

San Bernardino Community College District Strategic Planning Committee
Feedback Received on Strategic Directions and Goals
 As of March 23, 2010

10G

Submissions to Feedback Email

No.	Location	Category	Importance	Changes	Concrete Steps	Additional Comments
01	SBVC	Adm	<p>I believe these goals are very important and are reflective of the direction the District should be focused. I'm concerned that the issue of offering academic programs that are of the highest value to our community and students isn't reflected in goal #2. There should be more emphasis on eliminating programs that are no longer successful or efficient and offering programs that address current workforce needs.</p> <p>While I know there will be separate strategic plan for HR, I think HR should be addressed in this plan as well (unless it's considered to be covered under 3.1)</p>	I believe all the goals are important, I would just be more specific about HR.	Consistent and timely communication from the District on all matters affecting staff. Empower managers to do their job.	While you did not ask for feedback on the related SBVC & CHC goals, I would hope that more work is being done in these sections. The writing is not consistent and many of the SBVC goals are dated and need to be rewritten. Will there also be goals from the District added?
02	Dist	Staff	<p>Without question, critically important. In years past, any public sector entity could operate by the seat-of-their-pants (which is what I've observed at SBCCD), and when the gears got clogged, ask for more money and staff to continue operating. It doesn't work that way anymore – everyone has to be willing and able to operate in a “lean and mean” mode. However – unlike “corporate America” where lean and mean is a way of life with the ultimate goal being to make a profit, SBCCD needs to keep its' eye on the prize – which is first class service to students, the community, and each other.</p>	None. They are all important. A <u>holistic</u> view of SBCCD is the only way we will achieve success.	<p>One thing I've noticed at SBCCD is that every unit (Valley, Crafton, District, and District Annex) has a separatist attitude towards the other units. I think of all the units as one entity – SBCCD or The District. I don't see how SBCCD can continue to operate successfully if this mindset continues. It goes beyond friendly sibling rivalry; I've seen people and departments be deliberately hostile and non-cooperative towards each other.</p> <p>In the organization where I used to work, we attended workshops and used a problem solving method called “Interest Based Problem Solving”. The idea being that while there may appear to be conflicts between units and people, once you identify the common interest that everyone has, or common problem you wish to solve – you use everyone's differences to identify a problem and create a solution based upon the underlying goal everyone has. Conflicts disappear like magic when you do that. I'm certain everyone here has the District's best interests at heart; you just need to get to the bottom of what those common interests really are and work at that level.</p> <p>I would suggest that management seek out professional training consultants who can conduct workshops in IBPS – Interest Based Problem Solving. It really works.</p>	<p>I hope no one takes offense at what I say; just so you'll know, my perspective is from a “newbie” point of view. Sometimes when people have been at an organization for a long time, they become unconscious of the culture they are part of. Looking at it from outside the fishbowl, some things are very surprising.</p> <p>Thanks for reading!</p>
03	Dist	Staff	It seems like a well thought out plan to me. I have no suggested changes.			

No.	Location	Category	Importance	Changes	Concrete Steps	Additional Comments
04	Dist	Adm	I think that it is very important to have a strategic plan and to work toward implementing that plan.	When reviewing the plan in comparison to the CA Community College System Strategic plan, there is a disconnect with some of the statewide goals and what the district has cited in the area of Community collaboration and Value. According to the CA Community colleges Strategic Plan, Goal C (below*) is vaguely addressed in this document. I feel that there needs to be greater alignment with this very important goal of the community college.		
05	KVCR	Adm	These actually seem like very broad, unspecific goals. I hope individual departments have more specific ideas as to how these goals will be implemented, but it is nice to see community involvement is included and I do agree more feedback and surveying is important.			

* From the CCC Strategic Plan Executive Summary:

Goal C: PARTNERSHIPS FOR ECONOMIC AND WORKFORCE DEVELOPMENT

Career training geared toward students who are seeking to learn a trade or skill has long been a mission of the Community Colleges. With high growth and emerging fields as the backbone of California's economy, a skilled labor pool is necessary to meet employer needs and ensure California's long-term economic vitality. Through workforce training, the Colleges play a critical role in the state's economic development efforts.

C1: Coordination of Statewide Workforce Programs and Policies: Ensure that Community College programs are aligned and coordinated with state and local economic and workforce development needs.

As the largest provider of workforce training in the state, Community College programs must be aligned with state and local workforce development needs. Key steps toward this goal are to improve collaboration of workforce development and education programs throughout the state; explore ways to leverage traditional college resources with noncredit programs, K-12, adult schools, and other public workforce agencies to support a market-responsive workforce system; develop alternative sources of funding; and expand existing College Economic and Workforce Development Program initiatives to attract additional investment in workforce training.

C2: Career Pathways: Create links between academic and career fields to provide clearly defined career pathways that encourage and support a lifetime of educational career opportunities.

The career pathways approach creates links between academic and career fields. In California's economy, high-wage and high growth employers require a workforce with proper levels of basic skills as well as the ability to adapt quickly to changing technology. To meet these goals the Community Colleges will build on existing models, disseminate best practices, and develop new programs for enhancing the career pathways approach.

C3: Curriculum and Program Development and Approval Process Improvements: Ensure high standards and academic rigor in Community College programs while delivering timely, relevant, and high quality offerings that meet the needs of business and industry.

For California to meet the demands of an ever-changing business and economic environment, employers and students must have access to timely, relevant, and high quality training programs. To better serve employers and students, nontraditional program formats and shortened development cycle times are being addressed in ways that are consistent with college-level quality standards. Strategies must be implemented to increase partnerships and mutual understanding between employers and the Colleges.

C4: Regional Collaboration Through Multi-Agency Networks: Encourage and support Community College initiatives to collaborate with other economic and workforce development agencies and industry sectors to develop regional partnerships and networks.

Community Colleges routinely collaborate with employers and other agencies to develop programs for workforce development. These regional collaborations provide greater leverage of available resources, allow for responsiveness to local needs, and offer a greater ability to respond to both short-term and long-term needs. With greater support for regional collaboration, the Colleges can support business and industry needs and develop institutional mechanisms to address regional economies.

C5: Defining and Addressing Long-Range Economic and Workforce Trends: Ensure that the Colleges have access to the tools and resources needed to track and respond to long-term economic and workforce trends.

Build on the California Community Colleges' Economic Development initiatives to define and develop emerging career clusters.

To plan effectively for future needs, the Community Colleges must be able to identify long-range economic and workforce trends, and also develop programs to meet the educational needs of the future. This strategy will ensure that the Colleges have the capacity to analyze local, state, and regional economic trends for early identification of and support for emerging career clusters.

C6: Funding and Pay Equity: Ensure that resource allocation mechanisms equitably address infrastructure and staffing needs of critical programs.

The Community Colleges' career technical programs vary greatly from academic programs, yet the funding for these programs does not recognize this important distinction. For instance, nursing programs have higher laboratory costs and lower faculty-student ratio, but they are funded at the same level as other academic course offerings. Strategies need to be developed to address the compensation of faculty and practitioners, especially for high-demand programs such as nursing.

Open Forum Notes

Open Forum 1, District Offices, Board Room, March 9, 2010

Number of Participants Other Than DSPC Members: 8

Note-taker: Jackie Buus

- Dio asked if the Board Imperatives change. Matthew said the Board Imperatives are enshrined in policy, and must be folded into the DSP. The Strategic Directions are very stable and will last a long time. The Strategic Goals are also stable although they may be changed more often than the Strategic Directions.
- Dio thought there should be a Board Imperative for fiscal solvency. Matthew referred to Strategic Direction #3 on resource management, and said it would cover fiscal issues. He clarified that the first four Strategic Directions are the Board Imperatives, and will not change unless the Board revisits them. Other than those four, the District Strategic Planning Committee can add, modify, or delete imperatives. When you start adding Strategic Directions, you begin to lose a little focus. You want as small a number of Strategic Directions and Goals as possible, consistent with the needs of the District, to remain focused.
- Kevin asked about the significance of the numbers in the “shaded” areas on the document. Matthew said they reflect the numbering scheme used by the colleges. In the actual plan, they probably won’t be numbered.
- Kevin noticed that the goals and objectives related to SBVC are more qualitative and measured than CHC’s. Matthew clarified that the DSPC is looking for feedback on the first two columns—the District Strategic Directions and Goals. That said, SBVC included quantitative outcomes in their table of college goals and objectives. CHC’s outcomes, which include institutional quantitative effectiveness indicators, are in a different document, and are not shown here.
- Kevin asked how we are going to determine if we made progress on these goals. Matthew said the committee’s next step is to identify measurable objectives under each of these goals.
- Dio said a lot of the colleges’ items under Inclusive Climate are HR functions over which the colleges have no control. Matthew said HR will be informed about college progress on HR-related objectives as part of the communication and integration process. Matthew pointed out, however, that inclusiveness goes far beyond such things as the EEO compliance Dio had mentioned. He noted, for example, that at CHC, the Professional Development Committee coordinates much of the training. This is about valuing varied opinions on the campuses, making sure that there are not silos, and being inclusive in the approach to dealing with problems. It also includes student diversity issues.
- Kevin asked to what degree the colleges collaborate and align on new program and curriculum development and how the district will manage new program development. Matthew said he understands that coordination is more informal than systematic at present. Formal coordination of new program development will likely end up being in Phase 2 next year. Kevin asked if program development is important enough that it should be its own district goal. Matthew made a note of Kevin’s comment to share with the DSPC.
- Dio asked how the HR Allocation Plan will integrate with the DSPC. Matthew said the HR Allocation Plan is going to have “hooks” in both directions because resource management is what long-range HR allocation is all about. That plan is an extension and expression of the DSP. One of the things that plan needs to look at is the planning and program review results that come up from the colleges. Those include requests for new personnel. I am suggesting that those requests should come to HR even if they do not make the priority list. Part of the HR Allocation Plan is to look at how many people you need to staff a certain area or what kind of support the campuses need. In a situation like this, where so many plans are under development at the District and colleges, linkages often grow organically. When HR sees the Educational Master Plans of the colleges, for example, HR staff can look at what connections they see that need attention.

- Matthew said that the District Strategic Plan will be largely completed by the end of this academic year, though there will no doubt be additional tweaking over the summer. It will be a sound and comprehensive plan that meets the Accrediting Commission recommendations. The committee is building a review and evaluation process into the plan, and the first set of enhancements will occur in 2010-11. You will have more opportunities to provide input into the enhanced plan next year. He said that when the opportunity comes up, everyone should bring his or her issues forward.
- Kevin said he liked the way that District Strategic Goal 3.3 was phrased: “Effectively manage enrollment across the District through a dynamic balance of identified needs and available resources.” He said other words could be substituted for the word “enrollment,” and make additional useful goals. He added that grant-writing should be coordinated in the district. Matthew made a note of Kevin’s comment for the DSPC.

Open Forum 2, San Bernardino Valley College, LA100, March 10, 2010

Number of Participants Other Than DSPC Members: 14

Note-taker: Matthew C. Lee

Note from Matthew: Because we did not have a recorder at this open forum, I took very brief notes in between my responses to questions; consequently this set of notes is quite short. To ensure that substantive points raised by the audience are retained, I did ask participants during the meeting to email their comments to feedback@sbccd.cc.ca.us as well.

- Some participants asked questions about the CHC and SBVC Goals and Objectives listed in column 3. For example, why don’t CHC’s have quantitative measures? I noted that CHC’s plan has a different structure, and that both institutional quantitative effectiveness measures and measurement sources for the objectives will appear in the plan.
- One participant asked whether the Classified Senate would have the opportunity to comment on the DSP. I replied that all the Senates would have that opportunity. [I failed to say, however, that I had already asked the presidents of all six Senates to ask for constituency feedback at their next available meeting.]
- One participant asked how the DSP would contribute to or support the colleges’ goals. I replied that at the next meeting, the DSPC would begin work on objectives, one purpose of which would be to spell out that contribution or support.
- Several questions arose about the enhancements of the DSP that will occur in Phase II next year. I explained that the DSP developed this year would be sound and comprehensive, and would meet the applicable requirements in the Commission’s recommendations. However, next year the Committee will gather additional research and other information, fold in KVCR and EDCT, review the Strategic Directions and Goals (both content and progress), and otherwise enhance the plan so that it rises to an exemplary level. I pointed out that the Commission’s recommendations had precipitated development of the DSP, but that the main reason for doing it was to move the District forward.
- One participant asked whether the Commission would be comparing the colleges’ plans. I replied that both colleges had to respond to the recommendations and meet the Standards, but that I did not expect the Commission to make any such comparison.
- Some questions arose about the Follow-Up Reports. I explained the reporting requirements, and the difference between the sets of recommendations to which the colleges must respond.
- No one took exception to the importance of any of the list Strategic Directions or Goals.
- Participants’ questions were good and the discussion was lively.

Open Forum 3, Crafton Hills College, LADM 224, March 22, 2010

Number of Participants Other Than DSPC Members: 8

Note-taker: Cheryl Cox

- JoAnn Jones noted that she was happy to see specific timelines in the SBVC plans, which would be very useful with departmental program planning. Matthew said that CHC's objectives also do have timelines, though they appear outside the objective statements themselves.
- Some questions arose about the other recommendations at the District level. In response to a question regarding the District program review survey results, Matthew stated that the survey results will be shared, and that the District operations program reviews and plans, if all goes well, will be available on a web site for viewing.
- After further discussion, Matthew asked, "Are there any Strategic Directions or Goals you do not agree with?" No one raised any objections to the current set. He also asked whether anyone had ideas on concrete steps the District should take to move forward in accord with the Strategic Directions and Goals; no one offered any ideas.
- Matthew noted that the District Strategic Plan is intended in large part to support what the colleges do. It was suggested that in the past, the District believed they were there to police the colleges, and supporting them instead is a huge shift from that approach. Matthew reiterated that one of the District's primary purposes is to support what the colleges do.
- Rick Hogrefe stated that the District should clarify and communicate the allocation of resources; Matthew responded that the Resource Allocation Model now nearing completion should meet that need.
- Cheryl Marshall pointed out that the committee did have some great environmental scan information to work with and hopes the District will continue to provide that information. Matthew explained that the environmental scan information was provided on a volunteer basis, and suggested that the District should take some action to ensure the availability of needed data, even if it meant contracting with an outside firm.
- Matthew stressed that everyone should encourage colleagues to provide feedback by the deadline. The feedback messages received so far have been fewer in number than he would have liked. He stated that feedback does actually make a difference, and gave an example of how Crafton's Educational Master Planning Committee constantly referenced comments received at campus brainstorming sessions.
- JoAnn Jones stated that she appreciates the information being disseminated by email; the data are important to have when doing program review, and she hopes it will continue. Matthew said that the College was fortunate to have the researcher on board to facilitate that.