college going rate. If efforts to encourage young students to attend higher education are successful, the facilities issue could be even more critical.

### **District Strategic Planning Committee**

This fall the District Strategic Planning Committee has been meeting to review the documents and resources gathered to establish broad district goals. This committee is composed of representatives of the college constituencies and representatives from the community at large. The composition of the committee is listed below:

- Academic Senate Representative from each college
- Presidents of the two colleges
- Vice Chancellors
- CTA representative
- CSEA representative
- Associated Students representative from each college
- Workforce Investment Board
- Unified School District Representative
- County Schools Representative
- CSU San Bernardino Provost
- College Foundation Representative

The Chancellor serves as the chairman of the committee and the District Director of Marketing serves as a resource and coordinator of the Committee.

This Committee reviewed the work in the three documents that have been prepared to analyze the needs of the District. These documents have been included on the District web page and can be accessed by any member of the community. The salient points have been summarized in the earlier part of this report.

Individual reports were made by the community representative on the committee. A chart is attached to this report to identify the goals established by the university, the Workforce Investment Board, the County Schools and the unified district representatives. Those items that represent common threads are identified on the chart.

Each college president was asked to report on the process for strategic planning on the campus that will be used to define the college Educational Master Plan. This process shares the collegial consultation model on the campus, program review procedures, and institutional research methodology to define program needs and budget allocation.

The presidents of the Academic Senates from each college presented the responsibilities of these organizations to take responsibility for academic standards and professional responsibilities. This part of the presentation defined the model for collegial consultation as defined in statute. This part of the presentation identified the college responsibility to monitor the quality of academic programs and to make recommendations to the Board of Trustees.

### **Establishing the District Educational Goals**

The remaining activity of the Strategic Planning Committee will be to define the basic set of goals that will be adopted by the Board of trustees to guide the District for the next five years. Once these goals are accomplished the committee will be reduced to include representatives of the college constituencies that will take on the task of monitoring progress on the goals in future years.

While the goals listed below do not constitute the final work of the committee, the previous work of the committee reflects these basic tenants for consideration in establishing the final recommendation.

1. The District will support the campuses in creating a learning-centered environment that supports student success toward their educational goals.
2. The District will make progress toward the basic mission of the California community Colleges to enable students to meet their educational goals.
3. The District will build partnerships with the feeder districts and the community to increase the number of high school graduates entering higher education. The measurement shall include an increase in enrollments from the feeder districts into any higher education institution.
4. The District will support diversity and encourage tolerance among the District constituencies creating an environment that is open and supportive of all those engaged in the pursuit of educational excellence.
5. The District will implement a technology strategic plan that will define a technological presence through KVCR and the colleges' distributed education program to enhance access to instructional technology and global learning throughout the Inland Empire.
6. The District will work with the stakeholder groups and other public and private agencies to provide the resources for educational program support to workforce preparation and economic development that meet the needs of the community.

Once these goals have been defined, the District will review the work of the Strategic Planning Committee with the Board of Trustees and make a final recommendation of the basic District Educational Master Plan goals. This information will be shared with the colleges and the consultation process on the local campuses to address these goals on the campus level.

This effort will complete the requirement of the WASC accreditation reports that reflected the need for the campuses to develop educational master plans that reflect the District goals and define individual goals, strategies and timelines linked to budget expenditures on the campus. Effort is being made on the campuses to enhance institutional research, refine the program review process and to track budget allocations to the college educational master plan goals.