

San Bernardino Valley College

ACCREDITATION REPORT



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**701 South Mt. Vernon Ave.
San Bernardino, CA 92410**

FOLLOW-UP REPORT

This report summarizes progress on Evaluation Team Recommendations made during the October 6-9, 2008 site visit to San Bernardino Valley College by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.

October 2010

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Statement on Report Preparation

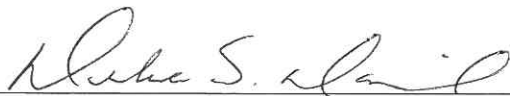
This follow-up report addresses the three recommendations noted in the February 3, 2009 action letter from the Accrediting Commission for Community and Junior Colleges (ACCJC) that reaffirmed San Bernardino Valley College's accreditation.

This report provides information on the development of the following:

- Use of student learning outcomes as a component of evaluations
- Development of a district program review process
- Development of the district strategic plan
- Development of the district strategic plan for technology
- Development of the district human resources plan
- Clarification and communication of the district resource allocation process

The report was written by the accreditation consultant, the Dean of Organizational Development, the Accreditation Liaison Officer, and the College President. The report was reviewed, discussed, and edited by the faculty and staff of the college both individually and through our collegial consultation representative groups of College Council, Academic Senate, Classified Senate, and Associated Student Government (see documents RP.01.01-RP.01.04).

The final report was approved by Dr. Debra S. Daniels, President of San Bernardino Valley College, and was submitted to the board of trustees for review at its meeting on September 23, 2010.



Dr. Debra S. Daniels
President, San Bernardino Valley College

9/24/10
Date

Certification of the Institutional Follow-Up Report

Date: October 1, 2010


To: Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

From: San Bernardino Valley College
701 South Mt. Vernon, San Bernardino, CA 92410

This follow-up report is submitted for the purpose of meeting the February 2009 request from ACCJC for a report by October 15, 2010.

We certify that there was broad participation by the campus community in the development of the follow-up report, and that the San Bernardino Community College District Board of Trustees has reviewed it. We believe the follow-up report reflects the nature and substance of this institution.


James C. Ramos, President, Board of Trustees, SBCCD 9-20-10
Date


Bruce Baron, Interim Chancellor, SBCCD 9/22/10
Date


Dr. Debra S. Daniels, President, SBVC 9/20/10
Date


Dr. John Stankas, President, Academic Senate, SBVC 9/15/10
Date


Grayling Eaton, President, Classified Senate, SBVC 9/17/10
Date


Damaris Castillo-Torres, President, Associated Student Government, SBVC 9/21/10
Date


Dr. Larry Buckley, Accreditation Liaison Officer, SBVC 9-20-10
Date

**Accrediting Commission's Follow-Up Report Request
(From the Commission Action Letter Dated February 3, 2009)**

The commission requires that the follow-up report be submitted by October 15, 2010. The follow-up report should demonstrate the institution's resolution of the recommendations and concerns as noted below:

Recommendation 5: *In order to meet the standards, the team recommends that faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes. (Standard III.A.1.c)*

Recommendation 6: *In order to meet the standards, the team recommends that the board of trustees and the chancellor, in consultation with the leadership of the college campuses, develop a strategy for addressing some significant issues raised by each college and verified in interviews with staff in the following areas; namely:*

- *The development of an appropriate and clearly communicated process for reviewing all district functions and processes using a program review model. (Standard IV.B.3.a, b)*
- *The development of a formal and regularly evaluated district strategic plan that both acknowledges input and aligns with the college's educational plan and serves as a guide for planning at the college level. (Standards I.B.3, IV.B.3.g)*
- *The development of a coordinated strategic plan for technology that is responsive to the colleges and assists them in the daily management of the college functions, including the monitoring, assessing and use of financial information. (Standards I.B.2, 4, 5, 6, IV.B.3.b, III.C.1.a, c, III.C.2)*
- *The development of a long range human resources plan to assist the colleges in planning and prioritizing the need for full-time faculty and staff. (Standards III.A.1.b,c, III.A.6)*

Commission Recommendation 1: *The district's resource allocation process needs to be clarified and communicated to both colleges within the district. (Standards III.A.6, III.B.2.a, b, III.C.2, III.D.1.d, III.D.3, IV.B.3.a, c, d, f, g)*

Responses to Team Recommendations 5

Recommendation 5: Student Learning Outcomes As a Component of Evaluations

In order to meet the standards, the team recommends that faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes. (Standard III.A.1.c)

Overview

In 2008, when the visiting accreditation team arrived, San Bernardino Valley College had already made significant progress on SLOs and assessment. There was evidence to support the following:

- 99% of all instruction programs had student learning outcomes.
- 100% of all student service areas had service student learning outcomes.
- 100% of courses had identified institutional core competencies.
- SLO assessment was occurring in most areas of the campus.
- Program review included the requirement that at least one SLO and one assessment, for programs undergoing review, be considered as efficacious.

The college was already at the level of “sustainable continuous quality improvement” according to the ACCJC rubric, when it received the recommendation that progress on SLOs be included as a component of evaluation.

Progress

Compliance with the recommendation involves changes to the California Teacher Association (CTA) union contract, since evaluation is a contractual tool. As a result, the Vice Chancellor of Human Resources began working with CTA representatives to address the recommendation. In a series of five meetings with CTA, SLOs and self-reflection evaluation of SLOs have been on the agenda (see documents 05.01.01-05.01.06). Several successive drafts of a Memorandum of Understanding (MOU) have been discussed with CTA. The most recent draft MOU under discussion would add to the evaluation process a question that would ask the faculty member to reflect on the effect of SLOs on student success in their courses. The MOU described above was discussed at length with the interim chancellor at a CTA executive committee retreat held July 17, 2010. The same draft MOU was shared with the SBVC Academic Senate on August 18, 2010 and reviewed and discussed at the subsequent meeting of the Academic Senate on September 1, 2010 (see document 05.01.07). The CTA distributed a survey concerning the MOU to its constituency in August and are currently tabulating the results.

Conclusion

The college, district, and CTA representatives have worked diligently to incorporate acceptable language into the MOU on SLOs as a part of performance evaluation. CTA leaders will ask the members to review the latest MOU in the fall semester 2010, and if their response is positive, then a final MOU may be in place by 2011.

Recommendation 6: District-Level Program Review, Strategic Plan, Technology Plan, and Human Resources Plan

In order to meet the standards, the team recommends that the board of trustees and the chancellor, in consultation with the leadership of the college campuses, develop a strategy for addressing some significant issues raised by each college and verified in interviews with staff in the following areas; namely:

- *The development of an appropriate and clearly communicated process for reviewing all district functions and processes using a program review model. (Standard IV.B.3.a, b)*
- *The development of a formal and regularly evaluated district strategic plan that both acknowledges input and aligns with the college's educational plan and serves as a guide for planning at the college level. (Standards I.B.3, IV.B.3.g)*
- *The development of a coordinated strategic plan for technology that is responsive to the colleges and assists them in the daily management of the college functions, including the monitoring, assessing and use of financial information. (Standards I.B.2, 4, 5, 6, IV.B.3.b, III.C.1.a, c, III.C.2)*
- *The development of a long range human resources plan to assist the colleges in planning and prioritizing the need for full-time faculty and staff. (Standards III.A.1.b,c, III.A.6)*

District Program Review

- *The development of an appropriate and clearly communicated process for reviewing all district functions and processes using a program review model. (Standard IV.B.3.a, b)*

Overview

Prior to 2009-2010, several district functions and processes had used quantitative and qualitative information to evaluate and improve district processes. However, the efforts had not yet become systematic or widely public, and documentation of improvements based on evaluations was sparse. For example:

- In summer 2008, Business Services held a retreat in which staff members discussed challenges in their area and identified efficiencies and corrective actions that were needed. As a result, performance goals and objectives were developed for 2008-2009. During 2008-2009, they updated quantitative measures of their progress on a monthly basis. Units did report improvements in operational improvements on the basis of these assessments. With the departure of the business manager in June 2009, the planning and improvement cycle was interrupted until the district planning and program review process began in October 2009.
- Human Resources (HR) completed a program review document in August 2009. The unit has also done an annual status report on its goals and activities in relation to the board imperatives and institutional goals.

- Distributed Education and Technology Services (DETS) collects evaluative information on its technology services primarily through help desk feedback emails (see documents 06a.01.01-06a.01.04).

These efforts represented steps in the right direction, but a more systematic district planning and program review process was clearly needed. To guide the initial cycle of that systematic process, the former chancellor appointed an administrative steering committee composed of the Vice Chancellors for Fiscal Services and Human Resources and the Executive Director of DETS. The new process began in earnest in October 2009 with steering committee meetings and the development of a planning and program review timeline. The steering committee recommended a three-year cycle, and decided that all district operations units except the police department would do their initial program reviews in 2009-2010. The committee identified all applicable units in each division, determined that each unit team would comprise all permanent employees in the unit, and appointed a team leader for each unit. It also approved a template for the planning and program review document, and initiated development of a web-based tool based on that template (see documents 06a.02.01-06a.02.03).

On November 20, 2009, members of all units (e.g., the district-level departments and offices participating in the district program review process) attended a half-day workshop to initiate the program review process, which was facilitated by the accreditation consultant. Information on the purposes of district program review and planning, elements of a sound program review and planning document, and the cyclical process for program improvement were presented. Each unit went through an exercise of developing and sharing their newly created mission statements. Although some units (accounting, technical services) had data on effectiveness measures, the majority of the units had to discuss how to measure performance. Each unit submitted its draft at the end of the workshop and the facilitator provided written feedback through the steering committee a week later. Drafts were revised and resubmitted to the steering committee. In January 2010 it was suggested that an all-day workshop on program review be held in March. Simultaneously, the steering committee was devising a district operations satisfaction survey to be used for program review (see documents 06a.03.01-06a.03.08, 06a.04.01-06a.04.02).

The committee chose to focus on usage of and satisfaction with district-level services for this initial survey because they comprise two of the most important measures of the effectiveness of district functions in supporting the colleges. The survey was administered in late February and early March to approximately 1,200 recipients. The survey asked respondents to rate aspects of services in any of nine district units from which he or she had requested or received services within the past 12 months. There were 230 respondents, for a response rate of 19 percent. Quantitative results were sent to all units just before the March workshop, unit-specific comments were sent to the units to which they applied, and general comments were sent to all units (see documents 06a.05.01-06a.05.02).

Some of the results of the district operations satisfaction survey indicated that both usage of and satisfaction with district services varied widely. Highlights of the survey results included the following (see document 06a.06.01):

- More than three-quarters of respondents had requested or received services from DCS-Technical Services and from Human Resources within the last 12 months, while fewer than 30 percent had requested or received services from Distributed Education and from District Facilities within the same period.
- Facilities had the highest proportion of users who were satisfied (84%) with its services whereas Human Resources had the lowest proportion (50%). The remaining seven units ranged from 73% to 79%.
- Human Resources and Purchasing had the highest proportions of users who were dissatisfied overall with 26% and 19% respectively. Accounting/Accounts Payable/Audit had the lowest proportion of dissatisfied users at 6%. The proportion of dissatisfied users in the remaining units ranged from 7% to 10%.
- Six specific aspects of service included in the survey were regarded as most revealing of overall effectiveness in supporting the colleges. Satisfaction ratios (the ratios of positive ratings to negative ratings) for these aspects ranged as follows:

Aspect	Highest Satisfaction Ratios (Satisfied:Dissatisfied)*	Lowest Satisfaction Ratios (Satisfied:Dissatisfied)*	Range of Ratios in Remaining Units
Helpfulness	DCS-Technical Services (23:1) District Facilities (20:1)	Human Resources (4:1) Purchasing (6:1)	9:1 to 14:1
Follow-through	District Facilities (13:1) Accounting/Accounts Payable/Audit (12:1)	Human Resources (2:1) Purchasing (5:1)	7:1 to 11:1
Accuracy of information provided	DCS-Administrative Services (16:1) Distributed Education (15:1)	Human Resources (3:1) Purchasing (6:1)	8:1 to 14:1
Timeliness of initial response	Distributed Education (41:1) Printing Services (12:1)	Human Resources (2:1) Purchasing (5:1)	6:1 to 10:1
Timeliness of final resolution	Distributed Education (42:1) Printing Services (11:1)	Human Resources (2:1) Purchasing (5:1) DCS-Administrative Services (5:1)	6:1 to 9:1
Clarity and consistency of procedures	District Facilities (13:1) Distributed Education (8:1)	Human Resources (1:1) Purchasing (3:1)	5:1 to 7:1

* Explanation of satisfaction ratios: One would expect a unit that is highly effective from its clients' perspective to have a large proportion of respondents who are satisfied with its service (rating 4 or 5 on the survey), and a small proportion who are not satisfied (rating 1 or 2). The ratio of positive ratings to negative ratings (the satisfaction ratio) shows this relationship in a concise way. The higher this ratio is

for a given aspect of a unit's service or overall, the more satisfaction predominates among its users, and thus the more effective its service is in the eyes of those users. The satisfaction ratio conveys more information than, for example, mean satisfaction ratings.

- In all but one unit, the courtesy of the staff received the highest satisfaction ratio. Satisfaction ratios for that aspect ranged from 5:1 in Human Resources and 6:1 in Printing Services to more than 20:1 in DCS-Technical Services, DCS-Administrative Services, Distributed Education, Accounting/Accounts Payable/Audit, and District Facilities.
- In all units, the opportunity to provide input on changes in service or procedures received the lowest satisfaction ratio. Satisfaction ratios for that aspect ranged from 1:1 in Human Resources and 2:1 in Purchasing to 4:1 in District Facilities.

There were 398 comments by respondents (see document 06a.07.01). Nearly all were thoughtful and constructive, though some were expressions of frustration. Improvement themes that recurred across two or more units included the following:

- Communication and clarity about procedures, requirements, and the status of requests
- More efficient procedures, in part through the use of technology
- Consistency of information provided—from different unit staff members, to different clients, and across different periods of time
- Training, both of unit staff and of clients, to improve the match of expectations and performance
- Increased opportunity for input on service offerings, software systems, and the like
- Responsiveness, especially in answering and returning telephone requests for help
- Turnaround time on service requests, sometimes coupled with observations about unit understaffing

All units considered the quantitative survey results, the comments applicable to them, and to a lesser extent the comments that applied to district services and operations overall, as they finished their self-assessment at the March 19 all-day workshop. All teams were trained in the use of the web-based planning tool, which they could use instead of the word-processing template if they so chose. Most chose to use the web-based tool that day. Teams drafted each remaining section of their program review and plan in turn, with guidance and feedback from the facilitator, their own unit leaders, and the steering committee members. A substantial part of the afternoon session focused heavily on analysis of assessment results (including interpretation of the district operations satisfaction survey results) and formulation of goals, objectives, and action plans, since those areas are most difficult for many groups new to program review and planning (see documents 06a.08.01-06a.08.05). By the end of the workshop, every unit had completed a rough draft of the entire planning and program review document, which included the following sections:

- I. Mission
- II. Description
- III. Outcomes and Other Measures of Effectiveness
 - A. Effectiveness Measures
 - B. Assessment of Effectiveness Using Those Measures
- IV. External Opportunities and Challenges
- V. Analysis and Evaluation
- VI. Three-to-Five-Year Vision
- VII. Impact on the Colleges and the District
- VIII. Other Pertinent Information
- IX. Goals, Objectives, and Action Plans
- X. Resource Requests
- XI. Progress Report on Last Cycle's Goals, Objectives, and Action Plans (if applicable)
- XII. Description of Process and Participants

Based on the survey results and other effectiveness measures of their own strengths and weaknesses, units incorporated numerous operational improvements into their goals and objectives for next year. For example:

- The Purchasing unit team attributed the unit's low satisfaction ratios primarily to inadequate or unclear communication with clients about the legal and organizational requirements that apply to purchasing transactions. As a result, their objectives include workshops for users, improved communication methods, and more streamlined processes.
- The Human Resources team, acknowledging the unit's low satisfaction ratios as a weakness, adopted excellent customer service as a goal, with objectives that include more effective communication through the HR newsletter and the Human Resources website, and scheduled office hours at the colleges by HR staff.
- Several units (Accounting/Accounts Payable/Audit, Distributed Education, DCS-Technical Services, and District Facilities) addressed the inadequate opportunities clients had for input on services and procedural changes by formulating goals or objectives to provide more of those opportunities through surveys, user committees, help desk improvements, and better training (see documents 06a.09.01-06a.09.06).

All units had two weeks to submit their formal drafts, including their final prioritized lists of objectives and resource requests. The quality of the submissions was generally high, considering that none of the units had ever prepared such documents before. For example, alignment among measures of effectiveness, analysis of results, goals and objectives, and resource requests was stronger than expected. Units generally took the task seriously and considered their responses thoughtfully; a good example is the program review produced by DCS-Administrative Services (see document 06a.10.01). The steering committee identified those units that likely will need additional assistance to ensure that their next planning and program review cycle is more effective.

The facilitator provided written feedback two weeks after submission of the formal drafts to every unit through the applicable steering committee member, who also provided feedback as needed. The facilitator also provided suggestions to improve the quality of the documents for the next cycle (see document 06a.11.01). All units incorporated feedback and submitted their final documents on the web-based planning tool by early May. All final documents are available for viewing by all employees of the district on the district program review website (see document 06a.12.01).

The interim chancellor periodically reported district program review progress to all employees in the district in his *Chancellor's Chat* online newsletter. In addition, in late April, he distributed the quantitative results of the district operations satisfaction survey to all district employees (see documents 06a.13.01-06a.13.03).

The intention of the program review process is to ensure that units are accountable for progress on their goals and objectives every year. Each year, all units not engaged in a full program review will prepare an annual planning update with the following sections:

- Significant changes in the unit
- Summary of results of effectiveness measures applied since program review
- Progress in effectiveness, innovations, partnerships, operational efficiency, and other areas
- Progress on last year's goals and objectives
- Updated goals and objectives in priority order
- Resources needed, if any, to achieve objectives
- Other information as needed

The cyclical process of program review and annual planning is designed to facilitate continuous improvement in all district operations (see documents 06a.14.01-06a.14.03).

Several units have already implemented improvements in their services based on their program reviews, and the rest have scheduled such improvements. For example:

- Human Resources began holding office hours at the colleges in April.
- Distributed Education has begun to deploy technologies requested by users, including Blackboard 9, Camtasia Relay, and EduStream version 2.0, and has implemented new training attendee evaluation forms to improve tracking of customer satisfaction.
- DCS-Administrative Services has developed a new comprehensive training calendar and on-demand training materials.
- DCS-Technical Services has scheduled an overhaul of the entire network core infrastructure for July 1, 2010 through December 31, 2011.
- Printing Services has purchased new hardware that will dramatically improve staff efficiency.
- Facilities (district) has completed documentation of Facilities operating procedures.
- Payroll met its accuracy target for pay warrants in every cycle from March to date.

- Business Services has begun the use of standardized notifications to end users regarding the receipt of contracts (see documents 06a.15.01-06a.15.10).

The steering committee developed a computer-assisted method to facilitate the production of the consolidated divisional and area priority lists of objectives and resource requests for district operations. The committee sent its recommended final priorities list to the interim chancellor on August 3, 2010. He made two changes and supplied rationales for both, and notified all unit participants and the rest of the District community of the results in his *Chancellor's Chat* newsletter on August 26, 2010. The interim chancellor has directed the Interim Vice Chancellor for Fiscal Services to set aside a total of \$100,000 in the 2010-2011 District operations budget for funding of resource requests associated with the highest-priority District Program Review objectives and for implementation of the District Strategic Plan (see documents 06a.16.01-06a.16.03).

On a more global level, the interim chancellor, the interim vice chancellor for Fiscal Services, the vice chancellor for Human Resources, and the executive director of DETS considered the overall program review process and results as they planned district operations and resource allocations for 2010-2011. For example, in large part because of critical comments on the district operations satisfaction survey, the start date for moving the DETS help desk to local control was accelerated to July 1, 2010. In Fiscal Services, access to certain forms and status information will be streamlined, and document control will be digitized, beginning in 2010-2011 (see documents 06a.17.01-06a.17.02).

To gauge the appropriateness and effectiveness of the planning and program review process from the participants' perspective, the interim chancellor asked all of them to respond to an online process survey about the workshops, the feedback, the web-based tool, their level of input, and the helpfulness of the process as a whole for self-evaluation and continuous improvement (see document 06a.18.01). Respondents could also add any comments they wished. Twenty-three people (61 percent of them unit members, as opposed to unit leaders or managers) completed the survey, for a response rate of 37 percent.

Results of the process survey suggested that participants' evaluation of the process was generally positive (see documents 06a.19.01-06a.19.03):

- A large majority of respondents found the process extremely or quite helpful to their units in measuring their effectiveness (75%), analyzing their strengths and weaknesses (69%), identifying needed improvements (75%), and setting goals and objectives for next year (87%).
- All respondents found the workshops at least somewhat helpful, and all but one found the feedback at least somewhat helpful. Comments indicated that respondents valued the ability to focus on the process without outside interruptions, and sharing the experience with each other and with other units.

- The majority of the 12 respondents who said they had used the web-based planning tool found its features easy or extremely easy to use.
- Respondents felt themselves full participants in the process: Four of every five said that they had either enough or more than enough opportunity to provide meaningful input in the program review and planning process.
- Asked what aspect of the process worked best, respondents cited the focused, shared workshops; the district operations satisfaction survey results; the web-based tool; and the feedback each unit received on its drafts.
- Communication about the process as a whole was sufficiently clear that most respondents understood its nature and purposes reasonably well.

However, the survey results, informal discussions with process participants, and further reflection on the process by the steering committee highlighted certain issues that needed to be addressed, and led the committee to recommend the following improvements in the process for the next cycle:

- Add a representative from each area to the steering committee.
- Improve documentation in the next cycle to clarify the flow of information, the steps in the process, and the purposes of feedback, including feedback provided at workshops.
- Incorporate the consideration of the District Strategic Plan, the District Technology Strategic Plan, and other applicable major planning documents.
- Evaluate, and if needed modify, the management of time and tasks associated with the workshops.
- Adjust the schedule for the next cycle to ensure timely completion of the process, and timely communication of its results to the participants.
- Inform the colleges about the process and its results in more timely fashion, and solicit suggestions for improving the process in the next cycle.
- Modify the descriptions of unit functions in next year's survey to clarify those functions, the differences among units, and the differences between district-level functions and their college-level counterparts.
- Consider expanding the survey to assess district operational effectiveness in additional ways.
- Modify the web-based planning tool to ease navigation, data entry, and prioritization.
- Directions to respondents in next year's survey will urge them to focus on each applicable unit as a whole, rather than on individuals, and will request that they not use names. Any names of employees entered in comments will be masked before distribution to participants (see document 06a.20.01).

The interim chancellor presented information on the District program review process and its results to all attendees of the annual In-Service Day on August 13, 2010. He also notified all unit participants and the rest of the district community of the process survey results and the above recommendations for improvement in the next cycle in his *Chancellor's Chat* of September 13, 2010 (see documents 06a.21.01-06a.21.02).

Progress and Analysis

For the first time, the district has developed and fully implemented a systematic, ongoing district planning and program review process focused on continuous improvement. This process will help ensure that district operations provide “effective services that support the colleges in their missions and functions” (Standard IV.B.3.b). Quantitative effectiveness measures and qualitative information applied in this initial cycle have already led to improvements in some units, and will provide a baseline for assessing progress in subsequent cycles. Unit members and leaders, division managers, and area managers were all active participants in the process, helped assess its effectiveness, and contributed ideas for improving it. The wider district and college communities also participated through their responses on the district operations satisfaction survey. That survey summarized the operational responsibilities and functions of each of the nine units included, and helped delineate those functions to college personnel, though there was still some confusion at the colleges about three district units (Standard IV.B.3.a). Despite some weaknesses that are being addressed, the district has made great strides in evaluating and improving its own operations for the benefit of the clients it serves.

Conclusion

With the establishment of the systematic and ongoing district planning and program review process, the district has addressed the recommendation to develop “an appropriate and clearly communicated process for reviewing all district functions and processes using a program review model.”

The process will become more efficient and efficacious as it is implemented for a second cycle in 2010-2011. In that second cycle, the college will be informed about the process in more timely fashion, and will provide suggestions for improving it.

District Strategic Plan

- *The development of a formal and regularly evaluated district strategic plan that both acknowledges input and aligns with the college's educational plan and serves as a guide for planning at the college level. (Standards I.B.3, IV.B.3.g)*

Overview

There was no SBCCD Strategic Plan prior to 2009-2010; however, in 2006 the district began using the SBCCD planning imperatives in lieu of a strategic plan. These imperatives guided planning, and progress on them was reported annually to the board. In addition, goals for the two college presidents were reported using the imperatives (see documents 06b.01.01-06b.01.02).

The District Strategic Planning Committee (DSPC) was formed in fall 2009. It had broad representation across the district, including Academic Senate, Classified Senate, Associated Students, and management representatives from SBVC as well as other areas of the district. For the following seven months committee members worked diligently, reviewing materials before and after every meeting (e.g., the agenda, detailed minutes, reports, reference documents, transcriptions of posted comments, updates of action documents), preparing subcommittee reports, and contributing to lively discussions during each meeting (see documents 06b.02.01-06b.02.03, and documentation of all DSPC materials on the committee's website: http://www.sbccd.cc.ca.us/District_Faculty_-a-, Staff_Information-Forms/District_Committee_Minutes/District_Strategic_Planning_Committee.aspx).

The first three meetings focused on orientation and groundwork in the following areas:

- Defining the purposes of strategic planning
- Exchanging information on excellent planning processes
- Distinguishing among goals, objectives, and activities
- Establishing norms, operations, and logistics for meetings (see documents 06b.03.01-06b.03.07)

The DSPC adopted by consensus a set of member, convener, and facilitator responsibilities, which explicitly included, along with attendance and active engagement in the deliberations, sharing the committee's progress with constituents and colleagues at the colleges and bringing back input from those constituents and colleagues throughout the process. By the end of the third meeting, the committee established a timeline and process for development of the District Strategic Plan (DSP), which included alignment with the colleges' strategic and educational master plans (see documents 06b.04.01-06b.04.02).

Over the next several meetings, the committee reviewed and discussed the following (see documents 06b.05.01-06b.05.09):

- The strategic directions/initiatives and goals in the SBVC Strategic Plan and the CHC Educational Master Plan
- San Bernardino Community College District board imperatives
- District and college missions
- California Community Colleges System Strategic Plan
- ACCJC rubric on planning
- Data for both colleges (enrollment and productivity trends, student performance and impact indicators, institutional characteristics, economic information on service areas)
- Accountability Reporting for Community Colleges (ARCC) reports

In addition, subcommittees gathered information on important strategic issues related to higher education in the following areas:

- Budget, law and regulation, and capital funding
- Pedagogical innovations, accountability, and learning outcomes
- Educational attainment in relation to economic opportunity
- Competition for students with other institutions
- Private support for education, including grant opportunities
- Technology issues and trends related to education
- Financial aid (see documents 06b.06.01-06b.06.06)

From December 2009 through February 2010, the committee refined a working set of district strategic directions and goals aligned with the goals of each college. In early March, the interim chancellor distributed the initial draft to all district employees and student leadership with a request for email feedback. The facilitator encouraged the presidents of the academic and classified senates and the Associated Students governments to discuss the draft in their meetings, and the CHC Academic Senate provided a transcript of their discussion. Three open forums—one at each college and one at the district office—were held to present information, answer questions, record feedback, and ensure direct participation in the process (see documents 06b.07.01-06b.07.10).

The DSPC discussed all the feedback received. Email respondents, though few in number, affirmed that the strategic directions and goals in the working set were important for the continued progress of the district. The committee concluded that since most comments received at the forums and from the CHC Academic Senate were requests for clarification, and since forum participants, when asked, raised no objections to the existing language, no changes in the language of any of the strategic directions and goals were warranted. However, partly in response to one comment, the Committee did decide to include an objective emphasizing improved collaboration among all district entities (see documents 06b.08.01-06b.08.02).

The DSPC spent a substantial portion in its March and April meetings developing and refining objectives, establishing timelines, responsibility centers, measurements of progress, and actions for each goal (see documents 06b.09.01-06b.09.04). All objectives were measurable by qualitative or quantitative methods, and many were measurable by both. The committee focused on objectives that would accomplish one or more of the following:

- Provide district support to both colleges in pursuing and achieving their goals.
- Coordinate analogous sets of goals and objectives that already exist at both colleges.
- Guide further planning at both colleges.
- Establish or enhance a district-level operation to advance a district goal.
- Supplement the colleges' planning.

In spring 2010 the DSPC was able to accomplish several other tasks:

- Review updated environmental scan information and identify principal implications for planning purposes.
- Adopt a set of major planning assumptions.
- Develop a process to assess both the effectiveness of the DSP itself and the district's progress on achieving its goals and objectives.
- Incorporate a long-range financial plan and forecast, which included the district resource allocation model.
- Select a glossary of terms and acronyms to be used in the document.

All these components were incorporated into the distribution draft of the DSP. In late April, the interim chancellor emailed a link to the draft to all district employees and student leadership to ensure it was widely communicated. He invited everyone to provide constructive suggestions or comments via a dedicated email address or through a DSPC member. He also held an open forum at the district office to answer questions and receive feedback. An open forum was also held at each college to answer questions and receive feedback on the plan, and District Assembly received a presentation on the draft (see documents 06b.10.01, pp. 47-67, 21, 4-6, 35-37, 68-70; 06b.10.02-06b.10.05).

The DSPC met on May 7 to consider all the feedback received on the draft, which was more extensive than that received in March (see document 06b.11.01). As a result of the discussions, the DSPC made the following changes to the plan:

- Quarterly monitoring by the committee and the responsibility centers, with facilitation of corrective actions as needed.
- Improve communication about progress in implementing the plan. Two actions under Objective 1.1.1 were added:
 - "Build into the agendas of regular meetings and events (e.g., In-service Day, President's Cabinet, Crafton Council, SBVC College Council,

- Senates, and meetings of other representative bodies) communication about progress on the DSP.”
- “Develop a template or other tool to facilitate regular communication with and feedback from all district personnel about DSP progress.”
- To support transparent allocation of resources, added two actions under Objective 3.1.2:
 - “DSPC makes a formal recommendation to the District Budget Committee to review the annual budget within the framework of the DSP.”
 - “Establish a committee for coordination of and communication about grant activity district-wide.”
- Changed the name of the plan to “Strategic Plan, 2010-2014,” to reflect the long-range nature of the plan.
- Revised the language of one action.
- Revised the responsibility centers on three objectives.
- Altered the timelines on two objectives (see document 06b.12.01).

The committee approved the additional changes and submitted the draft to the interim chancellor for his approval. He notified the district community of his approval, listed the goals of the plan, and provided a link to the plan on May 25, 2010. The Board of Trustees approved the plan at their July 8, 2010 meeting (see documents 06b.13.01-06b.13.03).

Even before the plan was approved, several district areas began to implement changes. For example:

Objective	Action	Status
1.1.1	Publish a periodic <i>Chancellor’s Chat</i> , summarizing significant developments and decisions during each month and including other useful information as needed.	<i>Chancellor’s Chat</i> began publication February 8, 2010; the ninth issue was published June 15, 2010 (see documents 06b.14.01-06b.14.02).
3.1.2	Finalize resource allocation model and process.	The Resource Allocation Committee approved the Resource Allocation Model for 2010-2011 (see Commission Recommendation 1 section).
3.2.1	Publish the organizational structure for technology services.	The organizational structure is published on page 12 of the DETS Catalog of Services, which is available on the DETS website (see document 06b.15.01).
3.3.1	Determine resources available to colleges.	See Objective 3.1.2 above.

The committee established fall 2010 timelines to begin implementation of the strategic plan objectives. To kick off implementation of actions under those objectives, the DSPC

invited the responsibility centers to its first meeting in late August 2010. The interim chancellor has stressed the importance of timely implementation, and has directed the Interim Vice Chancellor for Fiscal Services to set aside a total of \$100,000 in the 2010-2011 District operations budget for implementation of the District Strategic Plan and for funding of resource requests associated with the highest-priority District Program Review objectives (see documents 06b.16.01-06b.16.04).

The interim chancellor presented information on the SBCCD Strategic Plan on August 13, 2010 to all attendees of the annual in-service day event, and in his remarks asked them to familiarize themselves with the full plan at the website. Throughout the year a brochure version of the plan will be distributed by the interim chancellor in community events and educational forums in the area (see document 06b.17.01).

The interim chancellor asked the presidents to ensure that all appropriate college committees review the DSP, consider it in their work, and forward annually to the DSPC a summary of progress on any goals or objectives related to the DSP (see document 06b.18.01).

The DSPC will begin quarterly assessments in 2010-2011. Frequent monitoring of adherence to timelines and progress toward meeting objectives will help to ensure alignment with college planning efforts and to mitigate and address implementation problems as early as possible (see document 06b.13.01, pp. 4-5).

A continuous cycle of improvement, which includes evaluation, improvement, and re-evaluation, has been built into this strategic plan to ensure that it becomes a living plan. In 2010-2011, with appropriate consultation, the DSP will (see document 06b.13.01, p. 5):

- Review, and if necessary revise, existing district foundational statements and planning assumptions.
- Incorporate additional input and feedback mechanisms, such as structured surveys or community forums, if needed.
- Fully integrate KVCR and EDCT into the DSP.
- Update and enhance the plan's foundation of research, including demographics, student performance data, and environmental scanning results.
- Review and update strategic issues likely to have significant effects on the plan, such as district and college growth projections and targets and identification of new courses and programs to meet student needs.
- Update documentation of alignment with college and other strategic plans, glossary terms as needed, and provisions for regular evaluation and revision.
- Modify, add, or retire objectives, actions, measurements, timelines, and responsibility centers based on input, feedback, research, planning assumptions, changes in foundational statements, and committee deliberations.
- Distribute the 2011-2015 edition of the DSP with sufficient time for incorporation of district and college feedback prior to approval by the chancellor and board.

Progress and Analysis

The district has completed its first formal SBCCD Strategic Plan. It drew substantial input from the SBVC Strategic Plan and Educational Master Plan and the Crafton Educational Master Plan. It aligns district goals with college goals. The district plan will support strategic and educational planning processes and program improvement at the colleges. Although the plan has not yet undergone its initial review and quarterly assessment of progress, systematic evaluation is built into the plan. Communication among all consultative groups is an important component of the plan's success. Specific resources have been allocated in support of plan implementation. Assessments of the district's substantive progress on its goals and objectives will occur in quarterly, annual, and triennial cycles, commencing in fall 2010. Results of these assessments will be used to improve effectiveness in achieving those goals and objectives. (Standards I.B.3, IV.B.3.g)

Conclusion

The completion of the District Strategic Plan, which is aligned with the colleges' plans and includes concrete steps for regular evaluation and improvement, has met the recommendation for "development of a formal and regularly evaluated district strategic plan" that "acknowledges input [from] and aligns with the colleges' education plan."

The District Strategic Plan will also serve "as a guide for planning at the college level" as it is considered by all appropriate college committees in their work beginning in fall 2010, and it will be evaluated and improved in the 2010-2011 academic year.

Strategic Plan for Technology

- *The development of a coordinated strategic plan for technology that is responsive to the colleges and assists them in the daily management of the college functions, including the monitoring, assessing and use of financial information. (Standards I.B.2, 4, 5, 6, IV.B.3.b, III.C.1.a, c, III.C.2)*

Overview

A comprehensive District Information Technology Strategic Plan was adopted in 2007, and was in force through 2010 (see document 06c.01.01). In addition to goals and implementation strategies, it contained institutional technology (IT) directives that tied to five of the 2008-2009 Board Imperatives.

To determine whether or not implementation of the IT plan was sufficiently responsive to college needs, the district contracted with PlanNet to assess IT services. In July 2009, as a response to the findings of PlanNet, the Distributed Education and Technology Services (DETS) division substantially reorganized its technology service structures. Associated committee structures, clarification of roles, coordination, responsiveness, and quality of services were also included in their restructuring (see documents 06c.02.01-06c.02.03). The two most important changes were the conversion to internal management of District Computing Services (DCS) and the implementation of a new information technology governance structure; both enhancements were designed to improve significantly the division's responsiveness to the colleges.

In summer 2009, after almost 20 years of outsourcing DCS management to Sungard, the district began transition to its own internal management. For example:

- All desk-side support services were localized at the colleges
- An SBCCD Director of District Computing Services was hired in fall 2009.
- Campus Directors of Technology were hired at both colleges and report to the respective presidents, as well as to the Director of District Computing Services.
- A catalog of services was completed and is now available to all district employees on the DETS website (dets.sbccd.org). Hard copies will be distributed to all employees in fall 2010 (see document 06c.03.01).
- Functions for which DCS does not have internal expertise may now be "out-tasked" to other IT professionals/businesses on an as-needed basis.

At the top of the new information technology governance structure, the DETS Executive Committee is charged with developing the overarching vision, framework, monitoring and evaluation of the technology strategic planning and implementation process. The vice presidents of instruction, student services, and administrative services; the Academic Senate presidents; the directors of research; and the directors of technology from both colleges all serve on this committee. The change was needed to ensure that the colleges have a voice in planning and directing technology services district-wide. In addition, four working committees—Administrative Applications, User Services,

Technical Services, and Web Standards Committees—are charged with the following tasks in their respective areas (see documents 06c.04.01-06c.04.02):

- Developing specific goals and supporting strategies in the District Technology Strategic Plan
- Recommending policies, procedures, priorities, and standards
- Providing input and direction in the development of measures to be used in District operations program review
- Overseeing project implementations
- Other tasks specific to the area

All four working committees have broad representation from college constituency groups, and benefit from the technical expertise of DETS staff members or managers.

The executive director of DETS coordinated a survey of DETS Executive Committee members to begin evaluation of the new structure's effectiveness in August 2010. Respondents were asked how much and in which direction (better or worse) DETS services had changed since the reorganization in clarity, coordination, quality, and responsiveness at the colleges and in District operations. Results suggested that services were somewhat better, particularly in the area of communication and information sharing, and that roles in technology services had been clarified. However, they also suggested that some role confusion remains, and that the centralized help desk system is still not as functional as it should be (see documents 06c.05.01-06c.05.02).

To determine the effects of the structural changes from the college users' perspective, the executive director will distribute a survey to all district employees in Fall 2010. The DETS Executive Committee will consider the results of both surveys in formulating its recommendations for improvements (see document 06c.06.01).

Development of the revised District Technology Strategic Plan (DTSP) began in fall 2009. The DETS Executive Committee conducted several planning sessions to discuss the various elements of the strategic plan. At each step, notes of discussions and recommendations of the group were sent to participants for review and clarification. Once the executive committee completed the process, overview, and vision sections, the four working committees developed specific goals and supporting strategies. All the committees had the opportunity to review and critique the findings. The executive committee consolidated the committees' documents and completed the final District Technology Strategic Plan recommendation. That recommendation was reviewed and approved by chancellor's cabinet in May 2010, and posted on the DCS website. The board of trustees approved the plan at their July 8, 2010 meeting. The interim chancellor notified all employees that the Plan is now posted on the District website on September 13, 2010 (see documents 06c.07.01-06c.07.02).

The DTSP consistently emphasizes responsiveness to the needs of the colleges. For example, four of the nine elements of success in technology planning that it cites stress

input, access, process transparency, and accommodation to changing needs. Moreover, the explicit intent of the plan is to “encourage and enable all district constituencies to participate in the assessment of technology needs and the development of the vision, direction, and prioritization of solutions to address those needs” (see document 06c.09.01, pp. 1, 4).

The DTSP also emphasizes evaluation and continuous improvement. For example, a three-year evaluation cycle is built in. To improve the assessment of progress within each cycle, the committees will develop more clearly defined outcome measurements related to the DTSP’s goals and strategies beginning in fall 2010 (see document 06c.09.01, pp. 2, 6).

In addition, the DTSP emphasizes integration with other major college and district planning processes. For example, two sections of the plan demonstrate the alignment of the District Technology strategic goals with the District Strategic Plan 2010-14 strategic directions and the San Bernardino Valley College Information Technology Strategic Plan strategies. The DETS Executive Committee will monitor alignment on an annual basis in consultation with the campus technology committees and the District Strategic Planning Committee (see document 06c.09.01, pp. 13-17, 6).

Implementation of DTSP activities is supported largely by the DETS budget; the plan itself does not include specific resource allocations. Some additional resource requests are funded through the district program review and planning process (see *District Program Review* section above); others are brought by the executive director of DETS to the chancellor’s cabinet for consideration, and funded from a variety of sources, including bond funds (see documents 06c.12.01, 06c.13.01).

Finally, two of the DTSP goals explicitly address the ongoing need to assist the colleges in daily management of college functions, and the perennial problem of funding for technology enhancements:

- Goal 2: Develop tools and resources that facilitate the daily management of college functions, including the monitoring, assessing and use of financial information.
 - Strategy 2.1: Work with college leaders to evaluate tools and data needed for financial analysis and planning.
 - Strategy 2.2: Research and deploy systems to address the needs identified in 2.1.
 - Strategy 2.3: Define and implement systems to help users monitor the reliability of crucial data.

- Goal 3: Provide a financial base to allow the District to keep pace with technology.
 - Strategy 3.1: Identify opportunities and partner with grant writing experts to obtain grant funding.
 - Strategy 3.2: Develop a budgeting plan that is reviewed annually (see document 06c.09.01, p. 19).

In accord with Goal 2, the DETS Executive Committee has already placed administration of surveys and focus groups at the colleges on its schedule of tasks for 2010-2011, to help identify the tools and data that the colleges need for planning and for financial analysis.

Progress and Analysis

Collaborative development of the District Technology Strategic Plan 2010-2013 provided opportunities for input by every constituency group at both colleges, through designated representatives on the DETS Executive Committee and the four working committees (Standard I.B.4). Planning was grounded in a documented assessment of technology services conducted by the external firm PlanNet, and further informed by input from and discussions by committee representatives (Standard I.B.5). Technology planning is integrated with the District Strategic Plan and the colleges' technology plans. SBVC includes technology as one of its major strategic initiatives in its Strategic Plan (Standard III.C.2). The DTSP will remain current through ongoing monitoring and a triennial evaluation and modification process (Standard I.B.6).

Ultimately, the plan and the technology services that it guides are designed to support instruction and student services at the colleges (Standards III.C.1.a, IV.B.3.b). The plan sets goals to improve the district's technological effectiveness, along with strategies and measurements. A more precise measurement methodology will be specified beginning in fall 2010 (Standard I.B.2).

Resource allocations to implement the plan occur through existing budget processes and District program review, and one of the DTSP goals (Goal 3) is to develop additional resources to facilitate keeping pace with technology (Standard I.B.4). Goal 9 addresses the need to upgrade infrastructure in accord with district-wide hardware and software standards; the charge of the User Services Committee includes the development of such standards for desktop and peripheral devices and other equipment (Standard III.C.1.c). Goal 2 aims at developing the tools and resources to facilitate the monitoring, assessment, and use of financial information (Standard III.D.2.a).

Finally, the District Technology Strategic Plan 2010-2013, in combination with the move to internal management and new information technology governance structure, represents a significant improvement in responsiveness to the technology needs of SBVC and our sister college CHC.

Conclusion

The development and implementation of the District Technology Strategic Plan 2010-2013 have addressed the recommendation for “the development of a coordinated strategic plan for technology that is responsive to the colleges and assists them in the daily management of the college functions, including the monitoring, assessing and use of financial information.”

During 2010-2011, the responsible committees will develop improved outcome measurements related to the DTSP’s goals and strategies, and incorporate those measurements into the triennial evaluation and revision cycle.

Development of a Long-Range Human Resources Plan

- *The development of a long range human resources plan to assist the colleges in planning and prioritizing the need for full-time faculty and staff. (Standards III.A.1.b,c, III.A.6)*

Overview

Work on the long-range Human Resources plan to assist the colleges in planning and prioritizing full-time hiring needs—which is now called the Staffing Plan—began in Fall 2009 with a review of sample HR-related plans provided by the vice chancellor for Human Resources. At her request, the accreditation consultant identified a pool of potential plan components drawn from that sample. On the basis of that research, the vice chancellor, the director of Human Resources, and the Human Resources analyst in November recommended an outline of contents for the projected plan (see document 06d.01.01).

In late Fall 2009, the District Resource Allocation Committee (RAC), which included faculty, classified, and management representatives from both colleges and classified and management representatives from District operations, assigned a subcommittee to prepare a draft of the staffing plan. From December 2009 through March 2010, the subcommittee, chaired by the vice chancellor, debated about what belonged in the plan and what did not, using the November 2009 content outline and the HR department's August 2009 initial program review draft as starting points. It developed successive outlines and drafts that reflected the debates, culminating in a draft that went to the full RAC in late March. There was general agreement in the RAC that the draft required substantial modification. The interim chancellor, who chairs the RAC, then asked the vice chancellor to coordinate the completion of data collection and analysis for the plan, clarify the narrative portions of the plan, and bring a revised draft back to the RAC as soon as possible (see documents 06d.02.01-06d.02.06).

At the RAC meeting in mid-May, the vice chancellor presented the results of the work that had been completed with the help of both HR and college staff. This draft of the staffing plan, which focused on providing data and analysis to the colleges to help them plan and prioritize full-time hiring, included the following enhancements:

- A summary of the types of information provided and the purposes they served
- A more complete description of the relationships between the plan and District and college missions, the District Strategic Plan, and other planning processes
- Standardized presentation of data
- Numerous additional tables designed to meet college needs, such as staffing ratios with examples of how to apply them in planning
- Source notes for all tables
- Graphical representations of data where most appropriate
- Analytical notes and commentary
- A matrix of anticipated hires, a form designed to provide the colleges with concrete information on those positions they had requested in the current

planning and program review cycle, or anticipated requesting within the next two cycles (see documents 06d.03.01-06d.03.02)

The RAC discussed the draft, and concluded that two primary changes were needed:

- Because of specific concerns at SBVC related to the personnel evaluation process, the staffing plan should include a section on evaluation requirements and processes.
- Because the college planning and program review processes already collect the necessary information on specific positions and generate human resources requests accordingly, deletion of the matrix of anticipated hires should be considered (see document 06d.04.01).

The interim chancellor directed the vice chancellor to incorporate the necessary changes and produce a final draft for consideration by the RAC at its first two meetings in Fall 2010.

The final draft presented to the RAC at its meeting of August 23 included the following new features:

- An expanded section on the relationship between the plan and district, college, and HR department missions
- An expanded section on the relationship between the plan and other planning processes
- A new section containing summaries of faculty, classified, and management evaluation processes, along with data on the status and timeliness of evaluations
- A section for listing hiring priorities from the colleges and district operations, including EDCT and KVCR, in lieu of the matrix of anticipated hires

In addition, the draft included three formal, measurable objectives, with suggested actions, timelines, and persons responsible for facilitating and monitoring progress, to address district-wide needs identified during preparation of the plan:

- Objective 1: In accord with District Strategic Plan Objective 5.1.1, the Human Resources department, in consultation with the colleges, will develop and implement a district mentoring program for all new employees.
- Objective 2: The Human Resources department, in consultation with the colleges, will develop and implement more systematic methods to monitor and ensure the timeliness of the evaluation processes for classified staff and management.
- Objective 3: In accord with District Strategic Plan Objective 3.1.1, the Human Resources department, in consultation with the colleges, will design and implement workshops and/or other professional development experiences to help the colleges develop internal candidates for vacancies that arise due to retirements and other turnover.

The RAC suggested a small number of changes, which were incorporated into a final draft. At its meeting of August 30, the committee by consensus recommended the

staffing plan as revised to the interim chancellor, who approved it and provided a link to it in his *Chancellor's Chat* of September 13, 2010 (see document 06d.05.02).

The staffing plan is a tool designed to help the planning and program review processes and the management of the colleges and district operations in planning and prioritizing full-time hiring. It provides in one document basic information on hiring, evaluation, and retention of quality employees, and an abundance of useful data, including:

- Current workforce demographics
- Applicant pool diversity
- Historical staffing ratios
- Faculty loads and positions by discipline
- Turnover rates
- Retirement projections
- Information on compliance issues such as the full-time faculty obligation and the 50-percent law (see document 06d.06.01)

The hiring and retention of high-quality human resources that this plan supports are crucial to the missions of the colleges and the district, so this plan supports those missions as well. It also aligns with objectives under three strategic directions in the District Strategic Plan, and with the Human Resources department's internal planning and program review process. Moreover, it provides direction to that department in the form of the three objectives shown above (see documents 06d.06.01 pp. 6-7, 9, 15, 27, 31; 06d.07.02 pp. 28, 30, 32; 06d.07.03).

Progress, Analysis, and Conclusion

The staffing plan is aligned with the missions of the district and its colleges (Standard I.A.4). It is also aligned with the District Strategic Plan, and includes information about the requirements and timeliness of personnel evaluation processes (Standard III.A.1.b). The plan provides CHC units engaged in annual planning or program review with information that helps them plan for and prioritize their human resources needs, especially in the long term. That information also helps the District and the colleges understand and improve their efficiency in using human resources, and their compliance with mandates related to human resources (Standard III.A.6).

See Recommendation 5 above on student learning outcomes as a component of evaluations (Standard III.A.1.c).

The development and implementation of the staffing plan has met the recommendation for the "development of a long range Human Resources plan to assist the colleges in planning and prioritizing the need for full-time faculty and staff."

During 2010-2011, the staffing plan will be reviewed and revised as needed, with appropriate input from the colleges.

Commission Recommendation 1: District Resource Allocation Process

The district's resource allocation process needs to be clarified and communicated to both colleges within the district. (Standards III.A.6, III.B.2.a, b, III.C.2, III.D.1.d, III.D.3, IV.B.3.a, c, d, f, g).

Overview

In late summer 2009, the chancellor's cabinet approved the "Summary of Budget Allocation Model 2008-2009," which clarified the methods used for 2008-2009 allocations to district operations and the colleges. This document represented the first written description of such allocations completed at the district. It represented a major advance in transparency and communication for the district and its colleges. The information was posted in fall 2009 on the district website. It was, however, descriptive of what had been done, not prescriptive of what should be done. The cabinet made the decision to develop a model based on best practices that would address current and future needs (see document CR1.01.01).

To address the issue, the interim chancellor convened a Resource Allocation Committee (RAC) with representation from both colleges, the district office, Economic Development and Corporate Training, KVCR, and all constituency groups. The RAC began meeting in October 2009 with a discussion of not only its tasks but also a timeline for accomplishing them. In subsequent meetings, RAC members examined the characteristics of the existing allocation model in detail, considered best practices among eight budget models from other multi-campus districts, formulated guiding principles for the SBCCD model, and sought input from colleagues at the campuses (see documents CR1.02.01-CR1.02.12).

On the basis of this information, the interim chancellor drafted an allocation model in February 2010 for committee consideration, and notified all district employees of the RAC's work to date (see document CR1.03.01). The model, which allocated funds to the colleges based primarily on the proportion of FTES generated by each over the past four years, included the following elements by college:

- Historical FTES data
- Total state base revenue
- Growth and COLA based on the governor's budget
- Projection of part-time faculty FTEF and costs
- Lottery revenue projections
- Interest revenue
- Other campus revenue allocable to each campus
- An assessment for district office operations
- An assessment for district-wide costs such as KVCR, insurance, and retiree funds
- An assessment for district-wide equipment costs
- An assessment for district reserves
- A final budget allocation (see document CR1.04.01)

Based on the committee's discussion, the interim chancellor drafted a revised model, which was approved by the committee in March 2010 for dissemination to the district community for feedback. This second model contained the following principal changes:

- It placed KVCR and auxiliary services into a separate column rather than in the assessment for district-wide costs.
- It set projected growth funds at zero, pending approval of the final state budget.
- It deleted the assessment for district-wide equipment costs.
- It added an assessment to fund the 2009-2010 SERP. (see document CR1.05.01)

In April the interim chancellor asked the colleges' vice presidents for administrative services to test the revised model in consultation with their respective presidents. The model was also sent to all district employees for feedback. In order to further communication on the topic, the interim chancellor presented a live webcast to explain the model. Presentations were made to College Council, Academic Senate, and managers (see documents CR1.06.01, CR1.06.03-CR1.06.04). Based on the feedback received, the interim chancellor drafted a third model, which the RAC considered on May 17. This model incorporated the following changes:

- The historical FTES data column used funded FTES, instead of actual FTES.
- Lottery, interest, and other campus revenue were projected in a more realistic fashion.
- The assessment for KVCR was placed in its own column, and funding for the auxiliary services accounting staff was placed in the assessment for district office operations.

The committee recommended moving funding for the Professional Development Center from the assessment for district office operations to its own column, on the basis of discussions after the circulation of the third draft. The RAC then approved the model unanimously, as amended. The interim chancellor shared the adopted model with all employees (see documents CR1.07.03-CR1.07.04, CR1.07.06, CR1.02.10).

The approved model was used in making allocations to the colleges for the 2010-2011 fiscal year. It was also incorporated into the SBCCD Strategic Plan. In accord with the guiding principles, it will be reviewed annually by the district-wide Budget Committee, which may recommend changes as needed. The SBVC College Council, which serves as the institution's primary collegial consultation group and oversees college processes including budget, will review and provide input on the model during 2010-2011 (see documents CR1.08.01-CR1.08.02).

Progress and Analysis

The new resource allocation model, for the first time, clearly distinguishes between district and college functions within the budget allocation process (Standard IV.B.3.a). It

distributes resources to support effective college operations fairly, and communicates the distribution method to the colleges, the district office, KVCR, and EDCT (Standards IV.B.3.c, IV.B.3.f). The resource allocation model places control of college budgeting firmly with the colleges themselves—considered the most appropriate location for effective control of expenditures (Standard IV.B.3.d)—rather than at the district level. The model is subject to the final authority of the Board of Trustees over the budget. It also builds in a process for evaluating its effectiveness annually with appropriate input from the college councils and constituency groups. Any changes are designed to improve district operations, which ultimately benefit the colleges and their students (Standards III.D.1.d, III.D.3, and IV.B.3.g).

In the following crucial areas, the presidents now have budgetary authority, which they exercise in accord with the colleges' own strategic plans and with collegial consultation input from their planning and program review processes:

- Both full-time and part-time hiring priorities for faculty, staff, and managers (Standard III.A.6; see also information provided by the staffing plan, and Recommendation 6)
- Equipment and facilities modifications, to improve the tools and settings needed for excellent instruction and services. (Standards III.B.2.a, III.B.2.b)
- Technology purchases and upgrades, in consultation with district and college technology staff, and guided in part by the District Technology Strategic Plan. (Standard III.C.2; see also Recommendation 6)

A draft of the model was widely communicated to the colleges, the district office, KVCR, and EDCT before adoption; feedback was incorporated as appropriate; and then the adopted model was communicated to all district employees.

Conclusion

With the development, adoption, communication, and implementation of the new resource allocation model, the district has met the recommendation that “the district's resource allocation process needs to be clarified and communicated to both colleges within the district.”

During 2010-2011, the District Budget Committee, with appropriate input from the colleges, will evaluate implementation of the model, and make any necessary modifications.

List of Supporting Evidence

Statement on Report Preparation

ID	Document
RP.01.01	SBVC Sept 1 Min.pdf
RP.01.02	Minutes 8-27-10.doc
RP.01.03	ASG Minutes Sept 9-2010.docx
RP.01.04	C S Agenda 8-27-10.doc

Recommendation 5

ID	Document
05.01.01	AGENDA March 12.doc
05.01.02	AGENDA Mar 26.doc
05.01.03	AGENDA April 16.doc
05.01.04	AGENDA April 23.doc
05.01.05	AGENDA April 30.doc.
05.01.06	SLOs notes_discussions.docx
05.01.07	Aug 18 Senate Minutes.doc
	Sept 01 Senate Minutes.doc

Recommendation 6a

ID	Document
06a.01.01	Bus Svcs Retreat Agenda 080619.pdf
06a.01.02	Purchase Order analysis.pdf
06a.01.03	HR Prgm Rev 08-09.pdf
06a.01.04	20090627 DCS Status.pdf
06a.02.01	Timeline 100119.pdf
06a.02.02	Dist Prgm Rev Participants.pdf
06a.02.03	ProgramReviewTemplate w boxes 091120.pdf
06a.03.01	Agenda 091120.pdf
06a.03.02	Purposes of Dist PR 091120.pdf
06a.03.03	PR Dist Ops Contents 091120.pdf
06a.03.04	Foundations of Framework 091118.pdf
06a.03.05	Outcome Statements.pdf
06a.03.06	Measurement Samples by Outcome Type 091120.pdf
06a.03.07	Measures form 091120.pdf
06a.03.08	Measures form sample 091120.pdf
06a.04.01	Feedback Descriptions 100106.doc
06a.04.02	Feedback Mission & Measures 091217.doc
06a.05.01	Final Ops Satisf Questionnaire.pdf
06a.05.02	Dist Ops Survey Invitation 100223.pdf
06a.06.01	Summary of Results for Dist Distrib.pdf
06a.07.01	Ops Svy Comments Restored Negs Xd 100331 Accptd.pdf
06a.08.01	Agenda 100319.pdf
06a.08.02	Web Planning Tool Screenshots.doc
06a.08.03	Goals-Obj Distinctions-Services 100318.doc
06a.08.04	Goal & Objective Verbs.doc

ID	Document
06a.08.05	Outcome Statements-Services 100318.doc
06a.09.01	Plans for Procurement 100504.pdf
06a.09.02	Plans for Human Resources 100524.pdf
06a.09.03	Plans for Accounting 100504.pdf
06a.09.04	Plans for Distributed Education 100416.pdf
06a.09.05	Plans for DCS-Tech 100505.pdf
06a.09.06	Plans for Facilities 100419.pdf
06a.10.01	Plans for DCS-Admin 100505.pdf
06a.11.01	ML General Comments 100411.pdf
06a.12.01	https://www.sbccd.org/ProgramReview/Home.aspx/Listing
06a.13.01	Chancellor's Chat 100208.pdf
06a.13.02	Chancellor's Chat 100427.pdf
06a.13.03	Chancellor email on Dist Ops Svy Results 100426.pdf.
06a.14.01	Annl Planning Template.pdf
06a.14.02	District Planning Process graphic 100803.pdf
06a.14.03	Calendar 2010-11 100822.doc
06a.15.01	HR Newsletter 1004.pdf
06a.15.02	Blackboard Agreement.pdf
06a.15.03	Financial 2000 EduReports Online Tutorial.pdf
06a.15.04	DE satisfactionSurvey.pdf
06a.15.05	DE Fall2010Workshops.pdf
06a.15.06	Infrastructure Upgrade.xls
06a.15.07	520GESeries Press.pdf
06a.15.08	DPR Status Facilities 100616.pdf
06a.15.09	DPR Status Payroll 100616.pdf
06a.15.10	DPR Status Procurement 100616.pdf.
06a.16.01	Steering Comm Pri Rec 100803 rev.pdf
06a.16.02	Chancellors Chat 100826.pdf
06a.16.03	***DPR-DSP Allocation 2010-11.pdf
06a.17.01	Help Desk Presidium Contract approval 100513.pdf http://www.sbccd.cc.ca.us/District_Faculty_-_a_-_Staff_Information-Forms/Business_Services_For_Employees.aspx
06a.17.02	Forms/Business_Services_For_Employees.aspx
06a.18.01	DPR Process Survey Invitation 100513.pdf
06a.19.01	Process SurveySummary_05212010.pdf
06a.19.02	Process SurveySummary_06012010 Crosstab.pdf
06a.19.03	Process Svy Comments Report.pdf
06a.20.01	Evaluation Results on 2009-10 Process 100810.doc
06a.21.01	ChancellorPresentation2.ppt
06a.21.02	Chancellor's Chat 100913.pdf

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ID	Document
06b.01.01	SBCCD Institutional Goals 2008-09.pdf
06b.01.02	SBCCD '08 – '09 Institutional Goals Status Report 8-09 Fin.pdf
06b.02.01	Strategic Planning Cmt Appt 091016.pdf
06b.02.02	Strategic Planning Cmt Appt Cover 091016.pdf
06b.02.03	DSPC Roster 100111.pdf

ID	Document
06b.03.01	Purposes of Dist Strat Planning 091029a.pdf
06b.03.02	Excellent Strategic Planning Processes 0910.pdf
06b.03.03	Goals-Obj Distinctions.pdf
06b.03.04	Map of Exc Planning Procs to SBCCD Exps 091116.pdf
06b.03.05	Meeting Schedule 091113.pdf
06b.03.06	Planning Logistics 091029a.pdf
06b.03.07	Ground rules 091115.pdf
06b.04.01	DSPC Member Responsibilities.pdf
06b.04.02	Steps timeline 091207.pdf
06b.05.01	SBVC Sis and Goals 091027.pdf
06b.05.02	CHC EMP to Goals 091027.pdf
06b.05.03	Imperatives and Goals 09-10.pdf
06b.05.04	Foundational Statements.pdf
06b.05.05	CCC Sys Strat Plan executive_summary 091113.pdf
06b.05.06	ACCJC Rubric Planning Only October 2007.pdf
06b.05.07	SBCCD_IE_Industry&OccupationalAnalysis_1209.pdf
06b.05.08	Enrollment Mgmt Practices at SBVC and CHC.pdf
06b.05.09	CHC & SBVC Impact & Perf 2000-08.pdf
06b.06.01	5B Subcomm Rept Budget 100113.pdf
06b.06.02	6H Subcomm Rept Pedagogy & Outcomes 100127.pdf
06b.06.03	6I Subcomm Rept Degree-Cert and Wages 100125.pdf
06b.06.04	6J Subcomm Rept Competition for Students 100127.pdf
06b.06.05	6K Subcomm Rept Private Funding 100127.pdf
06b.06.06	7A Subcomm Rept Technology.pdf
06b.07.01	6B Working Set SDs & Goals 100115.pdf
06b.07.02	7C Working Set SDs & Goals 100129.pdf
06b.07.03	8B Working Set SDs & Goals 100220.pdf
06b.07.04	9A Working Set SDs Goals & Objs100226.pdf
06b.07.05	10C Working Set SDs Goals & Objs100322.pdf
06b.07.06	11B Working Set SDs Goals & Objs100331.pdf
06b.07.07	12A Working Set SDs Goals & Objs100418.pdf
06b.07.08	Cover email on DSP Feedback Req 100301.pdf
06b.07.09	9B Feedback Req Working Set SDs&Goals 100301.pdf
06b.07.10	10I CHC Ac Senate Discussion on District Strategic Plan ed.pdf
06b.08.01	10G Feedback Received on DSP 100323.pdf
06b.08.02	Strategic Planning Committee 3-26-10 final.pdf
06b.09.01	10F Draft Objectives with Worksheet 100312.pdf
06b.09.02	11C Draft Objectives 100404.pdf
06b.09.03	12B Draft Objectives 100418.pdf
06b.09.04	13B Draft Objectives 100423.pdf
06b.10.01	13A DSP Draft 100425.doc
06b.10.02	Cover email on DSP Feedback Req 100426.pdf
06b.10.03	Dist Assembly Agenda 100504.pdf
06b.10.04	Agenda Mar 3 10.doc
06b.10.05	April 28 10 minutes(2).doc
06b.11.01	13D Feedback Report thru 100505.pdf
06b.12.01	Strategic Planning Committee 5-7-10 final.pdf

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06b.13.01	DSP Final Corrected 100630.doc
06b.13.02	Chancellor's Chat 100525.pdf
06b.13.03	Board Minutes 100708.pdf
06b.14.01	Chancellor's Chat 100208.pdf
06b.14.02	Chancellor's Chat 100615.pdf
06b.15.01	DETS Catalog of Ser 4-20-10.pdf
06b.16.01	DSPC Profl Dev PP Invit email.pdf
06b.16.02	DSPC VPI PP Invit email.pdf
06b.16.03	2010-08-27 Minutes.doc
06b.16.04	***DPR-DSP Allocation 2010-11.pdf
06b.17.01	ChancellorPresentation2.ppt
06b.18.01	Chancellor to presidents on DSP-Coll Comm 100804.pdf
06b.20.01	3A Task Schedule 2010-11 100910.doc

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ID	Document
06c.01.01	District_IT_Plan_9-07.pdf
06c.02.01	PlanNet Assessment Powerpoint version.pdf
06c.02.02	Technology Committee Minutes 04-01-09 (2).doc
06c.02.03	Technology Committee Minutes 09-02-09 (2).doc
06c.03.01	DETS Catalog of Ser 4-20-10.pdf
06c.04.01	110909 DETS Committee Purposes V2.pdf
06c.04.02	Technology Committee Minutes 11-18-09 (2).doc
06c.05.01	Survey_Dets Exec Comm.pdf
06c.05.02	DETS Ex Comm Survey Report.doc
06c.06.01	District-wide Services Survey 100903.docx
06c.07.01	Board Minutes 100708.pdf
06c.07.02	Chancellor's Chat 100913.pdf
06c.09.01	District_Information_Technology_Strategic_Plan_-_Final_Version_06.01.10.docx
06c.12.01	Infrastructure Upgrade.xls
06c.13.01	DCS working budget 2009-10.xls

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ID	Document
06d.01.01	HR Plan Outline 091125.doc
06d.02.01	Resource Allocation Committee Membership 100701.doc
06d.02.02	HR Program Review – Draft as of AUG2009.doc
06d.02.03	Human Resources Plan – Outline 01-26-2010.doc
06d.02.04	Human Resources Allocation PLAN 03-03-2010.doc
06d.02.05	2 nd DRAFT Human Resources Allocation PLAN 03-12-2010.doc
06d.02.06	April 7 Min2.doc
06d.03.01	DRAFT Staffing PLAN rev ML 100513.doc
06d.03.02	Projections pages 100517.doc
06d.04.01	Resource Allocation Committee Notes 5 17 10.pdf
06d.05.02	Chancellor's Chat 100913.pdf

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06d.06.01	Final Staffing PLAN 100902.doc
06d.07.02	DSP Final Corrected 100630.doc
06d.07.03	https://www.sbccd.org/ProgramReview/Home.aspx/Listing

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ID	Document
CR1.01.01	Final Prior Budget Model.pdf
CR1.02.01	agenda 10-20-09.doc
CR1.02.02	agenda 11-2-09.doc
CR1.02.03	agenda 11-30-09.doc
CR1.02.04	agenda 1-11-10.pdf
CR1.02.05	agenda 1-25-10.pdf
CR1.02.06	agenda 2-22-10.pdf
CR1.02.07	Resource Allocation Committee Notes 10 20 2009.pdf
CR1.02.08	Resource Allocation Committee Notes 11 2 2009.pdf
CR1.02.09	Resource Allocation Committee Notes 11 30 09.pdf
CR1.02.10	Resource Allocation Committee Notes 5 17 10.pdf
CR1.02.11	08 20091028 Oct 28 2009.pdf
CR1.02.12	Jan 27 10 minutes (2).doc
CR1.03.01	Chancellor's Chat 100217.pdf
CR1.04.01	Budget Model SBCCD Draft 2 22 2010.xls
CR1.05.01	Budget Model SBCCD Draft 3 22 2010 rev.xls
CR1.06.01	RAM Feedback request cover 100406.pdf
CR1.06.03	President's Report07Apr10.doc
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CR1.07.03	Budget Model SBCCD Final 5 23 10.pdf
CR1.07.04	Budget Model SBCCD Final Guiding Princs 5 23 10.pdf
CR1.07.06	Chancellor's Chat 100615.pdf
CR1.08.01	2010-2011 Tentative Budget.ppt
CR1.08.02	DSP Final Corrected 100630.doc