



You are invited to a

FOCUS GROUP SESSION

To get your input on

SBVC's Strategic Direction

Dates for upcoming sessions:

Wed, March 27, 12 Noon
Thurs, March 28, 12 Noon
All sessions will be in the Assessment Conference Room, ADSS-102C



You are invited to a

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To get your input on

SBVC's Mission & Values

Dates for upcoming sessions:

Wed, March 20, 12 Noon
All sessions will be in the Assessment Conference Room, ADSS-102C

August 24, 2012

Classified Senate – Strategic Planning for 2012-2017

Challenges

Conservation of resources

Customer service

Access to computers, time to access

Disabled access, sidewalks

Negative campus culture

Access to information

Student access to computers

PD must be highly promoted e-mail and flyers

Being visible in the community

Lack of advertising of the campus

Customer service – need training

Student services (not enough staff)

Section cuts

Library hours being cut (limited hours for students who depend on our facilities)

Interim status among much of the administration

More efficient technology – support services

Accessibility Issues

Computer labs for registration. All registration is done online, but no real computer access for students

Focus on increasing staffing for library to increasing hours of operation

Funding sources from local businesses, sponsorships, etc.



You are invited to a

FOCUS GROUP SESSION

To get your input on

SBVC's Image & Character

When: Thursday, Feb. 28

Time: 12:00 noon

**Where: Assessment CR,
ADSS-102C**



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Dates for upcoming sessions:

Thurs, March 14
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1. What are the most important issues/challenges facing the campus?

Funding

PE & Tech buildings

section cuts

Poor leadership in upper administration at campus and district
cuts to classes w/o considering fiscal cuts in other areas

funding issues; lack of consistent leadership

financial--lack of student resources, section cuts, instruction/space

balanced downsizing; SLOs; accreditation; service hours

underfunded necessities; bad success numbers; structural decay; patchwork
fixes, coping; suspended programs

optimizing the mix of course and program offerings w/the mission of the
college and the character of our student population

not having stable management, filling open vacancies and providing
adequate class sessions for students

access, basic skills, student support services

funding; providing training for jobs; designing new curriculum; deleting
curriculum

access; student success; stability and morale to be engendered by
administration

stable funding from the state and consistent state policy guiding CCC

students able to enroll in classes to help them reach their goal/transfer
budget cuts, cutting the number of classes offered are obstacles

services, still be here; meet needs of more students

no money; changes in economy; ignorant outsiders; inprepared students;
temporary administrators

budget challenges of state negatively affecting the ability for education to provide upward mobility to our community

statewide budget restrictions affecting access and success of students

access--lack of seats and sections; the pressure for remediation and basic skills

staffing (retirements, SERP, cuts administration)

deciding how to allocate limited resources--i.e., where do we focus? What programs are expendable, where could cuts be made?

are there places where making changes could conserve resources without hurting students/ faculty or community?

budget alignment w/success and access

student success and programs; budget, as a result offering classes with clear pathways, balancing basic skills with college-level courses

how do we modernize both tech and PE?

2. What challenges do you see facing the college in the future?

A. Five years from now

decimated tech division (a div which serves our community's ability to enter/move up workforce)

funding; consistent leadership; developing and following plans

same

rebuilding programs and services

inadequate flow from high school

prioritizing areas (programs/courses) of growth strategically; juxtaposed against areas that have declined (currently)

maintaining stable management, improve course offering for students, hoping to fill vacancies

of full-time faculty, effects of lack of long-term planning

basic skills students; challenge with doing more with less

resilience and commitment of faculty because of dire financial times; redefinition of mission, a knee jerk reaction to difficult times

incoming students well prepared to take college-level courses

limited offering of classes; # of classes offered

funding; the rest is no legible, noted in red ink on page

recover from prior downsizing

inability for college offerings to adjust rapidly enough to keep pace with the speed of business/society/technology

funding for schools in the face of budget crisis; faculty role in governance and decision-making

staffing/new staff

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Technology Committee
October 3, 2012

inhibiting assess; computers, library, other student services

budget, but now, will be looking for more students, i.e., or FTES, are students getting the courses they need? Are we able to offer CTE with new equipment and new training:

B. Ten years from now

laws to help secure funding

leaning toward a "for-profit" model, which is NOT what we should be doing

funding, lack of academic vision, lack of consistent leadership

new legislation, no social sciences

rebuilding FTE

campus image, increase course offerings to address needs of our local community
budget problems?

increased demand of basic skills, if nothing done

ties wth local community due to mobility of population

all residual effects caused by factors mentioned in A. (five years from now);
leadership from all levels

a good strategic plan to produce technicians and professionals for the
Inland Empire and its economic development

" degree offering vs. certificate; viability of community college

More of the same

keeping up with changes in economy

lack of courageous leadership to make tough decisions

hopefully, quality of education, real challenge for students academically

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Technology Committee
October 3, 2012

population growth (academic prep)

limited programs, not as competitive as others around the region

what is the job market/ budget maybe; our college will look different; how does it evolve successfully?

3. In your small group (4-6 people), discuss the following. Appoint a note taker to write down key ideas to discuss with the entire group.

A. What should we do as a campus to address the challenges you identified:

find gaps (in staffing), prioritize goals where gaps are found; can they be covered?

planning; identify needs; be proactive

B. What threats do these challenges pose?

Costs (budget)

better system/process to deal w/course cut.

C. What opportunities do the challenges you identified present?

Finding out how effective (functional) we are

how to scrutinize the program review process for degree and certificate programs, instead of courses.

D. If we get started right away, what is the best-case scenario for 2018?

fill gaps (in staffing)

Q4: what would be the optimum split between Career Technical Education (CTE) courses and strictly academic transfer courses? How does this breakdown affect the image of the campus?

Who are we as a college? What is our mission?
Basic Skills, CTE, Transfer

Can we maintain our mission?

Q5: In your small group (3 or 4 people), discuss the following (10 minutes)--write your notes on the a

a. What should we do as a campus to address the challenges you identified?

b. What should your department do to address the challenges you identified?

attached sheets:

over-reliance on state funding

increasing/decreasing resources to do everything for everyone for less and less

are four-year colleges too impacted?

possible general public survey for students to gain feedback

Q1: What are Valley College's strengths? What do we do well?

nurturing students

seem to be fairly proactive in planning

accessibility; diversity; academic support; financial support; faculty involvement; campus clubs

offers hope to an economically depressed city thru education.

we have programs that propel people to employment or transfer

majority of employees really care about the people we serve

preparing students

using technology

move forward

shared gov

sincere concern for students

aspire to help students

commitment to student success

came for students

strength in diversity (diversity in analogy)

the campus employees truly care about helping students, not only in terms of academic performance

High quality vocational and academic training at a responsible cost. Good location. Technical division fa

Community sensitivity

relatively young, dynamic faculty

sense of esprit d corps

we have a strong supportive relationship with our community. We provide quality education with limite

location, faculty

great faculty - longevity

generations of students return

great union

student aid and access, availability, location, info sharing, faculty, diversity

diversity of faculty

retention/promotion of students to the next level of education

students feel welcome and there are good support services

we're led creatively, we can pull together expertise well

good student services, tutoring center

student success center

learning center
DSPS

reading department
building program
building support services
innovational curriculum
basic skills committee

active participation between all constituents

strong VPI at present, although interim
best we have had in many years

faculty, diverse, positive attitude among depts, professionalism

ə, but also holistically.

culty members who have federal and state certifications/authorizations/licenses

əd resources

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Q2: What are your departmental strengths? What does your department do well?

A. Five years from now

builds community; develop student creativity; open students to new perspectives
grant certificates/degrees

faculty participation
staff support
faculty availability

the library technology program provides those already in a K-12
employment educational credits (and certificates) which satisfies the "no child left behind" act. Instruct
Courses are offered online and we are currently collaborating with the American Library Association for
count toward their LSSC certification

generating enthusiasm
collaborating w/other departments
utilizing technology

what "john" said
los of full-time faculty
lack of support services
hire strong president
build morale
educate board re: responsibilities
innovative curriculum
engage in curricular? Processes

the department is very focused on preparing students for transfer and creating a learning community e
the faculty and staff of the department are very active in campus collegial processes

we train taxpayers! All of our electrician trainees possess an authorization card issued by the division of
refrigeration students carry the EPA 608 authorization card to handle refig gases

diversity
cohesive
focus on teaching/learning

next semester 100% of our sections will be taught by full-time, full professor, faculty
department and division offices work well together

stay current on accreditations--BRN & NLN faculty are currently working collaboratively in preparing for
strong nursing program

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active across campus
work together/support each other
academically sound instruction

availability to student, the part-time instructors, scheduling of classes, professionalism, diversity, # of st
of students passing A&D state cert exam @ 80%

providing quality instruction in a facility and environment that does lend itself to the mission/values of
doing more than what is known to the rest of the campus in spite of the unsafe and filthy facilities we a

psych department provides college level psych courses for students who may not have college level rea
have faculty (90% adjunct) who are professional and dedicated

forming a process of collecting and assessing quantitative data about dept.
progress towards regular meetings (22 weeks)

good retention rates
good student success rates
good basic lecture/lab offerings
good community outreach, i.e., planetarium programs

we move forward although sometimes very slowly
shared gvernance/collegial dialogues
sincere concern for students

instruction; contracts; curriculum; catalog/schedule

strong guidance, direction, support of classified members of our dept.

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ors are actively employed in the field.
· evaluatio of our classes so they will

nvironment for STEM students

· apprenticeship standards. All of our

· NLN accreditation in Feb

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students in programs

the college.

re expected to teach in.

ding and writing skills--does this well

Q3: What challenges do you see facing the college:

a. five years from now?

budget/funding

growth

slow curriculum process-content not updated to match fast-paced changes

fewer classes/less financial support

budget/underprepared students

the lack of cohesive leadership on campus and dismissal/disregard of collegial processes at the district level
long-range ramifications on the work of the institution and morale of its employees in the future

budget

coping with reduced resources

stay open

of classes available, prereqs for nursing

keeping dedicated administrators to avoid the revolving door

classes, full-time faculty

budget

funding and organization-administration, vision and turnover

transitioning from a climate of decline and consolidation to a climate of growth and expansion

making sure basic skills are addressed before students enroll in college-level courses--either in high school
basic skills courses that the college needs to offer

providing access to students

offering the courses needed

providing resources that support students in the classroom

budget; student fees, basic skills

additional budget cuts, parking

full-time faculty, course offerings, keep programs

b. ten years from now?

technology changes
changes to how students learn and communicate

fewer faculty
lack of infrastructure support
administration attrition

budget, hiring new faculty in the CTE divisions

re-expanding intelligents

continue to grow and provide quality education in financially difficult times

same, # of classes available - prereqs for nursing

staying true to comm college definition
maintaining program integrity despite severe budget cuts

the same, classes, full-time faculty

budget

funding and organization-administration, vision and turnover

making sure basic skills are addressed before students enroll in college-level courses--either in high school
basic skills courses that the college needs to offer

providing resources that support students in the classroom

payback of measure/bond monies 648 million!

vel will have

ol and/or in specific workshops/

ol and/or in specific workshops/

Q4: What challenges do you see facing your department?

a. five years from now?

restaffing those faculty members who retire, lack of sufficient funding

fewer courses

reduction of higher level courses/impacted courses

retention of solid adjunct faculty

growing degree/certificate programs

coping with reduced resources

most faculty will probably retire

it is difficult to provide continuity if faculty are not replaced

funding qualified director and faculty

keeping transfer level courses so we don't become a basic skills mill, or grade 13

classes, full-time faculty

budget/facilities (if our project is not moved forward)

lack of full-time faculty, student preparation for classes, ability to offer classes

organizing the re-expansion of courses w/in dept. have a dept mission statement that can anchor the d

more demand for physics/science courses due to increased demand for engineering courses and STEM

providing access to students; offering the courses needed; providing resources that support students in

resources

additional cuts

full-time faculty, course offerings, keep programs

b. ten years from now?

taking studio courses to online or hybrid learning

changes in student learning styles

faculty attrition

re-expanding intelligents

classes, full-time faculty

lack of full-time faculty, student preparation for classes, ability to offer classes

moving into new academic areas

more demand for physics/science courses due to increased demand for engineering courses and STEM

providing access to students; offering the courses needed; providing resources that support students in

?

additional cuts

ept.

courses

the classroom

courses

the classroom

Q5: In your small group (3 or 4 people), discuss the following (10 minutes)--write your notes on the a

a. What should we do as a campus to address the challenges you identified?

move our facility project forward so we don't lose our faculty

budget, outside funding sources

budget issues

seek outside funding sources

issues in administering grants w/faculty

challenge w/prioritizing courses

we need a plan for supporting our course offerings to deal with the notion of cutting courses

can we cut cost through administrative cuts?

how do we keep budget cuts away from students?

hire new faculty

secure our funding, find new sources of revenue

budget and faculty pay being so low

move our facility project forward so we don't lose our faculty

identify additional funding sources, hire faculty and competent administrators

direct students by more counseling availability to courses/sequences that enable them to progress

be more organized in identifying student deficiencies to direct them to a specific course to address the
more counselors needed to help students and to direct them to proper counsel and programs

b. What should your department do to address the challenges you identified?

advocate for more faculty

replace faculty who have retired

hire a new faculty members

try to reduce our clerical work so we can use our resources to teach not spend 20-30% of time running printers, scantron, etc., college often pays us professional salary to deliver test to DDS?DPS

unless more faculty hired in department, nothing will change

creating a strategy for growth in the dept that reflects the college's mission and the mission of the dept

need to offer more sections to meet demand

need to hire more instructors to fill this need

need to expand our engineering offerings

attached sheets:

basic skills needed

copy machine,

..

Notes from blank sheets handed out @ meeting

what should we do as a campus to address the challenge you identified?

problems:

campus safety

one-day payment to secure classes for students

challenges:

funding/finance

section cuts

access to computers

lack of student resources

conditions of old buildings

counseling (lack of counselors)

interim management

transfer process not communicated well to students, especially changes

solutions:

prayer

legislation to secure our funding

1.

budget decline

facilities maintenance

leadership/stability

inconsistent CCC system mission

course offerings

insufficient numbers of students to meet CCC mission

3.a.

renew commitment to mission of CCC and campus

advocacy (at state)

stable look for leadership and creative (outside)

transformational leadership

find cost-saving measures for the campus and the district

look for leadership w/in campus

more community outreach to share resources
extend class payment period/find other ways for them to pay
campus police patrol more frequently

3.b.

loss of certified programs
loss of stable leadership (SERP action)
impact of program viability

b. threats:

loss of stable state budget

our neediest/non-credit card holding students will lose out on the securing of classes to help them pull out of the cycle of poverty
campus gets smaller in its offering

3.c.

opportunities for change on campus, confront challenges
streamline and reorganize offerings of programs
identify new leadership

student success

can't replace the workforce that has depleted

private universities/colleges getting more of our students, large debt
out students are shut out of their education, bumpy road and setbacks towards their transfer

3.d.

academic programs more closely tied to Inland Empire and stronger and resourceful
nimble/adaptability/resilience

c. Opportunities:

think of other ways to allow students to make their cash payments that admissions can handle and would increase access

4.

thinking outside the box

CTE-reorganize/stabilize course offerings

experiment with different learning communities and scheduling of classes

split to reflect demand of community

(different length) quarter system

transfer

d. Best-case scenario:

more students enroll

\$\$\$ more!

hire more faculty

increase sections

more parking

faculty get raise

4. should they be split?

survey the community to assess the need for technical jobs. This is a blue-collar community. We need those courses that translate into future jobs.

<p>8-week classes to better meet needs of students offer more general education courses and less specialized areas of study to accommodate demand bridge program to address basic needs of students starting college find ways to become less-reliant solely on state funding lack of courageous leadership t make tough decisions--from campus to state demand for classes drawing students from outside our area and preventing our local college-going rate from increasing</p>	<p>challenges:</p> <ol style="list-style-type: none"> 1. keeping doors open 2. allocation of resources 3. staffing 4. public relations, image of valley
<p>are students having a voice in discussions like this?</p>	<p>ways to address the challenge</p> <ol style="list-style-type: none"> 1. maintaining flexibility <p>availability of students and resources (e.g., schedules) maximizing opportunity to meet campus</p>
<p>b. threats</p> <p>private institutions</p> <p>watered-down support in community because they aren't being ?? Because students are coming from all over to get a class</p>	<ol style="list-style-type: none"> 2. prioritization and looking at efficiency and effectiveness 3. (collaboration and consultation)
<p>idea--from michael slusser</p>	<p>4 & 1. ideas of work in progress--PR--how to get community involved (knowing college), fairs/events (chance to see and enjoy the campus, positive opportunities)</p>
<p>offer surveys to students through the calssroom via the faculty; instead of just distributing surveys via email and to student government much like surveys that students fill out about faculty at the end of each semester</p>	<p>feeling part of having opportunities</p>

potentially, asking academic senate to help promote a one-day survey day on campus to obtain campus-wide student feedback programs; promotions, ASB, same

c. forcing us to think of what we really do:

1. are we efficient?
2. are we effective?
3. what can we do

d. ? We don't know what about question?

if we want a Harvard of CC

e. who are we as a college/

50% vs 50%

given pop served: CTE (needs training);
academics (provides access to higher jobs)

balance is preferred to allow flexibility and access.

challenges:

1. & 2. new budget alignment, success and access funding

funding, training, new curriculum and delete curriculum consistent leadership

access (due to cut classes), student support services cuts to classes

modernize Tech & PE, how do we do both conflicting goals w/PDC and tech

leadership stability non-profit vs. for profit

5 years grants by opportunity instead of need

basic skills still need lack of academic

doing more with less being run like business instead of college

access, ?? Support services balanced downsizing

of full-time faculty SLOs

effect of lack of long-term planning accreditation

modern equipment and updated training for service hours
CTE

do we have students still coming to SBVC?	VPs and above
10 years	restructuring includes district admIn
limited no. of programs, we keep cutting	failure to meet college mission
increased demand of basic skills	threats to program
what is job market? What is local community? Local employers?	failure to meet comm needs
will we be looking for students?	too many reporting levels between campus & district waters down message (keenan)
how do we evolve successfully?	address
3. to address challenges	strategize
are courses needed or haw do we cut classes?	how to keep focus savings at district
program viability	dist partnership should focus on campus not PDC
effective program review	5 years
survey community, what is needed	rebuilding programs and services
evening program impacted by perception of campus safety	ongoing from 1
compete with private schools, fast-track classes	tech w/be gutted
leaders--more proactive planners and doers	not meeting
c. Opportunities	10 years
look at program review process	rebuilding T-TES
curriculum, make sure courses are updated, evolving	for profit mode
upgrading and updating programs	not meeting mission
improve linkage with industry	imaged tied to city (san brdno)

advisory committee strengthen
partnerships with transfer U

d.

we have been revised and revitalized
more efficient and effective, we offer quality
education even with less

4.

no definite percentage, balance
success rate is measured by employment and
development CTE
align with what is needed

formula should include BS:CTE:ACA

Q4

image opportunity!

Hope different students
need different opportunity

relevancy CTE that meets industry standards

appropriate accreditation from appropriate
professional organizations

Q4: Should the number of basic skills courses offered be increased, decreased or stay the same?

How does this breakdown affect the image of the campus?

Stay the same. How do we increase?

Stay the same

Stay the same

Stay the same

decrease

2. What challenges do you see facing the college in the future?

A. Five years from now

for-profits online content

severely lacking in technology and support
need better communication with students, campus-wide

budget cuts; low enrollment; decreased FTE

continuing, frequent changes in admin

stable leadership; preparing/being prepared to meet student demand for high tech/distance education
funding the variety and breadth of classes and programs needed by students to succeed in the job market

Maintaining/retaining trained counselors; leadership/vision; addressing the lack of learning resources (t

economic development; student prep

budget cuts; losing bond in community

budgetary constraints; meeting legislation w/limited w/limited resources

B. Ten years from now

too far out/too much is unpredictable now to think about 10 years out
maintaining program and integrity

same as above, continuing, frequent changes in admin

continue to serve the community at large; image; morale

AC prep; Δ in purpose of CC8s(?)

restarting programs that were eliminated

catching up and filling gap b/u where we are and where we need to be

Strategic Planning for 2013 to 2018
Technology Committee
October 3, 2012

ket

tutoring centres) and lack of computer usage for students

3. In your small group (4-6 people), discuss the following. Appoint a note taker to write down key ideas.
A. What should we do as a campus to address the challenges you identified:

Image; branding; internships; internal promotion

faculty head of college council?

explore sources of funding that will continue programs without making us dependent on special interests
do more training in use of tech skills

B. What threats do these challenges pose?

Premature policy changes/priority changes

faculty/staff morale > student/ ? Resources (not legible noted in red pen)

morale; program cuts; losing bond with community

C. What opportunities do the challenges you identified present?

New policies/priorities

attract more students who want to study "online" and more independence

D. If we get started right away, what is the best-case scenario for 2018?

?

a vibrant, well coordinated college program and stable leadership

as to discuss with the entire group.

its groups.

1. What are the most important issues/challenges facing the campus?

shared governance

student centered

offer people a second chance at attending a four-year college and becoming a professional

Longevity w/faculty

outreach to high schools for assessment and recruitment

student centered classes

keep students coming back

work within the budget and be able to provide services to students

Faculty members personal attention to students

Nursing program, many excellent and caring teachers, an attractive campus and many new buildings

a good balance of academic and career/technical education

More personalized teaching where faculty members know their students and provide more assistance

access to a population in dire need of socioeconomic advancement/opportunity

faculty Jennte addressing concerns that impact our classes/programs/student success

Faculty, Staff, AOA

Faculty/Nursing program

Student centeredness, offering diversity of programs, collaboration

Notes on matriculation committee agenda sheet

reading and writing across the curriculum

library reference

Strategic Planning for 2013 to 2018
Technology Committee
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1. What are the most important issues/challenges facing the campus?

Yearly reduction of state funds
SB County's high unemployment

Funding campus library e-books
Cost of textbooks
Permanent funding for library database

Bringing the learning process into the new tech reality

Mobility/over impact on our systems
Financial challenges

Increase accessible information technology; implement policies that ensure universal and easy access to information through technology; follow 508 compliance for technology access.

BYOD (bring your own device) overwhelming systems; equipment life cycles shortening; mobile

Long-term planning
Weak-link to high school
on web-based
capstone class
inadequate assessment instruments

2. What challenges do you see facing the college in the future?

A. Five years from now

Students not prepared for college level classes; Keeping up with rising cost of electronic references/databases;

students will obtain most learning from mobile devices

Overuse of technology

Awareness of legal obligations to have accessible information and technology access through campus; implementation of policies process

just in the learning

B. Ten years from now

Education--whole person

reviewing changes in legislation about information technology in compliance of section 508.

3. In your small group (4-6 people), discuss the following. Appoint a note taker to write down key ideas to discuss with the entire group.

A. What should we do as a campus to address the challenges you identified:

Visionary committee--tech effects an education; learners "think tank"

computer literacy requirement; identify funding grants, partnerships, free services

B. What threats do these challenges pose?

Leaving a college without students

Left in the dark ages

over reliance on technology; lawsuits for accessibility.

some will feel left out; over reliance on technology; big successes--install wireless

Hardware, purchasing programs; "buying programs" for students

Think tank committee

C. What opportunities do the challenges you identified present?

Students will want to attend colleges that teach in ways they learn

learn to do more; eliminate unused items/housecleaning

D. If we get started right away, what is the best-case scenario for 2018?

A college that has instructors and curriculum that engages students in tech resources.

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NOTES

Get faculty into 21st century

More services to cloud--bandwidth, mobility, BYOD (on top of list)

Increased accessibility policy/technology

equipment life cycles

library database funding

grants, partnerships (discounts)

financial issues (free services from vendors)

students don't have basic knowledge

students can't afford, don't know how to use, *CIT requirement (technology literacy)

degrees, certificates

What SBVC does: human interaction; curriculum; organized info; tech provider; degree provider;
learning experience

Integration

match online resources to SBVC curriculum with human content

Debate professional development, where is education going?

Strategic Plan

2013-2014

A Brief Historical Overview
Adjunction Orientation Fall 2013

James E. Smith, Ph.D.

Dean, Research, Planning, and
Institutional Effectiveness

Denise Whittaker (20040-2008)

- Mission and vision statements were developed in 2002 in preparation for an upcoming accreditation team visit
 - Previously, SVBC had a three-paragraph mission statement with no vision statement or values/tenets—adopted in the mid -1980s.
- At that time, there were only two formal planning documents on file:
 - Professional Development Plan
 - Technology Plan
- Denise Whittaker oversaw the development of the first unified strategic plan at the campus level in 2004—it was designed to be a 15-year planning document
 - Involved the use of campus-wide dialogue
 - Data from an environmental scan ([Husing Report](#))

Deborah Daniels: The Second Edition

- Completed 2008-09
 - Five-year plan rather than the previous 15 years
 - Made more of an attempt to be inclusive
 - Appointed students to committees
 - Continued to glean input from campus constituencies
 - Incorporated survey data
 - Used state-level student success data
 - Introduced specific goals with measurable objectives
 - Established benchmark starting points with annual targets to be achieved
 - Annual progress reports

The Third Edition President: Dr. Gloria Fisher

- Adaptability
- Accountability
- Integration
- Relevance

How Far Have We Come?

- Conducted SWOT surveys
 - Campus community
 - Business community
 - Local community groups
 - Four-year colleges
- Focus groups
 - Students
 - Faculty
 - Managers
 - Classified staff
- Town-hall-style meetings
- Feedback has been collapsed into goals and objectives
- Commonalities have been identified between the strategic plan and specific area plans
- Centers of responsibility have been identified

Areas Touched by the Strategic Plan

- Access
- Campus Climate
- Student success
- Technology
- Etc.



- Parking and pedestrian mobility
- Customer services
- Safety and security
- Signage
- Graduation and transfer





College Council: The final steps

- The final stages with College Council and beyond:
 - College Council will establish a timeline for completion
 - College Council will create measurable objectives within each goal
 - The Office of Institutional Effectiveness will calculate benchmarks (current starting points) for each objective
 - College Council will establish the long-term goal and annual sub-goals for each objective
 - Establish a methodology for evaluating the plan and processes
 - A sub-committee of Academic Senate will work with the Office of Research and Planning to complete the final draft
 - Circulate a copy to campus constituencies and stakeholders for review

Example of Goals, Measurable Objectives, Benchmarks, Annual Targets

Evaluation: Is this a good measure of Access?

	BASELINE 07-08	08-09	09-10	10-11	11-12
1.1.2 By Fall 2011, all basic skills classes will achieve and maintain a 90% fill rate.					
1.1.2.a English	98%	99%	100%	102%	103%
1.1.2.b Reading	93%	94%	91%	96%	96%
<u>1.1.2.c Math</u>	75%	67%	80%	82%	91%

SBVC Office of Research and Planning

Strategic Planning: 2013-2018 Five-Year Goals Planning Exercise for College Council May 8, 2013

The college has made substantial progress on the revised SBVC five-year strategic plan. We are finalizing the data collection phase and moving into the goal-setting phase. The Office of Research and Planning collected input from a wide range of stakeholders on and off campus. Over 2000 on-campus stakeholders responded included faculty, students, classified staff, managers, foundation members, and SBCCD Board Members. Over 1000 off-campus stakeholders responded included community residents, business leaders, K-12 representatives, and political officials. Dialogue, input, and data collection made use of surveys, focus groups, community forums, SWOT questionnaires, and individual interviews. At this point, most of the raw data has been grouped into themes.

Now, it's time for College Council to organize and rank the themes into goals for strategic directions. These themes will be ready for the new president to review before the committee proceeds to generate measurable objectives and annual benchmarks in the revised plan for the next five-year cycle. The final product will be designed to have inclusiveness and flexibility to respond to current and future needs of the campus and the community.

Exercise:

- (1) **Combine Goals (by collapsing categories)**--Review the items in the left column of Table 1 (Objectives and Activities) and determine whether the listed items can be grouped with other Goals and Strategic Directions identified in the column on the right.
- (2) **Rank Goals and strategic directions**—After the number of categories in the right column has been reduced to 10 or fewer, rank the goals and strategic directions, where 1= most important to the mission and vision of the campus.

Table 1 Summary of comments

Objectives and Activities	Goals and Strategic Directions	Rank
<ul style="list-style-type: none">• More community visibility for sports and cultural events• More accessible website (more user friendly)• Increase access to campus information• More use of social networking tools, i.e., Facebook• Build upon the long history and deep roots of the campus to build community recognition and networks• Regular communication about budget and planning• More campus-wide information forums• Committee minutes posted on line	(1) <u>Improve communication</u>	

SBVC Office of Research and Planning

Table 1 Summary of comments

Objectives and Activities	Goals and Strategic Directions	Rank
<ul style="list-style-type: none"> • Fewer interims • Improve morale • Less turnover among managers • Firm direction • Involve campus and community in college culture • More opportunities for leadership training to prepare internal leaders 	<p><u>(2) Stable leadership</u></p>	
<ul style="list-style-type: none"> • Increase student access to computers • More use of low-cost and free online resources • Stay current with technology trends • Encourage faculty and staff to learn new software and hardware • Faster support services • More support staff 	<p><u>(3) Efficient use of Technology</u></p>	
<ul style="list-style-type: none"> • Install more surveillance cameras around campus, • Provide more police patrol • Improve emergency preparedness • Maintain visible emergency phones around campus 	<p><u>(4) Security and security</u></p>	
<ul style="list-style-type: none"> • Offer more professional development activities • Provide more professional development publicity • Accessible professional development calendar • Provide training opportunities to keep pace with a changing educational environment • Encourage faculty and staff to learn new skills by connecting it to a career ladder • Encourage faculty and staff to participate in professional organizations 	<p><u>(5) Professional development</u></p>	
<ul style="list-style-type: none"> • Increase library hours, • Increase access to counselors and counseling, • Fewer student services office closures, • Improve customer services on campus • More counselors • More access to clubs and student-life activities • More Evening and Saturday access to student services 	<p><u>(6) Increase access to student services</u></p>	
<ul style="list-style-type: none"> • Restore classes that resulted from budget cuts in recent years • Improve access to basic skills courses • Improve access to courses that students need for graduation • Increase access to courses that students need for transfer • Increase access to courses that students need for CTE certificates • Increase the number of accelerated basic skills courses • Increase access to learning communities • Provide classes for students who need a flexible schedule 	<p><u>(7) Increase access to instructional services</u></p>	

SBVC Office of Research and Planning

Table 1 Summary of comments

Objectives and Activities	Goals and Strategic Directions	Rank
<ul style="list-style-type: none"> • Conserve resources • Install solar power collectors • Improve heating and cooling system • Maintain landscaping that matches to the climate • Support the sustainability committee (integrate sustainability planning objectives into this plan) 	<p><u>(8) Environmental sustainability</u></p>	
<ul style="list-style-type: none"> • More signage • Upgrade technical building • Build/improve swimming pool • Build/improve gym complex • Maintain adequate parking • Maintain attractive landscaping 	<p><u>(9) Continue to improve facilities</u></p>	
<ul style="list-style-type: none"> • Develop and expand alumni networks • Promote a stronger relationship between the campus and the SBVC foundation • Pursue more grants • Support the grants office to adequately manage grant funds • Provide training on grants through professional development • Find businesses that might adopt our students 	<p><u>(10) Develop more funding sources</u></p>	
<ul style="list-style-type: none"> • Streamline and expedite hiring practices • Maintain open communication about district budget • Regular information, about the board meetings • Streamline and expedite contracts procedures 	<p><u>(11) Improve working relationship with the district</u></p>	
<ul style="list-style-type: none"> • Assess SLOs at every level • Compensate faculty for time spent on SLOs • Promote academic excellence • Educate the whole person (academic, social, ethical) • Use SLOs in a cycle of improvement • Maintain a curriculum that is relevant to the need of the community • Increase the number of students with terminal education plans • Promote learning communities • Increase the percentage of students who succeed in basic skills • Make better use of web content for online and traditional courses • Provide more tutoring opportunities • Maintain balance between transfer and CTE • Maintain an up-to-date curriculum • Improve performance as measured by the State Chancellor's Scorecard • Increase the number of full-time faculty • Use early alert systems • Increase and maintain high transfer rates 	<p><u>(12) Promote innovative methods of student learning and assessment (student success)</u></p>	

SBVC Office of Research and Planning

Table 1 Summary of comments

Objectives and Activities	Goals and Strategic Directions	Rank
<ul style="list-style-type: none"> • Stronger relationship with the SBVC foundation • Local K-12 system • Local businesses • Four-year colleges • Community organizations • Adult schools • Initiate an Adopt-a-School program for local schools • Initiate an Adopt-a-Business program • Encourage all members of the campus community to participate in local community organizations • Encourage more participation in CTE advisory groups • Partner with local governments to place student interns 	<p><u>(13) Partnerships</u></p>	
<ul style="list-style-type: none"> • Budget to serve the largest number • Align expenditures with student access and success • Restore programs that have been cut or downsizing in recent years 	<p><u>(14) Budget to manage scarce resources—Sustainability</u></p>	
<ul style="list-style-type: none"> • Promote enthusiasm for professional development • Ensure good customer service in campus offices • Promote diversity (students, staff, and faculty) • Identify a clear identity for the campus (branding) • Nurture students • Encourage the development of independence in students • Promote a sense of community and solidarity with the campus (students, staff, faculty) • Support student clubs • Sponsor more faculty and staff events (bowling with alumni, pizza night, happy hour) • Offer competitive salaries (increase to state median) • Promote collegial consultation with free expression 	<p><u>(15) Improve social environment--campus climate and culture</u></p>	
<ul style="list-style-type: none"> • Be more responsive in the job market • Be more responsive to changes in technology • Plan for economic cycles • Plan for demographic changes • Be flexible to respond to changes in state policy • Integrate all campus planning • Promote budgetary transparency 	<p><u>(16) Effective planning and leadership</u></p>	
<ul style="list-style-type: none"> • Conduct regular campus climate surveys • Improve and maintain Program Review procedures • Maintain current evaluation data on all support programs • Conduct regular SWOT surveys and focus groups • Support the program review process • Evaluate all campus plan regularly • Improve data quality for current students, transfers, and graduates • Regularly evaluate data quality and recommend methods of improvement 	<p><u>(17) Effective evaluation and accountability</u></p>	