

Strategic Directions + Goals

The College's Strategic Directions, goals and objectives were defined thru to collegial consultation process at SBVC and are included within its 2014-2019 Strategic Plan.

Strategic Directions + Goals

STRATEGIC DIRECTIONS + GOALS

1

INCREASE ACCESS

Goal: SBVC will improve the application, registration and enrollment procedures for all students.

Supporting Actions:

- › Match the number of basic skills courses to student demand
- › Increase the number of accelerated basic skills courses
- › Provide more pre-assessment workshops
- › Improve the assessment process for more accurate placement
- › Establish and maintain partnerships with community organizations, K-12 systems and adult schools
- › Explore and expand online advising opportunities
- › Improve access to transfer, CTE Certificate, and other courses needed for graduation
- › Create better balance between transfer and CTE program offerings
- › Improve access to technology

2

PROMOTE STUDENT SUCCESS

Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.

Supporting Actions:

- › Increase the percentage of students who succeed in basic skills courses
- › Promote and increase the number of students in learning communities
- › Expand the use of early alert systems (i.e. SARS)
- › Improve performance on all Student Success Scorecard measures
- › Increase the use of low-cost and free online resources
- › Maintain up-to-date curriculum that is relevant to community needs
- › Encourage greater full-time enrollment
- › Use Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) in an ongoing, systematic cycle of continuous quality improvement
- › Increase the number of students with terminal education plans
- › Establish and maintain an appropriate ratio of full-time to part-time faculty
- › Increase the number of grant opportunities to support student success

3

IMPROVE COMMUNICATION, CULTURE + CLIMATE

Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on an off-campus.

Supporting Actions:

- › Promote a sense of community and solidarity within the campus and embrace diversity (students, faculty and staff)
- › Promote budgetary transparency
- › Disseminate college committee meeting minute and all plans online
- › Build community recognition and networks by capitalizing on the College community roots
- › Expand and enhance local business and community awareness of the College
- › Establish a College historical archive that is accessible online
- › Build a stronger relationship with the SBVC foundation
- › Ensure exceptional customer service in all campus offices
- › Work with the District to streamline and expedite campus hiring practices
- › Improve campus morale

Strategic Directions + Goals

4

MAINTAIN LEADERSHIP + PROMOTE PROFESSIONAL DEVELOPMENT

Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.

Supporting Actions:

- › Reduce manager turnover – fewer interims and more permanent managers
- › Improve access to a wide variety of professional development activities/ organizations
- › Maintain a personal achievement inventory for a faculty and staff
- › Establish partnerships with neighboring community colleges

5

EFFECTIVE EVALUATION + ACCOUNTABILITY

Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.

Supporting Actions:

- › Maintain up-to-date information on campus indicators, including evaluation data on support/retention programs and accreditation self study evidence
- › Improve and maintain effective Program Review procedures
- › Evaluate and update all campus level plans on a regular cycle
- › Produce and present annual reports that assess student success
- › Measure satisfaction with assessment and placement
- › Manage grant expenditures and align them with gram objectives

6

PROVIDE EXCEPTIONAL FACILITIES

Goal: SBVC will support the construction and maintenance of safe, efficient, functional facilities and infrastructure to meet the needs of students, employees and community.

Supporting Actions:

- › Conserve resources
- › Maintain a safe and secure environment
- › Improve campus signage
- › Continue with the facilities improvement plan (Implementation of the Facilities Master Plan)
- › Develop and maintain adequate parking
- › Provide exemplary technology and support while maintaining fiscal and environmental responsibilities

Strategic Planning at San Bernardino Valley College



Denice Inciong & Bri Hays

October 21, 2016

How did we get here?

A little planning background on us...

We're researchers and planners

We're part of the Research & Planning Group Board

Chairs of Planning and Policy and Professional Development

Worked on college and district level plans

Institutional Effectiveness Partnership Initiative (IEPI) - Integrated
Planning Workshops

We're familiar with planning in Accreditation, ACCJC
(Institution Set- Standards), CCCCO (IEPI goals), and
lots of other plans

What did we do to prepare for today's workshop?

Talked with planners at SBVC

Looked at some of San Bernardino
Valley College Plans

Strategic Plan 2014-2019

Student Success and Support
Programs Plan

Student Equity Plan

Draft of Educational Master Plan

Thought about best practices and
drivers of planning



How did you get here?

Activity 1:

Share why you chose to come to this workshop and what you are hoping to get out of this series on planning

Workshop Series Outcomes:

Big Hairy Audacious Goals for the series of planning workshops

Identify what SBVC needs in their planning model

Develop your definition integrated planning at SBVC

Explain relationships between various college plans

Describe how cultural competency is a unifying feature of your plans

Maybe love planning a little more...

Our Planning Perspectives


There isn't a right or one way to plan

But there are important principles:

- Leadership is a critical component for any plan
- Collaboration, Inclusion, and Communication are important values
- Planning is not set in stone but a living document & process that can change
- Planning is about getting better
- Planning is moving in the same direction for common goals

Signs of Good Planning....

- Academic strategic decision making means that a college, school, or university and its *leaders are active rather than passive about their position in history...*
- Strategic planning looks outward and is *focused on keeping the institution in step with the changing environment...*
- Academic strategy making is competitive, recognizing that higher education is subject to economic market conditions and to increasingly strong competition.
- *Strategic planning concentrates on decisions*, not on documented plans, analyses, forecasts, and goals...
- Strategy making is a blend of rational and economic analysis, political maneuvering, and psychological interplay. It is therefore *participatory and highly tolerant of controversy...*
- Strategic planning *concentrates on the fate of the institution* above everything else.



Your Planning Perspective at SBVC

Activity 2: Your Perspective on Planning (Worksheet)

1. How you are involved in planning at the college?
2. What plans are used in your areas?
3. How do major plans direct or guide your work?

What is Integrated Planning?

Integrated planning is the linking of vision, priorities, people, and the physical institution in a flexible system of evaluation, decision-making and action. It shapes and guides the entire organization as it evolves over time and within its community.

A Practical Guide to Strategic Planning in Higher Education (SCUP 2012)

Some
Principles
that are good
for Integrated
Planning (IEPI)

FOCUSED ON BIG IDEAS

TRAINING

KPI/DATA/IEPI

INDICATORS/INSTITUTION-SET

STANDARDS/SLOS

FOLLOW UP/ONGOING

TOOLS

EVALUATION OF PLANNING

PEER REVIEW

**DISTRICT/COLLEGE COORDINATION
WITH DATA, GOALS, KPIS, ACTIVITIES**

Focused on Big Ideas



SBCCD Board of Trustees
 John Longville, President
 Joseph Williams, Vice President
 Gloria Macias Harrison, Clerk
 Donna Ferracane, Trustee
 Dr. Donald L. Singer, Trustee
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 Pablo Machado, SBVC Student Trustee

SBVC Main Campus
 701 S Mt Vernon Ave.
 San Bernardino, CA 92410

2016 Educational Master Plan

SAN BERNARDINO VALLEY COLLEGE
 SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

September 12, 2016 DRAFT

Strategic Directions + Goals STRATEGIC DIRECTIONS + GOALS

1

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 - Increase the number of grant opportunities to support student success

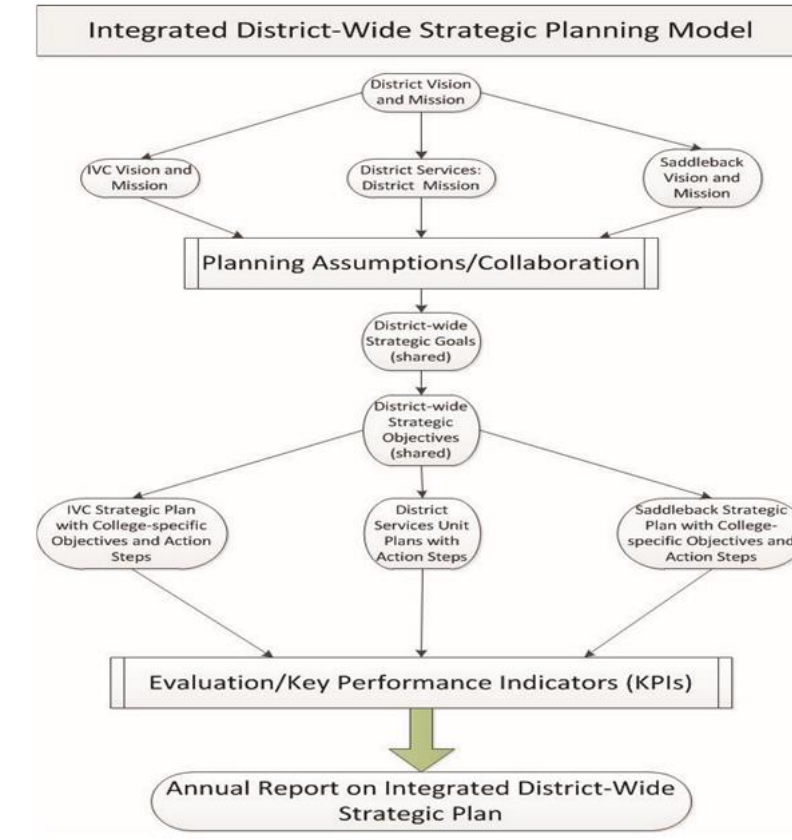
3

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 - Improve campus morale

District-College Coordination




Evaluation

Process Evaluation Examples

1. 360-degree feedback via surveys and focus groups
2. Action plan based on research findings
3. Implementation and follow-up to assess progress

Outcomes Evaluation Examples


1. Key performance indicators (KPIs) linked to college goals
2. Goal-setting and benchmarking
3. Continuous monitoring to assess college-wide planning outcomes



SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
SADDLEBACK COLLEGE • IRVINE VALLEY COLLEGE • ACP

Goal 2: SOCCCD will promote students' success by enhancing the teaching and learning environment.

Objectives	KPI
2.1 Increase student completion rates (degrees, certificates, and transfer) while preserving access, enhancing quality, and closing achievement gaps.	3 and 6 year Completion Rates SPAR rate and disaggregated by the following: <ul style="list-style-type: none">• Certificate Completion Rate• Degree Completion Rate• Transfer Rate• Transfer Prepared
2.2 Increase employee professional development opportunities that focus on student success outcomes.	Professional Development Survey
2.3 Increase opportunities for student engagement inside and outside the classroom, evidenced by co-curricular participation, student services, and instructional support.	Community College Survey of Student Engagement (CCSSE)



Evaluation (Example)

San Diego Mesa College Core Key Performance Indicators, Proposed Standards and Goals for the 2016/17 Year
 Revised by the Planning and Institutional Effectiveness Committee 5/10/16
 Presented to the President's Cabinet 5/17/16

Number	Indicator/Metric	2012	2013	2014	2015	2016	Proposed Institution Set Standard	Proposed Short-Term Goal	Proposed Long-Term Goal	5-Year Trend
1	Completion Rate: Overall	61%	62%	61%	58%	53%	51%	53%	64%	
2	Completion Rate: Prepared	73%	73%	76%	73%	72%	72%	72%	76%	
3	Completion Rate: Unprepared	54%	56%	53%	50%	46%	46%	46%	50%	
4	30 Units Attainment Rate	60%	60%	59%	60%	63%	60%	65%	70%	
5	First-Time Student Annual Persistence - In-District	46%	51%	53%	51%	51%	53%	54%	58%	
6	First-Time Student Annual Persistence - Across CCC System	77%	78%	75%	76%	76%	76%	77%	80%	
7	Students Graduating with a Degree or Certificate (Unduplicated)	1,057	1,188	1,121	1,142	1,606	1,200	TBD	TBD	
8	Students Graduating with an Associate Degree (Unduplicated)	877	1,044	971	988	1,470	1,200	TBD	TBD	
9	Number of AA Degrees Awarded (Duplicated)	907	1,073	992	1,009	1,490	TBD	1,312 (+30%)	1,413 (+40%)	
10	Students Graduating with a Certificate (Unduplicated)	331	323	319	303	283	300	TBD	TBD	
11	Number of Certificates Awarded (CCCCO Approved; Duplicated)	339	337	333	317	297	TBD	333 (+5%)	349 (+10%)	
12	Transfer Volume	2,270	1,739	1,810	1,823	1,971	1,900	TBD	TBD	
13	CTE Rate	61%	60%	61%	56%	58%	TBD	59%	63%	
14	Remedial English Rate (Improvement)	47%	47%	52%	50%	51%	52%	53%	60%	
15	Remedial Math Rate (Improvement)	36%	34%	39%	32%	36%	36%	37%	40%	
16	Remedial ESL Rate (Improvement)	30%	32%	27%	27%	26%	28%	30%	37%	
17	College-Wide Success Rate	67%	70%	70%	70%	71%	71%	72%	74%	
18	Skills Builder Wage Increase	--	--	--	--	18%	TBD	TBD	TBD	

TBD: To be determined at a future date after additional data is obtained/analyzed/reviewed and additional information is made available

Some
Principles
that are good
for Integrated
Planning (IEPI)

INCLUSIVE

INTEGRATION

Between Departments

Budget planning

College-wide planning

Facilities planning

Staff planning

Technology

Student Equity

SSSP

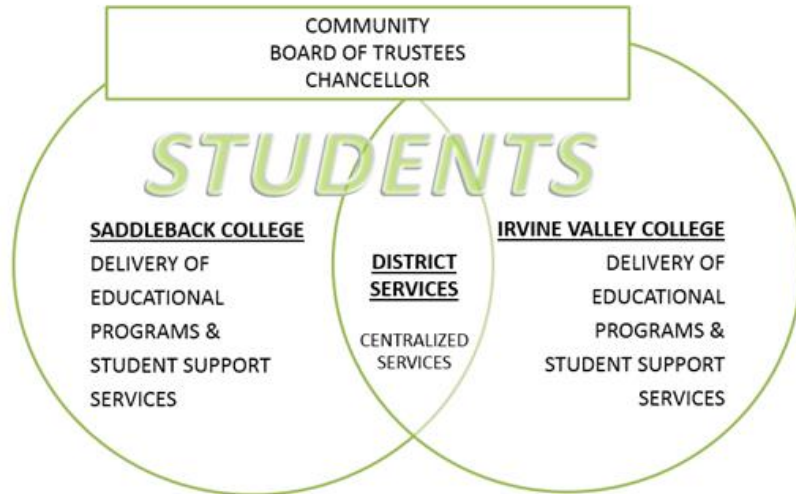
Noncredit

Adult Education

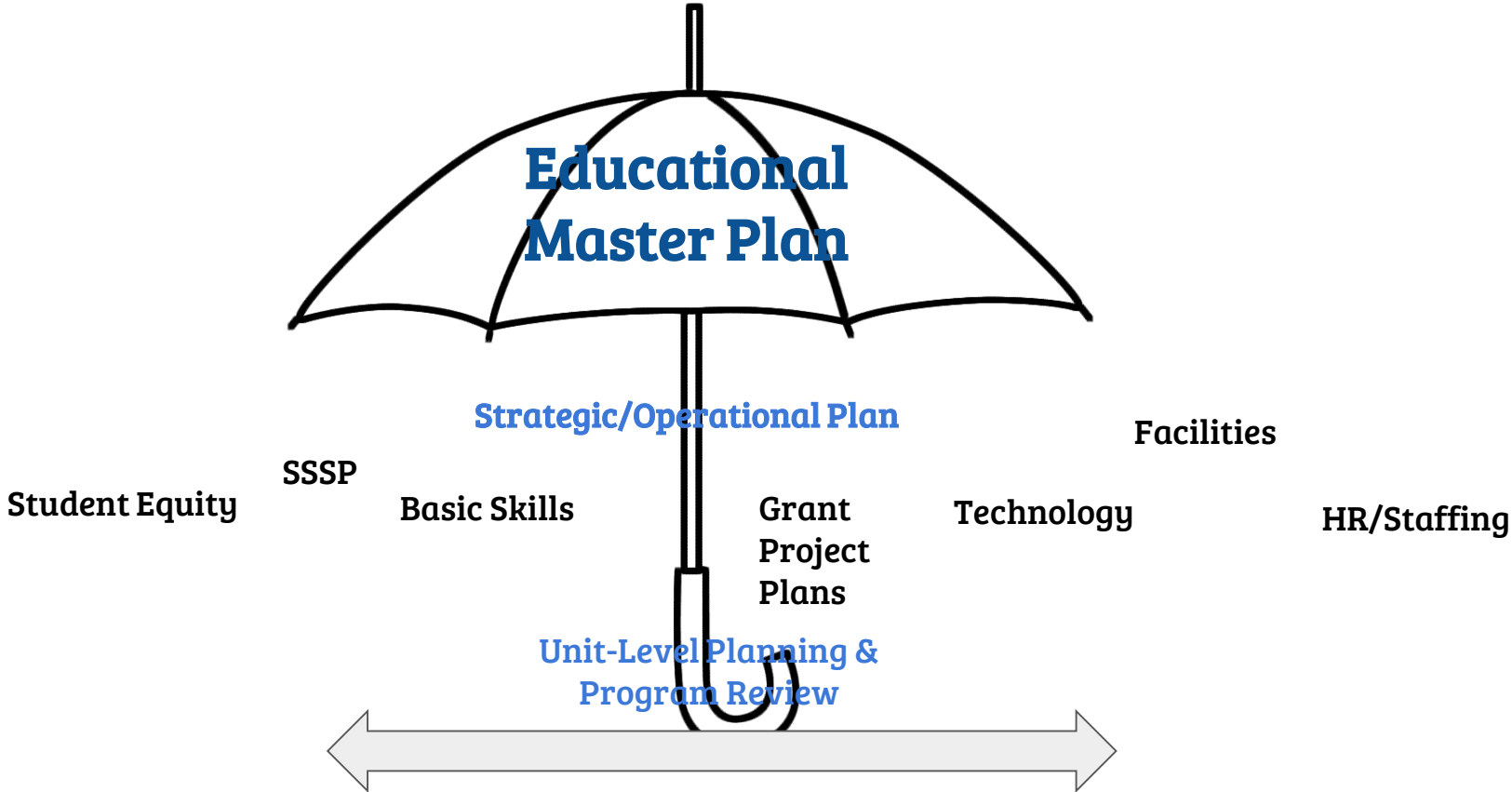
Strategic Plan (new)

Inclusive

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT (SOCCCD)



Integration



Integration (Example)

Mesa College Plans and Initiatives Mapped to Strategic Directions and Goals

Plan/Source	Strategic Direction 1	Strategic Direction 2	Strategic Direction 3	Strategic Direction 4	Strategic Direction 5	Strategic Direction 6
Title V Activity Plan	Expand basic skills course offerings (1.3)	Develop peer mentoring program (2.1)	Strengthen the matriculation process (3.1)		Participate in local, state, and national professional development opportunities to increase knowledge of high-impact practices (5.2)	Strengthen the use of data to inform improvements and resource needs in support of basic skills learners (6.2)
	Expand accelerated basic skills course offerings (1.4)	Strengthen family support and parent engagement for student success through the Summer Success Program (2.1)	Examine student progress and momentum points via research and inquiry to improve our practices (3.1)		Strengthen faculty/staff opportunities to participate in professional development to increase student engagement (5.2)	Strengthen the use of data along momentum points to better understand where we need to employ new or improved academic or student support interventions (6.2)
	Develop Structured Learning Assistance program (1.4)	Create an Engagement Center (2.1, 2.3)	Enhance career development work shops and services (3.3)		Strengthen faculty training in motivating students to become strong learners, in culturally responsive teaching and multicultural education (5.2)	
	Strengthen the matriculation process (1.4)	Develop learning communities for basic skills students (2.2)			Expand career development training for counselors (5.2)	
	Expand tutoring capacity, focusing on gateway courses (1.4)					
	Continue and expand scholarships for Latino students (1.6)					
Basic Skills Initiative	Expand accelerated basic skills course offerings (1.4)	Expand tutoring capacity for basic skills students (2.2)		Expand accelerated basic skills course offerings (4.1)		

Some
Principles
that are good
for Integrated
Planning (IEPI)

**PLANNING & DECISION-MAKING
MANUAL**

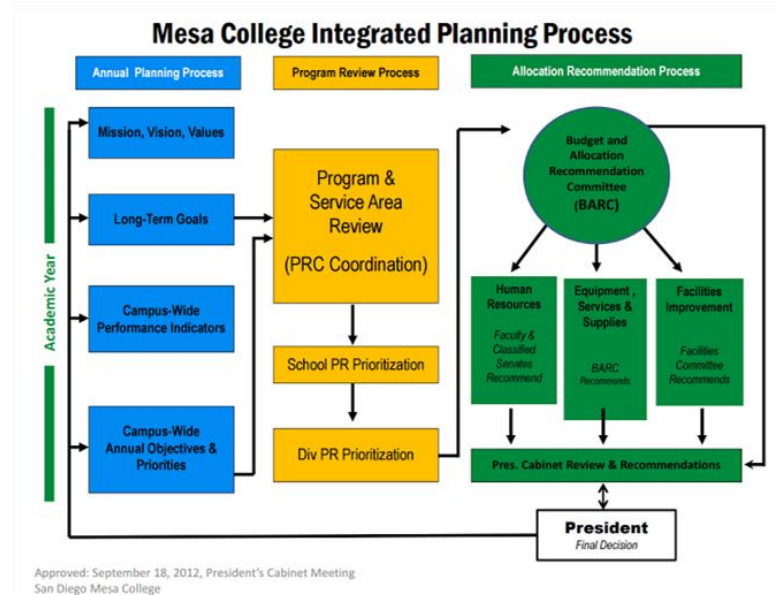
CULTURE OF PLANNING

ORGANIZATIONAL STRUCTURES

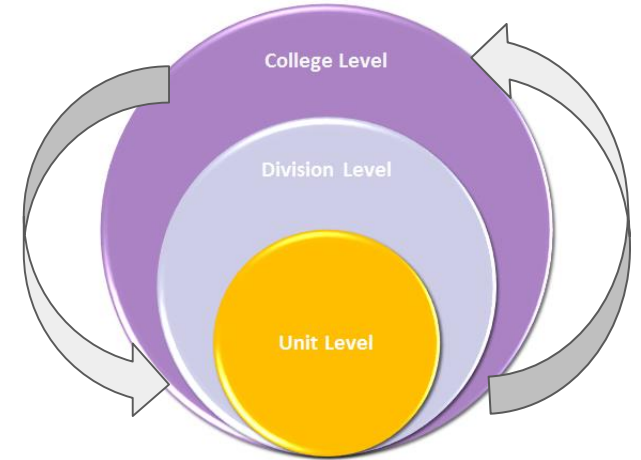
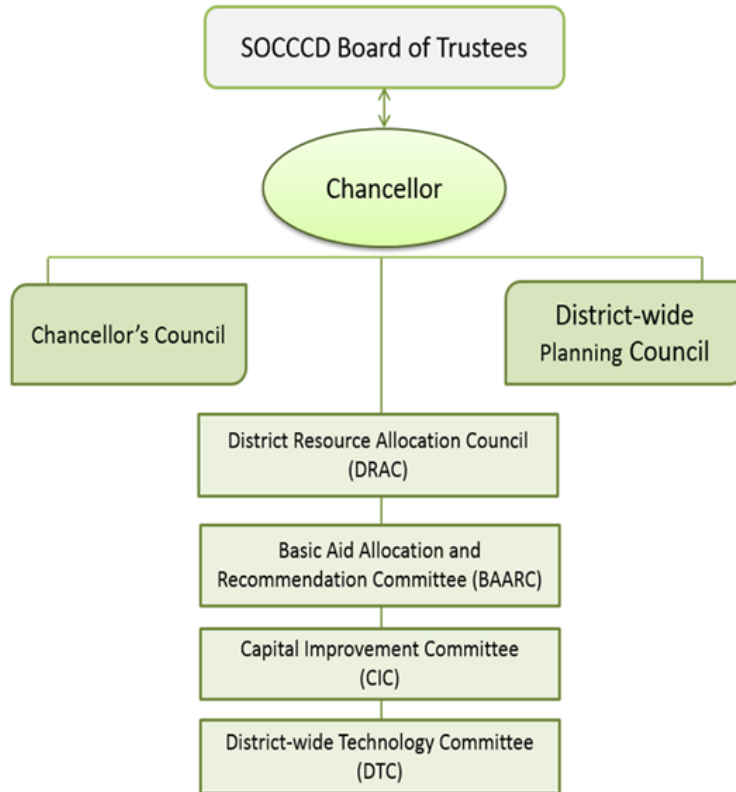
OUTCOMES OF PLANNING

Planning and Decision-Making Manual

- Identifies organizational decision-making structures and processes
- Communicates findings and outcomes from previous academic year
- Outlines roles and responsibilities for each decision-making/governance group (and relationships between groups)



Organizational Structures

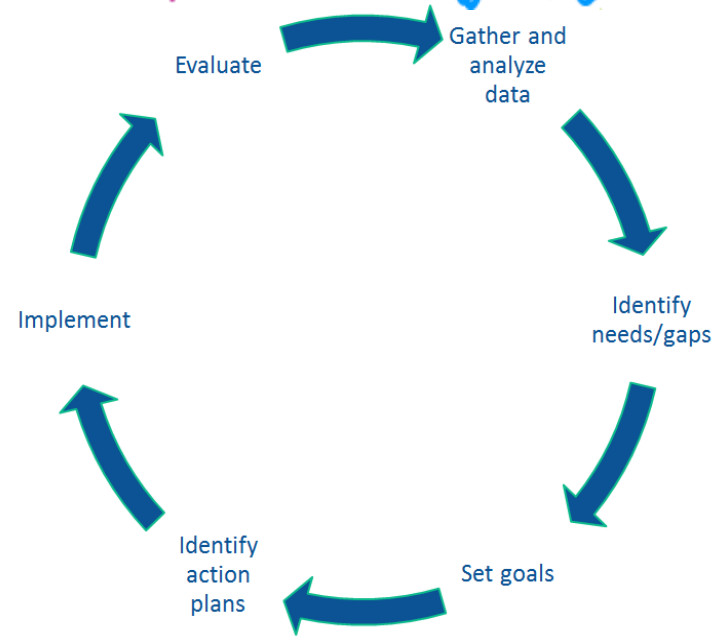


Culture of Planning

Institutional culture in relationship to planning

Individuals and governance groups that provide guidance and leadership in planning

Institutional processes and norms related to planning and resource allocation



Defining Integrated Planning

Activity 3: Integrated Planning (Flipcharts & Markers)

What does integrated planning mean to you?

What are the advantages of integrating college planning processes?

What challenges might you encounter in trying to integrate college planning processes?

Assessing Our Planning Processes

A decorative graphic in the top right corner consisting of three overlapping circles of varying shades of gray, creating a layered effect.

Activity 4: Reflecting on Our Planning Process Worksheet

How are we doing in relation to the principles of good integrated planning?

Wrap Up, Next Steps, and Reflections



Streamlining Strategic Planning at San Bernardino Valley College

Denice Inciong & Bri Hays

February 3, 2017



Recap of October Session

Principles for effective integrated planning

Defining integrated planning for SBVC

Relationships between plans



Today's Focus



Review accreditation planning-related recommendations for improvement

Reflect on the current strategic plan structure, components, and measures

Prioritize areas for improvement of the strategic planning model

What did we do to prepare for today's workshop?

- Debriefed with planners at SBVC following first session
- Reflected on first session evaluation results
- Reviewed ACCJC recommendations from previous accreditation cycle
- Brainstormed on how we could best assist the college in creating a *meaningful, manageable* planning and evaluation process

Workshop Series Outcomes (Updated):

Big Hairy Audacious Goals for the series of planning workshops:

- Identify what SBVC needs related to planning
- Explain relationships between various college plans
- **Develop a framework for integrated planning and prioritization that aligns plans, goals, evaluations, and timelines**
- Discuss strategies for incorporating cultural competency into your plans
- Maybe love planning a little more :)

Our Planning Perspectives

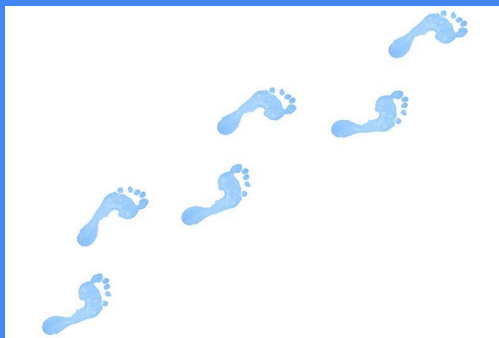
There isn't a right or one way to plan

But there are important principles:

- Leadership is a critical component for any plan
- Collaboration, Inclusion, and Communication are important values
- Planning is not set in stone but a living document & process that can change
- Planning is about getting better
- Planning is moving in the same direction for common goals

More history on our planning hurdles

Planning is Journey



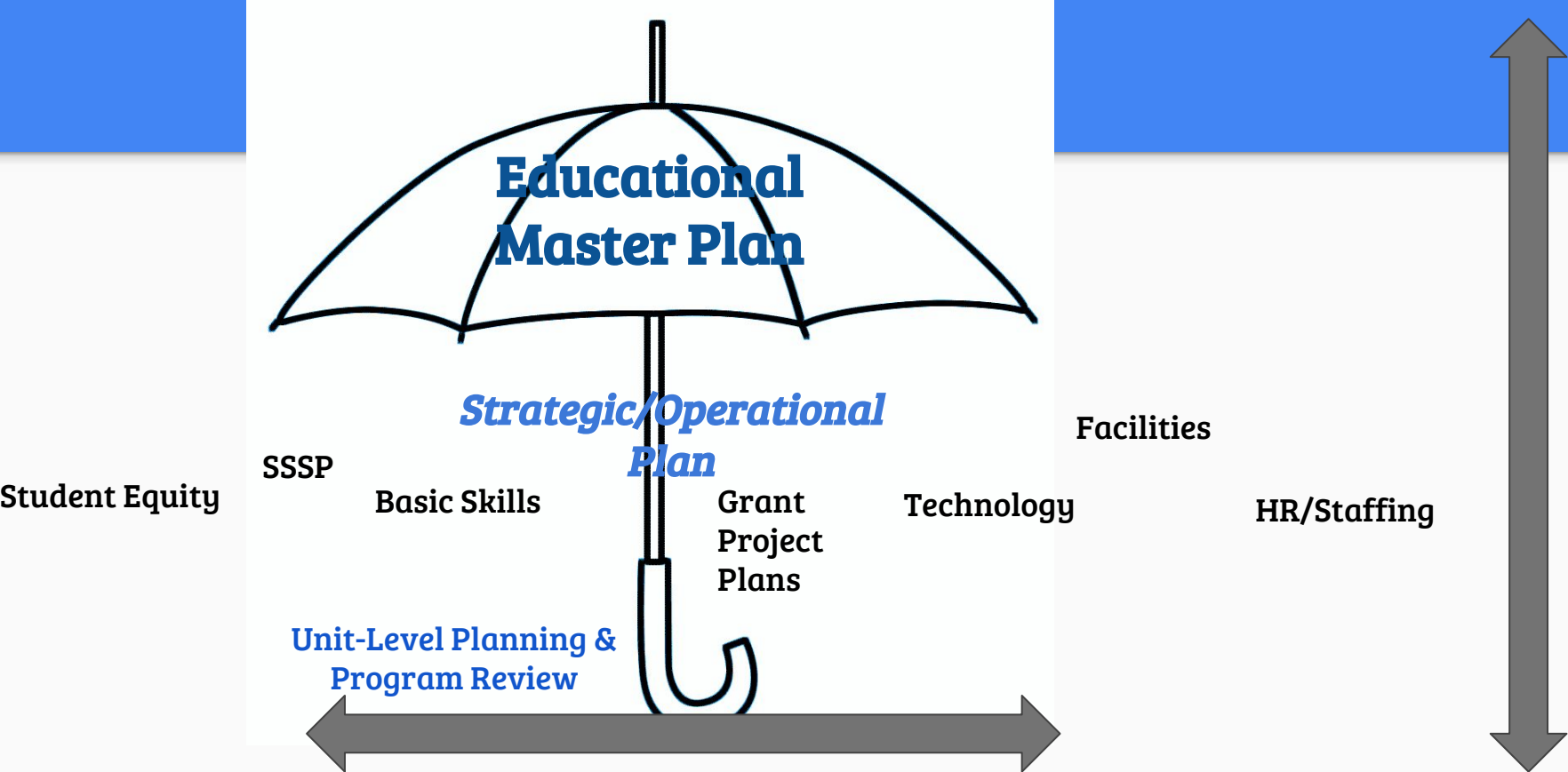
Our institutions are continuously learning and evolving

Reflecting and understanding where we are in the planning journey will help us map out our way forward

Inclusiveness of planning processes is incredibly important - our stakeholders must be able to see themselves in our plans and planning process

The planning process is as important as the plan itself

Flashback to October Session: Plan Integration



Reflections on Workshop 1

Activity 1:

What was your biggest takeaway from the first workshop related to planning?

How much do you know or how involved are you in SBVC's Strategic Plan?

Strategic Planning Terms

Vision

Mission

Goals

Objectives

Action Steps

Key Performance Indicators

Values



Before We Do a Deep Dive into the Plan...

Let's talk about planning terms...

- Mission** Describes college purpose, population, awards offered, and commitment to student learning and achievement (ACCJC) (***Primary Functions***)
- Vision** Future-oriented, aspirational statement that describes what the college would like to accomplish in an ideal scenario (***Future Direction***)
- Values** Collegially-developed or identified principles that guide the college's perspective, priorities, and actions (***How we work***)

The importance of Language & Shared Understanding (Definitions)

Goals	High-level, broad aims of the institution; may imply change or describe an operational focus area; all encompassing statements about the general directions of the college
Objectives	Describe the <u>major ways</u> in which the goal will be accomplished, more specific than goals but not as granular as an action item
Action Steps	Even more granular than objectives, they describe the steps that will be taken to reach the college's objectives (some may review/revise yearly)
Key Performance Indicators (KPIs)	High level elements that are monitored, measured, and evaluated to determine college progress toward goals

Examples of College Goals & Objectives

Cuyamaca College Goal: Acceleration

Goal	Objectives	Action Step	Key Performance Indicator (KPI)
Acceleration: Redesign developmental pathways	<p>Revamp the traditional multi-level remedial pipeline in English, ESL, and math</p> <p>Change placement policies to allow more first-time students to enroll directly in college-level courses</p>	<p>Provide professional development/ training for English, math and ESL faculty</p> <p>Implement concurrent-enrollment support models</p> <p>Conduct MMAP analysis and pilot multiple measures</p>	<p>Percentage of students competing transfer-level English and math in first year</p> <p>Equitable placement into transfer-level English and math courses</p>

Accreditation Recommendations Related to Planning

2015 College Recommendation

In order to improve effectiveness, the team recommends that dialogue about the results of the evaluation and measurement of strategic goals and objectives be increased so that the outcomes of College efforts to improve can be used to make decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. (I.B.2, I.B.3, I.B.7)

Get to know your Strategic Plan

Activity 2:

Read the excerpt from the 2015 Accreditation Report regarding the SBVC Strategic Plan 2014-2019.

Discuss in your group the status of this accreditation college recommendation regarding the strategic plan.

- ***What is the status of this recommendation?***
- ***What improvements have occurred?***
- ***What can be improved?***

Report out on Activity #2

The Case for Prioritizing Goals and Objectives

Being strategic means we need to



*We often gravitate toward “doing it all” without having a robust (and uncomfortable) discussion of our actual **priorities***

*If we focus on the goals of greatest importance to the institution, we can make the planning process more **meaningful** and **manageable***



Current SBVC Goals & Strategic Initiatives

1. **Access:** SBVC will improve the application, registration, and enrollment procedures for all students.
2. **Student Success:** SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.
3. **Communication, Culture, and Climate:** SBVC will promote a collegial campus culture with open lines of communication between all stake-holder groups on and off campus.
4. **Leadership & Professional Development:** SBVC will maintain capable leadership and provide professional development to a staff who will need skills to function effectively in an evolving educational environment.
5. **Effective Evaluation & Accountability:** SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.
6. **Facilities:** SBVC will support the construction and maintenance of safe, efficient, functional facilities and infrastructure to meet the needs of students, employees, and community.

Activity 3: Reflecting on College Goals & Objectives, Part 1

Take a moment to review your assigned college goal and associated objectives

- What is the difference between the goal and strategic initiative?
- How well do you think the objectives define the goal or strategic initiative?
- Do they describe the overall strategies to achieve the goal?
- Could they be aggregated or prioritized so that they are more manageable?
- How could cultural competency be integrated into the goal or objectives?

Report out on Activity #3 - Part I

Activity 3: Reflecting on College Goals & Objectives, Part 2

Take a moment to review your assigned college goal and associated objectives

- What observations can you make about how the goal is evaluated?
- Who is responsible for ensuring the objectives for each goal are met?
- Who engages in dialog about whether the goal was met and what action should be take place based on the performance indicator data?

Report out on Activity #3 - Part II

Some Thoughts on Integrating Cultural Competence into College Goals

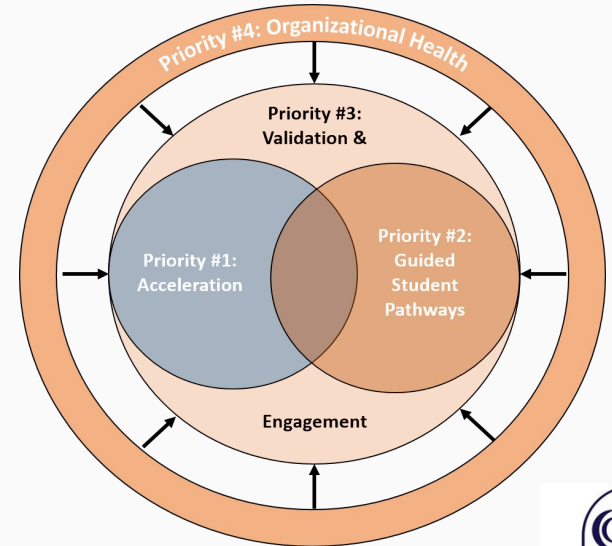
Examples of strategies:

Focus on professional development

Explore relationships between goals

Leverage the student voice

Acknowledge that culture change takes time



Wrap Up

Streamlining Strategic Planning at San Bernardino Valley College

Denice Inciong & Bri Hays

May 5, 2017



Ice Breaker

Logo Game!



Mission Statements



Organize all of the data in the world and make it accessible for everyone in a useful way.



To inspire and nurture the human spirit – one person, one cup and one neighborhood at a time.



Make **Target** your preferred shopping destination in all channels by delivering outstanding value, continuous innovation and exceptional guest experiences by consistently fulfilling our Expect More. Pay Less. brand promise.

– Agenda

- 9:30 Welcome and Introductions
- Overview and Goals for the Day
- 10:00 Review of Planning Definitions
- 11:00 Current Strategic Plan Goals & Objectives
- 12:00 Lunch
- 1:00 Annual & Multi-Year Planning Cycles
- 2:00 Planning and Decision-Making Structures
- 3:00 Wrap-Up and Next Steps
-

Workshop Series Outcomes:

Big Hairy Audacious Goals for the series of planning workshops:

Identify the College's needs related to planning

Explain relationships between various college plans

Develop a framework for integrated planning and prioritization that aligns plans, goals, evaluations, and timelines

Discuss strategies for incorporating cultural competency into your plans

Recap of October & May Planning Session



Principles for effective integrated planning

Defining integrated planning for SB Valley College

Relationships between plans

Revisited Accreditation 2015 Report
Recommendations

Key Takeaways for next step for SBVC

What did we hear from you in February?

Goals and KPI data not widely communicated
or understood

Too many objectives

Several KPIs were not measurable

Planning and evaluation process should be
more inclusive

Currently no formal process for reviewing
and updating the plan based on data and
campus dialog

What else was valuable about this workshop?

Time to look at the strategic plan

Dialogue and conversations with each other

Learning different viewpoints

What do we hope to accomplish today?

Respond to the recommendations identified by campus practitioners during the February workshop, including:

- Streamline strategic goals, objectives, and KPIs

- Develop a sustainable planning and evaluation cycle

- Build a foundation for a more inclusive, broad-based campus planning culture

Today's Focus



College Planning Assumptions and Values

Strategic Goals, Objectives, and KPIs

Annual Planning and Evaluation Cycle

Values and Assumptions for Today's Planning Activities

Current strategic goals need to be prioritized, meaningful, and manageable

Planning should be ongoing, including a mid-cycle update, annual reflection and action planning

KPI data should help the college evaluate progress toward goals and inform future planning

Established college governance groups make formal recommendations related to college planning

Others?

Before We Do a Deep Dive into the Plan...

Let's review planning terms...

- Mission** Describes college purpose, population, awards offered, and commitment to student learning and achievement (ACCJC) (***Primary Functions***)
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- Values** Collegially-developed or identified principles that guide the college's perspective, priorities, and actions (***How we work***)

Valley College Mission Statement

San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.

The importance of Language & Shared Understanding (Definitions)

Goals

High-level, broad aims of the institution; may imply change or describe an operational focus area; all encompassing statements about the general directions of the college

Describe the major ways in which the goal will be accomplished, more specific than goals but not as granular as an action item

Objectives

Even more granular than objectives, they describe the steps that will be taken to reach the college's objectives (some may review/revise yearly)

Action Steps

High level elements that are monitored, measured, and evaluated to determine college progress toward goals

Key Performance Indicators (KPIs)

Strategic Planning Terms

Vision



The Case for Prioritizing Goals and Objectives

Being strategic means we need to

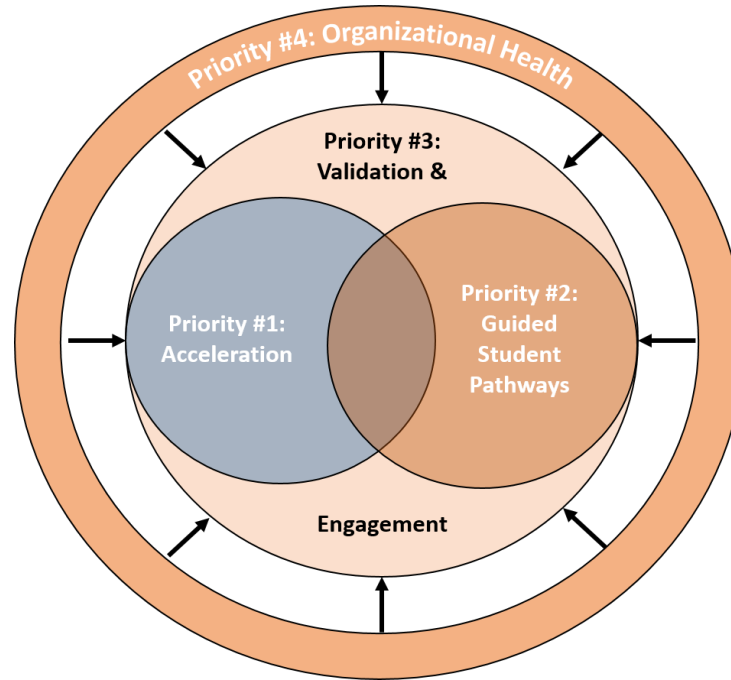


We often gravitate toward “doing it all” without having a robust (and uncomfortable) discussion of our actual **priorities**

If we focus on the goals of greatest importance to the institution, we can make the planning process more **meaningful** and **manageable**



Examples of Prioritized Goals



C U Y A M A C A
• C O L L E G E •

Examples of College Goals & Objectives

Cuyamaca College Goal: Acceleration

Goal	Objectives	Action Step	Key Performance Indicator (KPI)
Acceleration: Redesign developmental pathways	<p>Revamp the traditional multi-level remedial pipeline in English, ESL, and math</p> <p>Change placement policies to allow more first-time students to enroll directly in college-level courses</p>	<p>Provide professional development/ training for English, math and ESL faculty</p> <p>Implement concurrent-enrollment support models</p> <p>Conduct MMAP analysis and pilot multiple measures</p>	<p>Percentage of students competing transfer-level English and math in first year</p> <p>Equitable placement into transfer-level English and math courses</p>

Current SB Valley College Goals & Strategic Initiatives

1. **Access:** SBVC will improve the application, registration, and enrollment procedures for all students.
 2. **Student Success:** SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.
 3. **Communication, Culture, and Climate:** SBVC will promote a collegial campus culture with open lines of communication between all stake-holder groups on and off campus.
 4. **Leadership & Professional Development:** SBVC will maintain capable leadership and provide professional development to a staff who will need skills to function effectively in an evolving educational environment.
 5. **Effective Evaluation & Accountability:** SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.
-

Some Tips for Creating Impactful College Goals

Strategic goals should...

Be uncomfortable and should push the entire college to achieve and/or improve

Clearly communicate the highest priorities of the college

Limited in number

Somewhat connected and interdependent

Imply development or change

Current plan has many objectives...

Strategic Initiative 2	STRATEGIC INITIATIVE 2: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.					
(2) Student Success (Objectives)	(Goal 2:) Student Success	Benchmark 12-13 year	ISS	Annual Target	5-year-Goal	Campus Plans and Responsibility Center
	2.1 Increase the percentage of students who succeed in basic skills courses (For activities and initiatives see objectives 1.2; 1.3; 1.3.; 1.5; 1.5.1 1.6.2; 2.1.1; 2.17)	Pass Rate = 61.4% Make use of early alert (2.4.2)		Increase access to tutoring (see 1.#) .5% per year Improve partnerships with high schools to improve course alignment student preparation.	2.5%	(SEP, MP, EP)
	2.1.1 Provide more tutoring opportunities	1,032 hrs. of tutoring Fall 2012 term		Increase by 2% per year	Increase 10%	(SEP, MP, EP)
	2.1.2 Increase the number of students receiving tutoring (SARS sign-in count)	4,420 visits per year		Establish benchmarks using sign-ins from SARS database	Increase 10%	
	2.2 Promote learning communities	2012-13 count (see 1.3)		Increase the number of students participating in learning communities 5% per year	25% increase	(SEP, MP, EP)
	2.3 Produce and present annual reports that assess student success (see Initiative 5.7)	Scorecard and EMP Presentations		Office of Research and Planning (ORP) will make annual reports to Academic Senate.	(ORP) will make annual reports to Academic Senate and campus forums	
	2.4 Expand the use of the early alert systems					(SEP, MP, EP)
	2.4.1 Fully implement SARS early alert system	Purchased the software (Spring 2014)	X	Faculty and staff will complete software training	Completely implement for use in all courses	(MP)
	2.4.2 Increase the number of faculty who submit reports by 10% a year	Count: 2010-11 = 27 2012-13 = 2		Inform faculty about the scheduling and importance Train counselors and faculty on the new system		

How to get to a few big Goals & Objectives

A bottom up approach...

Draft objectives from each area: Goal 1: SOCCCD will foster an environment characterized by creativity, innovation, respectful interactions and collaboration.	Site	Themes for these objectives	Notes from 11.04.13 Meeting *For Future Development - in this review we will not focus specifically on the dates and targets (numbers) so that we can find commonality amongst the objectives. In in the next review we will have further discussion on how to establish KPIs, targets, dates.	Reference to Specific Lists	Rewording for DWPC review	KPI	Target	Responsible Party College	Responsible Party District Services
Increase collaboration at all levels between the colleges and District Services.	Saddleback	Strengthening Collaboration	Discussion - this is part of BPA and also respectful collaboration - Goal 1 or Goal 4?		STRENGTHENING COLLABORATION: Recognize and support district-wide creative and innovative ideas that improve collaboration and respectful interactions district-wide.	Documentation (recognitions) Climate Survey (baseline)			
By 2016-17, the District will resolve all issues identified in the five Barriers workgroups.	Saddleback	Strengthening Collaboration	Added from SC List of Action Steps						
Discern and reward creativity and innovation, respectful interactions and collaboration. "Create the culture we wish to see."	Irvine Valley	Strengthening Collaboration	Recognition, encourage, reward talent from within, culture						
The chancellor will monitor the climate of the district annually and measure progress through the bi-annual climate and employee surveys and annual district-wide committees' assessment process.	District Services	Strengthening Collaboration	Discussion that this is a KPI to measure some objective in this goal.		STRENGTHENING COLLABORATION: Improve district climate in the areas of optimism, commitment, and respectful collaboration.	Climate Survey (baseline)			
Broaden participation on district-wide committees.	Irvine Valley	Strengthening Collaboration	New addition from IVC's List - Discussion on more diverse participation on these committees, education/training to serve on these committees	IVC's #11 - reference list	STRENGTHENING COLLABORATION: Improve the representative process through active engagement and communication.	Climate Survey (baseline)			

How to get to a few big Goals & Objectives

A bottom up approach...

By the 2015-16 academic year, salaries and benefit categories (1,000, 2,000 and 3,000) will not exceed _____% of unrestricted general fund revenue.	Saddleback	Multi-year Planning and Financial Accountability	This objective is district-wide and recommendation from chancellor and accreditation		MULTI-YEAR PLANNING AND FINANCIAL ACCOUNTABILITY: Develop and initiate rolling multi-year funding plans to address needs identified in facilities, maintenance and renovation, staffing and information technology plans.	Documentation of creation of a multi-year funding plans.
Do prospective analysis of income to enable 3-yr rolling allocation model (both DRAC & BAARC)	IVC	Multi-year Planning and Financial Accountability	Added back from IVC's list. This re-worded could be a district-wide objective about planning and analysis, as part of multi-year planning strategy. Is this an action step of DRAC/BAARC? (Add back to Goal 4)			
Beginning in fall 2013 district services administrators will consult college administrators prior to making decisions on agreements that affect college expenditures in object categories (1,000, 2,000, and 3,000 – salaries and benefits).	Saddleback	Multi-year Planning and Financial Accountability	From Saddleback's List -Add back into the Goal 4 - DW Objective List to understand how this is related to Financial Accountability, Planning			
By 2015, a multi-year funding plan will be developed to address the needs identified in the district-wide data driven 20 year facilities renovation and maintenance plan.	Saddleback	Multi-year Planning and Financial Accountability	From Saddleback's List -Add back into the Goal 4 - DW Objective List to understand how this is related to Financial Accountability, Planning			
By 2015 create a multi-year staffing plan	Saddleback	Multi-year Planning and Financial Accountability	From Saddleback's List -Add back into the Goal 4 - DW Objective List to understand how this is related to Financial Accountability, Planning			
By ____ develop and implement a data driven multi-year technology plan to include district-wide, district services and college plans.	Saddleback	Multi-year Planning and Financial Accountability	From Saddleback's List -Add back into the Goal 4 - DW Objective List to understand how this is related to Financial Accountability, Planning			
By May 10 each year college presidents will receive a list of overdue personnel evaluations from Human Resources.	Saddleback	Multi-year Planning and Financial Accountability	Added from SC List of Action Steps			

Activity 1: Review Current Strategic Objectives

With colleagues at your table, use the worksheet to assess each of the College's current strategic goals, objectives, and action steps, and make recommendations for any necessary changes.

1. Increase Access
 2. Promote Student Success
 3. Improve Communication, Culture & Climate
 4. Maintain Leadership & Promote Professional Development
 5. Effective Evaluation & Accountability
-

Activity 2: Revisiting Our Strategic Goals

Are the current strategic goals representative of college priorities?

Are they easy for people to understand?

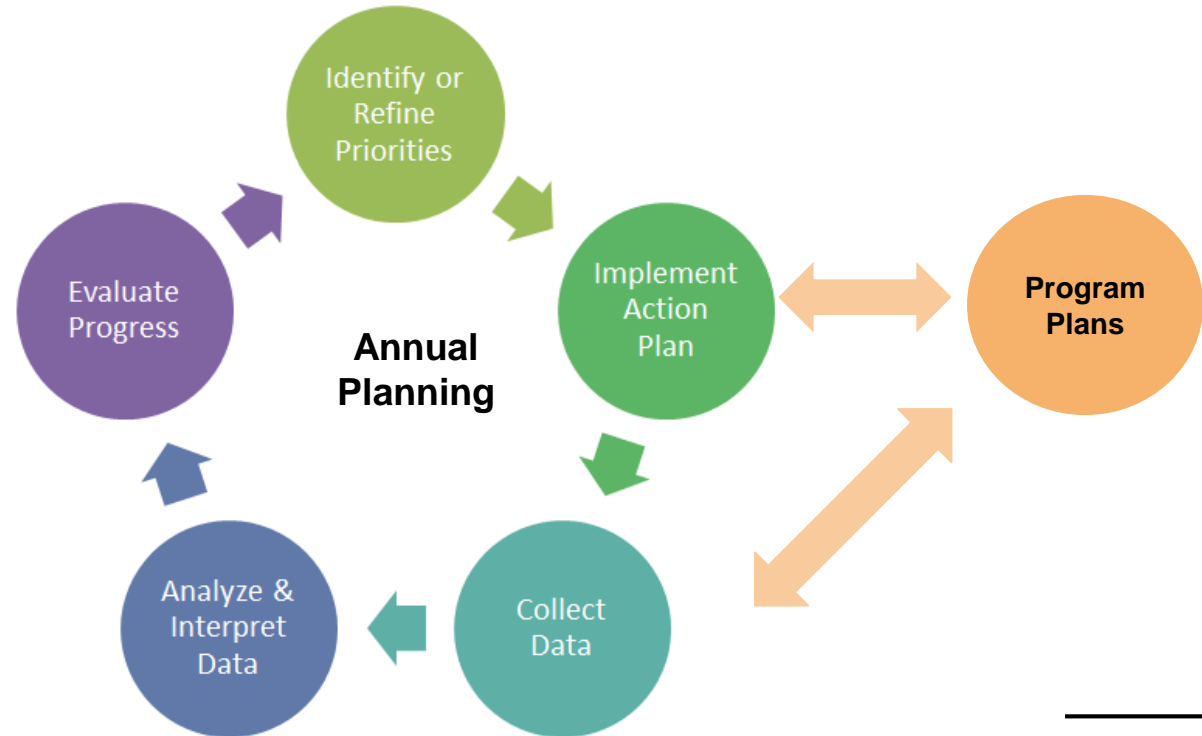
Do they objectives clearly map to the strategic goal?

How is cultural competency represented in the College's goals?

Lunch Break
Meet Back at 1:00

Take-Aways from the Morning Session

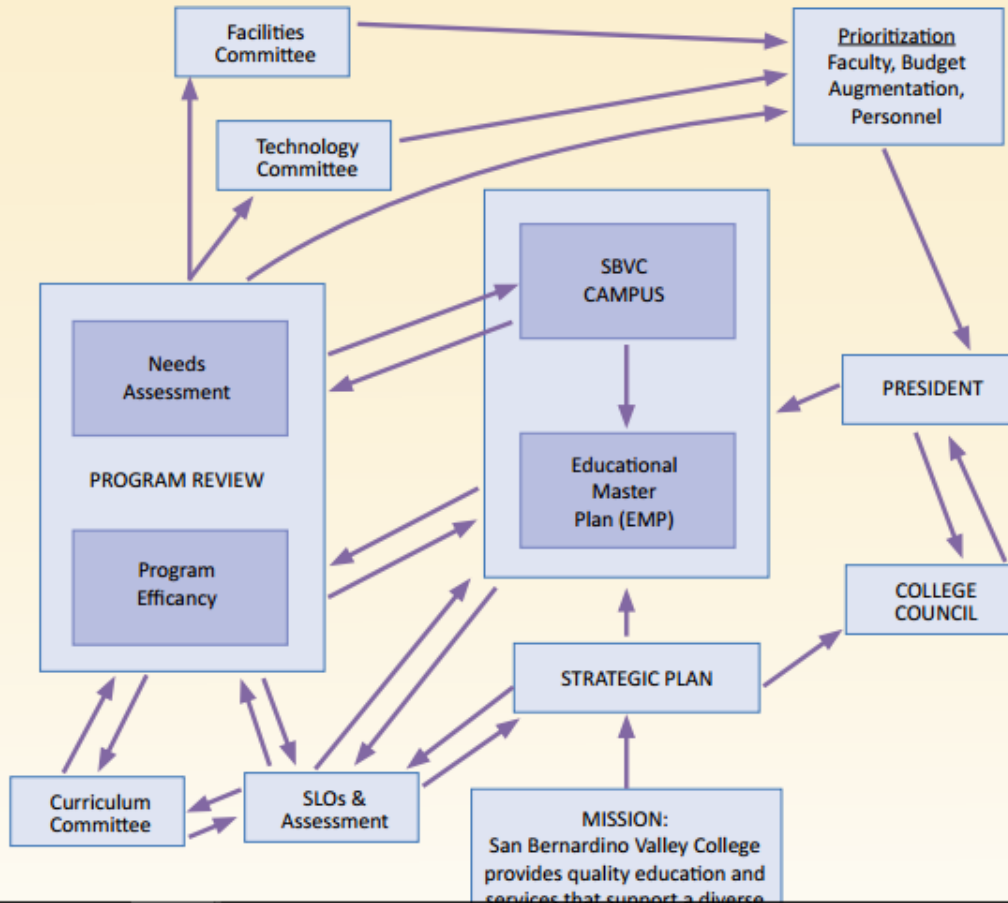
Annual Planning Model- Example



Example Annual Planning Calendar

Activity	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Accreditation						
	Mid-Term Report		Self-Evaluation	Site Visit		Mid-Term Report
	Annual Report	Annual Report	Annual Report	Annual Report	Annual Report	Annual Report
	Substantive Change Proposals - New	Substantive Change Proposal - DE				
Learning Outcome Assessment						
Program Review						
	Annual Update	Annual Update	Annual Update	Annual Update	Annual Update	Annual Update
Strategic Plan	Strategic Plan Completed					
	Annual Implementation Plan					
Statewide Initiatives						
	Integrated Plan		Integrated Plan		Integrated Plan	
	Strong Workforce Plan		Strong Workforce Plan		Strong Workforce Plan	

Current College
Planning Model



Activity 3: Planning Model for SB Valley College

Part 1: Review the College's strategic planning model. Does this reflect the current planning process at the College?

Part 2: Does the current cycle...

Allow for broad communication of goals and KPIs?

Leverage data to inform changes to goals and action planning?

Ensure the sustainability of the process?

Incorporate the perspectives of various campus stakeholders?

Part 3: How could the process be improved to address each of the above areas?

Multi-Year Planning Cycles

Align institutional effectiveness processes over a long-term planning cycle

Examples:

7-year accreditation cycle

3-year program review cycle

3-year SLO assessment cycle

6-year strategic planning cycle

Example Multi-Year Planning Calendar

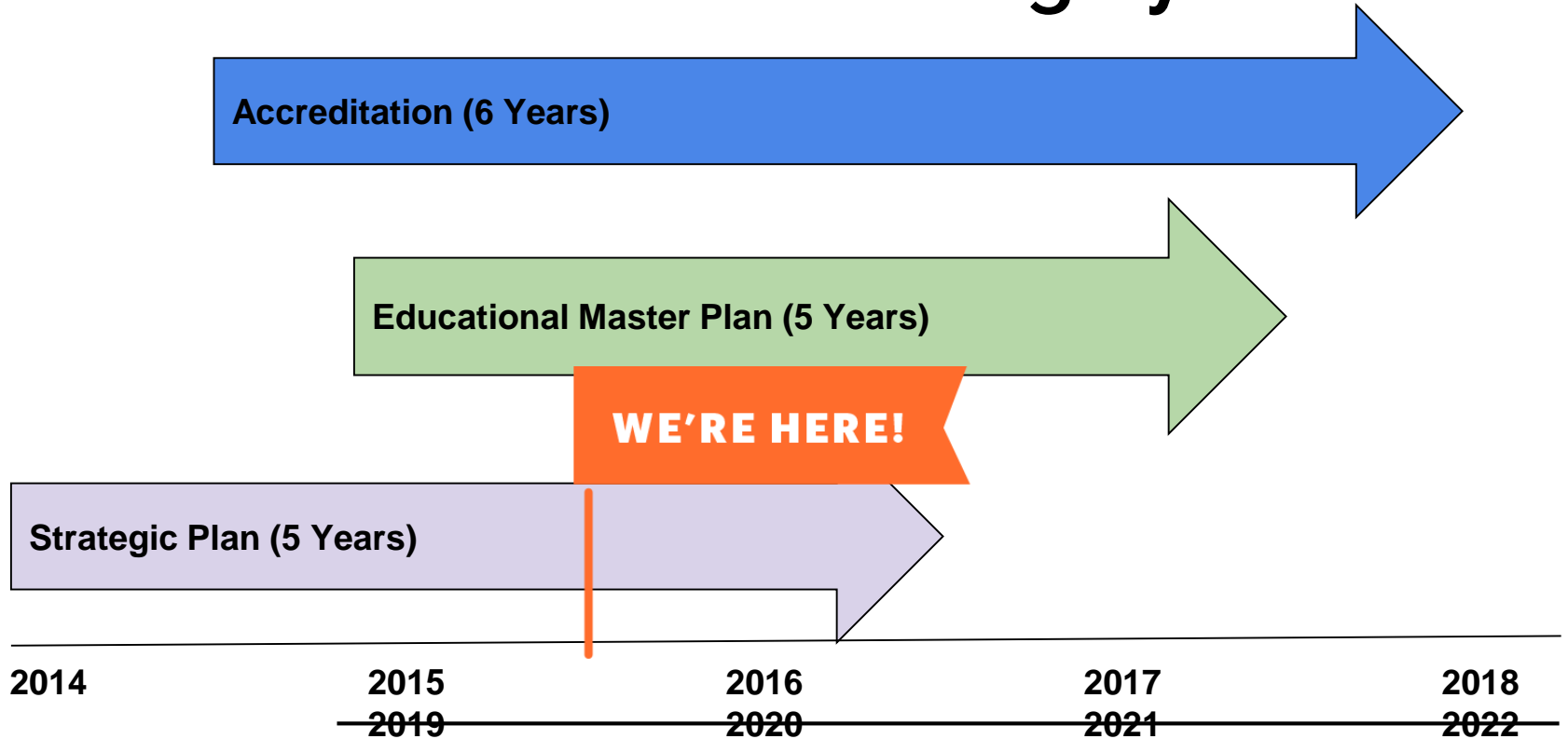
San Diego Mesa College

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Assessment and Evaluation Activities									
Course SLOs	20% of SLOs Assessed	20% of SLOs Assessed	20% of SLOs Assessed	20% of SLOs Assessed	20% of SLOs Assessed	Summative Evaluation/Reflection	20% of SLOs Assessed	20% of SLOs Assessed	20% of SLOs Assessed
Program SLOs		All PSLOs Assessed		All PSLOs Assessed		All PSLOs Assessed		All PSLOs Assessed	
ILOs (incorporates GELOs)	Program-Level Assessment Aligned with ILOS	Sample of GE Course SLOs; Program-Level Assessment Aligned with ILOS	1st Assessment: Mapping and Exit Survey	Mapping and Exit Survey; Program-Level Assessment Aligned with ILOs	Mapping and Exit Survey	Mapping and Exit Survey; Program-Level Assessment Aligned with ILOs	Mapping and Exit Survey; Revisit ILOs; Finalize	Mapping and Exit Survey; Program-Level Assessment with ILOs	Mapping and Exit Survey
Program Review	Update	Full Program Review	Update	Update	Comprehensive Program Review	Annual Review	Annual Review	Annual Review	Comprehensive Program Review
Strategic Planning	Annual Scorecard Analysis, Evaluation, and Priority Setting	Annual Scorecard Analysis, Evaluation, and Priority Setting; revisit Mission/Vision/Values	Annual Scorecard Analysis, Evaluation, and Priority Setting	Annual Scorecard Analysis, Evaluation, and Priority Setting; revisit Mission/Vision/Values	Annual Scorecard Analysis, Evaluation, and Priority Setting	Annual Scorecard Analysis, Evaluation, and Priority Setting; revisit Mission/Vision/Values	Annual Scorecard Analysis, Evaluation, and Priority Setting	Annual Scorecard Analysis, Evaluation, and Priority Setting; revisit Mission/Vision/Values	Annual Scorecard Analysis, Evaluation, and Priority Setting
Educational Master Plan	Continue on Educational Master Plan 2007-2011	Begin planning for Educational Master Plan 2013-2019	Data Collection for Educational Master Plan 2013-2019	Five-Year Educational Master Plan, Ready for Vetting in Sept. 2013	Published July 2014; Goals Alignment Report	Goals Alignment Report	Goals Alignment Report	Begin planning for Educational Master Plan 2019-2025	Data collection for Educational Master Plan 2019-2025
Accreditation Reporting	Annual Report; Follow-up SLO Report; Substantive Change Reports	Annual Report	Annual Report; Mid-Term Report	Annual Report	Begin Self-Evaluation; Substantive Change Report Annual Report	Comprehensive Evaluation Report; Annual Report	Finalize Self-Evaluation; Annual Report; ACCJC visit Spring	Address any Recommendations; Annual Report	Annual Report
Facilities Planning & Implementation	Prop S (2002); Prop N (2006); Design Center		Student Services Center	Math + Science Building; LRC Language Lab	Social & Behavioral Sciences Building; Develop plan for maintenance, other facilities improvement	(Commons; Exercise Science Center)	(Center for Business & Technology)	(Quad; Fine Arts)	
Baccalaureate Pilot					SB850 9/28/14; Mesa awarded HIM Program	1st lower division cohort enters	1st upper division cohort enters	1st graduation (2 years)	1st graduation (4 years)

Examples of multi-year planning cycles

District-wide updates, revision and timelines for 2014-2020 Strategic Plan Cycle																					
	Item	Action	Cycle	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
				Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum
Major District-wide Planning Documents	Education and Master Plan: 2011-2031	Recreate	6 Year																		
	District-wide Strategic Plan (2014-2020)	Mid-Cycle Evaluation	3 year							*	*										
	District-wide Strategic Plan (2014-2020) Progress Report	Review	1 Year			*			*				*			*					
	District-wide Strategic Plan (2014-2020)	Recreate	6 Year											*	*	*	*	*	*	*	
	District-wide Planning and Decision Making Manual	Recreate	3 Year			*												*			
	District-wide Planning and Decision Making Manual	Update	1 Year			*			*			*		*		*		*		*	
	District-wide Planning Model	Update and Recreate	1 Year			*			*			*		*		*		*		*	
	District-wide Function Map	Update	3 Year			*	*	*	*												
	5 Year Construction Plan	Update	1 Year			*			*			*		*		*		*		*	
	20 Year Facilities, Renovation, Scheduled Maintenance Plan	Update	1 Year	*			*			*		*		*		*		*		*	
	Tentative Budget Development	Create	1 Year	*			*			*		*		*		*		*		*	
	Tentative Budget Approval	Update	1 Year			*			*			*		*		*		*		*	
	Final Budget Approval	Update	1 Year	*			*			*		*		*		*		*		*	
	District-wide Integrated Budget Planning Resource Guide	Update	1 Year	*			*			*		*		*		*		*		*	
	District-wide Technology Plan	Recreate	6 Year			*			*			*		*		*		*		*	
District-wide Technology Plan	Review	1 Year	*			*			*		*		*		*		*		*		
Assessment Tools	District-wide Climate Survey	Administer	2 Year	*						*					*						
	External Scan	Conduct	3 years									*	*	*							
	Annual District-wide Committee Self-Assessments	Conduct	1 year	*			*			*		*		*		*		*			

Current Multi-Year Planning Cycle



Activity 4: Multi-Year Planning Cycle

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Accreditation							
Program Review							
SLO Assessment							
Strategic Plan							
Ed Master Plan							

Governance Structures

How do committees relate to one another?

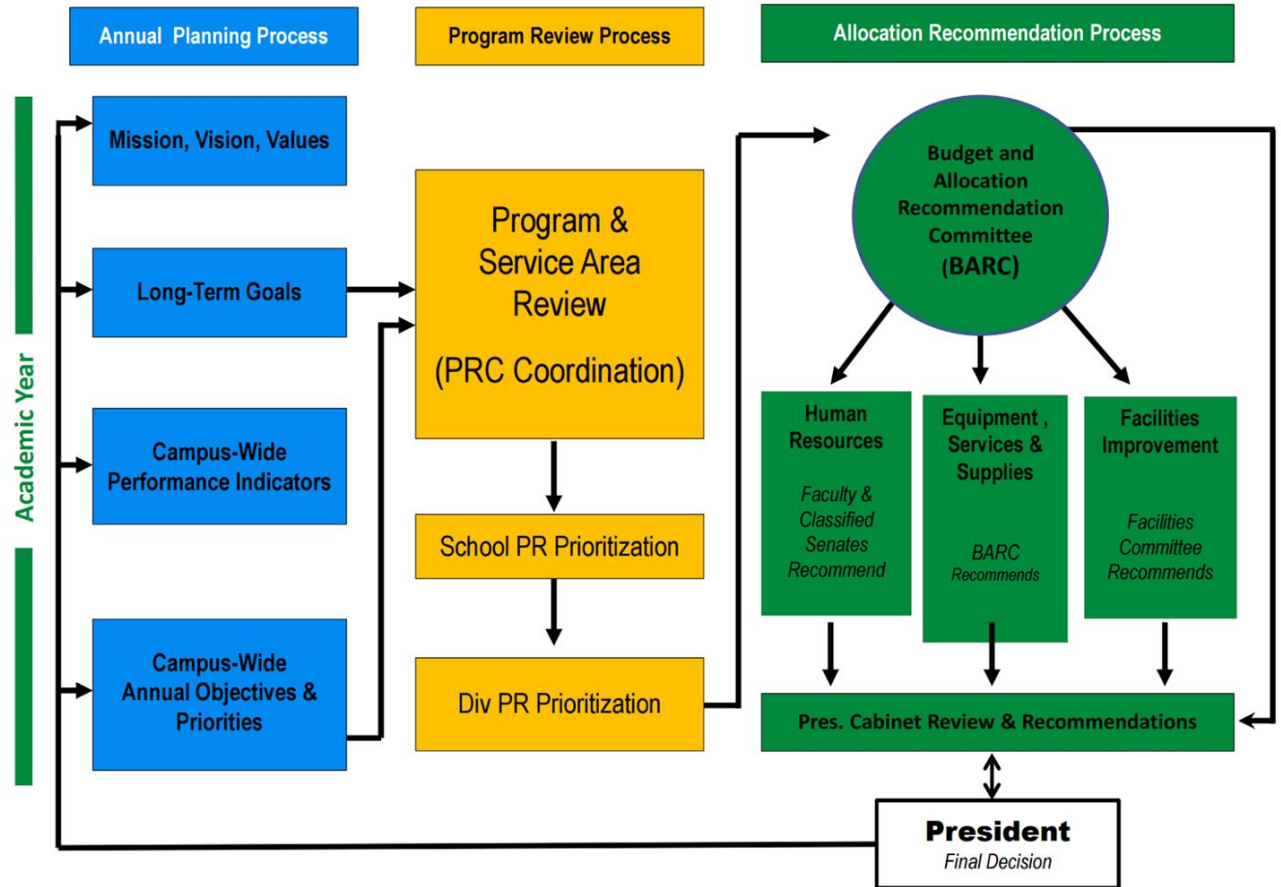
How does information flow between committees?

How are decisions made related to college priorities, plans, and resource allocation?

Which committee has the primary responsibility for leading college planning?

Planning And Decision- Making Models: Example

Mesa College Integrated Planning Process



Planning And Decision- Making Models: Example

Institutional Planning Guide

2015-2016



SAN DIEGO
MESA COLLEGE



San Diego Mesa College
7250 Mesa College Drive
San Diego, California 92111-4998
sdmesa.edu

Institutional Planning on the Mesa

The history of strategic and integrated planning at Mesa College is documented on the Institutional Effectiveness web page (www.sdmesa.edu/about-mesa/institutional-effectiveness/planning-and-institutional-effectiveness-committee). Our Education Master Plan 2013-2019 (EMP) defines who we want to be, and now we are putting our words into actions as we strive to achieve the goals we set for ourselves.

Our mission, vision, and values remain unchanged (www.sdmesa.edu/about-mesa/mission-vision-values/), but they will be revisited this year, as part of our multi-year evaluation cycle. Our EMP defined six strategic directions and twenty-three goals. The College planning committees are working on prioritizing these goals and developing measures to assess our progress on them. The mission statement and strategic goals are included in the Appendix.

We have developed a new Annual Integrated Planning Cycle infographic which was approved on 5 May 2015 at President's Cabinet (see Appendix). We redesigned this infographic to be student-centered, and to show the links between our plans, processes, actions, and assessment. As posted on the Institutional Effectiveness website (www.sdmesa.edu/about-mesa/institutional-effectiveness/college-planning-documents/SDMESA_ANNUAL_CYCLE.pdf), each box is hyperlinked to the committees and offices involved at each stage, along with an explanation of the acronyms. The infographic went through multiple levels of design and vetting, as is our custom.

The work of most of these committees is detailed below. Last year, the College discussed the relationships of these major committees and their reporting structure. Our dialogue centered on transparency, alignment, integration, and communication.

Major College Committees for Integrated Planning

President's Cabinet (www.sdmesa.edu/about-mesa/office-of-the-president/)

President's Cabinet comprises members from all participatory governance bodies on the campus. As such, it serves as the major recommending body of the College, the culmination of discussions at all the other levels. The President gets the data and input she needs to make informed decisions. These outcomes are then carried back to all participatory governance bodies.

The Cabinet holds two retreats each year to evaluate where the College is with respect to institutional effectiveness. In the Fall, the group typically looks at how we do what we do, and in the Spring, it assesses outcomes of all of our processes and the status of key performance indicators. Based on these discussions, College processes and policies are reviewed and revised if needed.

At the Spring 2015 President's Cabinet retreat, a group of about 50 individuals worked on setting

Planning and Decision-Making Models

Examples



South Orange County Community College District

**DISTRICT-WIDE PLANNING
AND DECISION MAKING MANUAL
2015-2020**



Decision Making Philosophy - Dialogue and Consensus

The district's planning and decision making processes emphasize the importance of dialogue during decision making discussions and the importance of consensus to reach final recommendations.

Authentic dialogue occurs when colleagues collaboratively explore complex issues to reach a common understanding of the issues. This process requires that the participants enter discussions as equals, suspending their titles and preconceived ideas in order to listen to others' viewpoints. Authentic dialogues are successful when colleagues combine their insights and knowledge to develop a broader and collective understanding of the issues, resulting in the group being prepared to develop more meaningful recommendations.

Consensus is a collective opinion characterized by the following five elements:

1. **Collaboration:** Proposals for consideration are constructed with input from all interested group members.
2. **Inclusion:** As many stakeholders as appropriate should be included in the group's discussions.
3. **Participation:** All participants contribute to the discussion.
4. **Agreement Seeking:** The group makes a concerted attempt to reach full agreement.
5. **Cooperation:** Decisions may incorporate individual concerns, but are designed to benefit the whole group. Individual preferences do not override the needs of the whole group.

District-wide committees, councils, and task forces are encouraged to use the following best practices to reach consensus:

- **Clarification of the Issue:** At the outset of the discussion, issues are clearly presented.
 - **Discussion/Dialogue:** Participants combine their insights and knowledge to develop a broader and collective understanding of the issues.
 - **Participation:** Committee members accept responsibility for attending meetings, designating a substitute when unable to attend, contributing to the discussion, and following up on action items. Committee chairs are expected to schedule meetings in a way that maximizes participation.
 - **Consensus:** Committee members are asked to utilize consensus to reach a decision. The committee reaches consensus once all members and guests have had an opportunity to contribute to the discussion and no one feels so strongly against a resolution that their objection must be noted.
 - Consensus does not require unanimous approval; however, consensus does require that the group attempts to hear member's perspectives for mutual understanding and find a compromise, if possible. If a group can't reach consensus, the differing viewpoints can be forwarded to the next level of decision making as unresolved.
 - **Committee Recommendations/Decisions:** Once consensus is achieved, all committee members support the decision making process and the recommendations of the committee.
-

Planning and Decision-Making Models Examples

District-wide Budget Planning Groups

Each of the district-wide groups that have a major role in planning and budget recommendations are listed below. These district-wide councils make recommendations to the chancellor on a variety of district-wide topics and have a significant role in budget planning. Committees may make recommendations to the chancellor to consider placing items on the agendas of one or more of the district-wide councils. The district-wide councils and committees document their description, charge, membership, and annually review and revise these as necessary.

- ◆ Chancellor's Council
- ◆ District-wide Planning Council (DWPC)
- ◆ District Resources Allocation Council (DRAC)
- ◆ Basic Aid Allocation and Recommendation Committee (BAAR)
- ◆ District-wide Technology Committee (DTC)
- ◆ Capital Improvement Committee (CIC)

Council/Committee Charge

Chancellor's Council

Information exchange, input on issues and decisions. Monthly and discussion of Board of Trustee agenda items (docket).

District-wide Planning Council (DWPC)

Coordination of district-wide planning, reviews progress on current plans as appropriate.

District Resources Allocation Council (DRAC)

Participatory governance council, approved by the Board of Trustees making recommendations for the income allocation model or based. Development and oversight of the allocation process for funds; makes recommendations to the chancellor.

Basic Aid Allocation Recommendation Committee (BAARC)

Participatory governance committee charged with implementing AR-31 10-Basic Aid Allocation Process, by utilizing plans developed by committees.

District-wide Technology Committee (DTC)

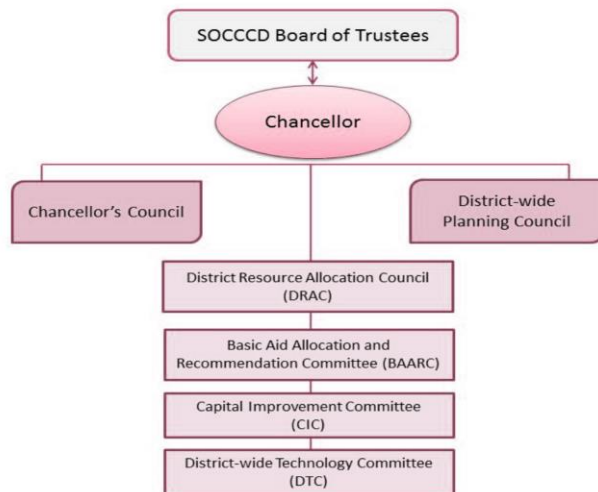
Coordinate technology issues and implementation of new systems software district-wide; review potential district and college IT projects; and explore new software and hardware.

Capital Improvement Committee (CIC)

Coordinate a prioritized district-wide 20-year Facility, Renovation, and Maintenance Plan that utilizes uniform, data-driven criteria. This common facilities definitions and recommendation of software committee will review the plan and develop recommendations.

District-wide Budget Planning and Allocation Process Flow Chart

This chart indicates the relationship among of the district-wide committees chaired by the chancellor or appropriate vice-chancellor that makes recommendations related to planning and resource allocation. The district-wide councils report to the chancellor. Recommendations made by the committees are directed to the chancellor. The chancellor also places committee items onto the various council agendas as needed and appropriate. Each of the key district-wide councils and committees, described earlier, are documented at the district SharePoint site.



District-wide Budget Planning and Allocation Process Flow Chart

The colleges and district services rely on numerous councils, committees, and task forces that provide for representation from all constituent groups in order to create a structure for widespread participation. The district-wide administration, district services and college constituent groups participate in district-level decision making through a representative model. College administrators are included on all district-level councils. Representatives of the academic senates, classified staff, and representatives of the exclusive bargaining representatives are included on appropriate district councils.

Committee Member Roles

CHAIR

The chair of each district-wide committee (unless otherwise noted, this term is used throughout this document to include all councils, committees and task forces) has the responsibility for setting agendas that conform to each committee's purpose (charge); to chair the meeting; to work with the recorder in posting agendas, minutes, and handouts on the district-wide committee SharePoint site; to clearly identify committee recommendations/decisions and action items for the committee; and to work in the spirit of collegiality through consensus and ensure that the process is clear and transparent. The chair forwards the actions and recommendations/decision of the committee. When the committee cannot come to consensus, it is the chair's responsibility to follow the process identified to resolve the issue.

MEMBERS

Committee members will be active participants who represent their constituencies, vote on their behalf, and communicate committee activities to their constituent groups. Each committee member is expected to be an active communicator on behalf of the committee. Each committee member has a responsibility to communicate committee activities through appropriate methods at their site, both formal and informal, so that the district-wide committee activities are clear, transparent and widely known.

RECORDER

The recorder assists the chair to set agendas that conform to the committee's purpose (charge); to work with the chair in posting agendas, minutes, and handouts on the district-wide committee SharePoint site; to clearly identify committee recommendations/decisions and action items in the minutes, and to post all appropriate items on the committee's SharePoint site in a timely manner per the district's communication guidelines.

Activity 5: Planning and Governance Structures

With the colleagues at your table, map out the decision-making structures at your college.

How are changes to policies and procedures vetted?

How are decisions and recommendations made?

What is the college's participatory governance structure?

San Bernardino Valley College

STARTING COHORT
2010/11

First-Time
Students **1,912**
Degree, certificate, and
transfer-seeking students



74%

Persist to their
2nd Fall
Semester

Complete 30
Units
within 6 years

64%



37%
WITHIN 6
YEARS

Graduate or
Transfer



Less than 4 of 10 students
complete within 6 years...

SB Valley Scorecard Data

Student Success Scorecard

Wrap Up

Reflecting On Our Planning Processes

Reflect where your college is in relation to each of the following principles of integrated planning.

Principles of Integrated Planning

Principle	San Bernardino Valley College
Focused on Big Ideas: How do your college's planning processes reflect big ideas?	
Training: What types of professional development or training is available to the campus community on planning?	
KPIs, Data, IEPI Indicators, Institution-Set Standards, and Student Learning Outcomes: How does the college leverage these indicators and data sources in its planning processes?	
Tools: What tools does the college use to facilitate planning at each level (e.g., unit, division, college)?	

*San Bernardino Valley College Strategic Planning Workshop
October 21, 2016*

<p>Evaluation: How does the college evaluate its planning processes and outcomes?</p>	
<p>District-College Coordination with Data, Goals, KPIs, and Activities: How are college planning and evaluation processes aligned with district planning and evaluation processes?</p>	
<p>Inclusive: Which stakeholder groups participate in planning at each level (e.g., unit, division, college)?</p>	
<p>Integration: How are plans (e.g., educational master, strategic, division, unit, SSSP, Student Equity, Basic Skills, technology, staffing) aligned across the college?</p>	
<p>Planning and Decision-Making Manual: What documentation does the college use to illustrate planning processes, structures, and outcomes?</p>	

*San Bernardino Valley College Strategic Planning Workshop
October 21, 2016*

<p>Culture of Planning: What is the college's culture in relation to planning at each level (e.g., unit, division, college)?</p>	
<p>Organizational Structures: Which governing bodies and organizational structures are involved in planning processes? What are the roles of each?</p>	
<p>Outcomes of Planning: How does the college assess outcomes of its planning processes? How are these outcomes used to inform future college plans or activities?</p>	

San Bernardino Valley College Strategic Planning Workshop

Summary of the February 3, 2017 Workshop

The second workshop in the strategic planning workshop series centered on the following session goals:

- Review previous accreditation recommendations related to integrated planning
- Reflect on the current strategic plan
- Prioritize areas for improvement of the strategic planning model

As an initial activity and to reflect on the first strategic planning session, participants were asked to share their biggest takeaways from the first session. Although there was not complete overlap between the participants in the first session and in the second session, there were a few participants that noted key takeaways from the first session, including the following:

- Learning principles for integration
- Drawing connections between cultural competence and planning

Based on our discussions with the Rania and her team, it was important to revisit the recommendations that were provided in the 2015 accreditation report to see what progress the college has made in improving the dialogue about the strategic plan in relationship to overall institutional effectiveness. This would also serve as an important assessment for the accreditation mid-term report. To these ends we presented basic planning terminology, definitions and examples of other plans in order to frame the discussion for the participants on finding more clarity and manageability to the plan. Once we established a simplified framework we had the participants read the following excerpts from the 2015 Accreditation Report.

ACCJC Team Report 2015 College Recommendation #2

In order to improve effectiveness, the team recommends that dialogue about the results of the evaluation and measurement of strategic goals and objectives be increased so that the outcomes of College efforts to improve can be used to make decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

The College has done significant work on integrating and revising its planning processes with the latest iteration of the College's Strategic Plan articulating the central role of the strategic plan relative to other major planning documents and processes. The 2014-2019 Strategic Plan integrates with other College plans primarily by incorporating initiative/objective-level items from other plans (e.g., Technology Plan strategies). While the integration is laudable, the resulting strategic plan contains over 150 strategic initiatives/objectives, and many of the objectives included in the plan are not measurable or are simply not measured or reported on, perhaps due to the large number of objectives. (I.B.2) (page 22 of the team report)

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While these findings in and of themselves may not be clearly indicative of a problem, it became apparent in other interviews with faculty, staff and administrators that these key personnel and decision-makers were in general not familiar with the College's performance on its measurable strategic goals and initiatives/objectives, indicating that this information was not actively being used for decision-making. A link titled "Strategic Initiatives and Benchmarks" is available in the planning section of the ORPIE website. The linked document provides extensive data on the performance of the College in achieving its strategic goals. (I.B.2) (page 23 of the team report)

The College has done significant work on integrating and revising its planning processes. It would be useful in supporting a planning cycle of continuous improvement if evidence of assessment of strategic plan objectives relative to the initial benchmarks and stated targets were more prominent so that decision-making processes can use the results of these evaluations to drive decision-making. (I.B.2, I.B.3) (page 25 of the team report)

Summary of the May 5, 2017, Workshop

The third and final workshop in the strategic workshop centered on the following session goals:

- Review Planning Definitions, Values, Norms and Assumptions building on the last two workshop activities and continue to work on accreditation recommendations
- Continue to discuss and streamline current strategic plan goals, objectives, and key performance indicators
- Review models for annual and multi-year planning cycles for future development of a sustainable planning and evaluation cycle at Valley College
- Review models for planning and decision making structures for to enhance inclusive, broad-based campus planning culture at Valley College

We started the day with a discussion on what the participants recalled from the last planning workshops and what things were important to continue at Valley College. The following list includes the participants' discussion highlights.

Planning Values, Norms, and Assumptions for Valley College

- Ensuring this work is carried forward after the workshop and results in action/change
- Important to include previously marginalized voices in the planning process
- Need to broaden dialog across the campus about planning and decision-making -- needs to move beyond College Council
- Need to include students in planning process -- leverage student voice in planning
- Offer planning workshops or events on campus to ensure easier access for students as well as faculty and staff

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- Need to make the plan understandable and specific; goal is to be:
 - Simple
 - Concise
 - Clear
- Need to improve communication and dissemination of information
- Ensure current committee structure is relevant to college aims and effective
- Emphasize participation in governance/decision-making - engagement is critical and will require a culture shift
- Leverage communication mechanisms and channels
- Value feedback from constituent groups
- Leverage personal communication (beyond emails) to build trust

Observations and Recommendations from Facilitators

As this was the last planning workshop in the series over the course of the year, we heard the importance of continuing this dialogue on improving planning at Valley College. As facilitators we feel the participants who came to the workshops represented the passion and love for the college and the desire to make Valley an even better institution. We highly recommend keeping this group together as champions for integrated and strategic planning and the work that has been accomplished over this last year. We hope this group will lead the planning dialogue and implementation of the recommendations.

The list below outlines other concerns expressed by participants. These concerns may not have been directly addressed in our presentations or activities but should be addressed as part of the on-going planning work at Valley College:

- Participants noted that previous strategic plan represents a previous campus culture and leadership orientation
 - Similarly, there appears to remain a certain concern about trust and transparency in decision-making processes
- Participants cited a lack of stakeholder engagement (faculty, classified staff, and students) in college planning
- Participants were not confident that the retreat outcomes would not be carried forward
- Ambivalence in creating a decision-making manual due to previous institutional experience

Additionally as facilitators we would like to add a few other areas in planning that are important but we did not have enough time to full address in the workshops.

- Identify ways in which KPI data can be communicated to the campus community and used for planning

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- Examples and Resources:
 - San Diego Mesa College (rCharts): www.sdmesa.edu/datawarehouse
 - Santa Rosa Junior College (Tableau): <https://strategic-planning.santarosa.edu/2014-19-strategic-plan-scorecard>
 - Infographic software:
 - Canva: www.canva.com
 - Venngage: www.venngage.com
- Identify core college priorities and examine how the college is actually allocating resources and comparing this to the college goals and objectives stated in the strategic plan
 - Resources:
 - Chaffey College: http://www.chaffey.edu/profdev/IP/documents/EVIPM_2016.pdf
 - Palomar College: <https://www2.palomar.edu/pages/strategicplanning/>
 - South Orange Community College District: <http://doctrinary.socccd.edu:2656/Documents/Business%20Services/Accounting/District-Wide%20Integrated%20Budget%20Planning%20Resource%20Guide.pdf>
- Dovetail specific plans with strategic plan in order to eliminate need for a detailed and copious list of action steps in strategic plan
 - Resources:
 - IEPI Applied Solutions Kit for Integrated Planning: <https://prolearningnetwork.cccco.edu/ask/integrated-planning/>
 - 3CSN Integrated Planning Matrix: <http://3csn.org/files/2017/02/IP-Crosswalk-Activity.pdf>
- Improve communication regarding College Council activities, particularly those related to planning
 - Resources:
 - San Diego Mesa College (Newsletter): <http://www.sdmesa.edu/about-mesa/office-of-the-president/first-monday-mesa.shtml>
 - Hartnell College (Newsletter): https://www.hartnell.edu/sites/default/files/u90/2017-02-15_highlights.pdf
- Set aside time and space for expanded dialog on KPIs and college strategic goals/action planning
 - Resources:
 - RP Conference presentation on integrated and strategic planning framework and communication: [https://rpgroup.org/Portals/0/Documents/Conferences/RP%20Conference/2017%20Materials/Planning and Institutional Effectiveness/Student Success Framework Long-term Integrated Planning%20.pdf](https://rpgroup.org/Portals/0/Documents/Conferences/RP%20Conference/2017%20Materials/Planning%20and%20Institutional%20Effectiveness/Student%20Success%20Framework%20Long-term%20Integrated%20Planning%20.pdf)

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- RP Conference presentation on goal-setting and communicating college goals:
https://rpgroup.org/Portals/0/Documents/Conferences/RP%20Conference/2017%20Materials/Planning_and_Institutional_Effectiveness/Making_Institutional_Goal-Setting%20Meaningful.pdf

The third workshop validated our key observations from February's workshop and demonstrated that Valley College may benefit from focussing on these four areas in the next year. Committing to these areas of focus will ensure the current strategic plan takes a more manageable form that can be communicated to, and understood by, the larger campus community.

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Recommendations Based on Review of the Current Strategic Plan Goals and Objectives

In order to make progress on the current plan, we recommend continuing to work on the following areas in the next academic year.

1. Define Planning Terms

Participants provided a substantial amount of feedback regarding the goals and objectives. Many of the comments centered on creating shared meaning around the terms associated with planning (e.g., goal, strategic initiative, objective, indicator). In light of this, we recommend the following action items:

Create a planning glossary or definition guide for the strategic plan

2. Simplify and Focus the Plan

Many participants comments pertained to the quality and quantity of the objectives outlined in the current strategic plan. Participants indicated there were far too many objectives to manage in the given strategic planning time frame and that the objectives needed to be aggregated or prioritized. Still other participants noted that the objectives appeared to be too granular or were not clear or measurable. In light of this, we recommend the following action items:

Continue to streamline and prioritize the goals, objectives, and KPIs

Build strategic plan action steps into other existing plans (e.g. technology plan, distance education plan)

3. Planning Timeline

Participants noted that the strategic plan may need to be revisited on a regular basis, such as mid-way through the 6-year planning cycle, to ensure that the goals are still relevant and to make any necessary shifts in priorities or focus, based on changes in internal and external factors. In light of this, we recommend the following action items:

Revise or clarify the strategic planning timeline with designated time for collaboration, sharing and communicating the progress on the strategic plan

4. Strategic Planning Communication and Annual Review

There was considerable consensus that, in order to move forward, the College needs to set aside a space and time for dialog about institutional planning and evaluation. This could take the form of an annual retreat or workshop that includes members of key constituent groups and governance group representatives. In light of this, we recommend the following action items:

Explore opportunities for more directly and meaningfully linking strategic goals to unit-level planning and other college plans (e.g., through program review, planning matrices, and/or other integrated planning processes)

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In summary, we feel Valley College is on its way to building a more robust and efficient planning model, especially with the support and sponsorship of the college President. We are encouraged by the support and engagement of the Valley College team in each of the planning workshops. These workshops were a significant step forward in further engaging the college community in strategic and integrated planning. We hope that recommendations of the participants and facilitators have been helpful and warrant exploration for possible implementation.

With strong executive leadership and inclusive and collaborative dialogue, Valley College is well on its way to advancing its planning and evaluation culture. As an example of this, at the end of the workshop on May 5th, Valley's President was already planning Town Hall meetings for the next year to communicate with the campus community regarding planning efforts and other critical issues to broaden the engagement across the campus.

We want to thank you for the opportunity to work with Valley College. We have learned so much from the College team and look forward to seeing the great progress and positive changes implemented at Valley in the next few years.

Denice & Bri