The SBVC planning process has been refined over several cycles of planning. Previous plans have provided a framework for this process: The guiding principles are ...

Steps in the Strategic Planning Process:

(1) **Reviewed Progress Toward Achieving the Goals and Objectives from the Previous Plan.** A final review of the progress made toward achieving the objectives linked to the 2008-2013 goals was presented to the campus and posted to the website. Data was presented to the entire campus at the Fall 2012-2013 opening day all-campus meeting summarizing the progress made by the campus toward achieving the previous cycle of measurable objectives.

Faculty, Board Members, Administrators

(2) **Reviewed the Mission Statement (Core focus of the campus) Mission: "SBVC provides quality education and services to support a diverse community of learners."** The mission was reviewed and discussed with all stakeholder groups: students, faculty, classified staff, community members, and campus administrators. It was reaffirmed as the core focus of the campus. It is displayed on routine correspondence, in the college catalog, in the schedules each term, and published on the campus website. Additionally, the mission was recited to groups before every focus group or town-hall meeting as a starting point for dialogue when collecting data for this plan.

(3) **Solicited Input From all Stakeholders:** The Office of Research, Planning and Institutional Effectiveness collected input from a wide range of stakeholders on and off campus. Over 2,000 on-campus stakeholders responded to requests for input. These stakeholders included faculty, students, classified staff, managers, foundation members, and SBCCD Board Members. Nearly 1,000 off-campus stakeholders responded, including 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) **Established Strategic Goals and Directions:** Interviews, focus groups, and town hall meetings were transcribed and coded. Survey data was tabulated and summarized. Ideas that occurred multiple times were identified as themes. Themes were used to define goals. Goals were ranked according to how much they conformed to the mission of the college. Six goals emerged. Measurable objectives were defined for each goal. Benchmarks that established starting points were established for each goal, and five-year incremental improvement targets were set.

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

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

(7) **Convened a Sub-committee of the Academic Senate to Review and Edit the Final Draft:** The final draft was forwarded to the entire campus for review and recommendations.

The model shown in Figure 3 captures the essence of the SBVC planning structure. The SBVC Mission and Vision are positioned at the top, encompassing

Figure 3. Links between objectives and mission

all other elements. All aspects of the plan are driven by the mission and vision of the campus. Strategic initiatives are on the next level and define the commitments necessary to achieve the mission. Goals within each initiative define specific areas to support the more general and abstract initiatives. Objectives provide measurability. Each objective is accompanied by activities, timetables, targets, and they identify responsibility centers (See the data table in Appendix A).

All these features come together in Appendix A with the logic model[4] table entitled "Strategic Goals, Objectives, and Strategies with Institution-Set Standards." This table represents a tool for recordkeeping to measure progress and signal alarms if the campus falls too low on any given measure.
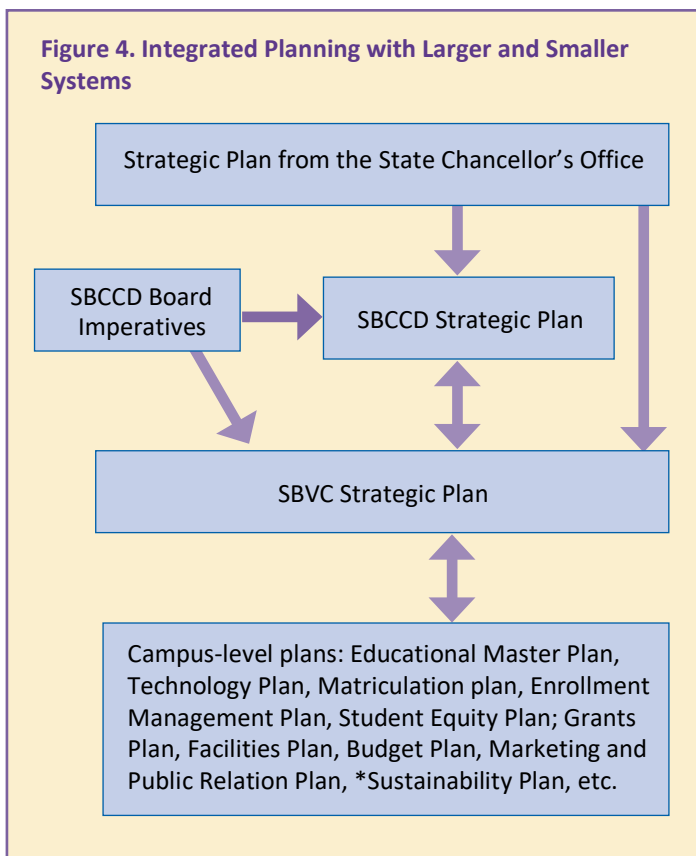
Integrating the Planning Objectives at Every Level of Planning

As stated in the introduction, the goals and objectives of the SBVC strategic plan must align with a number of larger and smaller plans. The larger plans include the state and district strategic plans; the smaller plans include the campus-level plans shown in Figure 4.

Many campus-level plans overlap with each other as well as with the campus strategic plan. Examples of this can be seen in Figures 5 and 6. One example of this is the overlap between the enrollment management plan, matriculation plan, and student equity plan.

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

Figure 4. Integrated Planning with Larger and Smaller Systems

Strategic Plan from the State Chancellor's Office

SBCCD Board Imperatives

SBCCD Strategic Plan

SBVC Strategic Plan

Campus-level plans: Educational Master Plan, Technology Plan, Matriculation plan, Enrollment Management Plan, Student Equity Plan; Grants Plan, Facilities Plan, Budget Plan, Marketing and Public Relation Plan, *Sustainability Plan, etc.

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

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

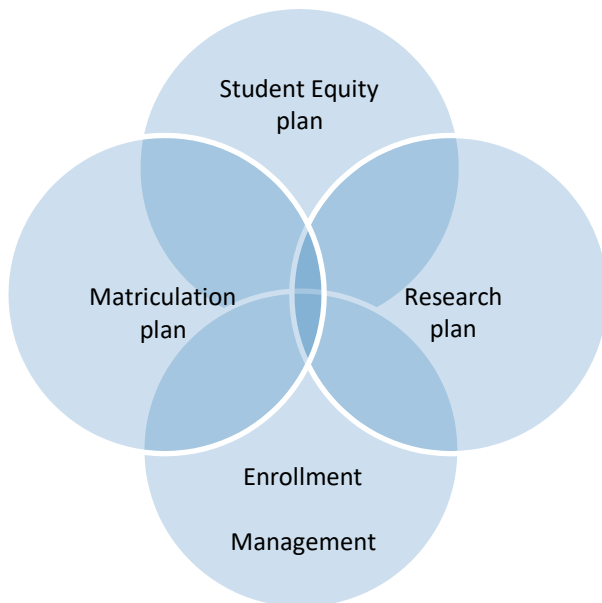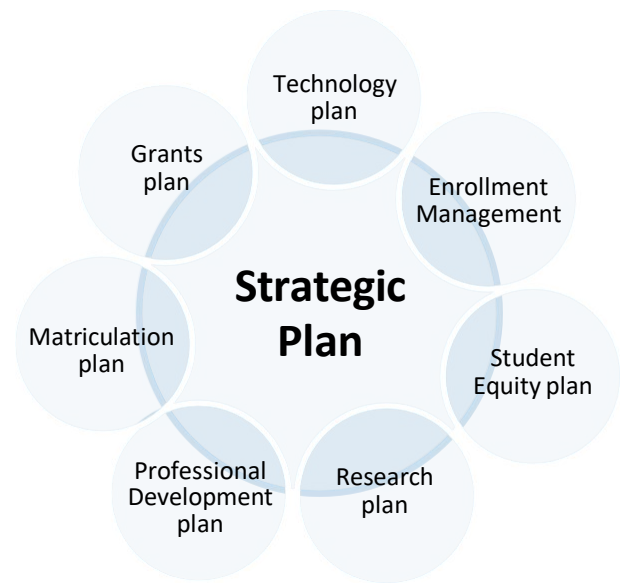Figure 5. Overlapping goals of four special area campus plans

Figure 6. Integrated Planning Model

Environmental Scan Findings

The environmental scan provides the campus with the ability to match community needs to campus resources and plan for the future. 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) Psychograhic profiles of neighborhoods, (4) List of colleges, universities, and trade schools within a 30 mile radius, (5) Current employment opportunities, (6) Top employers and business clusters, and (7) Job projections (See Appendix D for a summary of the Report).

This report helps the campus define the needs of the community we serve and identify job possibilities for our graduates. The needs of the community are linked to the socio-economic status (SES) of the residents. Due to the relatively small percentage of households in our area with a college graduate, SBVC can expect to enroll a large number of first-generation students. Since our service area is projecting an increase in the number of high school drop-outs, SBVC can expect to have a

continuing need for basic skills coursework. Due to the overwhelming need for blue-collar workers in this community, SBVC can expect to have a strong demand for Career-Technical-Education (CTE). By examining the residential enrollment patterns among the four-year colleges and universities in the area, SBVC can better advise our students who have plans to pursue higher level degrees.

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

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

The themes defined in College Council along with the strategic initiatives are listed in table one. These themes were derived from the data collections procedure. The initiatives were constructed to capture the spirit of theme.

Evaluation of Planning Process and Planning Objectives:
Evaluation of this plan is scheduled to occur on three levels by three planning bodies. Two of these evaluations will occur annually, the third will occur on a five-year cycle. The three levels are: (1) evaluate progress towards meeting measurable objectives, (2) assess the validity of the measurable objectives, method of measurement, and appropriateness of timetables, (3) evaluate the goals and initiatives—refined or reconstruction of the entire plan as needed every five years. The three planning bodies that will evaluate the plan are: 1) college council, (2) collegial consultation committees associated with each goal and objective—these committees typically oversee the campus level plans linked to particular goals, (3) Office of Research, Planning, and Institutional Effectiveness.

Evaluation Cycles and Levels
Level-1. All appropriate objectives in Appendix A will be assessed to evaluate progress toward meeting the goals and strategic initiatives. This will typically be done by measuring each objective. Although not all goals and objectives lend themselves to empirical measurement, we made every effort to craft objectives in a way they could be measured. The data table in Appendix A represents a logic-model style tool to track and record progress. Most strategic objectives have identified benchmarks with annual and long-term targets.
Level-2. This higher level assessment will examine the relevance and validity of objectives, targets and measurement procedures. College Council conducts an annual meta-evaluation to assess the relevance of objectives, measurement processes, and timetables. The recommendations to improve measurement and process are made annually.
Level-3. This level involves evaluating the relevance and applicability of the basic structure of the plan itself. This is scheduled to occur on a five-year cycle and results in a fundamental reexamination of the goals and strategic initiatives. The review sometimes results in a change to the planning time cycle—the original strategic planning cycles as ten years before it

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[5]Measurable objectives, expanded strategies, and target dates are located in Appendix A

was reduced to five. This evaluation typically leads to the construction of an entirely new plan with broad-based campus and community input—the process is outlined in sections three and four of this document (see pages 3 and 4). Table 2 shows a summary of evaluation processes.

Evaluation of SLO/SAO[6] processes will be conducted by collegial consultation committees beginning in 2015. Results of these committees' evaluations will inform the evaluation of the strategic planning objectives that use SLO/SAO's.

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

Table 2. Evaluation cycle for progress toward acheiving objectives and validity of measures		
Evaluation of Progress and Measurement		
Evaluation level	**Frequency**	**Responsibility center**
Assess progress toward meeting the measurable objectives associated with each goal	Annual	College Council; associated collegial consultation committees; Office of Research, Planning, and Institutional Effectiveness.
Assess validity of the goals and objectives	Annual	College Council; associated collegial consultation committees; Office of Research, Planning, and Institutional Effectiveness.
Assess the relevance of the goals and strategic initiatives	Five-year cycle	College Council; associated collegial consultation committees; Office of Research, Planning, and Institutional Effectiveness (with campus and community input).
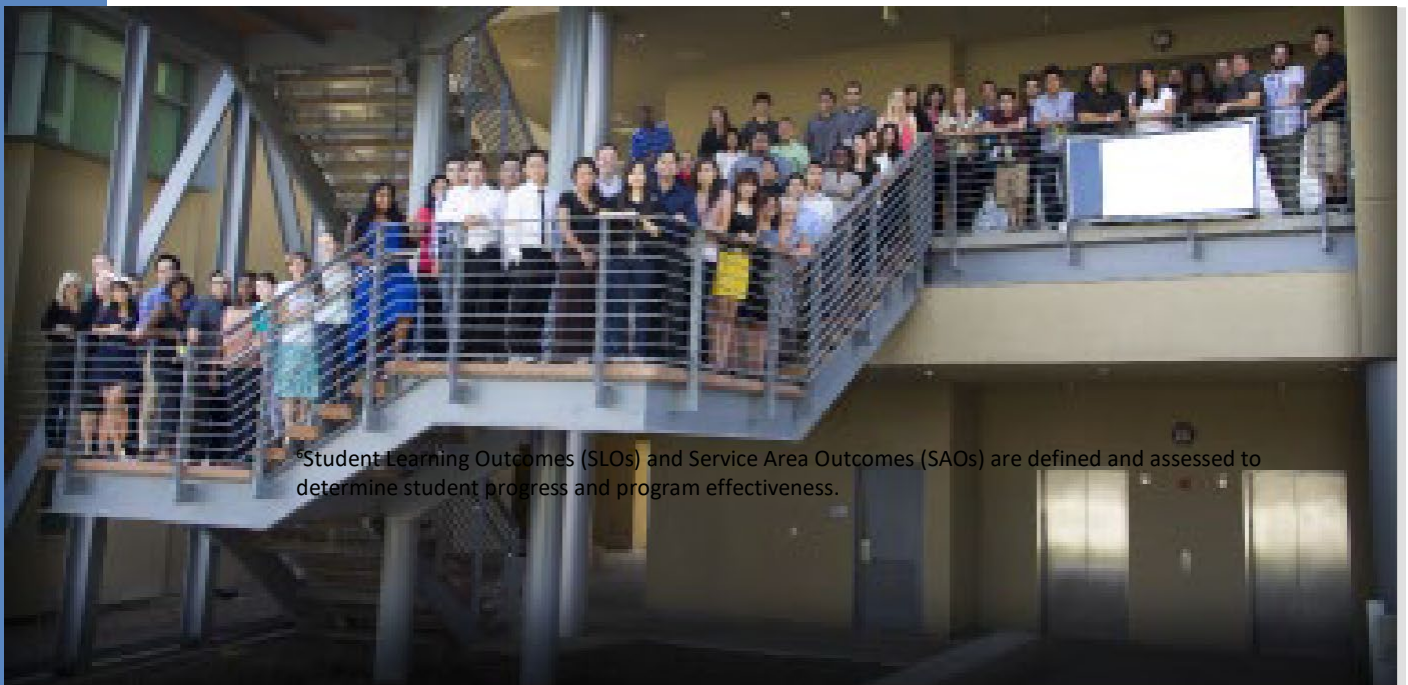
[6]Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) are defined and assessed to determine student progress and program effectiveness.