SBVC College Council MINUTES
Date: April 8, 2015
Location: President's Conference Room, ADSS-207
Time: 1:00 PM – 3:00 PM

Gloria Fisher, SBVC President, Chair
Jeremiah Gilbert, Academic Senate President, Co-Chair
Dave Bastedo (1:10)
Aaron Beavor **A**
Marco Cota
Rania Hamdy
Leticia Hector **A**
Gabriel Jaramillo
Rick Hrdlicka

Diane Hunter
Celia Huston
Haragewen Kinde
Sheri Lillard **A**
Sarah Miller **A**
Ricky Shabazz
James Smith
Scott Stark

Guest(s):
Glen Kuck, TESS/DE
Trelisa Glazatov, TESS/DE
Ron Hastings, Library

TOPIC	DISCUSSION and ACTION
Call to Order:	The meeting was called to order by President Fisher.
Bookstore – G. Fisher (Conference Call In By Phone)	President Fisher explained she didn't plan to be here but decided to share the information here in person instead. I met with the ASG President, Thomas Robles and VP Gabriel Jaramillo, so they are briefed on the Bookstore decision. Several weeks ago, Larry Strong gave a presentation about the Bookstore and the possibility of it being outsourced due to operating in the red. It was determined the Bookstore should be given an opportunity to turn itself around and was given a two year plan and then be re-assessed. The 5% discount came up for the ASG sticker, an opt out system. The 5% discount is going away and will no longer be in place. This is not something we are voting on. I am telling you this is what is going to be done. It will be implemented for Fall 2015 semester. ASG has agreed to do some math to see how much this will affect students and the ASG body. Gabriel stated students buy the sticker for the discount and it will upset the student body and also take the revenue away from ASG and they work off this revenue. ASG gave $50,000 to assist the Bookstore and perhaps it wasn't enough. We do not want to outsource the Bookstore.

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Continued - Bookstore – G. Fisher	Gabriel suggested ASG might be willing to give a little more to help and then not take away the 5%. This will be discussed in the next few weeks and a proposal brought back. President Fisher is open to hear what ASG has to say and willing to carry that forward. We will come back in two weeks and you are welcome to speak here or we can meet again. You brought up some very valid points and this will come back for review. Rick suggested maybe continue the discount and ASG can cover the difference. Scott added $80-100,000 would be needed for the Bookstore and the Point of Sale system will be replaced and updated. The plan was accepted. Scott, Gloriann and Mike Strong are accountable and we are launching it immediately. We are not going to wait two years and then monitor where we are. Online book partnerships are still being researched by Gloriann.
Approval of the February 25, 2015 amended minutes	President Fisher stated the minutes are again tabled as we are in the process of getting caught up. Sarah Miller has requested to listen to one of the tapes and we have not been able to connect so once this has been done they will be caught up. Tabled
Approval of the March 11, 2015 minutes	Tabled
Approval of the March 25, 2015 minutes	Tabled
International Students Program Presentation – G. Kuck	Jeremiah took over as chair for Dr. Fisher who left for another commitment. Glen gave a Powerpoint presentation on the International Student Program and explained this is a summary of where we are as a District. In May, an Advisory Committee will meet to discuss the next steps. Haragewen, Marco and Jeremiah are part of this committee. He explained each international student pays roughly $6,000 in tuition to attend SBVC or CHC and considerably more at CSU's and UC's. All funds received from international students are going into the General Fund. Tracking needs to be done and data cleaned up since these are unrestricted funds.

Continued - International Students Program Presentation – G. Kuck	An orientation program would need to be established along with a processing office that can handle processing, recruitment, applications and counseling. Ricky is concerned about staffing in general and where would this program be located? We have outgrown our facilities here. Jeremiah questioned if there is an interest. He stated we need to have this dialogue now in order to see how we want this to happen and if it is what we want. Glen stated the purpose of this presentation is to encourage dialogue and provide a framework to work from as well as address legal compliance issues.
Faculty Vacancy Process – J. Gilbert	Jeremiah presented the faculty vacancy process Flowchart for review as approved by the Academic Senate on April 1, 2015 and reviewed by Program Review, Curriculum and non-instructional faculty. Program Review has been used for growth and has been looking into replacement positions but may not have the time as it is a slow process. If a faculty member were to retire or resign within the past two years, we would go to the Dean to review the Flowchart. Do we replace them? The Dean would justify the position per the rubric and the recommendation would go to the VPI. My plan is to get this to the Deans. The process will be reviewed again in two years. Ricky asked to have an effective date added to the document when the two years begins. Jeremiah will add this to the document. Ricky asked to clarify the position of College Council. If Academic Senate approves this document is it coming to College Council as informational or to vote on or College Council doesn't weigh in on these matters? Jeremiah stated this is a gray area. What we have been doing recently is it goes to Program Review and to the priorities list. It was then the President's purview to choose hirings and that's where it ended.

| Continued - Faculty Vacancy Process – J. Gilbert | Jeremiah continued more recently the President has chosen to bring it to College Council for review. Nowhere does it say this has to happen but that has been the choice. My view is the Deans go through the Flowchart, they give it to the VPI and then let the President know this is who to hire. If the President wants to give it to College Council for approval, then that's when College Council gets their say. The role of College Council has varied by President and if that's what our President wants to do I have no problem with that. It gives College Council a chance to look into it but we haven't had a process previously. I always used the 50% rule. We're trying to be a little more precise now.

Ricky said his understanding of Collegial Consultation is such that if the Academic Senate already approved this document wouldn't it be of benefit if the document is then brought to College Council to either vote on or approve or is that not how it works?

Jeremiah said if College Council wants to vote to endorse this document, absolutely. If I didn't want that I wouldn't bring it. All the vested people have reviewed it.

Rick asked about funding.

Jeremiah stated if the job is in place, it is already funded. Two years was put in for a timeline for resigned or retired positions in order to keep from going back fifteen or twenty years. We hired the ones we could.

Scott clarified what changed this year is the tight budget situation and we lost some positions. If the position goes vacant now, the funds are still in place. If it was two years ago or earlier, and it wasn't refilled, the funds are lost. It goes back to the beginning of this fiscal year's budget so that's how far back it can go. That's when the decision is made to fund or not.

Jeremiah stated if there is no funding, you as a College Council can say there is no money. Program Review generates a list every year and every year there are some unfilled due to no funding available for the past 5 years. |

Continued - Faculty Vacancy Process – J. Gilbert	Dave asked if this would then create a list that would supersede Program Review?
	Jeremiah clarified this would supplement.
	Scott said we did something unique this year and looked at the Program Review priority list first and went from there.
	Haragewen stated there are 8 faculty positions being filled now from spring 2013-2014 vacancies. There wasn't a mechanism in place last year so now those that have come up we are holding on to them and will look at the process that is now in place.
	Jeremiah stated there is some rationale for replacement now. I was bringing this to you as approved by the Academic Senate for feedback. I can bring any questions or concerns back for review and discussion.
	Jeremiah entertained a motion to adopt the Flowchart process as approved and adopted by Academic Senate.
	Celia moved, Rania second.
	Ricky asked about General Fund versus Categorical Fund when the Flowchart was developed.
	Jeremiah said no, most were General Fund positions. If other funding sources came up, they could be added.
	Rania asked about faculty coordinators and if they would be addressed.
	Haragewen said yes, they would be addressed.
	No further discussion and the group voted as follows:
	AYES: Gilbert, Bastedo, Cota, Hamdy, Hrdlicka, Hunter, Huston, Kinde, Shabazz, Smith, Stark NOES: None ABSTENTIONS: Jaramillo ABSENT: Fisher, Beavor, Hector, Lillard, Miller Motion carried.

Upcoming/Filling Vacant Positions: – J. Gilbert for G. Fisher
  ➢ VPSS Office – R. Shabazz
    High Priority, General Fund Positions:
    <u>Replacements/Retirements</u>
      ➢ Director of Student Life (non-faculty position)
      ➢ Library Technical Support Assistant II (retirement) (non-faculty position)
 	
    <u>New</u>
      ➢ Financial Aid Coordinator (non-faculty position)
      ➢ Clerk II (Financial Aid) (non-faculty position)
      ➢ Library Media Clerk (non-faculty position)
      ➢ Financial Aid Specialist II (non-faculty position)
      ➢ Sec II (Financial Aid) (non-faculty position)
      ➢ Counselor (Faculty position)
 	
    High Priority, Soft Funds Positions:
    <u>Replacements/Retirements</u>
      ➢ EOPS Counselor (Faculty position)
      ➢ LD Specialist (Faculty position)
	Ricky shared there are a total of 30 vacancies with half in Student Services. This concerns me particularly in the Categorical areas. I believe you voted on all of them but the faculty and non-faculty positions needed to be identified with tenure and non-tenure track. He brought up the two General Fund positions to be replaced, Director of Student Life and Library Technical Support Assistant II. He also mentioned the Counselor position under New which is actually a replacement position for a counselor who left in June last year. I just want to bring these back and have a re-vote in general. The Director of Student Life is the only one in process at this time.
	
	Jeremiah asked the group if they wanted to vote section by section and that was acceptable to all.
	
	Jeremiah called for a motion to approve the High Priority, General Fund positions Replacements/Retirements for Director of Student Life (non-faculty) and Library Technical Support Assistant II (non-faculty) and the Counselor under New is actually a replacement position. Further discussion:
	
	Scott wanted confirmation on all the new positions and are they funded?
	
	Ricky said the Counselor position is the only one not funded.
	
	Scott clarified the Counselor position is actually one we lost so the money has been re-routed to other priorities on the campus. There is no funding for it and we need to establish funds before approval.
	
	Haragewen said the Counselor was not in the budget development which is why it was swept.
	
	Jeremiah reminded everyone we now have a process in place to review the Counselor position.

Continued - Upcoming/Filling Vacant Positions: – J. Gilbert for G. Fisher
 	
   ➢ VPSS Office – R. Shabazz
     High Priority, General Fund Positions:
     <u>Replacements/Retirements</u>
        ➢ Director of Student Life (non-faculty position)
        ➢ Library Technical Support Assistant II (retirement) (non-faculty position)
 	
     <u>New</u>
        ➢ Financial Aid Coordinator (non-faculty position)
        ➢ Clerk II (Financial Aid) (non-faculty position)
        ➢ Library Media Clerk (non-faculty position)
        ➢ Financial Aid Specialist II (non-faculty position)
        ➢ Sec II (Financial Aid) (non-faculty position)
        ➢ Counselor (Faculty position)
	Celia asked if she could make a motion that we reaffirm for the third time the Director of Student Life and Library Technical Support Assistant II and then we can go ahead with the conversation about the Counselor. James second. No further discussion and the group voted as follows:
	
	AYES: Gilbert, Bastedo, Cota, Hamdy, Hrdlicka, Hunter, Huston, Jaramillo, Kinde Shabazz, Smith, Stark
	NOES: None
	ABSTENTIONS: None
	ABSENT: Fisher, Beavor, Hector, Lillard, Miller
	Motion passed.
	
	Jeremiah stated the five new non-faculty positions had been previously discussed and approved with funding in place, and called for a motion. Celia moved, Rick second. No further discussion and the group voted as follows:
	
	AYES: Gilbert, Bastedo, Cota, Hamdy, Hrdlicka, Hunter, Huston, Jaramillo, Kinde Shabazz, Smith, Stark
	NOES: None
	ABSTENTIONS: None
	ABSENT: Fisher, Beavor, Hector, Lillard, Miller
	Motion passed.
	
	Jeremiah said with the new process in place the rubric will be shared with the VP's and Deans, however, in this case, the funding needs to be identified for the Counselor position. I would ask for this position to come back.
	
	Scott stated the budget is unsure so as we move through the development process we should have an idea of what funding is available for new positions this year.
	
	Rick mentioned he felt this position needs to be brought back for discussion.
	
	Celia recommended holding the Counselor position and looking at the other positions, with the group in agreement.

Continued - Upcoming/Filling Vacant Positions: – J. Gilbert for G. Fisher
 	
    ➤ VPSS Office – R. Shabazz
High Priority, Soft Funds Positions:
Replacements/Retirements
    ➤ EOPS Counselor (Faculty position)
    ➤ LD Specialist (Faculty position)
	Jeremiah called for a motion to approve High Priority, Soft Funds Replacements/Retirements positions for EOPS Counselor and LD Specialist, both faculty positions. Celia moved, James second.
	
	Discussion followed with Haragewen requesting clarification on whether they were retirement or replacement positions.
	
	Ricky clarified they are replacement positions and the funding is there.
	
	No further discussion and the group voted as follows:
	
	AYES: Gilbert, Bastedo, Cota, Hamdy, Hrdlicka, Hunter, Huston, Jaramillo, Kinde Shabazz, Smith, Stark
	NOES: None
	ABSTENTIONS: None
	ABSENT: Fisher, Beavor, Hector, Lillard, Miller
	Motion passed.

➤ VPSS Office – R. Shabazz
High Priority, Soft Funds Positions:
  New
    ➤ Director of First Year Experience (non-faculty position)
    ➤ EOPS Counselor (Faculty position)
    ➤ (2) SSSP Coordinator (Transfer and Counseling) (non-faculty positions)
    ➤ Matriculation Coordinator SSSP Funds (Faculty position)
    ➤ 2 Counselors SSSP Funds (Faculty positions)
    ➤ SEP Counselor SEP Funds-One year contract (Faculty position)
	Jeremiah reminded everyone these new positions had been previously discussed as well.
	
	Ricky clarified again the 2 Counselors on SSSP funds and Matriculation Coordinator on SSSP funds are tenured faculty positions. That is the main reason these are coming back for review.
	
	Haragewen questioned the SSSP funds and will they always be there.
	
	Ricky clarified these funds have always existed and it is not a gamble with putting these funds at risk.
	
	Jeremiah shared this is pretty solid money right now at the state level.
	
	Jeremiah called for a motion to approve the new positions. Celia moved, James second. No further discussion and the group voted as follows:
	
	AYES: Gilbert, Bastedo, Cota, Hamdy, Hrdlicka, Hunter, Huston, Jaramillo, Kinde Shabazz, Smith, Stark
	NOES: None
	ABSTENTIONS: None
	ABSENT: Fisher, Beavor, Hector, Lillard, Miller
	Motion passed.

Strategic Planning (Goals 3 and 4) – J. Smith ➢ District Strategic Plan	James stated one of our goals, 3.11, is to work with the District to streamline and expedite campus hiring procedures. How do we measure our success? One way is to provide the District with campus climate survey results and how satisfied people are with the hiring process. Rick said vacancies are filled in three months. James mentioned our goal is to work with them. We are also participating on the District Accreditation Committee. We know this is one of the recommendations. So, think about this for the next meeting and look at objective measures and how satisfied we are. Rania brought up the difficulty in finding a date to meet when on a hiring committee. She would recommend a workshop to explain the protocol and she would be happy to work with the District on this training. James said this is a way to work with the District and will be further discussed at the next meeting.
Educational Master Plan – J. Smith	Tabled for April 22, 2015 Meeting
Ad hoc Committee Update - Membership Inclusion of BFSAA and LFSAA - J. Gilbert	Tabled for April 22, 2015 Meeting
Governance Handbook – J. Gilbert for G. Fisher	Tabled for April 22, 2015 Meeting
AP 2510 Collegial Consultation – J. Gilbert for G. Fisher ➢ Talking Points – Expectations of the manner in which shared governance committees are run on our campus	Tabled for April 22, 2015 Meeting
Accreditation and Student Learning Outcomes – C. Huston	
Campus Climate Survey – J. Smith	
Needs Request/Funding Cycle – S. Lillard	
Program Review – S. Lillard	
Committee Reports (start at 2:30 p.m.):	
OTHER:	
Adjournment:	Jeremiah adjourned the meeting.
Next College Council Meeting: April 22, 2015	

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International Program Update

Agenda

- The value of international education

- Why a community college?

- Where do our International Students come from?

- What do our International Student major in?

- What do international students want?

- Where are we at and recommendations?

The Value of International Education

- Serve as excellent models for our students;

- Increases the cultural awareness of our faculty, staff, and students;

- Prepares our local community students for good paying jobs in multi-national businesses (e.g. Amazon, NAPA), healthcare (e.g. Loma Linda University Medical Center, Kaiser Permanente) and/or those businesses that are served by multinational companies (e.g. Stater Brothers);

- Prepares our transfer students who will be attending universities with large populations of international students;

- Reminds us that we live in a global village and that we expand our learning potential when we are more inclusive

- And….. They're here…..

Where are they from?

- Australia – 1
- China – 4 (1 CHC, 3 SBVC)
- Belgium – 1
- Brazil – 2
- Ecuador – 1
- Honduras – 1 CHC
- Indonesia – 1
- Jamaica - 3
- Kenya – 1

- Korea – 4 (1 CHC, 3 SBVC)
- Kuwait – 2 (1 CHC, 1 SBVC)
- Lebanon – 1 CHC
- Nigeria – 2
- Pakistan – 1
- Romania – 1
- South Africa – 1
- Vietnam – 8

What are they majoring in?

- Administration of Justice -1
- Aeronautics - 1
- Art/Graphic Design – 2
- Biology – 1
- Business – 3
- Chemistry -1
- Child Development -1

- Culinary Arts – 1
- English – 1
- Geography – 1
- GIS -1
- Liberal Arts – 5
- Nursing – 3
- Pre-Pharmacy - 1

International Student Revenue

College	2011	2012	2013	2014
SBVC	$1,172.00	$1,170.50	$2,332.00	$161,230.50
CHC	$11,273.50	$22,126.50	$23,154.00	$38,413.75

Marked increase in revenue for 2014 is attributed to data clean-up. Still have to clean up prior years.

Why a Community College?

- Changing Perceptions
  - Before…. Community Colleges were:
    - poorly understood. No equivalent in other countries.
    - believed to be for the academically challenged or the poor;
    - the place you go to if you weren't good enough for a university;

  - Now…. Community Colleges are:
    - increasingly understood to be part of a pathway….
    - seen as a means of increasing an international students chances of success and acceptance at a four year university (quality education with smaller classes, early cultural immersion, cost allows for more time with less pressure);

	Cost For Attending SBVC or CHC	Cost For Attending CSU	Cost For Attending UC	Cost For Attending LLU	Cost For Attending Cal Baptist
Annual Attendance Costs					
Tuition/Fees	$5,777*	$15,472	$37,714		
Living Expenses	$10,800	$10,800	$10,800		
Books/Supplies	$1,000	$1,200	$1,800		
Health Insurance	$828**	$841	Included		
Total Costs	$18,405.00	$28,313.00	$50,314.00		

*Based on $238/unit x 24 units and $65.00 annual fee to cover Campus Center, Health/Accident, Transportation, and Student Rep Fees

**Based on $46/month for students 24 years of age and younger from ISO Student Health Plans

Allocation Model

- MUST have an allocation model!

- Sample Model
  - 50% to College General Fund
  - 20% to IS Program
  - 5% Staff/Faculty Development
  - 5% Service Augmentation (e.g. tutors)
  - 20% Purchasing of Sections

Allocation Model Example

# of Students	Tuition	50% to College General Fund	20% IS Program	5% Faculty/ Staff Development Fund	5% Service Augmentation	20% Purchasing of Sections
40	$ 241,640	$ 120,820	$ 48,328	$ 12,082	$ 6,041	$ 48,328
100	$ 604,100	$ 302,050	$ 120,820	$ 30,205	$ 15,103	$ 151,025
200	$ 1,208,200	$ 604,100	$ 241,640	$ 60,410	$ 30,205	$ 302,050

What International Recruiters Say is an Ideal Program

- Have pathway from High School to Community College to University with provisional guaranteed acceptance letters at each phase;
  - Note: Will be completed

- Have intensive ESL program available the summer prior to start of fall term;
  - Note: Working with Dirkson, Bridge, and EC on this

- Have provisional acceptance pending TOEFL score at end of intensive ESL program;
  - Note: Need to find out if this is possible

- Require deposit of $3,000 at time of acceptance (Helps with I-20 application)
  - Note: Need to find out if this is possible

What International Recruiters Say is an Ideal Program

- Be certified by the American International Recruitment Council
  - Note: Will take 1 – 2 years and depends on structure

- Be approved by the Saudi Arabian Cultural Mission (SACM)
  - Note: Will be approved, when intensive ESL is in place

- Accept Minors
  - Note: Need to find out if this is possible

- Pick-up from Airport

- Provide Scholarships
  - Note: Taken from revenues. Usual model is 5-10 $1,000 scholarships

- Provide one year general experience (Germany)

Where are we at?

- Housing Plan

  - Developing contract with CORT – Finds housing and rents furnishings

  - MOU with CSUSB Housing Developer

  - Comparison: Only RCC has housing solution. Refers students to WISE: Worldwide International Student Exchange for Home Stay ($725/month)

- Transfer Agreements

  - Have MOU with CSUSB, UofR, and UCR

  - Working on LLU and CBU

  - Have met with The Grove School and Aquinas High School, waiting on meetings with Arrowhead Christian School and Loma Linda Academy

Where are we at?

- Recruiting Agencies

  - Of 40+ agencies met with, 19 are good candidates. Have proposed contract with Steve for review. Hope to have agency contracts in place by February. $700 flat rate per full-time enrolled international student payable after fully accepted and past refund date.

- ESL Intensive Program

  - Met with Kay Weiss and Dirkson, Bridge, and English Language Centers

  - Offer fully accredited curriculum and instructors. We just provide space. Revenue share

- Establish Advisory Committee

  - Done – First meeting will be in April once MOUs firmed up

Where are we at?

- Develop Internal Marketing Plan

  - Will be an exercise during first Advisory Board Meeting

- Develop Orientation Program

  - Will be worked on this Spring

- Working to clean-up Colleague database, implement CCCApply interface for international students, and ensure SEVIS requirements are fully complied with.
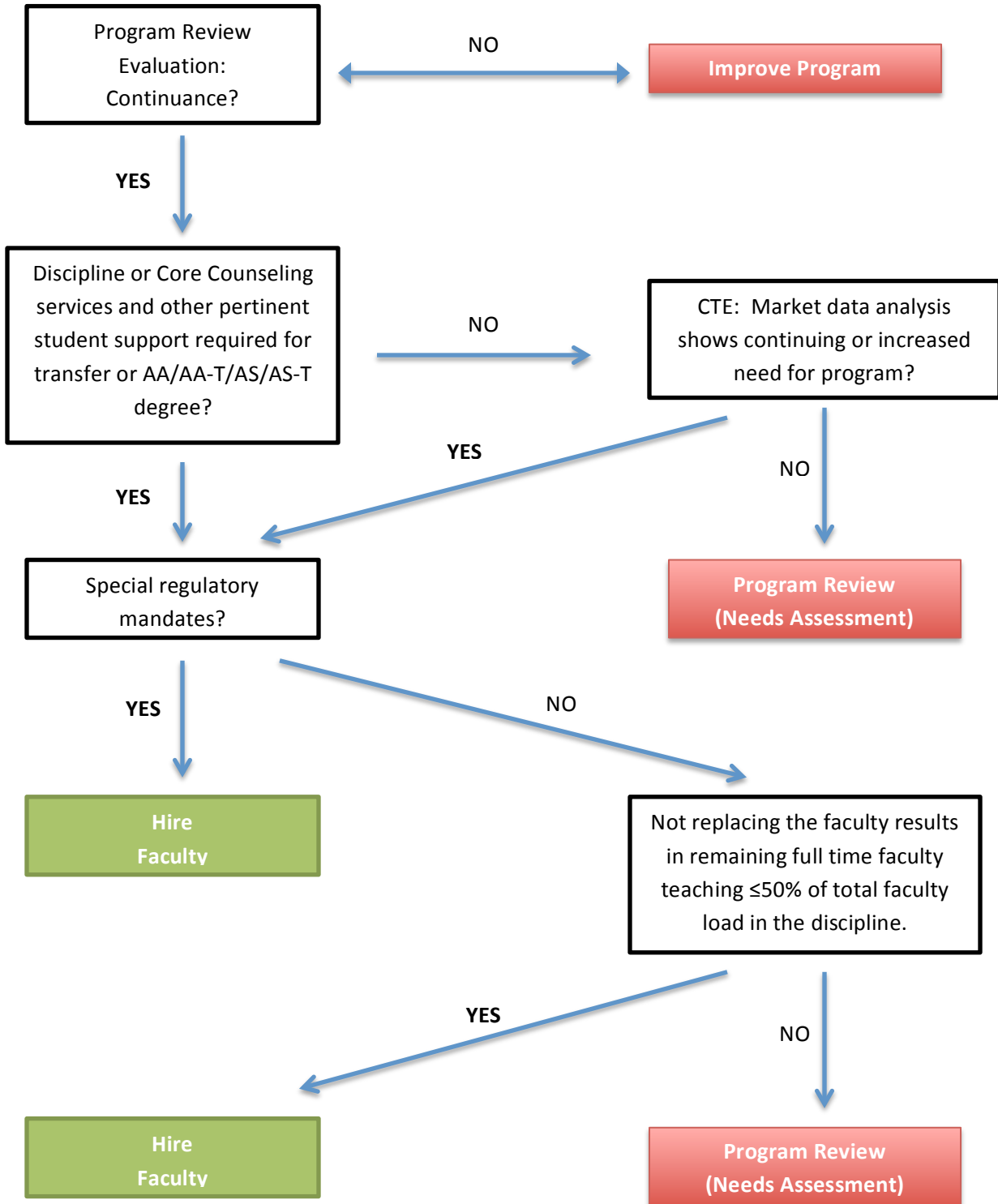
Challenges

- Lack of Structures to Support International Students
  - No IS Offices
  - No trained/dedicated counselors (Jeanne @ 20%)
  - Inconsistent/lack of documented processes
  - No marketing
  - No consistent tracking of students (Datatel or SEVIS)
  - No tracking of funding
  - Assessments can place students in up to 9 different levels of English
  - No planning
    - Marketing
    - Recruitment
    - Program

Recommendations

- Contract with California Education and Training Export Consortium to facilitate the development of marketing and recruiting plans;

- Finalize contracts with recruiting agencies and begin recruitment process;

- Create a Central International Student Processing Office to coordinate activities such as:
  - Recruitment and Marketing for Both Colleges
  - Recruitment Agency Agreements and Payments
  - MOUs with Partner Institutions
  - Administer Intensive ESL Contract
  - International Student Applications/Counseling
  - IS Student Related Services
    - Visas
    - Housing
    - Transportation
    - Activities
    - Campus IS Offices (Secretary/Student Workers)
  - Tracking of Students in both Datatel and SEVIS
  - Tracking and Allocation of Funding
  - Purchasing of Sections

Flowchart for replacing a faculty member who resigned or retired within the past 2 years (to be reviewed in 2 years)

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┌─────────────────────┐                  NO              ┌─────────────────────┐
│ Program Review      │ ◄──────────────────────────────► │  Improve Program    │
│ Evaluation:         │                                  └─────────────────────┘
│ Continuance?        │
└─────────────────────┘
         │ YES
         ▼
┌─────────────────────┐                  NO              ┌─────────────────────┐
│ Discipline or Core  │ ─────────────────────────────►   │ CTE:  Market data   │
│ Counseling services │                                  │ analysis shows      │
│ and other pertinent │                                  │ continuing or       │
│ student support     │                                  │ increased need for  │
│ required for        │                                  │ program?            │
│ transfer or         │                                  └─────────────────────┘
│ AA/AA-T/AS/AS-T     │                                    │ YES        │ NO
│ degree?             │                                    │            │
└─────────────────────┘                                    │            ▼
         │ YES                                              │   ┌─────────────────────┐
         ▼                                                  │   │ Program Review      │
┌─────────────────────┐ ◄────────────────────────────────┘   │ (Needs Assessment)  │
│ Special regulatory  │                                       └─────────────────────┘
│ mandates?           │
└─────────────────────┘
    │ YES      │ NO
    ▼          └──────────────────────────────┐
┌──────────┐                                   ▼
│  Hire    │                    ┌──────────────────────────────┐
│ Faculty  │                    │ Not replacing the faculty    │
└──────────┘                    │ results in remaining full    │
                                │ time faculty teaching ≤50%   │
                                │ of total faculty load in the │
                                │ discipline.                  │
                                └──────────────────────────────┘
                                   │ YES              │ NO
                          ┌────────┘                  │
                          ▼                           ▼
                    ┌──────────┐          ┌─────────────────────┐
                    │  Hire    │          │ Program Review      │
                    │ Faculty  │          │ (Needs Assessment)  │
                    └──────────┘          └─────────────────────┘
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Approved by SBVC Academic Senate – 4/1/2015

	Strategic Initiative 3: SBVC will promote a collegial campus culture with open lines of communication between all stakeholder groups on and off campus					
(3) Communication, Culture, & Climate (Objectives)	**Goal 3: Communication, Culture, and Climate**	**Benchmark 12-13 year**	**ISS**	**Annual Target**	**5-year-Goal**	**Campus Plans and Responsibility Center**
	3.1 Promote a sense of community and solidarity within the campus (students, staff, faculty)					(M&PR, MP, PDP,FD)
	3.1.1 Sponsor regular alumni events.	No events		2 per year	4 per year	
	3.1.1 Encourage campus organizations, alumni association, foundation, etc., to sponsor more faculty and staff type events (bowling with alumni, pizza night, happy hour)	No events		2 per year	4 per year	
	3.1.2 Publicize campus events in local newspapers to improve the visibility of college sports, cultural events, and educational programs	2012-13 Count*		One news release a week	At least 52 news releases a year	(M&PR)
	3.1.4 Provide Increased access to campus information	SBVC Website HP page-views: 2,364,121 Unique HP page-views (undup): 1,768,993		50% increase in website and social media traffic	Double the website and social media traffic	(M&PR, MP, PDP, MP, TP)
	3.1.5 Increase the use of social networking tools, e.g., Facebook; Twitter ; LinkedIn, etc.	--Count for total weekly likes = 7,484, --Count for average weekly engaged users = 313.		50% increase in likes; 50% increase in engaged users;	Double the website and social media traffic	(M&PR, MP, PDP, MP, TP)
	3.1.6 Provide a user-friendly website.	85% of students agree		1% increase per year	90% of students and employees will say	
	3.2 Promote budgetary transparency (regular updates)					

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	3.2.1 Inform employees about the SBVC and District budget	<u>2012-13 CC Survey</u>			80% of employees will say that they are informed	
	3.2.2 Provide regular campus communiques about budget and planning	Current count		Provide one budget summary a semester	Provide one budget summary a semester	(M&PR, BP)
	3.2.3 Improve access to regular board of Trustees meeting updates	2012-13 count		Distribute board minutes after every meeting	Distribute board minutes after every meeting	(M&PR)
	3.2.4 Hold campus-wide information forums	2012-13 count		Increase by 2 per semester	Minimum of 3 forums a semester	(M&PR, EMP, RP)
	3.3 Disseminate committee minutes and all plans online	2012-13 count		<u>increase count of committee minutes by 25% a year</u>	100%	
	3.4 Build community recognition and networks by capitalizing on the deep roots and history of the campus	Community survey 2013-14 (3.6)		Establish new benchmark w/t Fall 2014 community awareness survey		(M&PR, TP, RP)
	3.5 Expand and enhance local business and community awareness of the campus	Community survey 2013-14 (3.6)		Increase community awareness by 5% with every survey	25% increase in awareness of campus and programs	(M&PR, MP)
	3.6 Establish a SBVC historical archive in the library—accessible online					(M&PR, RP, librarian)
	3.6.1 Conduct community surveys to measure awareness of campus and programs.	Golden & Golden 2005			Bi-annual community surveys	
	3.7 Increase partnerships with local businesses and community organizations (also see 2.8)					(M&PR, MP, EP)
	3.7.1 Partner with local vendors for services they can provide–encourage them to offer bids	Current partnership count		Increase count by 10% per year.	Increase count by 50% per year.	(BP)
	3.7.2 Explore an Adopt-a-Business program			Present the idea to advisory group members		(M&PR, RP)
	3.7.3 Explore an Adopt-a-Student Program for businesses			Present the idea to advisory group members		
	3.7.4 Encourage all members of the campus community to participate in local community organizations	Distribute a survey to establish		Increase by 10% per year	Increase by 50%	(M&PR, SEP, PDP)
	3.8 Build stronger relationship with the SBVC foundation			Increase the number of presentations to foundation board form campus; from foundation members to the campus		
	3.9 Ensure good customer service in all campus offices	CC survey results				
				Improve branding responses by 20% a year	Increase by 100% the positive survey responses regarding branding	(M&PR)

	3.11 Work with District to streamline and expedite campus hiring practices				
	3.12 Improve campus morale	20% report high morale		Increase the number of employees who report high morale by 10% a year	Increase by 50%	
	3.13 Promote and embrace diversity (students, staff, and faculty)	83%		Increase satisfaction with diversity by 2% a year	Increase by 10%	(M&PR, TP, RP, SEP, EP)

Strategic Initiative 4: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.						
(4) Leadership & Professional Development (Objectives)	**Goal 4: Leadership and Professional Development**	**Benchmark 12-13 year**	**ISS**	**Annual Target**	**5-year-Goal**	**Campus Plans and Responsibility Center**
	4.1 Reduce the manager turnover--fewer interims/more permanent managers					
	4.1.1 Complete a district salary study and implement recommendations			Review the study		
	4.1.2 Identify and achieve recommended ratio of managers to FTES/FTEF					
	4.1.3 Increase the average tenure of managers	2012-13 measures				
	4.1.4 Provide career ladder information					
	4.1.5 Institute a mentorship program					
	4.2 Improve access to a wide variety of professional development activities that keep pace with a changing educational and technology environment					(PDP)
	4.2.1 Provide up-to-date training on campus policies and procedures			Provide ongoing workshops through professional development	Provide sessions each semester	(PDP)
	4.2.2 Provide ongoing training to faculty who teach online courses that keeps pace with emerging technology	Blackboard		Provide ongoing workshops through professional development	Provide sessions each semester	(PDP)
	4.2.3 Provide leadership training	Annual managers training and Classified Senate Leadership Conference (CCLC)		Provide annual training opportunities		
	4.2.4 Provide training in partnership with technology department	2012-13			10%	50%
	4.3 Encourage faculty and staff to participate in professional organizations			Provide incentives for faculty and staff to attend conferences, workshops and other		(PDP, M&PR)
	4.3.1 Improve professional development publicity					
	4.3.2 Maintain an up to date easily accessible professional development calendar					(PDP, M&PR)

	4.4 Maintain a personal achievement inventory for faculty and staff				
	4.5 Establish partnerships with other community colleges			Add one per year	Five new partnerships

PLAN CODE			
-(EMP)	Educational Master Plan	-(RP)	Research Plan
-(EP)	Enrollment Management Plan	-(SEP)	Student Equity Plan
-(GP)	Grants Plan	-(TP)	Technology Plan
-(MP)	Matriculation Plan	-(SP)	Sustainability Plan
-(M&PR)	Marketing and Public Relations	-(BSP)	Basic Skills Plan
-(PDP)	Professional Development Plan	-(SLO)	SLO Plan

San Bernardino Valley College

(909) 384-4400
www.valleycollege.edu

San Bernardino
Valley College

Your future starts here.

President's Message

On behalf of the faculty, staff, and students of San Bernardino Valley College, I would like to invite you to read our Educational Master Plan. This document reflects the values, insight, and hard work of the entire campus community. We are very proud of this plan and are excited about the promise it holds for the future.

The Educational Master Plan is dynamic in nature. It will be reviewed and updated annually through a participatory process (along with the Strategic Plan) to incorporate emerging educational trends and the evolving needs of the students and communities we serve. It is a hallmark of SBVC to engage participants from every area of the college in the development and review processes of all projects. By coming together and effectively using data, we have been able to peel away the layers of complexity to discover what truly benefits our students.

I encourage you to draw from our Educational Master Plan as a guide as we continue in our efforts to improve instruction and services to our students and community.

Sincerely,

Debra S. Daniels, Ed.D.
President
San Bernardino Valley College

Acknowledgements

The San Bernardino Valley College Educational Master Plan was developed by a team of faculty, classified staff, managers and a student representative. The work began in early 2009 when the president and a dean began to review possible models for the plan. In August 2009 a committee was formed and selected a planning model. The committee met two or more times per month until May 2010 to develop a plan, host a campus-wide planning event (January 8, 2010), suggest, review, evaluate, and edit its efforts. Three weeks before May graduation the first draft of the plan was sent to the campus for its review.

The Educational Master Plan is a result of the dedicated work of the following individuals:

Dr. Ailsa Aguilar-Kitibuhr, Counselor
Dr. Susan Bangasser, Dean, Science
Damon Bell, Vice President, Student Services
Dr. Larry Buckley, Vice President, Instruction
Dr. Debra Daniels, College President
Dr. Diane Dusick, Professor, Radio/Television/Film Department
Jim Hansen, Vice President, Administrative Services
Barbara Nichols, Research Assistant to Director, Institutional Research
Samuel Padilla, Student Representative
Dena Peters, Administrative Secretary, Research, Planning, and Development
Dr. Zelma Russ, Dean, CalWORKS, Career College
Dr. Troy Sheffield, Dean, Research, Planning, and Development
Dr. James Smith, Director, Institutional Research
Dr. John Stanskas, Associate Professor, Chemistry and Academic Senate President
Dr. Kay Weiss, Dean, Humanities

Table of Contents

Guide to the Educational Master Plan

The San Bernardino Valley College Educational Master Plan (EMP) is the official institutional document to provide information about the college for the next five years (2009-2014). The plan is neither static, nor a manifesto. The document will be updated each year, with the most current data, along with various phases of implementation plans and evaluations.

The nature of an Educational Master Plan is to provide an outline or direction for the college, but it is not designed to be a rigid script with little deviation. Rather, the reviews and updates each year will incorporate input from faculty and staff based on economic realities, preparedness of students, and assessment of academic progress. The nature of construction—whether or not it is a plan or a freeway—involves personnel, concepts, action plans, delays, modifications, detours, and maintenance.

In education, creation of an optimum learning environment does not mean that instructors abandon methods that are proven useful in favor of the latest techniques. Rather, a plan provides an impetus to faculty and staff to evaluate the goals, action plans, processes, and services necessary to teaching and learning and revise as necessary.

The plan is based on college and economic data and includes one-page summaries for each area (Administrative Services, Instruction and Student Services) organized by department, to support the mission and vision of the college. The summaries have been integrated into other planning efforts used for the spring 2010 program review, and to project needs for replacement of faculty and staff.

The themes (basic skills, innovation, online, partnerships, services, technology, talent and training) of the document emanated from the January 8, 2010 in-service event on planning. All college personnel attended the morning sessions, contributed recommendations, and participated in the summary of discussions held. The college will use the themes and actions (see Appendix), as clarified and expanded by the EMP Committee, in a practical way to support and articulate the mission and vision of the college.

THE PURPOSE OF THE PLAN

- To envision a clear direction to the district for integrated planning, basic skills and transfer, internal and external trends, and to support the college's attention to student learning.

- To fulfill the college's own accreditation 2008 self-study evaluation, which acknowledged the intention of the college to embark on an education master plan.

- To integrate planning, not only with the district and the state chancellor's office, but also with other college planning efforts, the work of collegial consultation committees, and the SBVC Strategic Plan.

- To provide a reference and justification for modification and expansion of facilities as reflected in the continual updating of the SBVC Facilities Master Plan.

- To maximize value of a low cost, high quality education close to home as a resource for many residents in the area.

- To inform stakeholders of the college's current situation and future plans.

- To serve as a public relations instrument to promote the college and communicate its strengths, capabilities and possibilities as the foremost community college in the region.

WHY PLAN?

Why is planning even necessary? Often planning may be viewed as onerous, tedious, and a waste of time. It requires additional work for personnel who are already busy. However, the result of a lack of planning can lead to:

- Reactive or crisis-driven decision-making
- Plans determined by budget constraints
- Inefficient use of resources: people, equipment, time, and projects
- Lack of direction or mission
- Conflict over resource allocation

INTENT OF THE SBVC EDUCATIONAL MASTER PLAN COMMITTEE

The Educational Master Plan Committee spent more than eight months developing a plan that could: be easily updated, respond to current realities, reflect future trends, and reduce duplicative work of other planning efforts. The committee met twice a month and reviewed plans of other colleges, adopted a model, held a college-wide planning event to obtain additional input beyond the one-page summaries, and integrated all discussions and findings into one document. The plan embodies a basic one-stop shop approach that is bottom-up, beginning with data, division and/or departmental goals, challenges, and actions plans. It is user friendly, easy to evaluate and change as necessary.

Section I: College Background

HISTORY OF SAN BERNARDINO VALLEY COLLEGE

Established in 1926, San Bernardino Valley College primarily serves the communities in western San Bernardino County. The college has lived through 14 US Presidents—Coolidge, Hoover, Roosevelt, Truman, Eisenhower, Kennedy, Johnson, Nixon, Ford, Carter, Reagan, Bush I, Clinton, and Bush II. It has also lived through 14 California governors. There have been 40 board of trustee members, 7 chancellors and 12 Valley College presidents.

As the face of the college changes, so do the demographics. The student body is diverse: 45% Hispanic/Latino, 21% White Non-Hispanic, 19% African American, and 5% Asian/Pacific Islander. This ethnic makeup is very close to that of the surrounding communities, which suggests that SBVC is approaching equal access to the college's services. In addition, the Hispanic/Latino plurality also qualifies the college as a Hispanic Serving Institution. A number of specific challenges are presented by the service area. The population has a low college-going rate, and the per capita income is 76% of the national average. The average age of our students is 29, indicating that a significant portion of our students are returning to school after a number of years away from education.

San Bernardino Valley College has an average enrollment of 12,500 students for fall semesters and 13,500 for spring semesters. The college offers 57 AS/AA degree programs and 83 certificate programs. The college maintains one of the most diverse and comprehensive vocational programs in its region with 11 programs, from Aeronautics to Water Supply Technology. In addition, the college now has more than 170 distributed education courses (TV/hybrid/online) and offers an associate degree that enables students to obtain the degree solely through online and hybrid coursework. The college also transfers almost 500 students each year to 4-year institutions, three-quarters of whom transfer to California State University institutions. San Bernardino Valley College has actively cultivated partnerships with a wide variety of community and industry groups, including The Inland Empire Economic Partnership and companies such as Cisco.

To mitigate seismic issues impacting a large area of the campus, a major construction project was begun in 2002. Within the past eight years five new buildings have been constructed (Library, Administration/Student Services, Campus Center, Health & Life Sciences, Art) while at the same time six buildings have been demolished. In addition, three buildings have been retrofitted. Two new classroom buildings were dedicated in summer of 2010. The seismic mitigation plan, rebuilding the campus so that all buildings are located outside the earthquake fault zone, continues to occur. Now as visitors, staff and students traverse the college, from the administration building to the campus center, the area equals the size of the Pasadena Rose Bowl.

The major construction efforts have resulted in constant planning and communication in order to avoid any disruptions to class scheduling, parking, and campus pathways. Looking to the future, it is a testament to the spirit of the college—its employees and students—that the excitement of a new SBVC trumped inconvenience. The fall 2007 term welcomed students, not with construction barriers, but with new access points, sweeping walkways, vistas and an expansive greenbelt area. However, that phase was short-lived when construction began anew on the demolition of the college's largest building, North Hall, and the foundation laid for its replacement.

In 2008 the college submitted its self-study to the Association of California Community and Junior Colleges (ACCJC) as part of the six-year accreditation reporting process. A few months later; the college welcomed an accreditation team to verify the accuracy of its report. As a result of the evidence, the college received a most successful evaluation by the team and the accrediting commission. The week following the letter from ACCJC, the college began to de-brief its processes and discuss (a) what it did right and (b) areas where it could improve. The college continues to embrace a culture of improvement as evidenced by refinement of its program review process (2009-2010) to be a stronger form of peer evaluation and efficacy. The SBVC Educational Master Plan is another example of the college's determination to sustain a culture of accountability and integrated planning.

COLLEGE MISSION

SAN BERNARDINO VALLEY COLLEGE PROVIDES QUALITY EDUCATION AND SERVICES THAT SUPPORT A DIVERSE COMMUNITY OF LEARNERS.

COLLEGE VISION

SAN BERNARDINO VALLEY COLLEGE WILL BECOME THE COLLEGE OF CHOICE FOR STUDENTS IN THE INLAND EMPIRE AND WILL BE REGARDED AS THE ALMA MATER OF SUCCESSFUL, LIFELONG LEARNERS. WE WILL BUILD OUR REPUTATION ON THE QUALITY OF OUR PROGRAMS AND SERVICES AND ON THE SAFETY, COMFORT, AND BEAUTY OF OUR CAMPUS. WE WILL HOLD BOTH OUR STUDENTS AND OURSELVES TO HIGH STANDARDS OF ACHIEVEMENT AND WILL EXPECT ALL MEMBERS OF THE COLLEGE COMMUNITY TO FUNCTION AS INFORMED, RESPONSIBLE, AND ACTIVE MEMBERS OF SOCIETY.

VALUES (TENETS)

THE COLLEGE TENETS DESCRIBE THE PHILOSOPHY AND VALUES OF SAN BERNARDINO VALLEY COLLEGE'S FACULTY, STAFF, AND ADMINISTRATION:

WE BELIEVE

- THAT A WELL-EDUCATED POPULACE IS ESSENTIAL TO THE GENERAL WELFARE OF THE COMMUNITY.
- THAT A QUALITY EDUCATION EMPOWERS THE STUDENT TO THINK CRITICALLY, TO COMMUNICATE CLEARLY, AND TO GROW PERSONALLY AND PROFESSIONALLY.
- THAT AN ENRICHED LEARNING ENVIRONMENT PROMOTES CREATIVITY, SELF-EXPRESSION, AND THE DEVELOPMENT OF CRITICAL THINKING SKILLS.
- THAT OUR STRENGTH AS AN INSTITUTION IS ENHANCED BY THE CULTURAL DIVERSITY OF OUR STUDENT POPULATION AND STAFF.
- THAT WE MUST PROVIDE STUDENTS WITH ACCESS TO THE RESOURCES, SERVICES, AND TECHNOLOGICAL TOOLS THAT WILL ENABLE THEM TO ACHIEVE THEIR EDUCATIONAL GOALS.
- THAT WE CAN MEASURE OUR SUCCESS BY THE DEGREE TO WHICH OUR STUDENTS BECOME SELF-SUFFICIENT LEARNERS AND CONTRIBUTING MEMBERS OF SOCIETY.
- THAT PLANS AND DECISIONS MUST BE DATA DRIVEN, AND BASED ON AN INFORMED CONSIDERATION OF WHAT WILL BEST SERVE STUDENTS AND THE COMMUNITY.
- THAT WE MUST MODEL OUR COMMITMENT TO LIFELONG LEARNING BY MAINTAINING CURRENCY IN OUR PROFESSIONS AND SUBJECT DISCIPLINES.
- THAT, AS PART OF THE COLLEGIAL CONSULTATION PROCESS, ALL LEVELS OF THE COLLEGE ORGANIZATION MUST OPENLY ENGAGE IN SHARING IDEAS AND SUGGESTIONS TO DEVELOP INNOVATIVE WAYS TO IMPROVE OUR PROGRAMS AND SERVICES.
- THAT INTERACTIONS BETWEEN ALL MEMBERS OF THE COLLEGE COMMUNITY MUST BE MARKED BY PROFESSIONALISM, INTELLECTUAL OPENNESS, AND MUTUAL RESPECT.
- THAT WE MUST HOLD OURSELVES AND OUR STUDENTS TO THE HIGHEST ETHICAL AND INTELLECTUAL STANDARDS.
- THAT WE MUST MAINTAIN A CURRENT, MEANINGFUL AND CHALLENGING CURRICULUM.
- THAT STUDENTS SUCCEED BEST WHEN FOLLOWING AN EDUCATIONAL PLAN AND WHEN ENROLLED IN CLASSES THAT MEET THEIR INTERESTS AND GOALS, AND MATCH THEIR LEVEL OF ACADEMIC PREPAREDNESS.
- THAT ALL MEMBERS OF OUR CAMPUS COMMUNITY ARE ENTITLED TO LEARN AND WORK IN AN ENVIRONMENT THAT IS FREE FROM PHYSICAL, VERBAL, SEXUAL, AND/OR EMOTIONAL THREAT OR HARASSMENT.
- THAT STUDENTS LEARN BEST ON A CAMPUS THAT IS STUDENT-CENTERED AND AESTHETICALLY PLEASING.
- THAT WE MUST BE RESPONSIBLE STEWARDS OF CAMPUS RESOURCES.

Section II: Profile of Students, Employees, and Service Area

This internal scan of San Bernardino Valley College is an opportunity to assess, over academic years, the demographics and characteristics of students and their educational goals. This data is used to discern patterns and trends and review institutional educational plans to best serve students.

SAN BERNARDINO VALLEY COLLEGE OVERALL STUDENT DEMOGRAPHICS

During the 2008-2009 academic year, student enrollment at San Bernardino Valley College peaked at 26,704. Although there was a slight drop in student headcount in 2005-2006, the annual student population at San Bernardino Valley College is expected to average 23,632.

Table 1.
Unduplicated Student Headcount

Year	Count	% Change
2004-05	22,084	13%
2005-06	21,874	-1%
2006-07	22,599	3%
2007-08	24,899	9%
2008-09	26,704	6%

Source: SBCCD Datatel

Table 2.
Ethnicity of San Bernardino Valley College Student Population

Ethnicity	2004-05		2005-06		2006-07		2007-08		2008-09	
	n	%	n	%	n	%	n	%	n	%
Asian	1,033	4.68	982	4.49	980	4.34	1,130	4.54	1,179	4.42
African American	5,112	23.15	4,730	21.62	4,771	21.11	5,214	20.94	5,474	20.50
Filipino	426	1.92	412	1.88	410	1.81	449	1.80	492	1.84
Hispanic	8,274	37.47	8,489	38.81	9,094	40.25	10,290	41.33	11,456	42.90
Native American	211	.96	221	1.01	220	.97	221	.89	249	.93
Other	263	1.19	255	1.17	259	1.15	268	1.08	255	.95
Pacific Islander	148	.67	163	.75	175	.77	201	.81	193	.72
White	5,716	25.88	5,610	25.65	5,639	24.95	6,055	24.32	6,003	22.48
Unknown/ DTS	717	3.25	707	3.23	714	3.16	828	3.33	816	3.06
Blank	184	.83	305	1.39	337	1.49	423	.98	587	2.20
Total	22,084	100	21,874	100	22,599	100	25,079	100	26,704	100

Source: SBCCD Datatel

Note: The Hispanic student population has continued to increase over the last five years, comprising 43% of the student population at San Bernardino Valley College in 2008-2009, while White and African American student population percentages have continued to decrease.

Table 3.
San Bernardino Valley College Population by Gender

Gender	2004-05		2005-06		2006-07		2007-08		2008-09	
	n	%	n	%	n	%	n	%	n	%
Female	12,707	57.5	12,508	57.2	12,753	56.4	14,035	56.4	14,876	55.7
Male	9,208	41.7	9,147	41.8	9,623	42.6	10,690	42.9	11,658	43.7
Unknown/DTS	169	≤ 1	219	1	223	1	174	≤ 1	170	≤ 1
Total	22,084	100	21,874	100	22,599	100	24,899	100	26,704	100

Source: SBCCD Datatel
Note: The female student population is higher than the male student population, although the male student population has shown a slight increase in percentage of the overall population.

Table 4.
San Bernardino Valley College Population by Age

Age	2004-05		2005-06		2006-07		2007-08		2008-09	
	n	%	n	%	n	%	n	%	n	%
-19	3,552	16	3,675	17	4,123	18	4,420	18	4,920	18
20-24	6,231	28	6,172	28	6,292	28	7,138	29	7,824	29
25-29	3,443	15	3,423	16	3,614	16	4,029	16	4,398	17
30-49	7,392	34	7,226	33	7,093	31	7,707	31	7,904	30
50+	1,465	7	1,376	6	1,472	7	1,603	6	1,650	6
Total	22,083	100	21,872	100	22,594	100	24,897	100	26,696	100

Source: SBCCD Datatel
Note: Age groups varied slightly, with an increase in 20-24 year old students in 2007-2008 and 2008-2009. There has been an increase in 19-year-olds attending San Bernardino Valley College.

Table 5.
San Bernardino Valley College Service Area Cities

City	2004-05		2005-06		2006-07		2007-08		2008-09	
	n	%	n	%	n	%	n	%	n	%
Colton	1,885	6.32	2,018	6.36	2,023	6.49	2,229	6.28	2,373	6.31
Fontana	1,252	4.20	1,337	4.22	1,309	4.20	1,465	4.13	1,608	4.28
Highland	2,172	7.29	2,299	7.25	2,284	7.33	2,565	7.23	2,761	7.35
Redlands	3,332	11.18	3,446	10.87	3,390	10.87	3,728	10.51	4,094	10.89
Rialto	2,515	8.44	2,438	7.69	2,191	7.03	2,562	7.22	2,761	7.35
San Bernardino	8,070	27.07	8,694	27.42	8,338	26.74	8,816	24.84	9,652	25.68
Total	19,226	64.50	20,232	63.81	19,535	62.66	21,365	60.21	23,249	61.86

Source: Datatel

Note: More than 50% of San Bernardino Valley College's student population comes from the immediate area surrounding the college campus.

Table 6.
San Bernardino Valley College Student Characteristics

Student Educational Goals	%
BA after Associate	31%
Undecided	13%
Acquire job skills	10%
Associate degree without transfer	9%
Vocational Certificate	8%
Update job skills	6%
BA without Associate degree	6%
Personal Interest	5%
HS Diploma/GED	3%
Maintain Certificate/License	3%
Educational Development	2%
Vocational Associate Degree	2%
Basic Skills	1%
Uncollected/Unreported	1%
Total	100%

Source: Datatel

Note: The majority of the student population at San Bernardino Valley College has an educational goal to transfer with an associate degree.

Table 7.
San Bernardino Valley College Annual Online Duplicated Enrollment

Year	Online Enrollment	% Change	Enrolled in Online & Face to Face	% Concurrently Enrolled
2004-2005	3,289	37%	69,365	5%
2005-2006	3,951	17%	65,557	6%
2006-2007	4,986	21%	63,390	8%
2007-2008	7,055	29%	67,324	11%
2008-2009	8,868	20%	74,499	12%

Source: Datatel

Table 8.
San Bernardino Valley College Feeder High Schools

	04-05		05-06		06-07		07-08		08-09	
Feeder High School	n	%	n	%	n	%	n	%	n	%
Arroyo Valley	201	.009	288	.013	378	.017	455	.018	560	.021
Bloomington	300	.014	277	.013	312	.014	360	.014	381	.014
Cajon	1,033	.047	978	.045	961	.043	1,044	.042	1,199	.045
Colton	1,046	.047	1,062	.049	1,094	.048	1,249	.050	1,369	.051
Eisenhower	986	.045	867	.040	934	.041	972	.039	1,086	.041
Pacific	835	.038	812	.037	824	.036	822	.033	930	.035
Redlands	1,130	.051	1,188	.054	1,173	.052	1,350	.054	1,546	.058
Rialto	832	.038	835	.038	861	.038	920	.037	1,114	.042
San Bernardino	1,068	.048	999	.046	943	.042	1,057	.042	1,117	.042
San Gorgonio	1,022	.046	1,033	.047	1,035	.046	1,123	.045	1,244	.047
Total	8,454	.383	8,339	.381	8,515	.377	9,470	.380	10,537	.395

Source: Datatel
Note: The number of high school students is steadily increasing.

Table 9.
San Bernardino Area Family Income Levels

Zip code	City	Median household income	Percent with some college	Percent employed white collar	Percent below poverty line
92324	Colton	38,954	43.60%	22.00%	18.40%
92313	Grand Terrace	$57,303	66.90%	39.50%	6.30%
92335	Fontana	$53,406	27.20%	14.50%	20.60%
92336	Fontana	$53,406	47.90%	25.10%	11.90%
92346	Highland	$46,273	54.30%	32.60%	15.60%
92354	Loma Linda	$40,467	74.70%	55.30%	16.20%
92373	Redlands	$53,360	77.70%	54.00%	8.20%
92374	Redlands	$53,360	59.50%	38.10%	12.70%
92376	Rialto	$45,670	35.10%	18.30%	20.10%
92377	Rialto	$45,670	51.70%	25.70%	7.20%
92399	Yucaipa	$45,000	53.60%	29.80%	11.10%
92404	San Bernardino	$33,692	44.00%	23.70%	28.80%
92406	San Bernardino	$30,217	39.00%	19.00%	29.70%
92407	San Bernardino	$40,018	48.50%	28.20%	19.90%
92408	San Bernardino	$23,785	36.10%	22.60%	34.40%
92410	**San Bernardino**	**$23,538**	**21.50%**	**13.20%**	**37.30%**
92411	San Bernardino	$23,498	$24.00%	14.50%	34.90%

Note: SBVC is located in the 92410 zip code and the student population surrounding the campus is substantially below the poverty level.

Table 10.
San Bernardino Valley College Full-Time Employee Characteristics

The following tables describe employee characteristics by job classification

ACADEMIC MANAGEMENT (Fall 2008)

Age	n	%		Ethnicity	n	%		Gender	n	%
25-34	0	0%		American Indian	0	0%		Female	10	59%
35-54	6	35%		Asian/Pacific Islander	1	6%		Male	7	41%
55-59	4	24%		Black	6	35%		Total	17	100%
60+	7	41%		Hispanic	2	12%				
Total	17	100%		White	8	47%				
				Total	17	100%				

CLASSIFIED MANAGEMENT (Fall 2008)

Age	n	%		Ethnicity	n	%		Gender	n	%
25-34	1	6%		American Indian	0	0%		Female	11	61%
35-54	6	33%		Asian/Pacific Islander	0	0%		Male	7	39%
55-59	5	28%		Black	5	28%		Total	18	100%
60+	6	33%		Hispanic	4	22%				
Total	18	100%		White	9	50%				
				Total	18	100%				

FACULTY (Fall 2008)

Age	N	%		Ethnicity	n	%		Gender	n	%
25-34	7	4%		American Indian	3	2%		Female	99	58%
35-54	87	51%		Asian/Pacific Islander	15	9%		Male	73	42%
55-59	43	25%		Black	29	16%		Total	172	100%
60+	35	20%		Hispanic	30	17%				
Total	172	100%		White	96	56%				
				Total	172	100%				

Source = CCCCO MIS Database, California Community College Chancellor's Office

CLASSIFIED (Fall 2008)

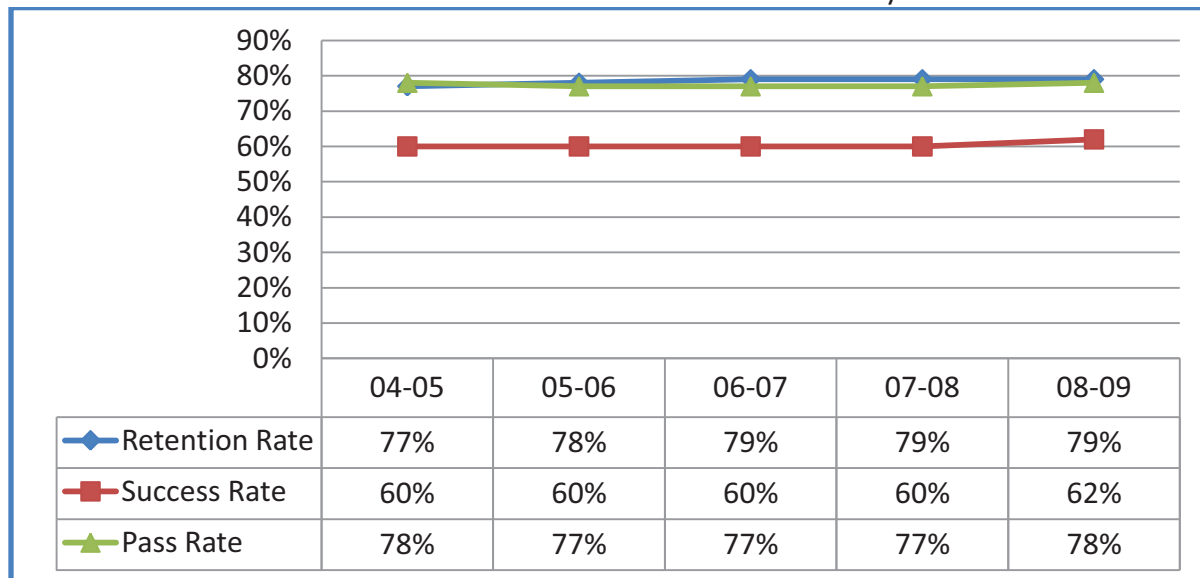| Age	N	%		Ethnicity	n	%		Gender	n	%
20-24	5	2%		American Indian	3	1%		Female	145	67%
25-34	42	20%		Asian/Pacific Islander	14	7%		Male	70	33%
35-54	110	51%		Black	40	19%		Total	215	100%
55-59	31	14%		Hispanic	84	39%				
60+	27	13%		White	74	34%				
Total	215	100%		Total	215	100%				

Source: Datatel

Note: Over 50% of the faculty at San Bernardino Valley College is between 34-54 years old, predominately white and female.

Section III: Instructional Programs, Trends and Forecasts

Figure 1.
San Bernardino Valley College Average Course Success, Course Retention, and Weekly Student Contact Hours (WSCH) per Full-Time Equivalent Faculty (FTEF)

Retention rates have remained steady over the last five years, while success rates took a sharp decline in 2004-2005 and then remained constant for the next four years.

|	04-05	05-06	06-07	07-08	08-09
Retention Rate	77%	78%	79%	79%	79%
Success Rate	60%	60%	60%	60%	62%
Pass Rate	78%	77%	77%	77%	78%

Note: Retention rates are calculated by dividing the number of students who complete a course by the number of students present at census. Students who are not retained typically receive "W" grades. Calculating the success rates and pass rates begin by counting the number of students who earn grades of A, B, C, D, or CR in a class. They have different dominators. Success rates are calculated by using the census count as the denominator. Pass rates are calculated by using the ending enrollment as the denominator. (See Glossary for complete definitions.)

SBVC retention rates have remained stable at around 79% after increasing two percentage points between 2004 and 2006. Retention rates refer to the percentage of students present at the end of the term, whether they pass the course or not. Pass rates refer to the number of student present at the end of the term who pass the course. Pass rates have also been stable at 77% to 78%. The success rate tends to be lower than the other two measures because it measures the percentage of students counted at census who pass the course. This measure went up 2% in 2008-09 after having been unchanged for four years.

Figure 2.
San Bernardino Valley College Annual WSCH/Faculty Load

	04-05	05-06	06-07	07-08	08-09	09-10
Value	461.1	455.46	423.21	426.68	468.54	517.08
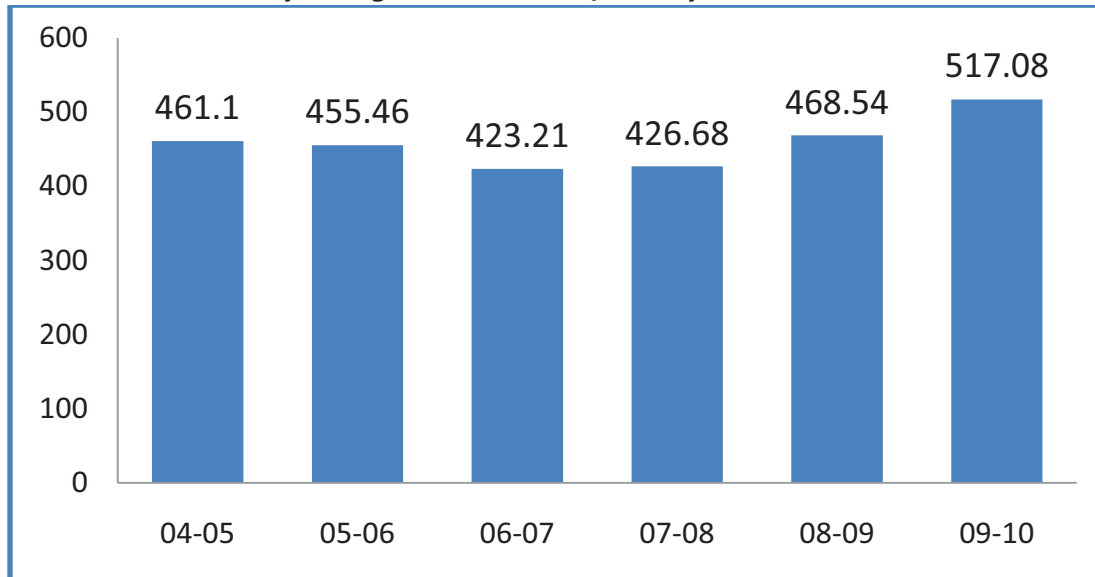
Note: Data for summer courses are not included in these calculations

Figure 2 shows an upward trend in efficiency starting in 2007-2008. The campus has set a goal of 525 for this measure. This measure is correlated with increases in class size.

Figure 3.
San Bernardino Valley College Total Number of Associate Degrees Issued Over the Last Four Years

	2005-2006	2006-2007	2007-2008	2008-2009
Value	691	684	650	696