

SBVC College Council MINUTES October 23, 2013

Gloria Fisher, SBVC Interim President, Chair Jeremiah Gilbert, Academic Senate President, Co-Chair Brandon Brown Joe Cabrales A Marco Cota A Colleen Gamboa Rania Hamdy A Leticia Hector	Rick Hrdlicka Celia Huston Haragewen Kinde Sheri Lillard A James Smith Scott Stark Cassandra Thomas
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TOPIC	DISCUSSION and ACTION
Approval of October 9, 2013 minutes	Rick motioned to approve the minutes, Haragewen second, all were in favor and the minutes were approved.
Committee Evaluation Form Update – J. Smith	James reviewed the draft of the committee self-evaluation survey with the group. Discussion of recommended changes ensued. James will make the necessary changes and bring back for review at the next meeting.
District Strategic Planning Goals – J. Gilbert/J. Smith	<p>Jeremiah discussed the <i>Brainstorming of SBCCD Strategic Planning Goals</i> with the group for feedback and discussion with the District Strategic Planning committee on November 8, 2013.</p> <p>James informed the group that the information on the <i>Brainstorming of SBCCD Strategic Planning Goals</i> has been aligned with what is provided on the <i>SBCCD Strategic Planning Goals</i> survey. The group discussed the listed goals, suggested recommendations, and edits to the document. James will take the recommendations and modify the survey for completion within the next two weeks. He requested any other edits be emailed to him.</p>

<p>AP2225 - J. Gilbert:</p> <ul style="list-style-type: none"> • Committee Charge changes to Accreditation/SLO's and Facilities & Safety • Basic Skills sub-committee 	<p><u>Basic Skills sub-committee</u></p> <p>Jeremiah proposed making the Basic Skills committee into a collegial consultation committee and including it into AP 2225. He suggested the committee be charged with coming up with a membership and charge and bringing it to Academic Senate and this group for the formal approval process.</p> <p>Discussion among the group ensued on the history of the committee, the benefit/purpose the committee would serve in the collegial consultation structure and the appropriate process for proposing a recommendation to be included into the AP. Jeremiah will discuss the process with Academic Senate and the committee.</p> <p><u>Committee Charge changes to Accreditation/SLO's and Facilities & Safety</u></p> <p>At the last Academic Senate meeting the group recommended the addition of language to the committee charges:</p> <p>Facilities & Safety Committee: add sustainability practices to the charge of the committee. All were in favor of the recommendation.</p> <p>Accreditation & SLO's committee: add "is authorized by the Academic Senate to". This would be an endorsement from the Senate to operate as a faculty committee. Discussion ensued and it was recommended to clearly separate Accreditation from SLO's because they are both separately driven. SLO's are faculty driven but Accreditation is driven by all constituent groups. Celia recommended breaking up the charge so that only one part of the charge (SLO's) states "operates under the authority of Academic Senate, the group consented on the recommendation. Celia and Jeremiah will draft the charge in the executive groups and bring back to this group for recommendations/approval.</p>
<p>Ethics Statements:</p> <ul style="list-style-type: none"> • ASG – B. Brown 	<p>Brandon presented the SBVC Students Ethics statement to the group. He will include the adopted date to the statement and send the electronic copy to Stacy along with the minutes from which the statement was adopted.</p>
<p>College Hour – G. Fisher</p>	<p>Dr. Fisher introduced the idea of starting a College Hour for students in the spring semester. College Hour would be an hour in which classes are not scheduled so that students can participate in other curricular activities on campus. Dr. Fisher asked the group to think about ideas on how to drive College Hour for discussion at the next few meetings.</p>

Organizational Handbook – G. Fisher	Dr. Fisher reviewed a sample <i>Organizational Handbook</i> with the group and asked that they start thinking about what an <i>Organizational Handbook</i> for our campus should include and bring thoughts back to this group for discussion.
Approval Process Flowchart for Expenditures – G. Fisher	Scott informed the group that he is working on a flow chart that will outline the approval process for expenditures and bring to the next meeting.
Committee Reports:	Celia reviewed the planning model with the group and discussed adjustments that will need to be made to the document. James will make a presentation at the next meeting on draft 4 of the Strategic Planning document. He requested <i>Strategic Planning</i> be a standing item on the agenda.
OTHER:	



San Bernardino
Valley College

Planning Model

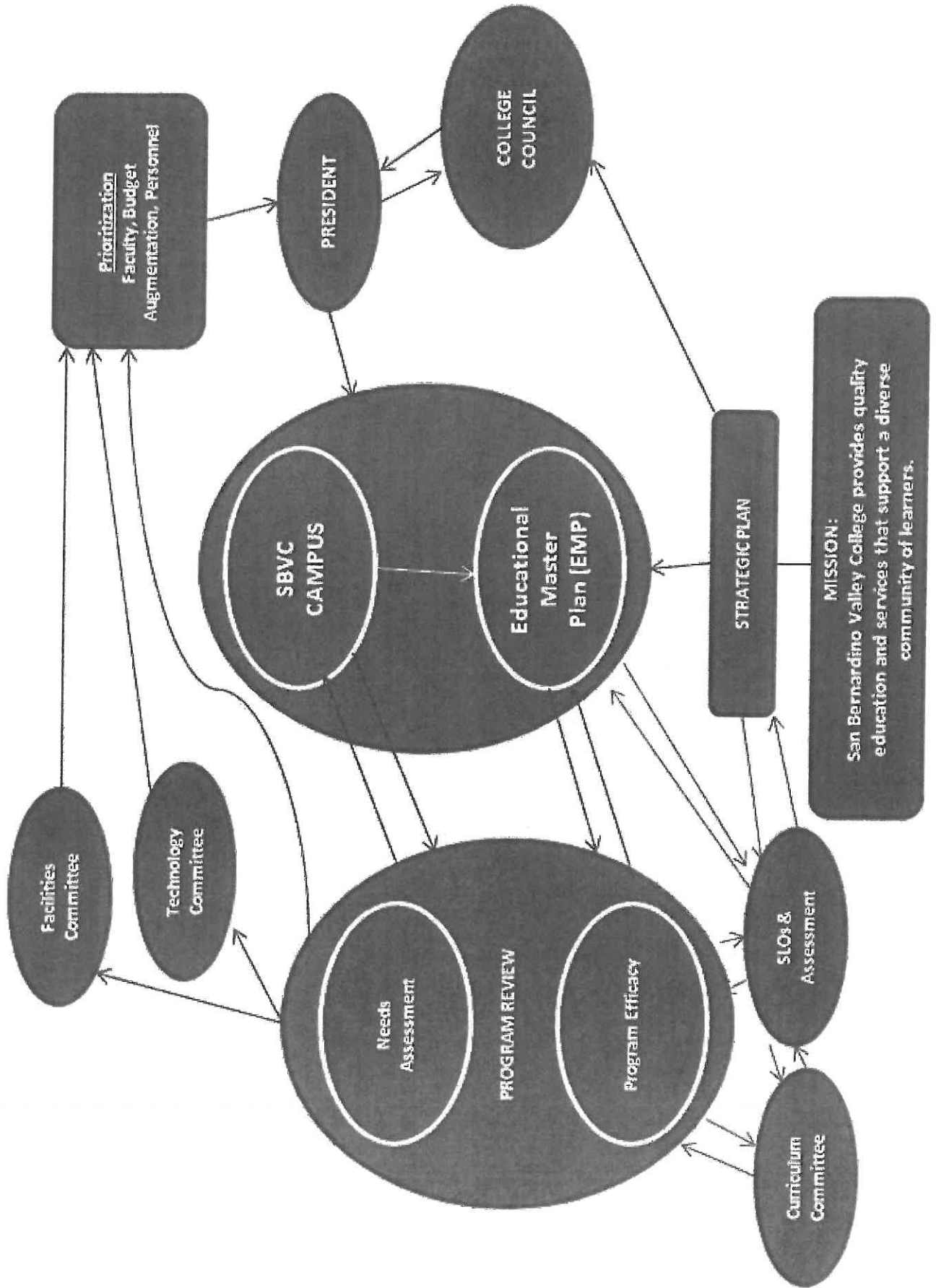


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San Bernardino Community College District (SBCCD)

STRATEGIC PLANNING GOALS

The committee members of the District Strategic Planning Committee need your feedback. Please take a moment to provide your opinion on high priority goals for the District (SBVC, CHC, District, EDCT, KVCR). Select the 10 items that you believe have the greatest importance for achieve the mission of the district.

SBCCD Mission: The mission of the San Bernardino Community College District (SBCCD) is to promote the discovery and application of knowledge, the acquisition of skills, and the development of intellect and character in a manner that prepares students to contribute effectively and ethically as citizens of a rapidly changing and increasingly technological world.

Please use the comment box at the bottom to include any missing ideas.

1. Select the ten most important items from the list below:

- | | |
|---|---|
| <input type="checkbox"/> Increase student enrollment | <input type="checkbox"/> Increase the ratio of full-time to part-time faculty |
| <input type="checkbox"/> Increase basic skill course offerings | <input type="checkbox"/> Increase diversity awareness |
| <input type="checkbox"/> Increase access to STEM programs | <input type="checkbox"/> Increase staff |
| <input type="checkbox"/> Increase the number of transfer students | <input type="checkbox"/> Increase partnerships with community organizations |
| <input type="checkbox"/> Increase innovative methods of teaching and learning | <input type="checkbox"/> Increase partnerships with local universities |
| <input type="checkbox"/> Increase effective evaluation of staff, faculty and administrators | <input type="checkbox"/> Increase the number of students who participate in honors programs |
| <input type="checkbox"/> Increase transparency in decision making | <input type="checkbox"/> Increase the number of degrees and certificates awarded |
| <input type="checkbox"/> Improve customer service on campus | <input type="checkbox"/> Increase available resources (grants) |
| <input type="checkbox"/> Contribute to the economic health of the community | <input type="checkbox"/> Increase certificates issued |
| <input type="checkbox"/> Increase online course offerings | |

2. Comments and/or items missing from the list (150 Character Max.)

Thank you for your feedback. Click the [submit] button to complete the survey.

San Bernardino Valley College Student Ethics Statement

As students of a California Community College, we shall strive ^{to} uphold the ethical principles laid forth in this document, both in ourselves and in our community.

I. Honesty

- A. I express my genuine opinion on issues even if my view is unpopular.
- B. I only make promises I genuinely believe I can keep.
- C. I only take credit for work that I have done and acknowledge everyone who assists me in accomplishing tasks.

II. Responsibility

- A. I seek to maintain integrity in both my public and private life.
- B. I take ownership of the decisions I make or fail to make, the actions I take or fail to take, and the consequences of that result.

III. Communication

- A. I clearly convey messages and relay necessary information to fellow students and faculty as soon as possible.
- B. I ask clarifying questions if I disagree or do not understand.
- C. I seek feedback from a diverse array of students, staff, and faculty.

D. I can clearly articulate how my decisions will advance my educational process.

IV. Commitment

A. I continue to pursue worthy goals, regardless of their difficulty.

B. I have a clear set of objectives, a general time-frame for accomplishment, and am willing to see difficult projects through to their completion.

C. I make a reasonable effort to assist my peers in any capacity available to me.

V. Professionalism

A. I prepare for all obligations by reading the necessary materials and arriving on time.

B. I speak respectfully, without profanity or sarcasm.

C. I personally resolve issues with those persons with whom I have a conflict or disagreement.



San Bernardino Valley College

Strategic Plan—Draft 3

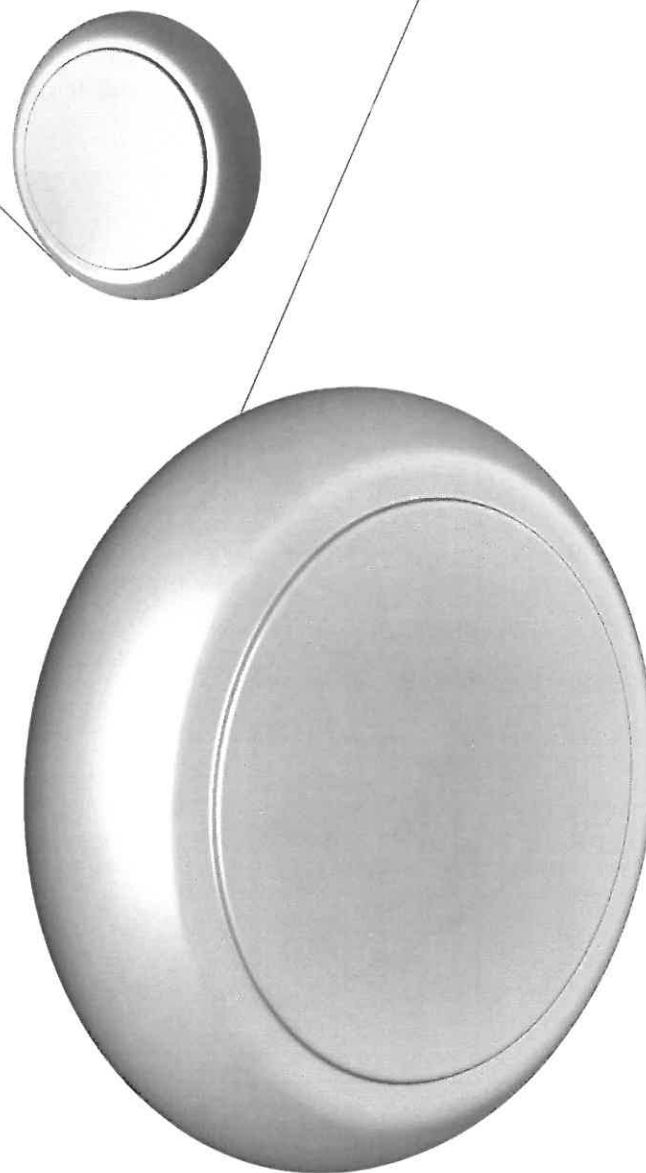
2013 to 2018

The SBVC strategic plan is the product of a year-long dialogue with SBVC stakeholders: students, faculty, staff, campus and district administrators, community residents, political and business leaders. The initial dialogue focused on a review of mission and vision. Topics moved from there to campus identity: “who we are” and “who we want to be”. Finally, dialogue focused on what we need to do to achieve the identity we want and achieve the defined mission and vision. This planning document includes the goals and measurable objectives that the campus and community stakeholders defined for the college over the next five years using this process.

James E. Smith, Ph.D.

Dean, Research, Planning, and Institutional Effectiveness

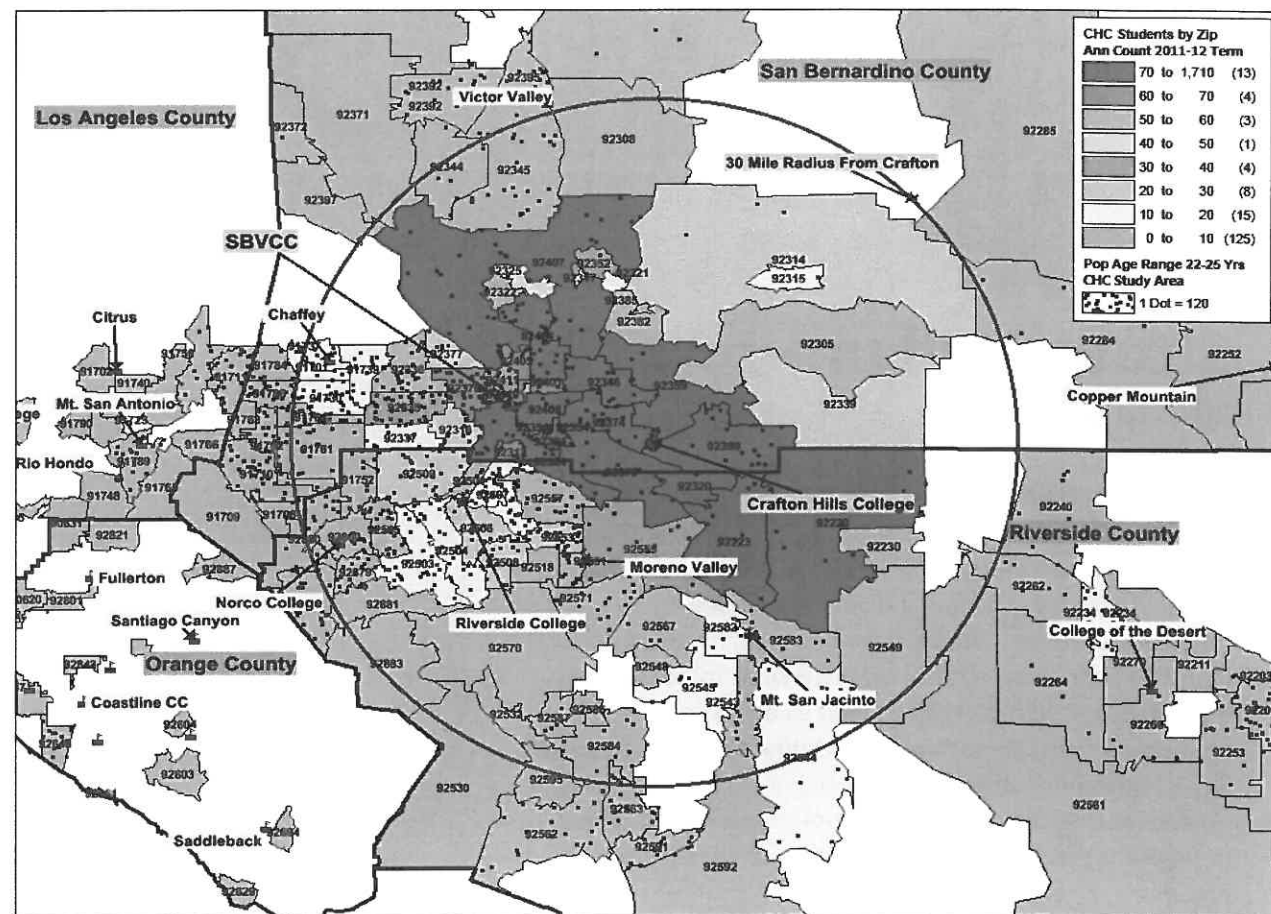
9/21/2013



I. Introduction

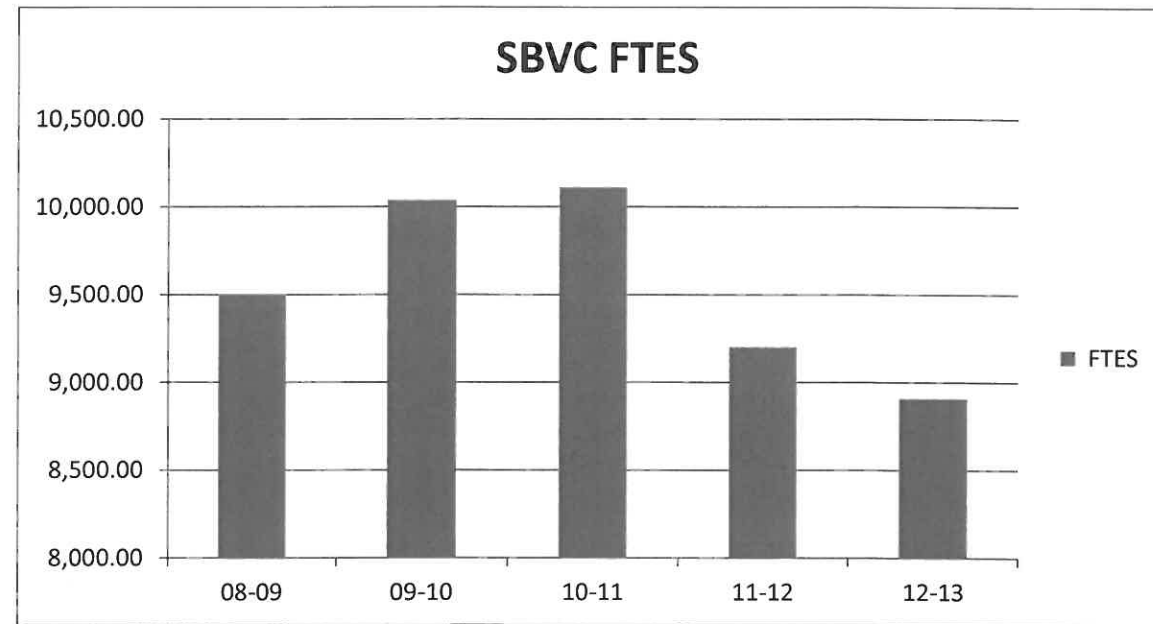
In 2013, SBVC celebrated its 87th year of serving students of the San Bernardino area. The campus occupies 85 acres in one of the most densely populated areas of the Inland Empire, close to the cities of Colton, Rialto, San Bernardino, Riverside, and Redlands. The campus is part of a two campus district, located in an area of the state with the largest projected population growth over the last two decades. The sister campus, Crafton Hills College, is located approximately 12 miles east of SBVC (See Map 1). The zip codes closest to the campus possess among the lowest success rates for K-12 students in the state.

SBVC enjoys one of the most ethnically diverse student populations in the country, with 57% Hispanic, 18% Black, 17% White, 7% Asian, and 1% Native American. The average head count is 13,000 per semester. In recent years, the campus experienced a slight enrollment drop, but this is considered to be temporary and part of a normal cycle. It is classified as a medium size community college because of its FTES, normally between 9, 000 and 10,000 (see Table 1).



The campus enrolls approximately 1,500 new freshmen each year. Most are from ten major feeder campuses in San Bernardino, Colton, Rialto, Redlands, and Fontana. However, the campus serves a large number of returning adult students as well. The average is age 29 years with many students who are returning for career changes and pursuing Career Technical Education (CTE) options¹. Approximately three quarters of the students take part-time loads with less than 12 units. The college has a number of unique characteristics, which include a large number of CTE programs, and a Middle College High School adjacent to the campus. As an early adopter of distance-education, SBVC is a leader in the state with over 17% of the sections delivered through distance-education.

Table 1. SBVC FTES for the



¹ Approximately 33% of course offerings are classified as CTE or occupational.

II. The Current Plan in Historical Perspective

SBVC has developed a number of planning documents, but the strategic plan has the most comprehensive scope, including the goals and objective of most of the other plans. It has wide-ranging implications for the campus in key areas that include access to courses, partnerships, and allocation of resources. The history of strategic planning on the campus spans several decades, but the first formally titled strategic plan was developed in 2004. It defined a set of strategic goals and objectives with a 15 year time horizon. The goals were ambitious and not designed for measurement—they provided a vague roadmap with big theoretical ideas. The next edition was developed in 2008 and made four major improvements: (1) It included input from a wider range of stakeholders to establish themes and priorities for goals. (2) It defined a set of strategic initiatives with specific and measurable objectives. (3) It established benchmarks as starting points with each objectives. (4) It called for the use of data from a variety of sources including campus-wide surveys, campus data archives on student success (Datatel), and statewide data sources maintained by the state chancellor's office (ARCC Report). (5) It reduced the time horizon from 15 years to 5 years.

The current plan builds on the previous two plans by incorporating the strong points of both adds several additional features. First of all, it provides more social and historical context to the planning process. Secondly, it makes a stronger effort to be inclusive in collecting input from stakeholders to establish goals and objectives. Finally, it incorporates an evaluation component. Not only will progress toward achieving the goals and objectives in the plan be measured, but the validity and efficacy of the planning process itself will be evaluated at regular intervals.

This plan will continue with the five-year strategic planning cycle. The previous cycle ended in the 2012-13 academic year. A report summarizing the progress made on the six strategic initiatives was presented to the campus during opening-day activities, Fall 2012. At that time, the President initiated a new five-year planning cycle by directing the Dean of Research Planning and Institutional Effectiveness to develop a planning framework and begin collecting data from campus stakeholders. The planning framework included the following principles: 1) inclusiveness, 2) transparency, 3) active involvement and oversight of college council, 4) coordination and integration with other plans.

III. Data Collection and Analysis

The data collection process for this plan proceeded in three phases. Phase one began with surveys--campus climate surveys, self-study surveys, and SWOT surveys. Phase two included focus groups, and town-hall style meetings where dialogue was recorded. Phase three involved an environmental scan that gathered an expansive set of demographic, enrollment, and economic data on the district and campus service area(s).

In the spirit of inclusiveness, data was collected from the widest possible cross-section of campus and community constituents, including students, faculty, staff, and community members to determine what they identified as priorities for the campus. These groups communicated their concerns in the areas of student access, student success, community partnerships, campus facilities and resources, along with a

wide range of other topics. Raw data from all sources was grouped into themes and presented to the SBVC College Council Committee² for review. The initial list of thematic groups included 17 categories to be considered for strategic directions.

After reviewing the raw data, the condensed the thematic groups from 17 to 8 goal categories. All activities and goals suggested by stakeholders were preserved, but reorganized into a smaller number of more inclusive categories. These categories were used to define the strategic directions for the campus in a new five-year plan³.

IV. The Planning Process

The campus was conducting a presidential search during this period and expecting a new president by the end of the year. The timeline for preparing the strategic directions was aimed at having draft ready for the new president to review.

Steps in the Strategic Planning Process:

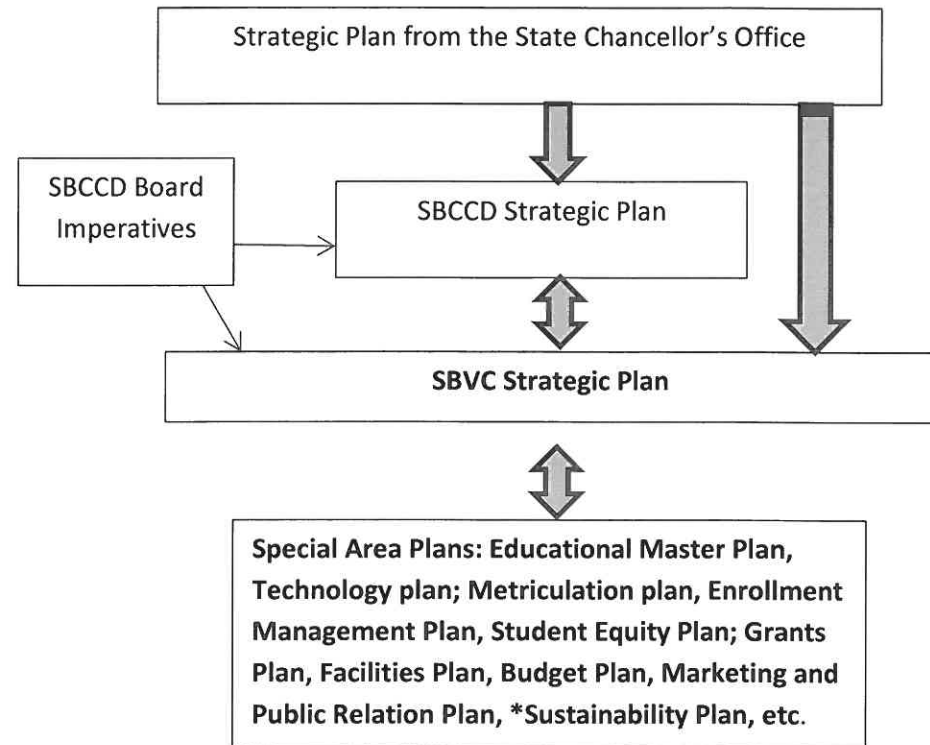
- (1) **Review Assessment of Progress Toward Previous Goals and Objectives.** Final review of the ending was presented to the campus and posted to the website. Data was presented to the entire campus at the opening day all-campus meeting summarizing the progress the campus had made toward achieving the previous cycle of measurable objectives.
- (2) **Review of the Mission Statement (Core focus of the campus)** SBVC provides quality education and services to support a diverse community of learners. Discuss the mission and vision with stakeholder at committee m....Place the mission statement routine correspondence, publish it on the website, in the college catalogue, and in the schedules each term. Presented it to groups before every focus group or town-hall meeting as a starting point for dialogue.
- (3) **Solicit Input From all Stakeholders:** 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. Nearly 1000 off-campus stakeholders responded included community residents, business leaders, K-12 representatives, and political officials. Surveys, focus groups, community forums, SWOT questionnaires, and individual interviews were used to collect and gather responses.
- (4) **Establish Strategic Goals and Directions:** Transcripts for interview, focus groups, and town hall meetings was transcribed and coded. Survey data was tabulated

² College Council is a committee with representatives from all other campus committees. Typically, the chair of each committee attends this committee to report on the activities of his/her respective committee. This provides an excellent opportunity in integrate planning goals with committees involved in special area plans link the Technology plan and the matriculation plan.

³ The committee discussed the possible move to a three-year plan from a five year plan to increase the relevance of the plan.

- (5) **College Council** met twice a month. Strategic planning was a standing agenda item and the Dean of Research Planning and Institutional Effectiveness made regular presentations. The committee provided feedback on the substance and process. Exercises were used to generate and clarify goals.
- (6) **Campus-wide Presentations.** Updates on the process (during the planning development phase) and progress toward achieving goal and objectives are scheduled for the beginning and end of each semester.
- (7) **A sub-committee of Academic Senate** was convened to review and edit the final draft.

As stated in the introduction, the SBVC strategic plan must align integrate with a number of larger and smaller plans. The larger plans include the state and district strategic plans, the smaller plans include the special area plans shown in (see Figure #).



**Although the sustainability plan is a district level plan, it is also a special area plan.*

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

Figure #. Overlapping goals of four special area campus plans

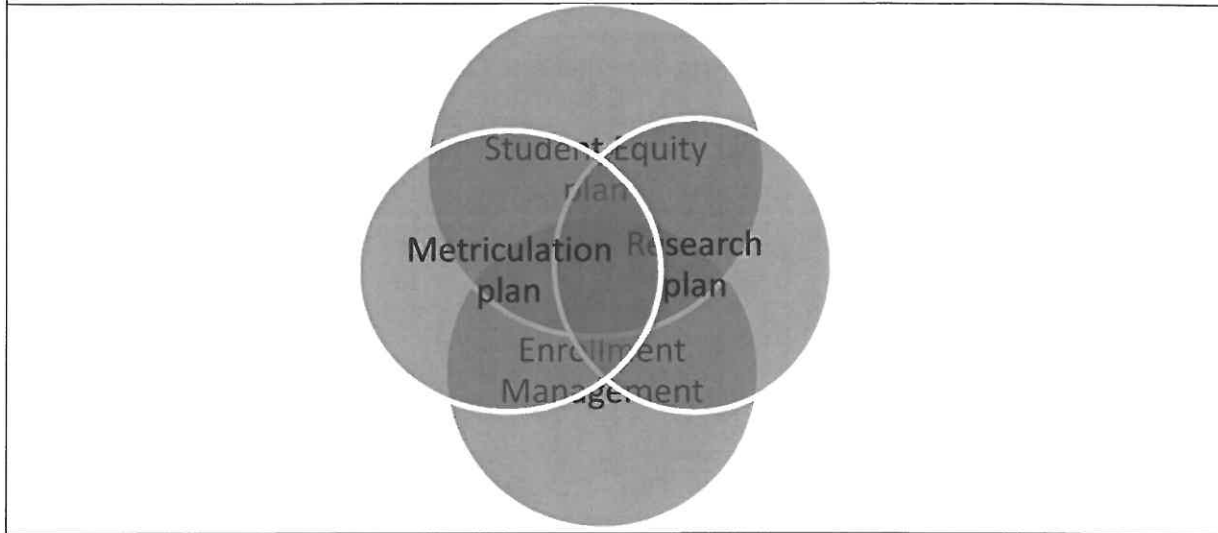


Figure #. Integrated Planning Model



Goal Theme Areas⁴

-1- Access	Access: Applications, registration, enrollment in courses.
	Improve access to basic skills courses (EP, EMP, MP, SEP)
	Improve access to counselors (EP, EMP, MP, SEP)
	Improve access to courses that students need for transfer (EP, EMP,
	Increase access to courses that students need for CTE certificates (EP, EMP, MP, SEP)
	Improve access to courses that students need for graduation (EP, EMP, MP, SEP)
	Promote lifelong learning (EP,SEP)
	Maintain balance between transfer and CTE (SEP, MP, EP)
	Promote and embrace diversity (students, staff, and faculty) (M&PR, TP, RP, SEP, EP)

-2- Student Success	Course success, program success, Transfer success, employment success
	Increase the percentage of students who succeed in basic skills courses (SEP, MP, EP)
	Increase the percentage of students who succeed in CTE courses(SEP, MP, EP)
	Maintain a curriculum that is relevant to community needs (EMP)
	Increase the graduation and transfer rate(SEP, MP, EP)
	Encourage participation in student clubs (SEP, GP)
	Increase partnerships with local businesses and community organizations (M&PR, MP, EP)
	Increase partnerships with four-year colleges (MP, EP, EMP)
	Employ flexibility in responding to changes in state policy(EMP,EP)
	Maintain the appropriate ratio of full-time to part-time faculty

-3- Communication, Culture, & Climate	Promote a collegial campus culture with open lines of communication between all stake-holder groups on and off campus
	Promote a sense of community and solidarity within the campus (students, staff, faculty)(M&PR, MP, PDP,FD)
	Improve the visibility of college sports and cultural events (M&PR, EP)
	Increase access to campus information (M&PR, MP, PDP, MP, TP)
	Build community recognition and networks by capitalizing on the deep roots and history of the campus (M&PR, TP, RP)
	Increase partnerships with local businesses and community organizations (M&PR, MP, EP)
	Build stronger relationship with the SBVC foundation (??)
	Ensure good customer service in all campus offices
	Identify a clear identity for the campus (M&PR)
	Streamline and expedite hiring practices

⁴Measurable objectives, strategies, and target dates are located in Appendix A

-4- Leadership & Professional Development	Maintain capable leadership and pro-vide professional development to a staff who will need skills to function effectively in an evolving educational environment.
	Reduce the manager turnover--fewer interims/more permanent
	Improve access to a wide variety of professional development activities that keep pace with a changing educational and technology environment(PDP)
	Encourage faculty and staff to participate in professional organizations (PDP, M&PR)
	Plan for economic cycles and Demographic changes (BP, EP)
	Integrate all campus planning (RP)
	Improve campus morale (cc survey results)
	Provide cross-training for staff members so important knowledge and skills are not held with one person (PDP).

-5- Effective Evaluation & Accountability	Improve institutional effectiveness through a process of continuous improvement.
	Maintain up-to-date information on campus indicators
	Improve and maintain effective Program Review procedures (PR, EMP)
	Evaluate all campus plans regularly (RP)
	Regularly evaluate data quality and recommend methods for improvement
	Maintain up-to-date accreditation self-study evidence (RP)

-6- Facilities	Facilities and Safety
	Conserve resources (SP, FP)
	Maintain a safe and secure environment
	Improve campus signage (FP)
	Continue with facilities improvement plan

Environmental Scan Findings

An environmental scan was conducted during the fall semester of 2013 to assess the character of the residential community and the nature of the business environment. The findings were divided into seven general categories: (1) Service area characteristics, (2) Demographics, (3) Psychographic profiles of neighborhoods, (4) list of colleges, universities, and trade schools within a 30 mile radius, (5) Current employment opportunities, (6) Top Employers and Business clusters, (7) Job projections (See Appendix D for a summary of the Report).

These data were discussed at numerous campus committee and planning meeting and contributed to the identification of treats and opportunities for the campus. Data from the vendor who produced the report was made available to produce reports for other campus planning.

Appendix A

Enrollment Management Goals, Objectives and Strategies

Access	a) Access: Applications, Registration, Enrollment in Courses.
	1.1 Improve access to basic skills courses (EP, EMP, MP, SEP) a) Increase the number of accelerated basic skills sections (EP, EMP, MP, SEP) b) Increase access to learning communities (EP, EMP, MP, SEP) c) Provide and encourage pre-assessment workshops (SEP, MP, EP) d) Provide effective assessment for accurate placement (SEP, MP, EP)
	1.2 Improve access to counselors (EP, EMP, MP, SEP) a) Reach a diverse population of prospective students through partnerships with community organizations and k-12 systems, and adult school (EMP,EP, MP, SEP).
	1.3 Improve access to courses that students need for transfer (EP, EMP, a) Maintain an up-to-date curriculum
	1.4 Increase access to courses that students need for CTE certificates (EP, EMP, MP, SEP) a) Increase access to VTEA funds (EP)
	1.5 Improve access to courses that students need for graduation (EP, EMP, MP, SEP) a) Improve access to classes for students who need a flexible schedule (EP, EMP, MP, SEP)
	1.6 Promote lifelong learning (EP,SEP) a) Audit course b) Community service courses c) Make better use of web content for online and traditional courses (SEP, MP, EP, RP, TP)
	1.7 Maintain balance between transfer and CTE (SEP, MP, EP)
	1.8 Promote and embrace diversity (students, staff, and faculty) (M&PR, TP, RP, SEP, EP)

Student Success	(2) Course Success, Program Success, Transfer Success, Employment Success
	2.1 Increase the percentage of students who succeed in basic skills courses (SEP, MP, EP) a) Provide more tutoring opportunities (SEP, MP, EP) b) Promote learning communities (SEP, MP, EP) c) Improve the use our early alert systems (SEP, MP, EP) d) Improve performance as measured by the State Chancellor's Scorecard (SEP, MP, EP) e) Increase the use of low-cost and free online resources (TP) f) Provide and encourage pre-assessment workshops (SEP, MP, EP) g) Provide effective assessment for accurate placement (SEP, MP, EP) h) Initiate an Adopt-a-School program for local schools (M&PR, SEP, RP) i) Build and maintain a partnership with San Bernardino Adult Schools (MP, EP)
	2.2 Increase the percentage of students who succeed in CTE courses(SEP, MP, EP) a) Maintain a curriculum that is relevant to community needs (EMP)

Student Success	2.3 Increase the graduation and transfer rate(SEP, MP, EP) a) Maintain an up-to-date curriculum b) Encourage greater full-time enrollment (SSI, MP, EP) c) Make better use of web content for online and traditional courses (SEP, MP, EP, RP, TP) d) Educate the whole person—as measured by the core competencies (academic, social, ethical) (EMP, PR, MP) e) Use SLOs in a cycle of improvement EMP, PR, MP) f) Increase the number of students with terminal education plans (EMP, PR, MP) g) Increase partnerships with local K-12 systems to increase college readiness among feeder high schools (EP, SEP) h) Increase partnerships with four-year colleges (MP, EP, EMP) i) Nurture students (MP, SEP)
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	<ul style="list-style-type: none"> j) Encourage the development of independence in students k) Improve performance as measured by the State Chancellor's Scorecard (SEP, MP, EP)
	2.4 Encourage participation in student clubs (SEP, GP)
	2.5 Increase partnerships with local businesses and community organizations (M&PR, MP, EP) <ul style="list-style-type: none"> a) Increase partnerships with four-year colleges (MP, EP, EMP)
	2.6 Employ flexibility in responding to changes in state policy(EMP,EP)
	2.7 Maintain the appropriate ratio of full-time to part-time faculty

Communication, Culture, & Climate	(3) Promote a collegial campus culture with open lines of communication between all stake-holder groups on and off campus
	3.1 Promote a sense of community and solidarity within the campus (students, staff, faculty)(M&PR, MP, PDP,FD) <ul style="list-style-type: none"> a) Encourage campus organizations, alumni association, foundation, etc., to sponsor more faculty and staff type events (bowling with alumni, pizza night, happy hour)
	3.2 Improve the visibility of college sports and cultural events (M&PR, EP)
	3.3 Increase access to campus information (M&PR, MP, PDP, MP, TP) <ul style="list-style-type: none"> a) Increase the use of social networking tools, i.e., Facebook (M&PR, TP, RP) b) Develop a more accessible website (more user friendly) (M&PR, TP, RP) c) Provide regular campus communiques about budget and planning (M&PR, BP) d) Improve access to regular board of Trustee meeting updates(M&PR) e) Hold more campus-wide information forums (M&PR, EMP, RP) f) Disseminate committee minutes online (all plans) g) Promote budgetary transparency (regular updates)
	3.4 Build community recognition and networks by capitalizing on the deep roots and history of the campus (M&PR, TP, RP)
	3.5 Increase partnerships with local businesses and community organizations (M&PR, MP, EP) <ul style="list-style-type: none"> a) Partner with local vendors for services they can provide (BP) b) Explore an Adopt-a-Business program (M&PR, RP) c) Encourage all members of the campus community to participate in local community organizations (M&PR, SEP, PDP)
	3.6 Build stronger relationship with the SBVC foundation (??)
	3.7 Ensure good customer service in all campus offices
	3.8 Identify a clear identity for the campus (M&PR)
	3.9 Streamline and expedite hiring practices

Leadership & Professional Development	(4) Maintain capable leadership and provide professional development to a staff who will need skills to function effectively in an evolving educational environment.
	4.1 Reduce the manager turnover--fewer interims/more permanent a) Conduct a district salary study and implement re b) Identify and achieve recommended ratio of managers to FTES/FTEF
	4.2 Improve access to a wide variety of professional development activities that keep pace with a changing educational and technology environment(PDP) a) Improve professional development publicity... Maintain an up to date easily accessible calendar (PDP, M&PR) b) Provide training in partnership with technology dept. c) Establish partnerships with other community colleges
	4.3 Encourage faculty and staff to participate in professional organizations (PDP, M&PR) a) Maintain a personal achievement inventory for faculty and staff b) Provide career ladder information c) Institute a mentorship program d) Provide leadership training
	4.4 Plan for economic cycles and Demographic changes (BP, EP)
	4.5 Integrate all campus planning (RP)
	4.6 Improve campus morale (cc survey results)
	4.7 Provide cross-training for staff members so important knowledge and skills are not held with one person (PDP).

Effective Evaluation & Accountability	(5) Improve institutional effectiveness through a process of continuous improvement.
	5.1 Maintain up-to-date information on campus indicators a) Conduct regular campus climate surveys for faculty, staff, and students (RP) b) Maintain current evaluation data on all support programs n(RP) c) Conduct regular SWOT surveys and focus groups (RP) d) Improve data systems for tracking students over time (capture longitudinal data for cohort tracking)(RP) e) Improve data quality for current students, transfers, and graduates (RP, MP) f)
	5.2 Improve and maintain effective Program Review procedures (PR, EMP)
	5.3 Evaluate all campus plans regularly (RP)
	5.4 Regularly evaluate data quality and recommend methods for improvement
	5.5 Maintain up-to-date accreditation self-study evidence (RP) a) Improve customer service (PDP, RP)

Facilities	(6) Facilities
	6.1 Conserve resources (SP, FP) <ul style="list-style-type: none"> a) Implement a recycling program (SP, FP) b) Install solar power collectors (SP, FP) c) Improve heating and cooling system (SP, FP) d) Maintain landscaping that is well attractive suited to the climate(SP, FP) e) Support the sustainability committee (integrate sustainability planning objectives into this plan)(SP, FP)
	6.2 Maintain a safe and secure environment <ul style="list-style-type: none"> a) Install more surveillance cameras around campus b) Provide more police patrol c) Improve emergency preparedness d) Maintain visible and working emergency phones around campus
	6.3 Improve campus signage (FP)
	6.4 Continue with facilities improvement plan <ul style="list-style-type: none"> a) Upgrade technical building (FP) b) Build/improve swimming pool (FP) c) Build/improve gym complex (FP) d) Develop and maintain adequate parking (FP)

Plan Codes	
-(EMP) Educational Master Plan	-(RP) Research Plan
-(EP) Enrollment Management Plan	-(SEP) Student Equity Plan
-(GP) Grants Plan	-(TP) Technology Plan
-(MP) Matriculation Plan	-(SP) Sustainability Plan
-(M&PR) Marketing and Public Relations	-(BSP) Basic Skills Plan
-(PDP) Professional Development Plan	-(SLO) SLO Plan

Appendix B

References

Dooris, Michael J.; Kelley, John M.; Trainer, James Eds., New Directions for Institutional Research: *Successful Strategic planning. (2004)*, Wiley Periodical Inc.

Dodd, Ann, Accreditation as a catalyst for institutional effectiveness, Chapter 2, New Directions for Institutional Research: *Successful Strategic planning. (2004)*, Wiley Periodical Inc.

Seymour, Daniel; Kelley, John m, John Jasinski, Linking Planning, Quality Improvement, and Institutional research, chapter 5, New Directions for Institutional Research: *Successful Strategic planning.*

Planning Principles and Guiding Framework	Strategic Initiatives from 2007-08 to 2012-13 cycle	Areas of Mission focus	Core Competencies	Who participated?
Inclusiveness (campus and community involvement)	Access	Degrees and Certificates	Communication	Students--
Closely linked to SBVC mission, vision, and values	Student Success	Transfer education	Information Competency	Faculty--
Transparency	Campus Climate and Culture	Basic skills and	Critical Thinking	Classified staff--
Involvement of College Council to guides process	Technology		Ethics	Managers--
Coordination with CCC Strategic Plan and SBCCD Strategic Plan	Partnerships		Creative Expression and Self Awareness	K-12
Include the goals of the <i>student success initiative</i> ⁵ .	Budget and leadership		Social Interaction and Cultural Awareness	Local business leaders—to provide input on their current and anticipated employee skill needs
Coordinate and Integrate strategic goals with other planning documents			Quantitative Reasoning	Local community--

⁵The student success initiative calls for integrating student success planning and student equity planning to identify efforts that address student achievement gaps identified in the data. See Appendix A for a list of the Student Success Task Force Recommendations.



San Bernardino Valley College

Committee Self-Evaluation Survey (DRAFT-1)

1. Identify the name of the committee in the space below:

2. Year:

Please think about the internal processes, external interactions, and work products or outcomes of this committee, and answer each of the following questions objectively.

3. How long have you served continuously on this committee?

1 Year
2 Years

3 Years
4 or more years

4. On how many other committees did you serve this year?

0
1
2

3
4
5 or more

5. Did you serve as chair or co-chair of this committee this year?

Yes

No

6. Do you expect to serve on this committee again next year?

Yes
No

Unknown

7. What is your primary function at SBVC?

FT Faculty
PT Faculty
Classified

Confidential
Manager
Student

Please indicate how often the committee's processes, interactions, and outcomes during the year reflected each of the following characteristics:

8. **Collaborative:** Sharing, inclusive, open to input, respectful or diverse opinions, characterized by meaningful dialogue

Almost always
Often

Sometimes
Seldom

Almost never
No opinion

9. **Transparent:** Open, easy to understand, clearly defined, characterized by effective and meaningful communication with the District community

Almost always
Often

Sometimes
Seldom

Almost never
No opinion

10. Evidence-based: Reliant upon relevant, accurate, complete, timely qualitative and/or quantitative information; not based solely on assertion, speculation, or anecdote

Almost always

Sometimes

Almost never

Often

Seldom

No opinion

11. Effective: Working properly and productively toward the committee's intended results

Almost always

Sometimes

Almost never

Often

Seldom

No opinion

12. Efficient: Performing well with the least waste of time and effort; characterized by serving the committee's specified purposes in the best possible manner

Almost always

Sometimes

Almost never

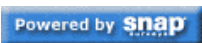
Often

Seldom

No opinion

13. Please enter this committee's most significant accomplishment this year. (500 character max.)

14. Please enter the improvement most needed by this committee in its processes, interactions, outcomes, or other aspect of its work: (500 character max.)



BRAINSTORMING OF SBCCD STRATEGIC PLANNING GOALS

Enrollment and Access – Enrollments (new and existing programs) worth prioritizing and emphasizing growth (STEM, Basic Skills, Transfer, Honors, CTE, Economic Development and Corporate Training, KVCR, etc.), analysis and comparison of district programs offered and not offered (market and competitive analysis), analysis of what can shape the future overall growth strategy (participation rates, etc.).

Long-range Goals

- Overall enrollment target, participation rate target, enrollment targets in strategic programs (STEM, Basic Skills, Transfer, Honors, Online, CTE, EDCT, KVCR), and financial aid award targets.

Student Success – Issues that can influence our academic quality and reputation, number of transfers, number of graduates (AA/AS/Certs including strategic shift between them), quality of faculty, staff, and administrators, diversity, learning communities, ARCC 2.0 and Institution Scorecards retention, persistence, and other success measures.

Long-range Goals

- Graduation (AA/AS/Cert) targets, number of Ph.D. faculty hired target, full-time/part-time faculty ratio target, strategic staffing plan and diversity target, number of learning communities target, ARCC 2.0 targets, student diversity targets (e.g. international students), district student employee/worker targets, first-year experience program enrollment targets, and enrollment management outcome targets.

Partnership – Outreach and engagement opportunities do we have with higher education, K-12, industry – workforce development, government, non-profits and other community organizations.

Long-range Goals

- Targeted number of partnerships (qualified and quality partnerships), number and investment amount of outreach events targets, student and employee engagement outcomes (# of projects with community and strategic partners, volunteer and internship targets).

Resources - Increase and maximize resources, number of grants target, contributions from foundations and other non-profits, internal efficiencies (policies, procedures, organization, technology, and facilities).

Long-range Goals

- Administrative costs as % of operating budget target, total budget revenue target, classroom space utilization and efficiency target, number and types of grants target, strategic consolidations and expansions of key departments and programs, strategic staffing plan, technology plan outcomes and targets, facilities plan outcomes and targets, and financial plan outcomes and targets.

Diversity – (strategic enough to elevate as a separate goal?)

Long-range Goals

- Student diversity targets (e.g. international students), strategic staffing plan and diversity targets.