



San Bernardino Community College District
DSO Planning and Program Review Subcommittee
May 09, 2023
10:30 am-12:30 pm Pacific Time

- I. CALL TO ORDER**
- II. CONSENSUS APPROVAL OF MINUTES**
 - A. 03-14-2023 DSOPPRS Meeting Minutes
- III. RESOURCE REQUEST UPDATE**
(Christopher Crew)
- IV. LAUNCHING THE 4-YEAR REVIEWS**
 - A. Four-Year Self-Evaluation Rubric
 - B. Four-Year Self Evaluation
- V. SEMESTER GOALS**
(Christopher Crew)
- VI. ANNUAL GOALS**
(Christopher Crew)
- VII. FUTURE AGENDA ITEMS**
 - A.
 1. Review previous year's processes and implementation
 2. Begin the work on reviewing the 4-year self-evaluations
 3. Assign each committee member 3 self-evaluations to review
- VIII. NEXT MEETING**
September 12, 2023, at 10:30 a.m.
Via Zoom: <https://cccconfer.zoom.us/j/96157400569>
- IX. ADJOURNMENT**



DSO Planning & Program Review Subcommittee

Meeting Minutes – March 14, 2023, 10:30 a.m.
Via Zoom: <https://cccconfer.zoom.us/j/96157400569>

	Present	Absent		Present	Absent
Christopher Crew (DSO)	X		Michele Jeannotte (HR & PD)	X	
Jason Brady (E & SSS)	X		Al Jackson (HR & PD)	X	
Heather Ford (Office of the Chancellor)	X		Larry Strong (FAM)		X
Aysia Brown (HR & PD)	X		Marcela Navarro (HR & PD)	X	
Roger Robles (E & SSS)	X		Erika Menge (FAM)	X	
Steve Sutorus (FAM)	X		Deanna Krehbiel (E & SSS)	X	
Ben Holland (FAM)	X		Laura Van Genderen (E & SSS)	X	

Guests:

I. CALL TO ORDER

C. Crew called the meeting to order at 10:32 a.m.

II. APPROVAL OF MINUTES FROM 02-14-2022

E. Menge motioned to approve the minutes. B. Holland seconded the motion.

Approved by consensus.

III. FOUR-YEAR SELF-EVALUATION FOR BUSINESS SERVICES

C. Crew review the four-year self-evaluation for Business Services. This is an exercise using the rubric for the subcommittee.

C. Crew to send the current compilations of questions and rubric to the S. Sutorus for review/written responses and will be brought back to the next meeting to lead the exercise.

C. Crew and J. Brady to modify the webtool.

IV. FUTURE/OTHER AGENDA ITEMS

D. Krehbiel reported EDCT's resource request is under revision and is obtaining a new quote to encompass security cameras, iron fencing, etc. This includes an increase estimation of \$400,000 over the original request. R. Robles recommended the current cameras/server be replaced, too. R. Robles to review quote to adequately justify IT needs and support. C. Crew reporting tomorrow at the Senates tomorrow for transparency. Once finalized, Chancellor's Cabinet will be the final approval the first week of April. D. Krehbiel to have EDCT's final resource request to H. Ford by March 28th and it will then be included on the IEAC agenda on March 30th. D. Krehbiel to connect with Hassan regarding the details of the quotes. D. Krehbiel to work with Hassan to obtain a quote from Stanely.

V. NEXT MEETING

Next Meeting: Tuesday, April 11, 2023, at 10:30 a.m. Via Zoom: <https://cccconfer.zoom.us/j/96157400569>

ADJOURNMENT

Meeting adjourned at 11:26 a.m.

Heather Ford, Senior Executive Administrative Assistant
SBCCD, Office of the Chancellor
Committee Support

**DISTRICT SERVICES PLANNING AND PROGRAM REVIEW
Four-Year Program Self Evaluation Rubric**

	Does Not Meet	Meets
DESCRIBE THE CURRENT STATE OF THE DEPARTMENT		
Mission and Purpose	The program <u>does not have</u> a mission statement, or it <u>does not clearly link</u> with the institutional mission.	The program <u>has</u> a mission statement, and it <u>links clearly</u> with the institutional mission.
Description of Program and Services	The program <u>does not provide</u> a description of the program and its services.	The program <u>does provide</u> a description of the program and its services.
Impact on the Colleges and the District	The program <u>does not identify</u> the most significant relationships it has with other District operations and College operations.	The program <u>provides evidence</u> of significant relationships with other District operations and College operations.
Pattern of Service	The program's pattern of service is <u>not related</u> to the needs of students, the campuses and the district or the program <u>does not discuss</u> the plans or activities that are in place to meet a broad range of needs.	The program <u>provides evidence</u> that the pattern of service meets the needs of students, the colleges and the district. The program <u>discusses the plans or activities</u> that are in place to meet a broad range of needs.
MEASURE AND EVALUATE THE CURRENT STATE OF THE DEPARTMENT		
Productivity	The data <u>does not show</u> an acceptable level of productivity for the program, or the issue of productivity is <u>not adequately addressed</u> .	The data <u>shows</u> the program is productive at an acceptable level.
Analysis of Staffing Levels	The program <u>has not provided</u> staffing numbers or <u>has not provided</u> an analysis of its staffing levels.	The program <u>has provided</u> staffing numbers and <u>has provided</u> an analysis of its staffing levels.
Service Area Outcomes	Program <u>has not demonstrated</u> that it is continuously assessing Service Area Outcomes (SAOs) Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is <u>missing or incomplete</u> .	Program <u>has demonstrated</u> that it has fully evaluated within a four- year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs)

**DISTRICT SERVICES PLANNING AND PROGRAM REVIEW
Four-Year Program Self Evaluation Rubric**

Accomplishments	The program <u>has not detailed</u> department progress and accomplishments on goals and objectives, or <u>has not identified</u> how these accomplishments benefit students, the campuses, and the district.	The program <u>has detailed</u> department progress and accomplishments on goals and objectives, and <u>has identified</u> how these accomplishments benefit students, the campuses, and the district.
Trends	The program <u>has not identified</u> the new or continuing trends affecting it or <u>has not addressed</u> how these trends will impact program planning.	The program <u>has identified</u> the new or continuing trends affecting it and <u>has addressed</u> how these trends will impact program planning.
FUTURE PLANS FOR THE DEPARTMENT		
Three-to-Five Year Vision	The program <u>does not describe</u> how it would like to be in three-to-five years or <u>does not use</u> this vision in its planning.	The program <u>does describe</u> how it would like to be in three-to-five years and <u>uses</u> this vision in its planning.
Opportunities and Challenges	The program <u>does not incorporate</u> opportunities and challenges into planning.	The program <u>incorporates</u> opportunities and challenges into planning.
Goals and Objectives	The program <u>does not provide</u> goals and objectives or <u>does not use</u> these goals and objectives in its planning.	The program <u>provides</u> goals and objectives and <u>uses</u> these in its planning.

**Does it meet?
Why/Why not?**

QUESTIONS FOR THE COMMITTEE:

1. What service does this department provide to the District?

2. What is their top objective?

**DISTRICT SERVICES PLANNING AND PROGRAM REVIEW
Four-Year Program Self Evaluation Rubric**

3. What area of the District does this office have the most direct impact on?

4. Where could this department improve?

5. Where is the greatest opportunity for growth (think about personnel or service)?

6. What is their stated short-term and long-term goal?

7. Does this department impact student success? If yes, please describe. If no, please provide a few ideas of how they might impact student success.

**SBCCD DISTRICT PROGRAM
REVIEW
Four-Year Department Self
Evaluation**

Department or Service Area:

Name:

Date:

DESCRIBE THE CURRENT STATE OF THE DEPARTMENT

Mission and Purpose

The mission of the San Bernardino Community College District (SBCCD) is to transform lives through the education of our students for the benefit of our diverse communities.

What is the mission statement or purpose of the department?

How does this mission or purpose relate to the district mission?

How does this mission or purpose support student learning?

Description of Department and Services

Where does the Department align with the Campuses and District Strategic Plans?

Select		District Wide Strategic Support Services Plan: Recommendations
<input type="checkbox"/>	DR.1	Complete and regularly update the three-year staffing plan and develop a process to increase the number of full-time faculty and increase the ratio of full-time to adjunct faculty in the District.
<input type="checkbox"/>	DR.2	To stabilize staffing levels, the District Human Resources department must address upcoming retirements and hiring procedures that include strategies for interviewing candidates from across the country. Additionally, consider completing a market study to understand the levels of salary, compensation, and benefits that will attract highly qualified candidates.
<input type="checkbox"/>	DR.3	Complete and regularly update the District Enrollment Management Plan. Support the Colleges' community outreach and marketing efforts in order to increase campus visibility, highlight instructional opportunities, and increase FTES
<input type="checkbox"/>	DR.4	Support each College's effort for addressing basic skills needs.
<input type="checkbox"/>	DR.5	Support the Colleges' effort to work with K-12, k-8 entities, the EDCT, adult schools, and the Inland Adult Education Consortium to become a leader in providing education to adults in the region.
<input type="checkbox"/>	DR.6	Support Distance Education at each campus with the software, hardware, training, and support mechanisms as identified through local processes by the Colleges.
<input type="checkbox"/>	DR.7	Continue to sustain funding for technology in order to support the needs of students, faculty, and staff.
<input type="checkbox"/>	DR.8	Establish a full-time and robust facilities department within the District to secure state funding through the Capital Outlay Process, manage construction projects, oversee and integrate maintenance and operations, implement design standards, coordinate sustainability efforts, and implement a Total Cost of Ownership model for facilities.
<input type="checkbox"/>	DR.9	Continue to sustain funding for site security and safety and proactively design outdoor and building spaces using best practices for creating secure environments.
<input type="checkbox"/>	DR.10	Establish and maintain a cyclical process through which college planning informs the development and revision of District plans, including the Educational Master Plan, Facilities Master Plan, College Strategic Plan, and Technology Plan.

<input type="checkbox"/>	EDCT. 1	Each college should explore the EDCT as a resource to support grant development, contract education offerings, non-credit and not-for-credit courses and short-term vocational training opportunities.
<input type="checkbox"/>	KVCR. 1	Reevaluate the role and function of the radio and television station to operate as a fiscal asset that is an economically viable and self-sufficient entity. Develop a process for resource distribution between the District, EDCT, KVCR, and the Colleges.

Crafton Hills College Major Strategies		
<input type="checkbox"/>	CS.1	Promote Student Success
<input type="checkbox"/>	CS.2	Build Campus Community
<input type="checkbox"/>	CS.3	Develop Teaching + Learning Practices
<input type="checkbox"/>	CS.3	Expand Access
<input type="checkbox"/>	CS.4	Enhance Value to the Surrounding Community
<input type="checkbox"/>	CS.5	Promote Effective Decision Making
<input type="checkbox"/>	CS.6	Develop Programs + Services
<input type="checkbox"/>	CS.8	Support Employee Growth
<input type="checkbox"/>	CS.9	Optimize Resources
San Bernardino Valley College Strategic Directions + Goals		
<input type="checkbox"/>	SBS.1	Increase Access
<input type="checkbox"/>	SBS.2	Promote Student Success
<input type="checkbox"/>	SBS.3	Improve Communication, Culture + Climate
<input type="checkbox"/>	SBS.4	Maintain Leadership + Promote Professional Development
<input type="checkbox"/>	SBS.5	Effective Evaluation + Accountability
<input type="checkbox"/>	SBS.6	Provide Exceptional Facilities

Impact on the Colleges and the District

Describe the most significant relationships with other District operations and College operations. What major impact does your department have on them? What major impact do they have on your department?

Pattern of Service

Describe how the pattern of service and/or instruction provided by your department serves the needs of students, campuses and district. Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, and weekend service. **Note, the purpose of this question is to (1) help you more clearly identify the needs of students, the college, and the district that your department addresses and (2) help you understand how well your services are integrated with the needs of the District as a whole.**

MEASURE AND EVALUATE THE CURRENT STATE OF THE DEPARTMENT

Productivity

Explain how your department defines and measures satisfaction and productivity. What do these measures reveal about your department over a three-year period?

- Average time to respond to requests for service
- Average time to respond to complaints
- Results of user satisfaction surveys
- Results of employee satisfaction/staff morale surveys
- Additional identified benchmarks of excellence for the department, and department standing relative to these benchmarks of excellence

Productivity Data

Analysis of Productivity Data

Staffing

List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-Time, Contract or Prof. Experts	Vacancies
Managers			
Faculty			
Classified Staff			
Professional Experts			
Total			

Analysis of Staffing Levels

What does the current staffing level data suggest about your department area? Is there a need for more employees? Is there a need for greater efficiency? Is there a need for redistribution of workload or staff? Include any data that is relevant to your department, including any staffing needs for compliance with state, local, and federal regulations.

Service Area Outcomes

Service Area Outcomes SAOs are exclusive to non-instructional departments, programs, and services at the College or District. Every department provides a service, direct or indirect, in support of the College/District mission, and client (i.e., staff, students) experiences with these services must be examined in order for the service (and the College's overall performance) to improve.

SAOs are concise statements which describe what an administrator, faculty, staff or student will experience, receive, or understand as a result of a given service. Administrative Services refer to non-instructional areas which may directly or indirectly improve student success. SAOs provide data and evidence of a client reaction that has occurred as a result of receiving your service. The assessment will vary based on the size of your office and nature of client that you serve.

Service Area Outcomes (SAOs) are specific, measurable statements describing the desired end-result and quality (e.g., timeliness, accuracy, responsiveness, frequency, etc.) of the key functions and services of the department. Outcomes should be directly related to the **mission** and **goals** of the department. Departments may specify **operational outcomes**, which focus on the impact of their functions and services to their customers, **strategic outcomes**, which focus on the future plans of the unit, and/or **student learning outcomes**, which focus on the development of students' knowledge, values, or skills.

Please complete for as many Service Area Outcomes as your department has. Service Area Outcome #1

Assessment (*How is this Outcome assessed?*)

Analysis (*Please provide an analysis of this assessment.*)

Service Area Outcome #2

Assessment (*How is this Outcome assessed?*)

Analysis (*Please provide an analysis of this assessment.*)

Service Area Outcomes (Continued)

Please complete for as many Service Area Outcomes as your

department has. Service Area Outcome #3

Assessment (*How is this Outcome assessed?*)

Analysis (*Please provide an analysis of this assessment.*)

Service Area Outcome #4

Assessment (*How is this Outcome assessed?*)

Analysis (*Please provide an analysis of this assessment.*)

Accomplishments

Detail department progress and accomplishments on goals and objectives. How do these accomplishments benefits students, the campuses, and the district?

Trends

What are the new or continuing trends affecting your department and how will these trends impact department planning?

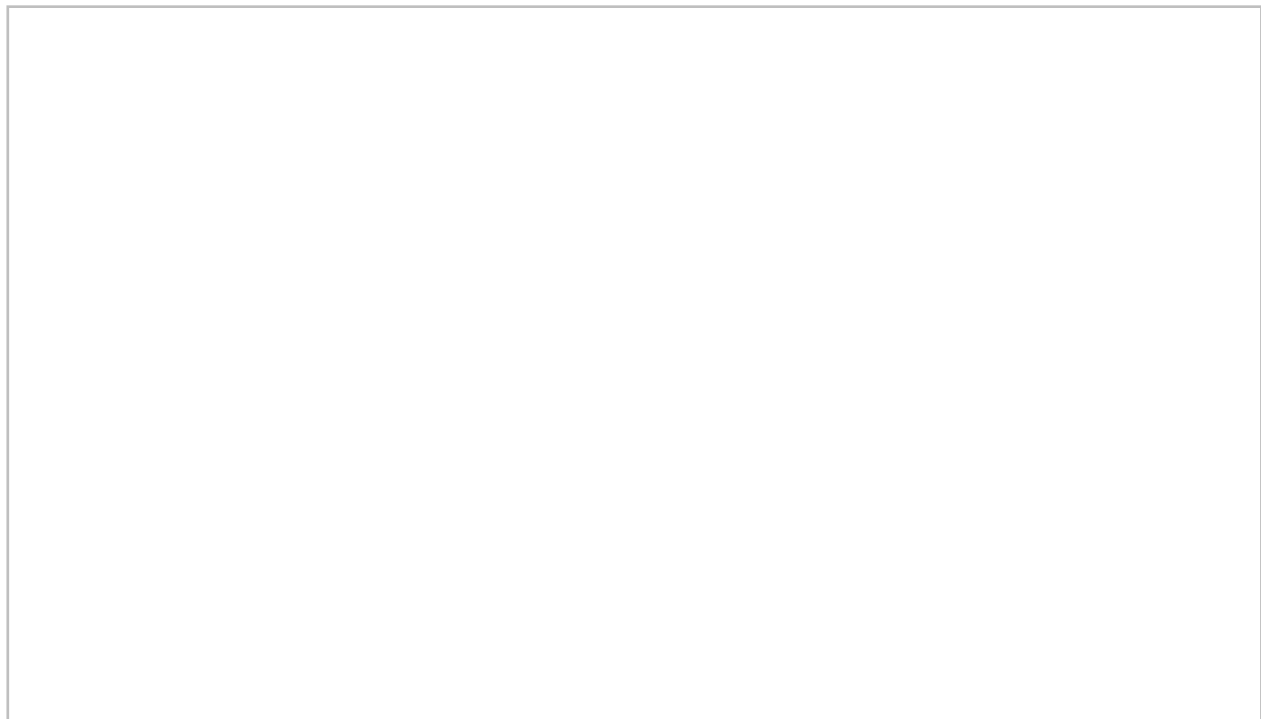
FUTURE PLANS FOR THE DEPARTMENT

Three-to-Five Year Vision

Describe your department, as you would like it to be in three-to-five years.

Opportunities and Challenges

What are the opportunities and challenges presented by the new or continuing trends identified above? Provide any additional data or new information regarding planning for the department. In what way does your planning address these opportunities and challenges?



Goals and Objectives

Note, good goals are ones that are Specific, Measurable, Achievable, Relevant and Time-bound. This is known as the SMART goal setting system.

1. **Specific** goals focus on moving your department forward.
2. **Measurable** goals provide concrete metrics.
3. **Achievable** goals are ambitious but realistic.
4. **Relevant** goals have a real beneficial outcome.
5. **Time-bound** goals set a reasonable timeframe for completion that your team is comfortable committing to accomplishing it within.

Examples:

By the end of the 2022-23 academic year, HR will decrease the average time it takes to complete a recruitment by one week.

By the end of the 2022-23 academic year, the Office of Research and Planning will reduce the time it takes to complete a research request by 10%.

By 2023-24, Business Services will increase the number of contracts processed in a year by 15%.

Police Services will reduce the time it takes to respond to a call by 5% each year over the next 3 years.

In 3 years, TESS will reduce the time it takes to complete a helpdesk ticket by 20%.

Please complete for as many Goals and Outcomes as your program has.

Goal #1

Objectives for Goal #1

Goal #2

Objectives for Goal #2

Goal #3

Objectives for Goal #3

Goals and Objectives (Continued)

Goal #4

Objectives for Goal #4

Goal #5

Objectives for Goal #5