Request for Feedback on Working Set of District Strategic Directions and Goals

March 1, 2010

9B

The District Strategic Planning Process So Far

In twice-monthly meetings since October 2009, the 18 members of the shared-governance District Strategic Planning Committee have been developing, as required by the Accrediting Commission, a "formal and regularly evaluated district strategic plan that both acknowledges input [from] and aligns with the colleges['] educational plan[s] and serves as a guide for planning at the college level." Because of the Commission's emphasis on input from and alignment with the Colleges' strategic and educational master plans, and on guidance of further College planning, the Committee has drawn heavily on the content of existing College plans in this phase of our work. However, members have also reviewed and discussed numerous other sources of information, including the following:

- Board Imperatives
- California Community Colleges Strategic Plan
- Statistics on enrollment patterns and on students and their performance
- Subcommittee reports on important strategic issues related to higher education

- The Colleges' missions and other foundational statements
- The Accrediting Commission's Rubric for evaluating Planning
- Information about our service areas from an updated environmental scan

Based on thoughtful consideration of this information and much discussion, the Committee reached consensus on a focused working set of six Strategic Directions (including the four required Board Imperatives) and 12 Strategic Goals, shown in the table below. The table also contains the College goals and objectives most closely related to each District Strategic Goal, so you can see the required input and alignment. The final version of this year's District Strategic Plan (DSP) will contain additional information, such as a preamble, selected statistics, planning assumptions, timelines, responsibilities, strategic issues, and evaluation and revision provisions. Next year, the Committee will evaluate the Plan and refine it further to include integration of KVCR and EDCT, more research, and other features.

Request for Your Feedback

We on the Committee would like to know your answers to the following three questions:

1. On the whole, *how important is working toward the Strategic Directions and Goals listed in the first two columns below* for the continued progress of the District over the next several years?
2. *If you regard some Strategic Directions or Goals as not important, what specific changes would you suggest*? Remember, the Strategic Directions and Goals, and the DSP as a whole, must acknowledge input from and align with the Colleges' plans, and help guide planning at the College level.
3. Finally, if you have *specific ideas on concrete steps* that the District needs to take to make strong and steady progress toward each Strategic Goal, what are they?

Please email your answers to the Chancellor's Office at **feedback@sbccd.cc.ca.us** as soon as possible. Or, if you prefer, give them to one of the Committee members, all of whom are listed in the table at the end of this document. The Committee is scheduled to consider feedback at its meetings on March 12 and 26, so please make sure to send your response as soon as you can, but *no later than Tuesday, March 23*. Thank you very much for your assistance in this important task!

How Important Are These District Strategic Directions?	How Important Are These District Strategic Goals?	Related SBVC and CHC Goals and Objectives/Outcomes/Benchmarks (To Show Input from and Alignment with College Plans)
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)

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		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 of satisfaction with customer service. (SBVC)

2. Learning Centered Institution for Student Access, Retention and Success (Board Imperative II)	**2.1 Ensure access to and delivery of programs, services, and support that meet the diverse needs of students, prospective students, and the community.**
	2.2 Improve student retention, success, and persistence across the District.
	2.3 Achieve excellence in teaching and learning at all District sites through professional development and a continuous improvement process.
		1.1 Support, guide, and empower every student to achieve his or her goals. (CHC)
		   1.1.1 Develop and expand alternative modes of access to program offerings. (CHC)
		   1.1.2 Enhance Transfer Services. (CHC)
		   1.1.3 Implement best practices for underprepared students.
		1.2 Deliver and ensure access to programs, services, and support that meet students' needs. (CHC)
		   1.2.1 Enhance efficiency and effectiveness of student access. (CHC)
		3.1 Achieve college-wide excellence in teaching and learning through best practices and ongoing reflection, assessment, and improvement. (CHC)
		   3.1.1 Develop and implement appropriate mentorship programs for faculty, staff, and students. (CHC)
		   3.1.2 Develop a Best Practices for Teaching and Learning program through Professional Development. (CHC)
		   3.1.3 Pilot a College-wide program to focus on preparing all students to be successful learners. (CHC)
		   3.1.4 Provide a comprehensive set of useful, accessible resources for best practices in teaching and learning. (CHC)
		   3.1.5 Establish and assess institutional student learning outcomes. (CHC)
		
		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)
		   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)
		   1.1.2 By Fall 2010, all basic skills classes will fill to 90-95% capacity. (SBVC)
		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)
		   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)
		1.3 Ensure that prospective and enrolled students have access to support services: SBVC will provide integrated resources and services to students. (SBVC)
		   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)
		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)
		   5.1.1a By Fall 2007, 100% of the courses/programs/areas will have identified SLOs. (SBVC)
		   5.1.1b By 2008-09, 100% of courses will be linked to core competencies. (SBVC)
		   5.1.1c By 2009-10, 100% of programs will be linked to core competencies. (SBVC)
		   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)
		   5.1.3 By spring 2008 full & 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)
		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)
		   5.2.1a By 2012, the overall retention rate for SBVC students will increase 1% a year. (SBVC)

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		5.2.1b By 2012, ARCC reporting data will indicate that persistence of cohort students will increase 2% a year. (SBVC)
		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)
		5.2.3 By 2012, Overall course completion will increase 2% a year. (SBVC)
		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)
		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)
		5.2.6 By 2011, improvement rates for ESL and credit Basic Skills will increase 1% a year (ARCC 1.5). (SBVC)
3. Resource Management for Efficiency, Effectiveness and Excellence (Board Imperative III)	3.1 Optimize the development, maintenance, and use of resources in accord with applicable plans. 3.2 Provide technology that supports excellence in teaching, learning, and support. 3.3 Effectively manage enrollment across the District through a dynamic balance of identified needs and available resources.	4.1 Effectively manage enrollment through a dynamic balance of identified needs and available resources. (CHC) 4.1.1 Develop a plan for student engagement for the purpose of increasing retention, success, and persistence. (CHC) 4.1.2 Develop a robust enrollment management model that both guides long-range planning and responds to short-term environmental and fiscal factors. (CHC) 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) 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) 7.1 Optimize the organization's human resource capacity. (CHC) 7.1.1 Ensure that all faculty, staff, and administrators receive relevant, timely, and appropriate training. (CHC) 7.1.2 Establish professional standards and expectations for faculty, staff, and managers. (CHC) 7.1.3 Create an easily accessible online resource center for sharing information and documentation. (CHC) 7.1.4 Institutionalize professional development. (CHC) 8.1 Maintain and use resources effectively. (CHC) 8.1.1 Ensure that resource selection, deployment, and evaluation are consistent with identified institutional priorities, policies, and procedures. (CHC) 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) 8.2 Seek, advocate for, and acquire additional resources. (CHC) 8.2.1 Establish a grant development and management process with clear roles and responsibilities. (CHC) 8.2.2 Annually evaluate and provide feedback on the District Allocation Model. (CHC) 8.2.3 Coordinate fulfillment of resource needs with the Office of Resource Development based on institutional priorities. (CHC) 8.3 Maximize resource capacity related to facilities, technology, and other infrastructure. (CHC) 8.3.1 Develop and fund a maintenance and replacement plan for furniture, fixtures, and equipment based on institutional priorities. (CHC) 8.3.2 Evaluate and enhance the maintenance and replacement plans for facilities and technologies based on institutional priorities. (CHC) 8.3.3 Develop and implement tools for the optimal utilization of existing facilities, technology, and other infrastructure. (CHC) 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) 6.1.1 By Fall 2012, SBVC's faculty will use approved classroom technological advancements in the learning environment. (SBVC) 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) 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) 6.1.4 By 2012, Student Services programs will be fully automated. (SBVC) 6.2 Provide a method for leadership and support of campus technology: A centralized structure for providing campus technology and support will be in place. (SBVC) 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)

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4. **Enhanced and Informed Governance and Leadership (Board Imperative IV)**	4.1 **Optimize governance structures and processes throughout the District.** 4.2 **Continuously develop leaders among all groups.**	7.2	Manage change proactively. (CHC) 7.2.1 Foster an environment that adapts proactively to change. (CHC) 7.2.2 Empower people to be leaders of change. (CHC)	
5. **Inclusive Climate**	5.1 **Value diversity and promote inclusiveness among employees, students, and the community.**	2.1	Seek, welcome, and respect diversity, and promote inclusiveness. (CHC) 2.1.1 Establish a welcome program for new employees. (CHC) 2.1.2 Improve the inclusiveness of targeted programs in which at least one demographic group is significantly underrepresented. (CHC) 2.1.3 Develop a common definition of inclusiveness among employees and students at CHC. (CHC) 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) 2.1.5 Establish a program of Crafton Town Hall meetings to facilitate sharing ideas on significant issues facing the College. (CHC)	
		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) 2.2.1 Each year over 60% of the full-time employees will participate in at least one event that focuses on diversity. (SBVC) 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)	
6. **Community Collaboration and Value**	6.1 **Enhance the District's value and image in the communities.** 6.2 **Forge productive partnerships with other academic institutions, governmental agencies, and private industry to support the District's and Colleges' missions.**	5.1	Enhance the College's value to the community. (CHC) 5.1.1 Establish an infrastructure to coordinate marketing, outreach, and partnerships with community institutions and organizations. (CHC) 5.1.2 Increase the visibility of the College. (CHC)	
		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) 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) 2.1.2 By Spring 2012, 80% of job developer contacts, advisory committee surveys, and work experience employers will indicate that SBVC is meeting their educational and/or vocational needs. (SBVC) 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)	
		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) 4.1.1 By 2012, the number of partnerships integrated into our campus programs will increase by 15%. (SBVC) 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) 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)	

District Strategic Planning Committee Members

Name	Position	Representing	District/College Phone Number	Email/Additional Contact Number
Scott Rippy	Faculty	CHC	389-3356	srippy@sbccd.cc.ca.us
John Stanskas	Faculty	SBVC	384-8268	jstanskas@valley college.edu
Jackie Wingler	Classified Staff	CHC	389-3217	jford@craftonhills.edu
Laura Gowen	Classified Staff	SBVC	384-8993	lgowen@sbccd.cc.ca.us
DyAnn Walter	Classified Staff	District Office		dwalter@sbccd.cc.ca.us
Kaylee Hrisoulas	Student	CHC		khrisoulas@gmail.com
Damaris Castillo-Torres	Student	SBVC	387-1612	johanna.castillo07@gmail.com
Dr. Troy Sheffield	Chair, EMPC	SBVC	384-8585	tsheffie@sbccd.cc.ca.us
Dr. Cheryl Marshall	Chair, EMPC	CHC	389-3202	cmarshal@sbccd.cc.ca.us
Keith Wurtz	Researcher	CHC	389-3206	kwurtz@craftonhills.edu
James Smith	Researcher	SBVC	384-8600	jasmith@sbccd.cc.ca.us
Dr. Glen Kuck	Executive Director, DETS	Manager	384-4317	gkuck@sbccd.cc.ca.us
Bruce Baron	Acting Chancellor Vice Chancellor, Fiscal Services	District Office, Chancellor and Fiscal Services	382-4090 382-4021	bbaron@sbccd.cc.ca.us
Renee Brunelle	Vice Chancellor, Human Resources	District Office, Human Resources	382-4041	rbrunelle@sbccd.cc.ca.us
Gloria Harrison	President	CHC	389-3200	gharris@sbccd.cc.ca.us
Dr. Deb Daniels	President	SBVC	384-4477	ddaniels@sbccd.cc.ca.us
Larry Ciecalone	President	KVCR	384-4326	lciecalone@kvcr.org
Dr. Matthew Isaac	Executive Director, EDCT	EDCT	382-4034	misaac@sbccd.cc.ca.us
Dr. Marshall Gartenlaub	Executive Director, EDCT (backup)	EDCT	382-4038	mgartenl@sbccd.cc.ca.us
Dr. Matthew Lee	Accreditation Consultant			matthew@mcleeconsulting.com