

San Bernardino Community College District Strategic Planning Committee  
**Working Set of District Strategic Directions and Goals with College Goals and Objectives**  
**March 31, 2010**

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Below is a draft of the *Working Set*, including both Goals and Objectives/Outcomes/Benchmarks from the Colleges. It also includes space for the District Objectives when they are finalized. The draft will be revised as the Committee reviews information, considers input, discusses issues, identifies gaps, and receives feedback. Changes from the previous version will be highlighted in the table.

The Accrediting Commission’s recommendations to both Colleges require the District to develop a Strategic Plan that “acknowledges input and aligns with the colleges’ educational plan and serves as a guide for planning at the college level.” The contents of this draft incorporate input from the Colleges’ plans and align with those plans, and the final District Strategic Plan will serve as a guide for further planning at both Colleges.

District Strategic Directions	District Strategic Goals	District Objectives	Related College Goals and Objectives/Outcomes/Benchmarks
1. Institutional Effectiveness (Board Imperative I)	1.1 Implement and integrate decision-making, planning, and resource allocation structures and processes that are collaborative, transparent, evidence-based, effective, and efficient.		6.1 Implement and integrate planning processes and decision-making that are: Collaborative, Transparent, Evidence-based, Effective, and Efficient. (CHC) 6.1.1 Align all college plans to the EMP. (CHC) 6.1.2 Create a structure and processes to communicate committee and shared governance information to the campus. (CHC) 6.1.3 Develop processes and structures to give users convenient access to appropriate data for planning and decision-making. (CHC) 6.1.4 Provide institutional support for the acquisition, analysis, and interpretation of data. (CHC) 6.1.5 Ensure that planning processes and decision-making are collaborative, transparent, evidence-based, effective, and efficient. (CHC) 6.2 Establish and document effective, efficient, and consistent organizational structures and processes. (CHC) 6.2.1 Create a map or flowchart of organizational processes and structures. (CHC) 3.1 Integrate budget, planning, and decision-making: Budget and Planning processes are integrated, relating to the College’s Mission and Strategic Goals. (SBVC) 3.1.1 By Spring 2008, 100% of Budget Committee, Program Review Committee, and College Council will report: a) they understand the budget/planning/decision-making process; b) that the budget is a direct result of planning, program review, and prioritized decision-making. (SBVC) 3.1.2 By Spring 2012, 75% of faculty and staff who respond on the annual survey will state the institutional budget is linked to planning and decision making. (SBVC) 3.1.3 By 2012, campus leadership and committee chairs will integrate the strategic planning initiative in the institutional decision-making process. (SBVC) 3.1.4 By Spring 2010, 80% of the campus constituents will report an increase

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2. Learning Centered Institution for Student Access, Retention and Success (Board Imperative II)	<p>2.1 Ensure access to and delivery of programs, services, and support that meet the diverse needs of students, prospective students, and the community.</p> <p>2.2 Improve student retention, success, and persistence across the District.</p> <p>2.3 Achieve excellence in teaching and learning at all District sites through professional development and a continuous improvement process.</p>		<p>of satisfaction with customer service. (SBVC)</p> <p>1.1 Support, guide, and empower every student to achieve his or her goals. (CHC)</p> <p>1.1.1 Develop and expand alternative <del>modes of</del> access to programs <del>and services offerings</del>. (CHC)</p> <p>1.1.2 Enhance Transfer Services. (CHC)</p> <p>1.1.3 Implement best practices for underprepared students.</p> <p>1.2 Deliver and ensure access to programs, services, and support that meet students' needs. (CHC)</p> <p>1.2.1 Enhance efficiency and effectiveness of student access. (CHC)</p> <p>3.1 Achieve college-wide excellence in teaching and learning through best practices and ongoing reflection, assessment, and improvement. (CHC)</p> <p>3.1.1 Develop and implement appropriate mentorship programs for faculty, staff, and students. (CHC)</p> <p>3.1.2 Develop a Best Practices for Teaching and Learning program through Professional Development. (CHC)</p> <p>3.1.3 Pilot a College-wide program to focus on preparing all students to be successful learners. (CHC)</p> <p>3.1.4 Provide a comprehensive set of useful, accessible resources for best practices in teaching and learning. (CHC)</p> <p>3.1.5 Establish and assess institutional student learning outcomes. (CHC)</p> <p>1.1 Coordinate access efforts for potential students: A systematic, integrated program will be developed to assist student access to SBVC resources and services. (SBVC)</p> <p>1.1.1 By Fall 2012, the annual Campus Climate (Satisfaction) Survey will reflect a 2% increase per year or a 10% increase over 5 years in student satisfaction with access to resources and services. (SBVC)</p> <p>1.1.2 By Fall 2010, all basic skills classes will fill to 90-95% capacity. (SBVC)</p> <p>1.2 Increase the percentage of HS graduating seniors who apply and enroll at SBVC: SBVC will serve greater numbers of graduating high school seniors. (SBVC)</p> <p>1.2.1 By Spring 2012, the percent of graduating seniors attending selected area high schools will increase at 2% a year relative to the number who graduate from that high school. (SBVC)</p> <p>1.3 Ensure that prospective and enrolled students have access to support services: SBVC will provide integrated resources and services to students. (SBVC)</p> <p>1.3.1 By fall 2012 there will be an annual increase of 5% of positive responses on the Campus Climate Survey that students have been informed of support services. (SBVC)</p> <p>5.1 Foster a learning college: Student learning outcomes and assessments for all courses and programs are complete and operational. Core competencies are completed college wide. (SBVC)</p> <p>5.1.1a By Fall 2007, 100% of the courses/programs/areas will have identified</p>

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			<p>SLOs. (SBVC)</p> <p>5.1.1b By 2008-09, 100% of courses will be linked to core competencies. (SBVC)</p> <p>5.1.1c By 2009-10, 100% of programs will be linked to core competencies. (SBVC)</p> <p>5.1.2 By Spring 2007, 80% of the full time faculty will have begun evaluating the attainment of SLOs in their courses and created a process for continuously evaluating and implementing changes as necessary. (SBVC)</p> <p>5.1.3 By spring 2008 full &amp; part-time faculty will have begun evaluating the attainment of SLOs so that the ACCJC Annual Report reflects the improvement of student learning in all courses. (SBVC)</p> <p>5.2 Increase student persistence and retention (ARCC): There will be an increase in the number of students who complete Certificate and Degree programs. (SBVC)</p> <p>5.2.1a By 2012, the overall retention rate for SBVC students will increase 1% a year. (SBVC)</p> <p>5.2.1b By 2012, ARCC reporting data will indicate that persistence of cohort students will increase 2% a year. (SBVC)</p> <p>5.2.2 By 2012 there will be an increase of 2% in the number of students in the ARCC cohort, who complete a certificate or a degree, transfer, or become transfer directed or prepared within six years of their enrollment. (SBVC)</p> <p>5.2.3 By 2012, Overall course completion will increase 2% a year. (SBVC)</p> <p>5.2.4 By 2011, the annual successful course completion rate for credit vocational courses will increase 1% annually for the ARCC cohort (ARCC 1.3). (SBVC)</p> <p>5.2.5 By 2011, the annual successful course completion rate for credit basic skills courses will increase 1% annually for the ARCC cohort. (ARCC 1.4). (SBVC)</p> <p>5.2.6 By 2011, improvement rates for ESL and credit Basic Skills will increase 1% a year (ARCC 1.5). (SBVC)</p>
<p>3. Resource Management for Efficiency, Effectiveness and Excellence (Board Imperative III)</p>	<p>3.1 Optimize the development, maintenance, and use of resources in accord with applicable plans.</p> <p>3.2 Provide technology that supports excellence in teaching, learning, and support.</p> <p>3.3 Effectively manage enrollment across the District through a dynamic balance of identified needs and available resources.</p>		<p>4.1 Effectively manage enrollment through a dynamic balance of identified needs and available resources. (CHC)</p> <p>4.1.1 Develop a plan for student engagement for the purpose of increasing retention, success, and persistence. (CHC)</p> <p>4.1.2 Develop a robust enrollment management model that both guides long-range <u>enrollment</u> planning and responds to short-term environmental and fiscal factors. (CHC)</p> <p>4.2 Identify and initiate the development of new courses and programs that align strategically with the needs of the College and its students. (CHC)</p> <p>4.2.1 Develop a and implement a process in the Educational Master Planning Committee for recommending the development of new courses and/or programs based on a strategic perspective. (CHC)</p> <p>7.1 Optimize the organization's human resource capacity. (CHC)</p>

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			<p>7.1.1 Ensure that all faculty, staff, and administrators receive relevant, timely, and appropriate training. (CHC)</p> <p>7.1.2 Establish professional standards and expectations for faculty, staff, and managers. (CHC)</p> <p>7.1.3 Create an easily accessible online resource center for sharing information and documentation. (CHC)</p> <p>7.1.4 Institutionalize professional development. (CHC)</p> <p>8.1 Maintain and use resources effectively. (CHC)</p> <p>8.1.1 Ensure that resource selection, deployment, and evaluation are consistent with identified institutional priorities, policies, and procedures. (CHC)</p> <p>8.1.2 Develop a systematic process for assessing and addressing, in both the long and the short term, the gap between available and needed resources. (CHC)</p> <p>8.2 Seek, advocate for, and acquire additional resources. (CHC)</p> <p>8.2.1 Establish a grant development and management process with clear roles and responsibilities. (CHC)</p> <p>8.2.2 Annually evaluate and provide feedback on the District Allocation Model. (CHC)</p> <p>8.2.3 Coordinate fulfillment of resource needs with the Office of Resource Development based on institutional priorities. (CHC)</p> <p>8.3 Maximize resource capacity related to facilities, technology, and other infrastructure. (CHC)</p> <p>8.3.1 Develop and fund a maintenance and replacement plan for furniture, fixtures, and equipment based on institutional priorities. (CHC)</p> <p>8.3.2 Evaluate and enhance the maintenance and replacement plans for facilities and technologies based on institutional priorities. (CHC)</p> <p>8.3.3 Develop and implement tools <u>and processes</u> for the optimal utilization of existing facilities, technology, and other infrastructure. (CHC)</p> <p><u>8.3.4 Assess facility, personnel, and infrastructure needs in light of anticipated College changes.</u></p> <p>6.1 Provide state-of-the-art technology in its teaching and learning environment and service areas: Students will be provided appropriate opportunities to learn utilizing current and available technologies. (SBVC)</p> <p>6.1.1 By Fall 2012, SBVC's faculty will use approved classroom technological advancements in the learning environment. (SBVC)</p> <p>6.1.2 At least 25% of the faculty and 5% of staff will be afforded the opportunity to be trained in alternate delivery systems. (SBVC)</p> <p>6.1.3 By 2012, a budget for technology will be established for the purpose of maintaining and upgrading classrooms, labs, and support areas, reflecting a commitment and responsibility to ongoing funding for technology. (SBVC)</p> <p>6.1.4 By 2012, Student Services programs will be fully automated. (SBVC)</p> <p>6.2 Provide a method for leadership and support of campus technology: A</p>

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			<p>centralized structure for providing campus technology and support will be in place. (SBVC)</p> <p>6.2.1 By 2012 Annual Campus Surveys (e.g., Technology) will indicate 65% of SBVC faculty and staff is satisfied with technology support services. (SBVC)</p>
<p>4. Enhanced and Informed Governance and Leadership (Board Imperative IV)</p>	<p>4.1 Optimize governance structures and processes throughout the District.</p> <p>4.2 Continuously develop leaders among all groups.</p>		<p>7.2 Manage change proactively. (CHC)</p> <p>7.2.1 Foster an environment that adapts proactively to change. (CHC)</p> <p>7.2.2 Empower people to be leaders of change. (CHC)</p>
<p>5. Inclusive Climate</p>	<p>5.1 Value diversity and promote inclusiveness among employees, students, and the community.</p>		<p>2.1 Seek, welcome, and respect diversity, and promote inclusiveness. (CHC)</p> <p>2.1.1 Establish a welcome program for new employees. (CHC)</p> <p>2.1.2 Improve the inclusiveness of targeted programs in which at least one <u>student</u> demographic group is significantly underrepresented. (CHC)</p> <p>2.1.3 Develop a common definition of inclusiveness among employees and students at CHC. (CHC)</p> <p>2.1.4 Hold at least one major event annually that includes all employees, for the purpose of improving communication and understanding across group and organizational boundaries. (CHC)</p> <p>2.1.5 Establish a program of Crafton Town Hall meetings to facilitate sharing ideas on significant issues facing the College. (CHC)</p> <p>2.2 SBVC is an institution that is respectful and accepting of staff and student differences: SBVC will have developed and implemented ongoing programs to maintain a high level of interaction with, and appreciation of SBVC's diverse populations. (SBVC)</p> <p>2.2.1 Each year over 60% of the full-time employees will participate in at least one event that focuses on diversity. (SBVC)</p> <p>2.2.3 By Fall 2009, processes related to Program Review, Budget Committee, and Curriculum will be streamlined. Subsequent surveys will indicate that by 2012, over 60% of faculty and staff is satisfied with these processes. (SBVC)</p>
<p>6. Community Collaboration and Value</p>	<p>6.1 Enhance the District's value and image in the communities.</p> <p>6.2 Forge partnerships with other academic institutions, governmental agencies, and private industry to support the District's and Colleges' missions.</p>		<p>5.1 Enhance the College's value to the community. (CHC)</p> <p>5.1.1 Establish an infrastructure to coordinate marketing, outreach, and partnerships with community institutions and organizations. (CHC)</p> <p>5.1.2 Increase the visibility of the College. (CHC)</p> <p>2.1 Enhance the image of the college: SBVC will be recognized for its excellent reputation and as an inviting place to work and study. (SBVC)</p> <p>2.1.1 By 2012, 80-85% of the stakeholders will indicate satisfaction with the reputation, safety, and quality of educational programs and services. (SBVC)</p> <p>2.1.2 By Spring 2012, 80% of job developer contacts, advisory committee surveys, and work experience employers will indicate that SBVC is</p>

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			<p>meeting their educational and/or vocational needs. (SBVC)</p> <p>2.1.3 By Spring 2012, 80% of the community will recognize that SBVC is the community college in their service area and that 65% of the community will be aware of the kinds of programs and services offered at the college. (SBVC)</p> <p>4.1 Forge and support dynamic partnerships with other academic institutions, governmental agencies and private industry: SBVC has external partners and integrates these relationships into planning and program development. (SBVC)</p> <p>4.1.1 By 2012, the number of partnerships integrated into our campus programs will increase by 15%. (SBVC)</p> <p>4.2.1 By Fall 2009, a formal response structure for identifying the unmet industry needs of the community will be developed. Information will be disseminated to appropriate areas during the Fall 2009. (SBVC)</p> <p>4.2.2 By Fall 2012, 90% of the business community will report satisfaction with the training and preparation SBVC provides, meeting industry needs. (SBVC)</p>