

District Strategic Planning Committee
Report of Feedback on DSP through May 5, 2010

13D

No.	Loc.	Via	Category	Theme	Feedback (with Response If Received at an Open Forum)
12	CHC	Forum	Faculty	Overall	I think this is a promising start. It is a plan that I hope does turn out to be strategic.
2	CHC	Email	Faculty	Monitoring and ensuring progress	Add to Annual Progress Reports that Collegiate Cabinet (and/or the VCs, Presidents, and Executive Directors) will direct corrective action on objectives in which there has been insufficient progress.
3	CHC	Forum	Faculty	Monitoring and ensuring progress	Do you really think District can do this? So many plans have been put on the shelf, and people probably think that is what is going to happen to this plan. Response: Point persons serve as coordinators and nags to make sure progress occurs. Plan will be evaluated fully in 2010-11 by the DSPC, and will have a full evaluation every three years thereafter. Collegiate Cabinet can accelerate the schedule if the need arises.
4	CHC	Forum	Faculty	Monitoring and ensuring progress	How are we going to accomplish these activities? District needs to step-up with support. For example, we really need a new-employee mentor program (5.1.1). What is going to drive H.R. to do what is needed? It needs to start now. H.R. needs to begin meeting now to roll out a mentorship program next fall. There needs to be an oversight body asking what has been done and ensuring that it happens. It must have administrative support and commitment. Response: So we need to add to the plan a provision for monitoring progress with the power to ensure that things get done? Faculty: Yes.
14	SBVC	Forum	Faculty	Monitoring and ensuring progress	This is going to be a living document that will change in 2010-11, 2011-12; what portions of the process will be institutionalized? Response: The institutionalized parts are covered mainly in the evaluation and revision section: annual progress reports, the responsibility for evaluations, who's involved in that, and how often that happens. Does that mean that essentially, other than evaluating where you are, this kind of process won't occur again until 2014-2015? The intent of the annual progress report is to ensure that the actions/objectives laid out here are actually pursued. It may need to go a little further, and say that if progress is insufficient on any objective, then X will direct corrective action. The intent is also that the point people for each of the objectives coordinate the work on the objective, do the necessary nagging and reporting back to the committee, and in general make sure that progress continues.
19	SBVC	Forum	Admin.	Monitoring and ensuring progress	You've clarified how we ensure that this plan that goes through 2014 is completed. Now, do we start all over again ten days before the next accreditation team comes through in 2015? Response: No. So what is the process that is being implemented for regular ongoing planning on a year-by-year basis? Response: The process is shown in the <i>Evaluation and Revision</i> section of the preamble. Next year the existing committee (members of which have been appointed for two years) will continue work on the refinement of this plan and help monitor the progress on those objectives calendared for 2010-11. In addition, the Vice Chancellors, the Presidents, and the executive directors are to prepare an annual report somewhat analogous to the annual report they have done in the past on the Board Imperatives/Institutional Goals, to see how all the objectives under their purview are going. That report goes to Collegiate Cabinet, which may accelerate what is designed to be a triennial full-blown evaluation of this plan. Again, it might be that we need more—that if there is not sufficient progress on an objective, for example, then somebody needs to say, you need to get moving on that objective.

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20	SBVC	Forum	Faculty	Monitoring and ensuring progress	<p>Clearly at some point there is going to be completion of, say, goal 6.1, and it will be institutionalized. Is there going to be a process by which you identify what should be goal 6.2?</p> <p>Response: Yes. That is part of the <i>Evaluation and Revision</i> section. So then what you are really saying is that in 2015 this process won't have to happen again from scratch, because it has happened continuously.</p> <p>Response: That's right. Built in here is an annual review and a triennial full-blown evaluation and revision. The revision will involve the solicitation of input from all the constituency groups, but the base plan will already be in place. We would have information on an annual basis about where everything stood, so by the time you got to the three-year mark, you would know exactly what has been done on every single one of the objectives. It may be that we need to do that more often—instead of just an annual reporting process, it may require a more formal monitoring process to make sure that progress is occurring.</p>
17	SBVC	Forum	Admin.	Coordination with college committees	<p>How will District Assembly and the Technology Committee at the district level be brought in to make sure that those items that pertain to them are actually getting done? Next year our [SBVC] educational master plan goes out to committees to see where the committees are involved in some of actions that need to take place. So a committee might say, "Oh, this is something that we could do." And so is that being built in?</p> <p>Response: We will be presenting this information to District Assembly and requesting their feedback. They may be involved in the periodic evaluation down the line; that's up to the committee next year to decide. As for the committees that are called out (such as the professional development committee chairs): By the fall, everybody that is involved as a point person needs to be on board, understand the charge, and be able to move forward in a direction that the District Strategic Planning committee intends.</p>
16	SBVC	Forum	Admin.	District support of the colleges	<p>One of the reasons that this district plan became a recommendation of accreditation is there were a certain number of complaints about the district not understanding that their job is to support the colleges, or at least to align a little bit. I'm thinking about a time here when we couldn't get people registered, but we had just won a nanotechnology grant. I think at the college level we want to make sure that before the district goes off into the forest on something, they're really meeting our everyday needs here. What in this document will ensure that?</p> <p>Response: The committee tied each objective to a particular main purpose, one of which was to support what the colleges are doing. The intent of those objectives is to do what you described. As to ensuring that other projects do not take resources away from projects that are in the plan, there is nothing in the plan itself that would guarantee that. I don't know that you <i>could</i> guarantee that. The intent of a strategic plan like this is that, as resources are allocated and plans are made—all other things being equal—if you have an initiative that is in accord with the plan, that initiative should get the nod over one that is not in accord with the plan. That requires administrative commitment to make sure it happens. That has been the intent all the way along. Perhaps we could build some language into the preamble, or maybe into a planning assumption, that that would, in fact, occur.</p>
7	CHC	Forum	Faculty	Additional objectives	<p>P. 26. Obj. 1.1.2: District-wide grants coordination and ERP could go here. Grant collaboration is not in plan, though it was mentioned among the issues.</p> <p>Response: You're right; we'll look at adding grant collaborations and ERP, though it might be under SD 3 rather than 1.</p>

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24	CHC and SBVC	Email	Faculty and Admin.	Professional development	[Regarding objectives related to professional development] All looks viable as it stands. It can of course be revised as we go, but otherwise this appears to be a good start. The SBVC Director of Professional and Organizational Development and the chair of the CHC Professional Development Committee have been working towards an unofficial "coordinating" body as they have met together each semester, so it might be the perfect time for a full district-wide council, such as the one called for in 2.3.1. The VC of HR needs to be the main point person for 3.1.1, with professional development committee chairs serving as lieutenants and facilitators. The timelines look viable [but see Phasing feedback].
25	CHC and SBVC	Email	Faculty and Admin.	Phasing	Wouldn't it make more sense to develop a training program for all employees (cf. 3.1.1, identified as Fall 2011) before we focused on developing leaders (cf. 4.2.1, identified as 2010-11 and ongoing)? Reversing the timelines for these two items would make more sense to me, especially since everyone, whether staff, faculty, or administrator, will testify to our great need for such training.
8	CHC	Forum	Faculty	Usage and terminology	P. 27. Obj. 2.1.1: I'm sure no one wants to "experiment" with pilot programs. It's not human subjects research. Say, "pilot programs based..."; just take out "experiment with."
11	CHC	Forum	Faculty	Usage and terminology	P. 17. Item 1 under Technology Issues: i.e. should be e.g. Response: Will correct.
15	SBVC	Forum	Admin.	Usage and terminology	I noticed some very idiosyncratic capitalization in here that distracts for me from reading the content. Is there a reason to capitalize college when it's not part of the proper noun indicating a specific college? Same thing with districts, same thing with chancellor? It's not standard usage. Response: It's a reference to a specific college, a specific chancellor, a specific district. We can certainly take a look at that and see if we should bring those caps down when they're not saying Chancellor Baron, for example.
22	Dist.	Open Mtg	Admin.	Usage and terminology	Dr. Isaac asked that the PDC be referred to as <i>Economic Development and Corporate Training</i> rather than <i>Professional Development Center</i> . Response (Bruce Baron): Agreed.
1	CHC	Email	Classified	Departmental	We have experienced problems with the public not being able to get Business Services Carbon forms mailed across the US and back to Business Services in time for board approval of events. Perhaps we could develop an "electronic signature" form that would be acceptable to Business Services as a placeholder, until originals arrive.
9	CHC	Forum	Faculty	Finance	Pp. 35-37. Does the District have contingency plan for the \$2.6 million deficit in 2010-11? Response (Cheryl Marshall): We are looking at many things, including the reserve, more cuts at the colleges, not filling all the SERPS, savings in District operations, etc. But we don't yet have a solid answer for you.
5	CHC	Forum	Faculty	Questions resolved	P.21: Major planning assumptions 9 and 10 appear to contradict each other—Demand will be high, yet we have to market the college. Response: They do represent something of a paradox. The assumption is that demand for higher education will remain high despite the competition, but we cannot be complacent. Competition with private schools is part of the issue. Do we need to clarify? Faculty: No, it's good the way it is.
6	CHC	Forum	Faculty	Questions resolved	P. 15, on clear pathways: maybe it's implicit, but I was struck by the fact that four-year institution were not part of the K-12 to careers set. Response: The actual objective (6.2.3) that came out of that issue explicitly includes four-year institutions.

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10	CHC	Forum	Faculty	Questions resolved	P. 26. Both Objectives under Goal 1.1: It seems objectives don't do enough to meet this goal, but I think objectives and actions elsewhere do. Response: Typically these year-one objectives are first steps. For example to do all this, you need to have effective communication first.
13	SBVC	Forum	Admin.	Questions resolved	What is EDCT? Response: Economic Development and Corporate Training, the parent of the PDC and the Center of Excellence.
18	SBVC	Forum	Faculty	Questions resolved	Some of the listed timelines are ongoing and some are more specific target dates. When there is a specific target date, does that mean that's when the system will be set in place, <i>not</i> that it's only going to occur once? Response: That is correct. If there is a specific semester, for example, then whatever that objective calls for should be in place by the end of that semester. If there is a range of semesters or years, the work is supposed to take place during that time and be finished by the terminal date.
21	SBVC	Forum	Admin.	Questions resolved	Another format recommendation. Add a list of acronyms. Even though many of them are spelled out on first use, by the time you get halfway through the document, you may be mixing up or not remembering exactly what everything is. Response: The Glossary does have acronyms in it—it may not have enough, but it has the acronyms in it. Acronyms and terms are listed in the Glossary on page 68. If there are some that need to be added then by all means, send us an email on that.
23	Dist.	Open Mtg	Admin.	Questions resolved	Dr. Isaac asked what was expected of the PDC in terms of shared governance in Objective 1.1.1. Response (Bruce Baron): We need to continue to communicate our roles and responsibilities in the shared governance structure and we need to be open about processes such as financial issues so that all entities are aware, and there is no question about what has been done. We need to be visible and open. Maybe we need to do an annual report to the community. We need to get all the constituent groups to do their part and get the information out.

Open Forums/Meetings

Crafton Hills College, Crafton Center, April 29, 2010
 Number of Attendees Other Than DSPC Members: 2
 Note-taker: Keith Wurtz

San Bernardino Valley College, ADSS-207, April 29, 2010
 Number of Attendees Other Than DSPC Members: 18
 Note-taker: Stacy Garcia

District Offices, Board Room, May 4, 2010
 Number of Attendees other than DSPC Members: 8
 Note-taker: Jackie Buus