

# SBVC Planning Handbook



San Bernardino Valley College

## SBVC Planning Handbook

Over several cycles of planning, we have learned that dialog among campus and community stakeholders is the most important element. This document provides a general framework and guidelines to structure the process of strategic planning. The mission is always the starting point. The current mission statement and guiding principles can be found on the website along with the SBVC vision and values.

### Steps in the SBVC Strategic Planning Process:

**(1) Regularly Report Progress Toward Achieving Goals and Objectives.** Annual progress reports assessing progress will be made to campus groups and posted to the campus website. Data measures are often presented to the entire campus at opening-day all-campus meetings.

Campus presentations summarize the progress made by the campus in achieving the previous planning cycles.

**(2) Regularly Review the Mission Statement.** The mission statement is regularly reviewed in College Council. Proposed revisions of the mission statement are discussed with all stakeholder groups: students, faculty, classified staff, community members, and campus administrators. Revised mission statements are displayed on all routine correspondence, in the college catalog, in the schedules each term, and published on the campus website. In, the mission is routinely recited to groups before every focus group or town-hall meeting as a starting point for dialogue when collecting data for this plan.

### **(3) Solicit Input From all Stakeholders**

#### **regarding mission, goals, and common objectives:**

The Office of Research, Planning and Institutional Effectiveness collects input from a wide range of stakeholders on and off-campus using surveys, focus groups, community forums, SWOT questionnaires, and individual interviews.



The themes that emerge from these data are used to assess the relevance of existing goals. Goals are ranked according to how much they conformed to the mission of the college. Six goals have emerged in previous plans and measurable objectives have been defined for each goal.

*Faculty, Staff, Administrators 2*



At this point College Council has the opportunity to review the content and number of goals and objectives.

Benchmarks that established starting points are established for each goal, and incremental improvement targets are set. The time length for the plan is determined by the president with recommendations from College Council.

#### **(4) Provide Updates to College Council Twice a Month:**

Figure 1. Links Between Objectives and Mission



Strategic planning was a standing agenda item for College Council, and the Dean of Research Planning and Institutional Effectiveness made regular presentations. The committee provided feedback on the substance and process. Exercises were used to generate and clarify goals, objectives, and timetables.

**(5) Present Regular Campus-wide Updates to All Stakeholders:** Updates on the process (during the planning development phase) and progress towards achieving goals and objectives were scheduled for the beginning and end of each semester.

**(6) Academic Senate Review:** *The Academic Senate should always be provided time and access to revised strategic planning documents to comment on and recommend changes to planning documents before final drafts are voted on in college council. Final draft is always forwarded to the entire campus for review and recommendations.*

The planning process model shown in Figure 1 captures the essence of the SBVC planning structure. The SBVC Mission and Vision are positioned at the top, encompassing all other elements. All aspects of the plan are driven by the mission and vision of the campus.

Strategic initiatives are on the next level and define the commitments necessary to achieve the mission.

Although the initiatives are not always mentioned in the plan, when they are, initiatives define activity zones for goals and objectives. Objectives provide measurability. Each objective is accompanied by activities, timetables, and targets. Responsibility centers are linked to committees that share planning goals within specific plans (see Figure 3).

Data are managed in spreadsheets to track progress toward objectives and annual timelines with targets. This table represents a tool for recordkeeping to measure progress and signal alarms if the campus falls too low on any given measure.

#### **Integrating the Planning Objectives at Every Level of Planning**

The aim of every SBVC strategic plan is to align the goals and objectives of the plan with the individualized plans in Figure 3. The plan should also align with larger district-wide and state-level plans and initiatives; smaller plans include the campus--level plans shown in Figure 2.

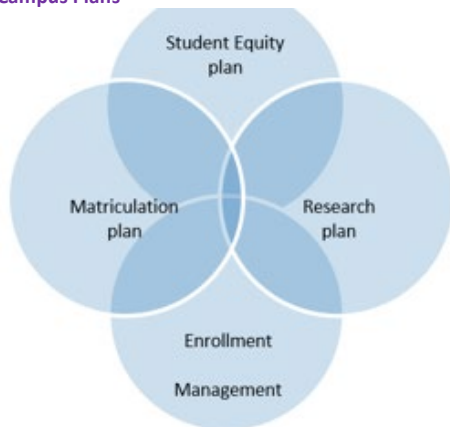
**Figure 2. Integrated Planning with Larger and Smaller Systems**



\*Although the sustainability plan is a district-level plan, it is also a special area plan for SBVC.

Many campus-level plans overlap with each other as well as with the campus strategic plan. Examples of this can be seen in Figures 3 and 4. One example of this is the overlap between the enrollment management plan, matriculation plan, and student equity plan.

**Figure 3. Overlapping Goals of Four Special Area Campus Plans**



These plans share numerous goals in the areas of student access and student success. They all share the purpose of improved student tracking and better evaluation with the research plan.

When progress is achieved for goals in one of the initiatives, it is recorded in all plans that share the goals and objectives. The committees or departments that oversee the special-area plans become the natural responsibility centers to monitor progress of the related goals in the strategic plan. Consequently, they are accountable to manage messaging, encourage success, and determine the need for intervention when we fall below the campus-set standards. The Office of Research, Planning, and Institutional Effectiveness provide annual reports to all committees, where dialogue and analysis occur.

4Logic models are tools used by planners and evaluators to assess the effectiveness of institutional activities. They illustrate the relationships between goals, resources, activities, and outcomes.

**Figure 4. Integrated Planning Model**



**Environmental Scan Findings**

The campus and District regularly conduct economic and environmental scans of the service area. These data are used to align community needs with campus resources and future planning. These reports assess the character of the residential community and the nature of the business environment. Findings are typically divided into seven

general categories: (1) Service area characteristics; (2) Demographics; (3) Psychographics profiles of neighborhoods; (4) List of colleges, universities, and trade schools within a 30-mile radius; (5) Current employment opportunities; (6) Top employers and business clusters; and, (7) Job projections.

Community needs are nearly always linked to the socio-economic status (SES) of the residents. There are a relatively small percentage of households in our area with a college graduate, so SBVC can expect to enroll many first-generation students.

Because of the need for skilled craftsmen and blue-collar workers in this community, SBVC can expect to have a strong demand for CTE programs. By examining the residential enrollment patterns among the four-year colleges and universities in the area, SBVC can better advise our students who have plans to pursue higher-level degrees.

Data is discussed at numerous campus committees and planning meetings.

The themes defined in College Council, along with the strategic initiatives, are discussed and refined annually.

### **Evaluation of Planning Process and Planning Objectives**

Evaluation occurs on three levels by three planning bodies. Two of these evaluations will occur annually. The third will occur on a three-year, or five-year cycle – depending on the length of the plan. The three levels are: (1) evaluate progress towards meeting measurable objectives, (2) assess the validity of the measurable objectives,

method of measurement, and appropriateness of timetables, (3) evaluate the goals and initiatives—refined or reconstruction of the entire plan as needed every five years. The three planning bodies that will evaluate the plan are: (1) college council, (2) collegial consultation committees associated with each goal and objective—these committees typically oversee the campus level plans linked to particular goals, (3) Office of Research, Planning, and Institutional Effectiveness.

### **Evaluation Cycles and Levels**

**Level-1.** All appropriate objectives in the plans will be assessed to evaluate progress toward meeting the goals and strategic initiatives. This will typically be done by measuring each objective. Although not all goals and objectives lend themselves to empirical measurement, we made every effort to craft objectives in a way they could be measured. The data table in Appendix A represents a logic-model style tool to track and record progress. Most strategic objectives have identified benchmarks with annual and long-term targets.

**Level-2.** This higher-level assessment will examine the relevance and validity of objectives, targets, and measurement procedures. College Council will conduct a yearly meta-



evaluation to assess the relevance of objectives, measurement processes, and timetables. Recommendations to improve measurement and processes are proposed when the committee thinks they are necessary.

Evaluation of SLO/SAO<sub>6</sub> processes will be conducted by collegial consultation committees. Results of these committees' evaluations will inform the evaluation of the strategic planning objectives that use SLO/SAO's.

**Table 1. Goals and Initiatives that resulted from themes identified by stakeholders 2018<sup>s</sup>**

Current Goals	Strategic Initiative
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, & 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.

**Level-3.** This level involves evaluating the relevance and applicability of the basic structure of the plan itself. **This is scheduled to occur on a three-year or five-year cycle and results in a fundamental reexamination of the goals and strategic initiatives.** The review sometimes results in a change to the planning time cycle—the original strategic planning cycles as ten years before it was reduced to five. This evaluation typically leads to the construction of an entirely new plan with broad-based campus and community input—the process is outlined in sections three and four of this document. Table 2 shows a summary of the evaluation processes.

Programs and departments are evaluated on an annual cycle in the Educational Master Planning (EMP) process. Recommendation and data from the EMP sheets will be integrated with the strategic planning evaluation.

Table 2. Evaluation cycle for progress toward achieving objectives and validity of measures

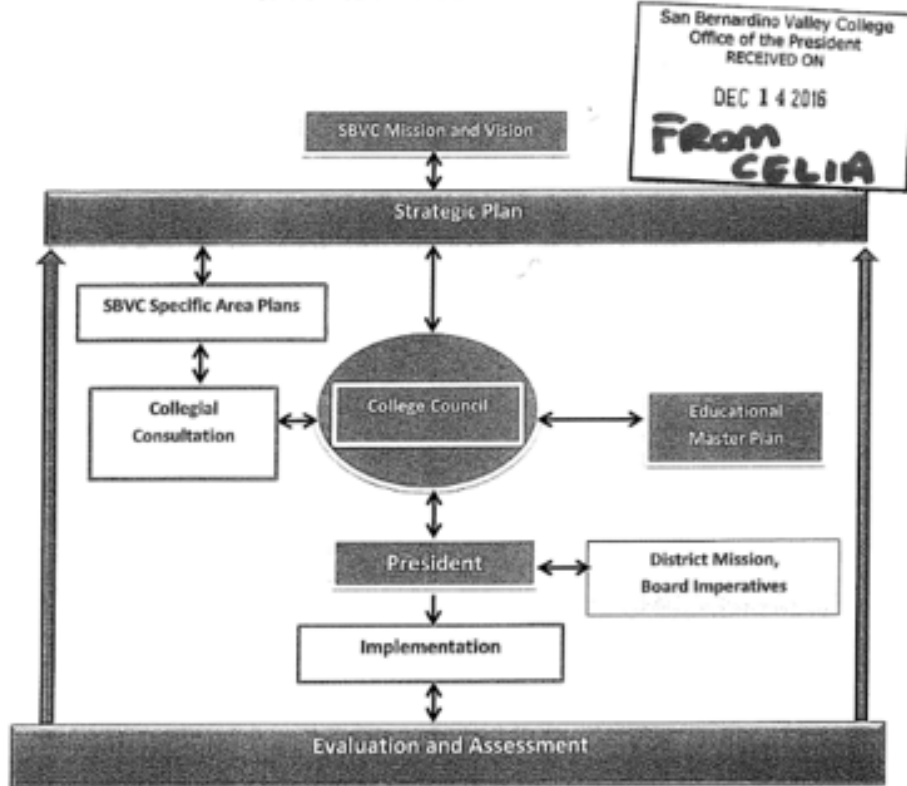
### Evaluation of Progress and Measurement

Evaluation level	Frequency	Responsibility center
Assess progress toward meeting the measurable objectives associated with each goal	Annual	College Council; associated collegial consultation committees; Office of Research, Planning, and Institutional Effectiveness.
Assess validity of the goals and objectives	Annual	College Council; associated collegial consultation committees; Office of Research, Planning, and Institutional Effectiveness.
Assess the relevance of the goals and strategic initiatives	Five-year cycle	College Council; associated collegial consultation committees; Office of Research, Planning, and Institutional Effectiveness (with campus and community input).



<sup>6</sup>Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) are defined and assessed to determine student progress and program effectiveness.

**SBVC PLANNING AND DECISION MODEL**



San Bernardino Valley College  
Office of the President  
RECEIVED ON  
DEC 14 2016  
FROM  
CELIA

LEGEND	
Specific Area Plans	Evaluation and Assessment
*Educational Master Plan*	Accreditation Self-study
Enrollment Management Plan	Campus Climate Surveys
SSSP Plan	Committee Survey
Technology Plan	Strategic Objectives Assessment
Facilities Plan	Accreditation recommendations
Student Equity	Program Review
Grants	Prioritization
Professional Development	Learning Outcomes
Research and Evaluation	Needs Analysis