

**San Bernardino Community College District
District-wide Strategic Planning Committee
2009-2010**

**Minutes
November 20, 2009**

PRESENT

Scott Rippy, Academic Senate, CHC
Dr. Troy Sheffield, Chair, Educational Master Plan Committee, SBVC
Dr. Glen Kuck, Executive Director, DETS, District
Bruce Baron, Vice Chancellor, Fiscal Services, District
Renee Brunelle, Vice Chancellor, Human Resources, District
Gloria Harrison, President, CHC
Dr. Deb Daniels, President, SBVC
Laura Gowen, Classified Senate, SBVC
Raquel Irizarry, Classified Senate, CHC
Jackie Wingle, Classified Senate, CHC (alternate)
DyAnn Walter, Classified Staff, District
Dr. Marshall Gartenlaub, EDCT (representing Dr. Matthew Isaac)
Kaylee Hrisoulas, Student, CHC
Dr. Noelia Vela, Chancellor, District
Dr. Matthew Lee, Consultant

Welcome and Introductions

Matthew welcomed everyone and self-introductions were made.

Minutes – October 29, 2009

Hearing no corrections to the October 29, 2009 minutes, the minutes were approved by consensus.

Roster

Matthew distributed a committee roster and asked everyone to check and correct their information.

Clarifying Questions on Committee Responsibilities

Matthew asked if there were any comments or suggestions regarding the *Committee Responsibilities* which were discussed at the October 29 meeting. Hearing none, it was the consensus of the committee that the *Committee Responsibilities* be approved.

Meeting Schedule and Locations

A list of meeting dates and locations was emailed to the committee. It was agreed that the December 11, 2009 meeting be held from 10 a.m. to noon. Matthew will update new

committee members on what was discussed at the last meeting from 9:30 a.m. to 10:00 a.m., before the December 11 meeting if they so desire.

HOMEWORK

Matthew asked the committee members to review the list of meeting dates and advise him no later than the end of next week, Wednesday, November 25, if they cannot, or suspect they cannot, attend a meeting.

District Strategic Planning Committee Website

The DSPC website is under construction. Matthew said we still need to work out what is considered a public document and what is considered an internal document.

HOMEWORK

Matthew asked that committee members email him if they have any strong opinions or suggestions about what should be considered a public document and what should be considered an internal document on the DSPC website by the end of next week, Wednesday, November 25.

Ground Rules

The proposed ground rules were approved by consensus. Matthew will provide caffeinated coffee and decaffeinated tea with the snacks.

Reflections and Clarifying Questions on the Initial Meeting

Matthew emailed to all members the *Problems and Successes in Prior Planning Processes*. This document mapped the good and bad planning experiences discussed at the last meeting to the *Characteristics of Excellent Planning Processes*. Based on the committee's discussion, he added a new characteristic to the list: Organization and Facilitation, which are the responsibility of the convener and facilitator. He said this document is just an aid to thinking as we develop the Plan. The only comment from the committee came from Jackie, who had a question about the item "Facilities--Campus Involvement with the District--New Building Construction," which was deemed a bad experience by one group. Matthew suggested Jackie discuss this item with Cheryl Marshall, who had reported for that group.

Breakout Session and Reporting

The committee was divided into three groups to discuss the *Suggested Contents of the District Strategic Plan* and the *Recommended Elements of a Sound, Comprehensive Strategic Planning Process* documents and to suggest any changes.

Group A – (Gowen/Irizarry/Wingler/Kuck/Vela)

Process

- I.C. Are we missing representation? Positions to be filled. (Alternates)
Are we fully represented and are we supporting the students who are participating on the committee?
- III.D. Need to include reports and opportunity for feedback at District Assembly.
The group noted there is additional opportunity for input because committee representatives are also reporting its activities at every meeting of the District Assembly. Feedback is available from District Assembly also.
- V. Development and Prioritization of Goals. Action plans to be prioritized.
The subcommittee suggested prioritization be added.

Comments

Matthew noted that he would add the District Assembly feedback opportunity and the prioritization of goals.

Group B – (Harrison/Rippy/Hrisoulas/Walter/Brunelle)

Process

- [If] no/little participation – quick replacement. (Example: 2 consecutive absences)
If a committee member is not participating he or she should be replaced. This should be in the ground rules.
- I.B. “Educational Master/Strategic” - Clarify the language by adding “master” after “educational.”
- I.C. “Representation is also evident” - “Participation/representation” should be added to clarify the statement.

Contents

This subcommittee had no further comments on the documents except to say that the structure was good and everything looked great.

Comments

Matthew stated it becomes difficult to replace someone after a certain period of time because so much deliberation and shared experience has happened over that period. He asked the group about replacing a vacancy only if it occurs early in the meeting process. Glen’s group discussed alternates but not necessarily replacements. Matthew noted that if two people are alternating like Raquel and Jackie, then they would keep each other informed, and that kind of arrangement works. Troy said that people are inevitably going to miss some meetings, but it is their professional duty to keep themselves abreast of the committee’s work. Matthew called attention again to the *Committee Responsibilities*, which state that if you miss a meeting, you need to get the notes from someone in order to keep up. It is Matthew’s job to monitor committee participation and he will follow up on any pattern of absences that appears excessive.

Matthew said that “it” (under I.C.) refers to participation/representation. He added that participation in this context means that all constituent groups are represented in this body.

Group C – (Baron/Sheffield/Daniels/Gartenlaub)

Process

1. Needs to fuse with CCC Strategic Plan.
2. Overly complicated.
Would like to see both the document and the process simplified.
3. Needs to address rubric for planning from ACCJC –
 - Sustainable quality improvement – ongoing, systematic
 - Accreditation standardsWe need to look at the ACCJC rubric. What are those things? We need to review the ACCJC standards.
4. Include external stakeholders –
Can we invite the community?
5. Work plan needed each meeting
 - Sections
 - When will they be written
 - Responsibility
 - Status reports each time
6. Airing progress at campuses

Comments

Troy stated we need to begin writing to see where that is taking us. We could decide now who will be responsible for each section and how it will be delivered in the plan. A description of the development process could be written now, and edited as we move forward. We might want to have an open forum on the campuses to get some feedback. We could begin writing some sections to see where we are, and complete a section each meeting.

With respect to informing the campuses, Matthew said that committee responsibilities include sharing information with colleagues and constituent groups so that no one who has taken the trouble to listen to committee members should be surprised by anything in Phase I of the Strategic Plan. The DSPC members should be reporting to their constituents what is happening in these meetings. Matthew said he thought it was crucial to get the flow of information out and receive concerns and comments so they can come back to the committee.

With regard to the detailed *Process* and *Contents* documents, Matthew said his intent was to be specific so the committee could have some concrete details to review. If the process, as opposed to the description of the process, is too complicated, then we need to decide what needs to be deleted from the process. Matthew's professional inclination is to look at information (e.g., college data, strategic issues) first and spend time discussing and digesting that before starting to write the Plan. He added he has difficulty diving into writing too quickly because he thinks this committee requires some due consideration of the larger issues that face the district.

Scott thought that beginning to write at this point would be like building a house without a foundation. He thought the committee needed to have a better knowledge of the issues. He stated that looking at the issues first before writing worked out well with the CHC Educational Master Plan, even though that committee felt the pressure of time.

Mr. Baron stated he would like to see the content of the Strategic Plan put into a table, once the content is agreed upon. The evidence is gathered, the report is written and then validated. We could write a preamble now. He suggested the writing could be tweaked as the committee moved forward.

Matthew said a typical part of his function is to write drafts for the committee to review and revise; one reason he is here is to do things to facilitate progress and ensure that everyone has a voice and input. However, if the group consensus is to do drafts themselves in subgroups, that is fine. He agreed with Troy that the some research, such as survey work, takes considerable time to develop and execute, and has to get started as quickly as possible if it is to be used in Phase I. But he said that there will be less of this kind of complex research in Phase I than in Phase II. He also stated that for the same reason, there will be less involvement with external stakeholders than we would like in the first phase, but such involvement would be important in Phase II.

Noelia stated that if we had time, a more engaging, participatory, inclusive, comprehensive strategic planning process would certainly be desirable. But the reality is our timeline of October 15, 2010, when the follow-up report to the Commission is due. We are going to have a planning infrastructure, but it may need to be expanded upon in Phase II. The Chancellor said Matthew's role in the District is essentially full-time, and one of his roles is in the writing of the plan.

Matthew reiterated that we are striving in Phase I to come up with a sound, comprehensive strategic plan, even though our time is limited.

Glen suggested a work plan to go with the calendar would be helpful. Troy would like to see a listing of Phase I and Phase II.

Noelia suggested the possibility of an extended meeting to facilitate rapid progress. Matthew stated he is very sensitive to the scheduling difficulties we had even in setting up the regular meetings.

Matthew said he will try to come up with some alternative language for the documents he distributed to the committee, in light of the discussion today. The process needs to be flexible to accommodate changing circumstances.

Environmental Scan Scope and Components

The environmental scan is a systematic description of the context within which the district and its colleges operate. Kevin Fleming will identify a service area empirically in December. Matthew asked the committee to look at the pool of potential components when we talk about homework. Subcommittees will be looking at some of these items and reporting back to the committee. He emphasized that the list of components does not imply that we will end up using all of them. Some of these components will be used in Phase I, some in Phase II, and some will not be used at all.

Nature of Goals, Objectives and Activities

Matthew briefly reviewed the *Goals, Subgoals, Objectives, Activities: What's the Difference?* document. The conceptual boundaries among goals, subgoals, objectives and actions are often vague, and the document represents only a guide to understanding. Different planning processes use different terminology, he explained, and this document reflects the definitions he recommends that this committee use. One of the purposes of a strategic plan is *focus*, to help move the District in the strategic direction in which it needs to move. Strategic goals are relatively long-range and stable over time. In Objectives, typically we focus on those milestones that we can achieve in a relatively short period of time in pursuing the Goal. In both Objectives and Activities, a reasonable timeline needs to be set, and soliciting the expert opinion of colleagues helps keep workloads reasonable. The scope of each Objective needs to be appropriate to pursuit of the Goal.

BHAG Approach to Goal Statements

BHAGs are Big Hairy Audacious Goals. Matthew described the difference between BHAGS and more matter-of-fact goals, and suggested that members consider the BHAG approach when developing goals. A list of active verbs that can be used to begin goal and objective statements was provided in the handouts. These verbs push for the movement that needs to be conveyed in these statements. The closer the goal comes to a BHAG, the more effective that goal can be.

Alignment of Colleges' Educational/Strategic Plans and the Board Imperatives

Matthew said that in the *A Preliminary Mapping of Board Imperatives...* document, we have the beginnings of a map for a district strategic plan. There are a few items that the colleges have covered in their plans that do not seem to be associated with the Board Imperatives. The Board Imperatives together with the Institutional Goals for the past couple of years have constituted the equivalent of a District Strategic Plan in that they guided the planning that occurred at CHC, SBVC, PDC and KVCR. The District Strategic Plan, according to the Accrediting Commission, must align with the colleges' educational plans and guide planning at the colleges. The Commission recommendations require follow-up reports from both colleges on this issue.

Noelia stated the Board Imperatives started with some discussion at the colleges and what the Board wanted to look at as a district. It is arguable that the beginnings of a District Strategic Plan are here with the Board Imperatives and Institutional Goals because they are interrelated. Work has already been done in alignment and thinking, and we have building blocks which need to be made stronger. The Board Imperatives

will be incorporated into the District Strategic Plan. Matthew asked the committee to look at the mapping document to see if there is anything missing, and the committee will start building on it.

Status of the Colleges' Educational Strategic Planning Process

Troy reported on the progress of the SBVC Educational Master Plan. She said the committee looked at other master plans and settled on the West Hills Educational Master Plan and followed their format. The committee is in the process of writing and the student services area is gathering data. There was nothing in the West Hills plan on administrative services so Jim Hansen is meeting with his supervisors. The committee will be gathering its own labor market data and supplement that with Kevin Fleming's data. The draft will be ready in April, 2010 for review by the campus. Feedback will be incorporated into the sections that need editing.

Matthew reported that the CHC Educational Master Plan committee meets every week. The discussion has concentrated on strategic directions and goals, and is now moving into formulation of objectives. Each member volunteers as an expert or backup on the other major plans that CHC has already developed, to reduce duplication of effort in developing objectives and ensure reasonable alignment with those plans. The intent is to finish the Educational Master Plan by the end of the school year, with some minor modifications over the summer if necessary. Scott said that all four constituent groups had met and brainstormed ideas for objectives under each of the goals of the Educational Master Plan.

HOMEWORK – Due to Matthew Lee by Wednesday, November 25, 2009

1. **Identify at least 5 items from Sections 6-16 of the *Scope and Components* document that you would like to study further.**
2. **Review the list of meeting dates and advise Matthew if you cannot, or suspect you cannot, attend a meeting.**
3. **Email Matthew if you have any strong opinions or suggestions about what should be considered a public document and what should be considered an internal document on the DSPC website.**
4. **Matthew will be sending out some basic institutional information and asked the committee members to look at it and consider its potential implications for the District Strategic Plan.**

Jackie Buus
Recording Secretary