

Appendix C

**Institutionalizing the Peralta Community College
District's Districtwide Integrated Strategic Plan:**

**District and College Response to
District Recommendation Four**

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RESPONSE TO DISTRICT RECOMMENDATION FOUR

STATEMENT ON REPORT PREPARATION

COLLEGE/DISTRICT PREPARATION:

In its letter dated January 31, 2007, the Accrediting Commission for Community and Junior Colleges informed Laney College and the Peralta Community College District that it had "reviewed the Focused Midterm Report submitted by Laney College." Further, the commission acted to accept the report and required the college to submit a Progress Report by March 15, 2007, to be followed by a visit of Commission representatives. The Progress Report was to focus on the resolution of the 2003 ACCJC Visiting Team's recommendations and concerns with particular attention to District Recommendation four, which reads,

District Recommendation 4. The team recommends that a district-wide plan and an implementation process should be created that is strategic and systematically integrates the educational, financial, physical, and human resources of the district. All planning processes should be inclusive of the four colleges and communities served by the district. The plan should include identified institutional outcomes with criteria for evaluation on a periodic basis. It is recommended that the district-wide plan integrate the educational master plans and program reviews of the colleges. The chancellor should ensure that the plan and the ongoing planning processes are communicated throughout the District. (Standards 3.B.1, 3.B.3, 3.C.3, 10.C.1, 10.C.6.)

This report was prepared in the following way: The coordination of the accreditation report on the district recommendation #4 was led by Dr. Judy Walters, President-Berkeley City College. The Administrative team members were Dr. Margaret Haig, Vice Chancellor of Educational Services PCCD; Dr. Joseph Bielanski, Academic Senate President Berkeley College and PCCD Academic Senate President; and Dr. Elnora Webb, Vice President of Instruction, Laney College. This team began work in early December 2006 on the response to the District recommendation covering the time from the March 2006 Focused Mid-term Report until January 2007. Various drafts and sections of the report were shared with the College Accreditation Liaison Officers and members of the Strategic Management Team. Since integrated strategic planning is an ongoing process, work that has been accomplished since January 2007 will be shared with the visiting teams upon their arrival. At the end of January this report was disseminated to all the PCCD colleges, the numerous committees involved in the strategic planning process, and the Strategic Management Team (SMT).

(In preparation for the college-specific recommendations, Laney College assembled a team lead by Dr. Elnora Webb, Vice President of Instruction. This team began working in November and submitted their written responses by February to the Vice President of Instruction, as the acting accreditation liaison officer.)

This report was shared with the board of trustees on March 13, 2007 at its regular meeting.

WORKING GROUPS DISTRICT/COLLEGE

Following is a list of the groups that provided information for these two recommendations in preparation for submitting this required Progress Report to the Accrediting Commission on March 15, 2007.

District Recommendation #4: Integrated Planning

Strategic Planning Steering Committee

Faculty Representatives

Dr. Joseph Bielanski, Jr.	Faculty Senate President/Vista & DAS President
Evelyn Lord	Faculty Senate President/Laney
Carlotta Campell	Faculty Senate President/Alameda
Tom Branca	Faculty Senate President/Merritt
Inger Stark	At-Large
Anita Black	At-Large
Debby Weintraub	PFT President

Classified Representatives

Marilyn Clausen	Classified Senate President/Berkeley City College
Muriel Montague	Classified Senate President/Alameda
Wandra Williams	Classified Senate President/Laney
Milfie Howell	Classified Senate President/Merritt
Sheryl Queen	Classified Senate President/District Office
Diana Lara	Local 1021
Local 39 Rep	(to be appointed)

Administrative Representatives

Dr. Kerry Compton	VP Student Services/Alameda
Dr. Elnora Webb	VP Instruction/Laney
Linda Berry Camara	VP Instruction/Merritt
Dr. Carmen Jordan-Cox	VP Student Services/Merritt
Dr. Cecilia Cervantes	College President/Alameda
Dr. Frank Chong	College President/Laney
Dr. George	College President/Merritt
Dr. Judy E. Walters	College President/Berkeley City College
Shirley Slaughter	College Business Manager/Berkeley City College
Dr. Margaret Haig	Vice Chancellor Educational Services

Student Representatives

Reginald James	Student Trustee
Marlene C. Hurd	Student Trustee

College Researchers (non-voting)

(vacant)	College of Alameda
Dr. Connie Portrero	Laney
Anika Toussaint-Jackson	Merritt
Dr. Marilyn Sargent	Berkeley City College

Student Government

Presidents (non-voting)

**Berkeley City College, College of Alameda, Laney College, Merritt College:
Progress Report, March 15, 2007**

Ahmed Eid	Associated Student Government President/Alameda
Melvin Haywood	Associated Student Government President/Laney
Durwin Brown	Associated Student Government President/Merritt
Lem Johnson	Associated Student Government President/Berkeley

District Units (non-voting)

Thuy Nguyen	Vice Chancellor Human Resources
Tom Smith	Vice Chancellor Finance
Gary Perkins	Interim Chief Information Officer
Dr. Sadiq Ikharo	Vice Chancellor of General Services
Jeff Heyman	Executive Director Marketing / Public Relations
Jacob Ng	Associate Vice Chancellor for International Education
Dr. Gary Yee	Associate Vice Chancellor, Research/Institutional Planning
Alton Jelks	Special Assistant to the Chancellor's Office
Howard Perdue	Associate Vice Chancellor of Admissions and Student Services/District

Strategic Management Team

Elihu Harris, Esq., Chancellor
 Dr. Margaret Haig, Vice Chancellor – Educational Services
 Tom Smith, Vice Chancellor – Finance and Human Resources
 Dr. Sadiq Ikharo, Vice Chancellor – General Services
 Howard Perdue – Associate Vice Chancellor – Admissions and Student Services
 Dr. Judy E. Walters – President, Berkeley City College
 Dr. Cecilia Cervantes – President, College of Alameda
 Dr. Frank Chong – President, Laney College
 Dr. George Herring – President, Merritt College

College Recommendations

Laney College Accreditation Committee & Participatory Governance Groups

Dr. Karolyn van Putten	Co-chair, 2007-2008 Self Study Team & Co-chair, Academic Integrity Taskforce
Dr. Matthew Goldstein	Co-chair, 2007-2008 Self Study Team
Michelle "Cheli" Fossum	Co-chair, Learning Assessment Committee
Shirley Coaston	President, Faculty Senate
Judy Cohen	President, Classified Senate
Carlos McLean	Vice President, Student Services
Dr. Connie Portero	Research and Planning Officer
Dr. Deborah Pruitt	Member, Academic Integrity Taskforce
Dr. Mae Frances Moore	Member, Learning Assessment Committee
Toni Cook	Chair, Ethnic Studies
Louis Quindlen	Member, Learning Assessment Committee & Chair, Machine Technology
Melvin Haywood	President, Associated Students of Laney College
Evelyn Lord	Librarian & 2005-2007 President, Laney Faculty Senate
Peter Crabtree	Dean, Vocational Technology

Various governance and work groups including the Academic Integrity Taskforce, Budget Advisory Committee, Learning Assessment Committee, and the Instructional and Student Services Council.

Summary

Laney College has worked closely with the District on the district integrated planning recommendation process and at the college in its local planning responsibilities. The College has responded from its own perspective regarding its collaboration with district-wide integrated strategic planning and district-wide technology planning to include Laney College (provided within this document and the March 2007 Progress Report.) The resulting document addresses District Recommendation #4 listed in the January 31, 2007 letter from the Accrediting Commission.

Documents in support of conclusions drawn are listed at the end of each recommendation and are available for review at the college. Many of the District strategic planning documents can be found online at www.peralta.edu (click on "District Service Centers" and then click on "Strategic Planning").

The organizational dimension of PCCD's effort is to create a "District-wide plan and an implementation process...that is strategic and systematically integrates the educational, financial, physical, and human resources of the District" is summarized in the following "Strategic Plan Framework."

Signed:

Frank Chong, Ed.D.
President
Laney College

WORKING GROUPS DISTRICT/COLLEGE

Following is a list of the groups that provided information for these two recommendations in preparation for submitting this required Progress Report to the Accrediting Commission on March 15, 2007.

District Recommendation #4: Integrated Planning

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 Evelyn Lord
 Carlotta Campell
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 Anita Black
 Debby Weintraub

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 Classified Senate President/District Office
 Local 790 Rep
 (to be appointed)

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 Dr. George
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 VP Instruction/Laney
 VP Instruction/Merritt
 VP Student Services/Merritt
 College President/Alameda
 College President/Laney
 College President/Merritt
 College President/Berkeley City College
 College Business Manager/Berkeley City College
 Vice Chancellor Educational Services

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Reginald James
 Marlene C. Hurd

Student Trustee
 Student Trustee

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 (vacant)**

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 Dr. Marilyn Sargent

College of Alameda
 Laney
 Merritt
 Berkeley City College

Student Government

Presidents (non-voting)

**Berkeley City College, College of Alameda, Laney College, Merritt College:
Progress Report, March 15, 2007**

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Howard Perdue	Associate Vice Chancellor of Admissions and Student Services/District

Strategic Management Team

Elihu Harris, Esq., Chancellor
 Dr. Margaret Haig, Vice Chancellor – Educational Services
 Tom Smith, Vice Chancellor – Finance and Human Resources
 Dr. Sadiq Ikharo, Vice Chancellor – General Services
 Howard Perdue – Associate Vice Chancellor – Admissions and Student Services
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 Dr. Cecilia Cervantes – President, College of Alameda
 Dr. Frank Chong – President, Laney College
 Dr. George Herring – President, Merritt College

College Recommendations

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Evelyn Lord	Librarian & 2005-2007 President, Laney Faculty Senate
Peter Crabtree	Dean, Vocational Technology

Various governance and work groups including the Academic Integrity Taskforce, Budget Advisory Committee, Learning Assessment Committee, and the Instructional and Student Services Council.

Summary

Laney College has worked closely with the district on the district integrated planning recommendation process and at the college in its local planning responsibilities. The college has responded from its own perspective regarding its collaboration with district-wide integrated strategic planning and district-wide technology planning to include Laney College. The resulting document addresses the one district recommendation and the one college recommendation as listed in the January 31, 2007 letter from the President of the WASC ACCJC Accrediting Commission.

Documents in support of conclusions drawn are listed at the end of each recommendation and are available for review at the college. Many of the District strategic planning documents can be found online at www.peralta.edu (click on "District Service Centers" and then click on "Strategic Planning").

The organizational dimension of PCCD's effort to create a "District-wide plan and an implementation process...that is strategic and systematically integrates the educational, financial, physical, and human resources of the District" is summarized in the following "Strategic Plan Framework."

Signed:

Frank Chong, Ed.D.
President
Laney College



Strategic Plan Framework

January 18, 2007

Ferrata Community College District District-Wide Strategic Plan

Strategic Goals

<p>A. Student Access and Success Challenge and empower all our students to succeed.</p>	<p><i>Objectives</i></p> <ul style="list-style-type: none"> A1. Expanded Access A2. Increased Student Retention and Success A3. Coordinated and Consistent Distance Education A4. Support for Quality Instruction A5. Professional Development for Quality Programs and Services A6. Student Technology Access A7. Student Support Services A8. Integrated College and Family Brand
<p>B. Community and Partner Engagement Actively engage and partner with the community on an ongoing basis to identify and address critical needs.</p>	<p><i>Objectives</i></p> <ul style="list-style-type: none"> B1. Community and Economic Development Alliances B2. Community Needs Assessments B3. Educational Partnerships
<p>C. Programs of Distinction Create a cohesive program of unique, high-quality educational programs and services, including signature programs at each college and foundation programs for the entire district.</p>	<p><i>Objectives</i></p> <ul style="list-style-type: none"> C1. Signature Programs C2. Strategic Curriculum Review C3. Foundation Skills Education C4. Integrated Educational and Resource Master Planning
<p>D. Culture of Innovation and Collaboration Implement best practices in communication, management, and human resource development.</p>	<p><i>Objectives</i></p> <ul style="list-style-type: none"> D1. Collaborative Leadership D2. Process Streamlining D3. Information Technology Capacity D4. Board Development D5. Internal Communications D6. Human Resource Development D7. Service Centers as Partners D8. Collaborative Strategic Planning D9. Accountability Systems
<p>E. Financial Health Ensure that resources are used wisely to leverage resources for student and community success.</p>	<p><i>Objectives</i></p> <ul style="list-style-type: none"> E1. Integrated Enrollment Management E2. Partnerships and Alternative Resources E3. Resource Sharing E4. Stewardship of Investments



Strategic Plan Framework

January 18, 2007

Parata Community College District District-Wide Strategic Plan

Vision

We are a collaborative community of colleges. Together, we provide educational leadership for the East Bay, delivering programs and services that enhance the region's human, economic and social development. We empower our students to achieve their highest aspirations. We develop leaders who create opportunities and transform lives. Together with our partners, we provide our diverse students and communities with equitable access to the educational resources, experiences, and life-long opportunities to meet and exceed their goals.

Principles

- Educational Needs Are Primary
- Planning Drives Resources
- Shared Governance
- Diversity and Shared Strengths
- Organizational Development
- Collaboration
- Future Orientation

Values

STUDENTS AND OUR COMMUNITIES

- Student Success* Evaluate all decisions in light of how they will support student and community success.
- Diversity* Recognize and celebrate the strengths of our diverse students, communities, and colleagues.

EXCELLENCE AND INNOVATION

- Excellence* Promote the highest level of quality in all programs and services.
- Innovation* Support creative approaches to meet the changing demographic, economic and educational needs of our communities.
- Financial Health* Effectively manage resources.

COMMUNICATION AND COLLABORATION

- Collaboration* Use a consultative decision-making process based on trust, communication and critical thinking.
- Trust* Support one another's integrity, strength and ability.
- Employee Development* Promote the development of all employees.
- Communication* Seek first to understand, then be understood.
- Respect* Treat one another with care and respect.

TIMELINE OF THE STRATEGIC PLANNING PROCESS (March 15, 2006 – March 15, 2007)

STRATEGIC PLANNING STEERING COMMITTEE MEETINGS:

- MARCH** March 20, 3-5pm Districtwide Planning Meeting
Focus: Educational Strategic Planning/ Overall Strategic Plan development.
- APRIL** April 24, 3-5pm Districtwide Planning Meeting
Focus: Implementation Teams Product Template; Districtwide Communication, Coordination, and Collaboration.
- MAY** May 22, 3-5pm Districtwide Planning Meeting
Focus: Implementation Team Updates; Developing Strategic Goals.
- JUNE** June 19, 3-5pm Districtwide Planning Meeting
Focus: Planning for Management Strategic Planning Retreat; Draft Strategic Plan
- AUGUST** Aug 21, 3-5pm Districtwide Planning Meeting
Focus: Strategic Planning Update; Desired Outcomes for 2006-2007 Planning; Overview of Educational Strategic Planning.
- SEPTEMBER** Sept 5, 3-5 pm Districtwide Status Update Meeting
Focus: Review of Strategic Plan Document, Process Road Map, and Refinement of Strategic Planning Committees
Sept 25, 3-5pm Districtwide Planning Meeting
Focus: Strategic Planning Process Update; Educational Strategic Planning.
- OCTOBER** Oct 23, 3-5pm Districtwide Planning Meeting
Focus: Strategic Implementation Plan- Tasks A-G (Strategic Curriculum Review Implementation; Foundation Skills/ ESL Implementation; Education Master Plan Process; Measure A Accountability; Accreditation Report Coordination; Integrating Annual College Educational Priorities with Financial, Facilities, and Human Resources Staffing)
- NOVEMBER** Nov 20, 3-5pm Districtwide Planning Meeting
Focus: Strategic Plan Review; Implementation Process Review.

DECEMBER Dec 11, 3-5pm Districtwide Planning Meeting
Focus: Program Review and Educational Master Planning; Basic Skills; Access and Growth Analysis; SMT Update

2007 (Schedule to be determined)

**Implementation Team Meetings for the Initial Seven Strategic Directions
(Spring Semester, 2006)**

- A. Enhancing Access and Student Success: March 28, March 31, and April 5, 2006
- B. Developing our Human Resources: March 30, 2006
- C. Creating Effective Learning and Working Environments: March 30, April 28, and May 28, 2006.
- D. Leveraging Information Technology: April 4 and April 18, 2006.
- E. Enhancing Resources and Budget Processes: April 17, 2006
- F. Enhancing Awareness and Visibility: March 31, April 28, May 5, May 9, 2006
- G. Improving the Effectiveness of Districtwide Communication, Coordination, and Collaboration:
Ongoing

Strategic Management Team Meetings

September 21 and 28 (2006)
October 5, 19, and 26 (2006)
November 2, 9, and 16 (2006)
December 7 and 14 (2006)
January 3 and 11 (2007)

Note: For the remainder of 2007, the SMT will meet the first and third Thursday of the month.

District and College Management Planning Retreat August 10-11, 2006

TIMELINE FOR REPORT PREPARATION

First Draft of College Responses	December 2006
Final Draft of College and District Responses	January 2007
Editing and Final College Review of Report	February 2007
Report to District Office	February 27, 2007
Report Presented at Board Meeting	March 13, 2007
Report Mailed to Commission	March 14, 2007
Report Due to Commission	March 15, 2007

RESPONSE TO DISTRICT RECOMMENDATION FOUR

4. The team recommends that a district-wide plan and an implementation process should be created that is strategic and systematically integrates the educational, financial, physical and human resources of the district. All planning processes should be inclusive of the four colleges and communities served by the district. The plan should include identified institutional outcomes with criteria for evaluation on a periodic basis. It is recommended that the district-wide plan integrate the educational master plans and program reviews of the colleges. The chancellor should ensure that the plan and ongoing planning processes are communicated throughout the district. (Standards 3.B.1, 3.B.3, 3.C.3, 10.C.1, 10, C.6, 1996 Standards of Accreditation)

DISTRICT/COLLEGE RESPONSE

Peralta Community College District (PCCD), consisting of College of Alameda, Laney College, Merritt College, and Berkeley City College, continues to recognize that having an integrated strategic plan, as recommended by the Accrediting Commission for Community and Junior Colleges, is critical to the success of our students and the future of our colleges. As such, the board of trustees, chancellor, presidents, faculty members, classified staff, and student leaders continue to be committed to ensuring that this plan is created, widely disseminated, and implemented.

The district response to the integrated strategic planning recommendation is presented in seven sections followed by summary comments and a district action plan.

Introduction

Section I presents an overview of the approach used to develop a process and culture of evidence-based integrated strategic planning. This section serves as an executive summary of the approach of the colleges and district service centers.

Section II provides a chronological overview of the committees and management process used in the integrated strategic planning process for the Peralta Community College District. This section highlights the working committees prior to the hiring of an integrated strategic planning facilitation consultant (Moore, Iacofano, Goltsman, (MIG) Inc., on June 14, 2005); time-limited strategic plan implementation teams which provided the data for the development of a strategic plan (Spring 2007); and the current coordinated educational planning implementation task groups.

Section III provides an overview of the development steps for the Peralta Community College Planning Process. This section moves from looking at the committees and management process to providing an overview of the steps-to-date in the strategic planning process: Board of Trustees' priorities; College Outreach and Strategic Planning Steering Committee Review; Strategic Directions; Strategic Goals; and current district committees involved in the ongoing annual strategic planning process, evaluation and assessment, and updating of the plan.

Section IV provides another frame of reference for the planning process showing the evolution of Peralta planning concepts; a brief Road Map for Strategic Education Planning Implementation; the two key committees to the process (the Strategic Planning Steering Committee and the Strategic Management Team) and the necessary ongoing dialogue/ collaboration between the two; and the vision, goals, and implementation Process which have emerged and provide the foundation for ongoing integrated strategic planning which places priority on educational planning and which drives facilities, technology, human resources, and budget planning.

Section V provides an overview of key elements from the External Environmental Scan which has direct impact on educational master planning. This overview provides the reader with the broader context in which the Peralta Community College District anchors its educational planning priorities.

With Sections I, II, III IV, and V as an overarching frame of reference to integrated strategic planning in the Peralta Community College District (PCCD), Section VI provides a detailed narrative review of the integrated strategic planning process from March 15, 2006, the time of the last Progress Report, to March 15, 2007, the submission date for this Progress Report. Having looked more broadly at PCCD decision making structures (pre-2005 to present); the developmental steps for the PCCD strategic planning process (June 2005 to present); a synopsis of the planning process with specific focus on vision, goals, strategies, implementation; and key environmental scan data, Section V provides a detailed chronological analysis of the PCCD strategic planning process from March 15, 2006 to March 15, 2007. Details prior to March 15, 2006 were provided in previous reports submitted to the Accrediting Commission for Community and Junior Colleges.

Section VII provides the district-wide strategic plan, as of December 21, 2006. This section is followed by summary comments and a district action plan.

As stated above, the following seven sections of this report will provide the district response to this recommendation:

- I. Overview and Context for Integrated Strategic Planning;
- II. Overview of Planning and Decision-Making Structures at PCCD;
- III. Overview of the Development Steps for the Peralta Strategic Planning Process;
- IV. Planning Process, Vision and Goals, Strategies, and Implementation;
- V. Key Elements from the External Environmental Scan provided by the strategic planning consultant;
- VI. A Narrative Review of the Strategic Planning Process; and
- VII. The District-wide Strategic Plan (December 21, 2006).

Section I: Overview and Context for Integrated Strategic Planning

Overview

The colleges and district office initiated integrated strategic planning in 2003 in response to the initial Accrediting Commission for Community and Junior Colleges recommendation that such integrated and comprehensive planning be undertaken. As of early 2007, the district has achieved several successes in building a coordinated planning process. There have been challenges in the planning process and barriers have been identified. Looking ahead, the district has initiated a series of planning and organizational

development steps that are anticipated to fully implement this important recommendation over the next 2-3 years.

The successes of the planning process include:

- Development of a district-wide strategic plan through extensive college and district service center involvement. The plan formalizes the district's commitment to integrated strategic planning and outlines shared values and five outcome-based strategic goals;
- Initiation of process improvements to institutionalize collaborative planning;
- Ongoing commitment of leadership time and energy to the planning process;
- Development of a detailed implementation approach to institutionalize integrated planning through a broad-based effort to update the colleges' educational master plans using a collaborative process design; and
- Initiation of organizational development and training activities to build the ongoing institutional capacity for integrated strategic planning.

Remaining challenges to effectively institutionalize integrated strategic planning include:

- Maintaining the motivation and commitment of the institution to completing an initial cycle of evidence-based strategic planning in an integrated format;
- Reaching out more broadly to the grass-roots of the colleges to build understanding and acceptance of a new way of planning and decision-making;
- Mitigating tendencies to revert to overly politically based decision making;
- Demonstrating early successes to build confidence in collaborative strategic planning;
- Managing demand for facilities spending and reserving sufficient capital funds to build strategically-driven facilities; and
- Stabilizing new decision-making processes.

Context

The clear need for integrated planning is partly due to factors that the Peralta Colleges share with all multi-college districts, such as internal competition for resources and overlapping student pools. A key factor for such districts is that decision-making is highly fragmented given California's community colleges governance structure, numerous prescriptive laws and regulations, multiple and narrowly focused categorical programs, and the challenge of meeting the colleges' multiple and sometimes conflicting missions.

In Peralta's situation, coordination has an especially high value. The colleges are located in a relatively small geographic area with high housing cost. The service area is not experiencing population growth in traditional college-going age groups. This tight market, which also includes a high number of competing educational providers, means that the colleges need to coordinate closely, since none of the colleges serves a unique population base and traditional enrollment sources are declining. This need for integration can be seen in the fact that over 60% of Peralta's students attend more than one of the four colleges. At the time of the district's creation, California and the Bay Area were experiencing rapid population growth and development. The district was created with the assumption that four relatively independent colleges would serve distinct geographic areas. As was appropriate given this premise, institutional structures and cultural practices were created that focused on autonomous college-based decision-making.

By the 1980's the district was forced to revisit these basic organizational assumptions. Low enrollments and financial difficulties led to a restructuring of vocational programs. Duplicative programs were consolidated. New organizational structures were created, notably the Council for Instructional Planning and Development (CIPD). CIPD was initially charged with conducting the type of coordinated and strategic educational planning that is at the foundation of the ACCJC recommendation.

Since that time the district has experienced significant challenges. The resolution of the Vista Community College de-annexation issue consumed a significant amount of organizational and leadership energy. In the early 2000's leadership changes created further challenges to the continuity of change initiatives and to the development of a team-orientation among the colleges. In response to these issues, the Board of Trustees in 2003 created several committees to assist in leadership of the organization and resolution of problems. This added a new level of complexity to the management and coordination challenges noted above, and led to concerns among ACCJC reviewers about perceptions of Board micro-management of the staff organization.

Given this history, creating an ongoing, comprehensive, and strategic planning process is clearly a necessity. However, this context also highlights that integrated planning constitutes a fundamental and difficult change for the colleges and district service centers.

Achieving meaningful change in complex organizations requires a long-term developmental perspective. Adopting new planning practices involves both changes to basic processes and development of new beliefs, skills and competencies. There are significant political, communications, logistical, and interpersonal challenges inherent in engaging four largely independent colleges in a process of substantive change. While the four Peralta Colleges are more interdependent than many multi-college districts because of their geographic proximity, strong historical patterns of competitiveness and independence need to be recognized and directly addressed.

Completing an Integrated Strategic Planning Cycle

In recognition of these challenges, the colleges and district service centers have developed a multi-part design for change. The central elements of the process design are:

Process Improvement: The colleges and service centers are re-examining basic decision-making processes. The key goal is to improve the collaborative nature and information-foundation for overall strategic decision-making. The central change to date has been the creation of a Strategic Management Team to bring together the senior management of the district for consistent, collaborative, and data-based discussion of key strategic issues. This is a complement to the Strategic Planning Steering Committee, which also uses a collaborative strategic planning method. Other critical areas for improvement include collaborative strategic decision-making regarding educational programs, human resources, facilities, and other resource planning matters; these are being addressed through the strategic educational master plan update process (see below).

Organizational Development and Skill Building: The district has embarked on a process of leadership development, communication improvements, and collaborative skill building. This will build the ongoing capacity to maintain an integrated strategic planning and resource allocation process by enhancing

consensus building capacity and addressing the organizational and interpersonal conflicts inherent in fundamental change.

Coordinated and Strategic Educational Master Planning: The district-wide strategic plan sets a vision that stresses that an integrated strategic planning process will bring great value to students and the community. To fully realize this potential requires a comprehensive update of the colleges' educational plans through a process that includes early and ongoing district-wide analyses and discussions. In 2007, the colleges will conduct for the first time an educational master planning effort that is coordinated and strategic from its initiation. This process will result in educational master plans that are integrated across the colleges and are based on empirical analyses of external community trends and needs and on assessments of all programs and services. Key elements of this process will include:

- Long-term access and growth analysis: The district will assess the access levels provided by age, ethnicity, and geographic area currently and in the context of long-term demographic projections.
- District-wide curriculum analysis: The district will support cross-district reviews by discipline to help align and coordinate the curriculum, identifying areas of duplication especially in vocational areas and higher level curriculum.
- Foundation skills and retention best practices: The district will identify best practices in pre-collegiate education and in student retention and success.

Ongoing Strategic Planning: The colleges and district service centers will maintain their commitment to strategic planning as a central organizational practice. This will allow leaders to maintain awareness of the organizational development process that is necessary to achieve the goal of a comprehensive and integrated planning practice across the colleges and district service centers.

The overall milestones for the developmental process of creating an ongoing integrated strategic planning practice are:

June 2003	ACCJC recommendation to create integrated strategic planning
Spring 2004	Identification of issues and potential organizational models
March 2005	Formation of Strategic Planning Steering Committee
July 2005	Board of Trustees retreat to identify overarching priorities
October 2005	Development of strategic plan framework
Spring 2006	Implementation teams refine framework and recommend committees
June 2006	Draft strategic plan developed
July 2006	Initiation of Leadership Development Program (at Managers College)
August 2006	Strategic planning retreat (all administrators)
September 2006	Initiation of Strategic Management Team
Fall 2006	Development of strategic educational master planning process
Spring 2007	Implementation of strategic educational master planning process
Spring 2007	Organization of facilities and energy master planning processes
Spring 2007	Implementation of health/safety and priority facilities projects
Fall 2007	Synthesis and integration of district-wide strategic directions

Berkeley City College, College of Alameda, Laney College, Merritt College:
Progress Report, March 15, 2007

Spring 2008	Development of integrated resource master planning for fiscal, human resources, information technology, facilities, and marketing based on integrated educational planning
Fall 2008	Implementation and progress tracking
Spring 2009	Implementation and progress tracking
Fall 2010	Comprehensive review of Strategic Plan progress / update

The colleges and service centers are realistic about the need for and the challenges related to building an integrated strategic planning process. The strategic plan sets the standard for the change process to becoming a "collaborative community of colleges". The district is now positioned to take the next steps of broad-based educational master planning involving each department, discipline, and program. The result will be success for all four colleges because they will be delivering increasing levels of value to students and the communities of the service area.

II. Overview of Planning and Decision-Making Structures at PCCD

As noted above, this section provides an overview of committees and management process in the Peralta Community College District. These planning and decision-making structures are necessary to integrated strategic planning. The overview of the committees and management process is provided in a chronological format: A. Pre-July 30, 2005 (prior to hiring MIG to facilitate integrated strategic planning at PCCD); B. July 30, 2005 through August 1, 2006: Time-limited strategic plan implementation teams; and C. August 1, 2006 to present: integrated educational implementation groups.

A. Pre-July 30, 2005 – Major Standing Committees

There were approximately nine district-wide standing committees, each with a broad subject area focus, with some degree of planning or policy development responsibilities. These were in place prior to July 20, 2005 or created in the months following. The lists below omit the narrow-focused and operational committees (i.e., grievances, health/safety, etc.).

- Strategic Planning Steering Committee
- Chancellor's Policy Advisory Committee
- Council on Instruction, Planning, and Development (CIPD)
- District-wide Facilities Advisory Committee (formed in the period July to December 2005)
- District Budget Advisory Committee (dormant in July 2005)
- District Matriculation Committee
- Staff Development Committee (district committee)
- Group of Advising Faculty

In addition, it is relevant for a comprehensive review of planning and decision-making to note the following management and constituency leadership structures:

- Meetings of the vice presidents of student services with the associate vice chancellor of student services to plan instructional and student services goals and initiatives
- Chancellor's Executive Cabinet (monthly)
- Chancellor's Presidents Council (monthly)
- College Leadership Councils
- District and college Academic Senates (AS) and College Faculty Senate Committees
- District and college Classified Senates
- College Associated Student Governments

The union and the Board of Trustees' committees are also part of communication/ decision making in Peralta. Board Committees are the Policy Committee, the Facilities and Land Use Planning Committee, Standards and Management Committee, Technology Committee, Student Services and Equal Employment Opportunity Committee.

B. July 30, 2005 through August 1, 2006: Time-Limited Strategic Plan Implementation Teams (Phase I)

The planning facilitation consultant (MIG, hired June 14, 2005) initially led PCCD through a process that established a Strategic Plan Framework and created strategic plan implementation teams (Phase I). The purpose of the implementation teams (also cited in the March 15, 2006 Focused Midterm Report) was to review and refine action items listed in the Strategic Plan Framework and suggest priority actions for accomplishment, which were integrated into the current strategic plan. The teams were to exist only for spring 2006 semester; they were to recommend whether a permanent body was needed and if so, whether an existing body was more appropriate than a new one (see below).

Strategic Plan Implementation Teams (Time Limited)	Recommendation for Ongoing Standing Committee
A. Enhancing Access and Student Success	Develop an ongoing group that fulfilled the planning and development role of the Council of Instruction, Planning and Development (CIPD). The Task Group said this could be achieved in several ways, for example,, by modifying the composition of CIPD, adding a subcommittee for planning and development, or focusing CIPD on curriculum review and creating a new planning and development committee.
B. Developing our Human Resources	Create a District-wide HR Committee **
C. Creating Effective Learning and Working Environments	Use the District-wide Facilities Advisory Committee
D. Leveraging Information Technology	Reestablish the dormant District Information Technology Committee
E. Enhancing Resources and Budget Processes	Reestablish the Budget Advisory Committee
F. Enhancing Awareness and Visibility	Recreate the District-wide Marketing Committee
G. Improving the Effectiveness of District-wide Communication, Coordination, and Collaboration	Assign to Strategic Planning Steering Committee

** Indicates that recommended permanent status needs to be confirmed with the Implementation Teams and approved by the organization.

C. August 1, 2006 to Present: Integrated Educational Planning Implementation Groups (Phase II)

In this phase of the PCCD strategic planning process (Phase II), a Strategic Management Team (SMT) was established to direct and ensure implementation of and accountability for the strategic plan and implementation concepts recommended by the Strategic Planning Steering Committee (SPSC). The SMT faced a major new opportunity – the passage of a Measure A Bond for \$390 million. This created a short-term need for an integrated approach to updating the college and educational plans, based on a shared analysis of community needs and program issues and opportunities.

The SMT developed an action plan with SMT members volunteering to ensure accomplishment of and accountability for specific tasks which are part of the strategic plan. The action plan was to put in place the information and planning tools for an integrated process of educational and resource planning. Each SMT Task Leader is to contact shared governance constituencies for faculty, staff, and students to participate in the following groups.

- Develop background data for strategic planning task group
- Strategic curricular review task group
- Foundation skills/ retention task group
- Educational master plan update task group
- Measure A accountability process task group
- Accreditation report coordination task group
- Integrating annual college educational priorities with financial, facilities, and human resources staffing
- Regular communication to each college and service center on the strategic planning process.

D. Summary Chart

(The summary below provides a quick overview of the committees/ work groups cited in A-C above)

Standing Committees (Active)	Temporary Strategic Plan Implementation Teams (These teams no longer exist)	Coordinated Educational Planning Implementation Task Groups (Active)
As of July 30, 2006	July 30 through August 1, 2006	August 1, 2006 through Present
Strategic Planning Steering Committee	A. Enhancing Access and Student Success	A. Develop Background Data for Strategic Planning
Council on Instruction, Planning, and Development	B. Developing our Human Resources **	B. Strategic Curriculum Review Task Group
District-wide Facilities Advisory Committee	C. Creating Effective Learning and Working Environments	C. Foundation Skills/ Retention Task Group
District Budget Advisory Committee	D. Leveraging Information Technology	D. Education Master Plan Update Task Group
District Matriculation Committee	E. Enhancing Resources and Budget Processes	E. Measure A Accountability Process Task Group
District Staff Development Committee	F. Enhancing Awareness and Visibility	F. Accreditation Report Coordination Task Group
Chancellor's Policy Advisory Committee	G. Improving the Effectiveness of District-wide Communication, Coordination, and Collaboration	G. Integrating Annual College Educational Priorities with Financial, Facilities, and Human Resources Staffing
Group of Advising Faculty		

Bold indicates an Implementation Committee that recommended that a standing committee be continued and/or reactivated
****** Indicates that recommended permanent status needs to be confirmed with the Implementation Teams and approved by the organization.

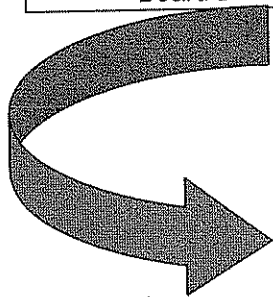
III. Overview of the Development Steps for the Peralta Strategic Planning Process

Section I provided an overview of the committees and the management process used in integrated planning for the Peralta Community College district and Section II provided an overview of PCCD planning and decision-making structures. Section III provides an overview of the developmental steps taken by the Peralta Community College District in the planning process since June 2005. In June 2005 the Board of Trustees set planning priorities which became the basis for integrated planning. Forums were held at each of the colleges for review and input on these priorities and this data was forwarded to the Strategic Planning Steering Committee. This led to the development of strategic directions, strategic goals, and a refocusing of district strategic committees.

Board of Trustees Priorities

At two workshops in June 2005, the Board of Trustees identified the following twelve priorities.

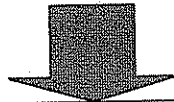
- Access
- Increased Enrollment
- Quality Programs
- Student Success
- Student Support Services
- Human Resource Development
- Physical Facilities and Infrastructure
- Fiscal Stability and Sustainability
- Partnerships
- District and College Image and Identity
- Integrated Strategic Planning
- Accountability Systems
- Board Development



College Outreach and Steering Committee Review

Peralta conducted workshops at each college, both with the leadership team and in open workshop formats. Themes were identified that confirmed and elaborated on the priorities identified by the board.

An open workshop was conducted for the entire district on a staff development day. Action to date was reviewed, small groups reviewed and modified the themes, and even rated the themes.



Strategic Directions

The directions were selected to efficiently organize the information provided at the college and board sessions. The directions also were aligned to the **operational areas** of the district's service areas. The strategic directions were the organizing framework for the *strategic plan framework* document, which preceded the *strategic plan*.

Time-limited strategy implementation teams developed "strategic initiatives" under each strategic direction. These initiatives were integrated into the strategies of the final strategic plan. Some of the teams became standing committees as shown below.

- | | |
|---|--|
| A. Enhancing Access and Student Success | E. Enhancing Resources and Budget Processes |
| B. Developing our Human Resources | F. Enhancing Awareness and Visibility |
| C. Creating Effective Learning Environments | G. Improving the Effectiveness of District-wide Communication, Coordination, and Collaboration |
| D. Leveraging Information Technology | |



Strategic Goals

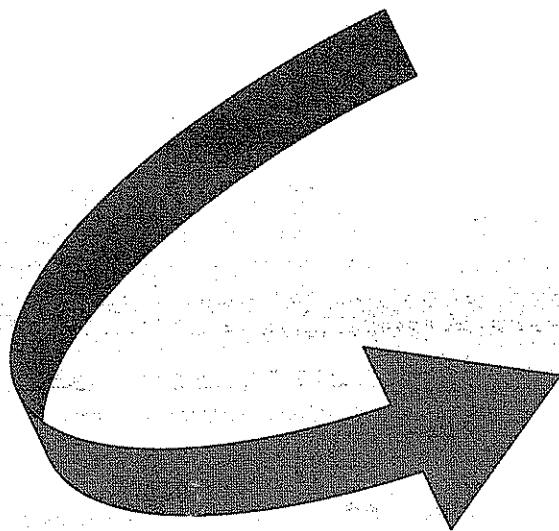
Steering committee members identified **outcome-oriented goals** that reflect the results desired by students, the external community, and internal stakeholders. Each goal is supported by several strategies, which address board priorities and the initiatives of the *Strategic Plan Framework*.

- A. **Student Access and Success**
- B. **Community and Partner Engagement**
- C. **Programs of Distinction**
- D. **Culture of Innovation and Collaboration**
- E. **Financial Health**



Strategic Committees

Seven standing district-wide committees are proposed as the standing venues for collaborative planning and transparent dialogue about the key issues facing the four colleges and service centers collectively. In addition, a "**Strategic Management Team**" is working across the colleges and service centers, as a model of the organization as a whole. Through dialogue at the Steering Committee and with all constituencies, it will be decided if these should be the main committees for all major district-wide discussions and recommendation development. All committees are advisory per existing law and practice.



All committees will be supported to conduct effective strategic planning in their respective policy areas.

- Council on Instruction, Planning and Development (continued below)
- District Human Resources Committee
- District-wide Facilities Advisory Committee
- District Information Technology Committee
- District Budget Advisory Committee
- District Marketing Committee
- Strategic Planning Steering Committee

IV. Planning Process, Vision and Goals, Strategies, and Implementation

Having looked at the planning and decision making structures in Peralta (Section II) and the developmental steps in the planning process (Section III), Section IV provides:

- A timeline of significant activities since March 2005 (Table 1)
- A visual showing the evolution of planning concepts (Diagram 1)
- The strategic educational planning implementation roadmap, (Diagram 2)
- Reviews the purpose of the two major integrated strategic planning oversight committees (Outline 1)
- The need for ongoing dialogue between the oversight committees (Diagram 3)
- The planning vision for the Peralta Community College District (Outline 2)
- The planning goals for the Peralta Community College District (Diagram 4)
- The implementation process (Outline 3)

Table 1. Timeline of Activities

March 2005	Strategic Planning Steering Committee Formed
July 2005	Board of Trustees Retreat – Create Priorities
August 2005	External Facilitation of the Strategic Planning Steering Committee begins
August – September 2005	College Leadership Team meetings and Town Hall Meetings
October 2005	Draft <u>Strategic Plan Framework</u> developed
January – February 2006	Implementation Teams formed
March 2006	Bond Measure A approved for June ballot
May 2006	Implementation Teams finalize recommendations
June 2006	Draft <u>Strategic Plan</u> developed Bond Measure passes (\$390 million)
August 2006	Management Retreat on Strategic Planning and Organizational Development
September 2006	Strategic Management Team initiated
September 2006	Implementation Teams finalize recommendations
Fall 2006	Development of detailed Strategic Educational Master

Plan process

Diagram 1. Evolution of Planning Concepts

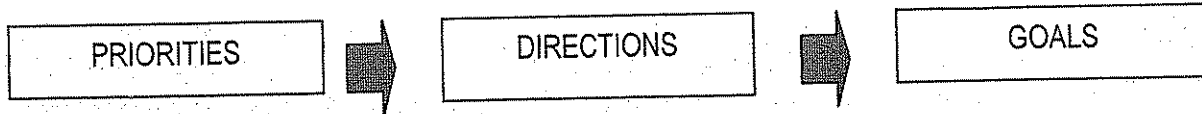
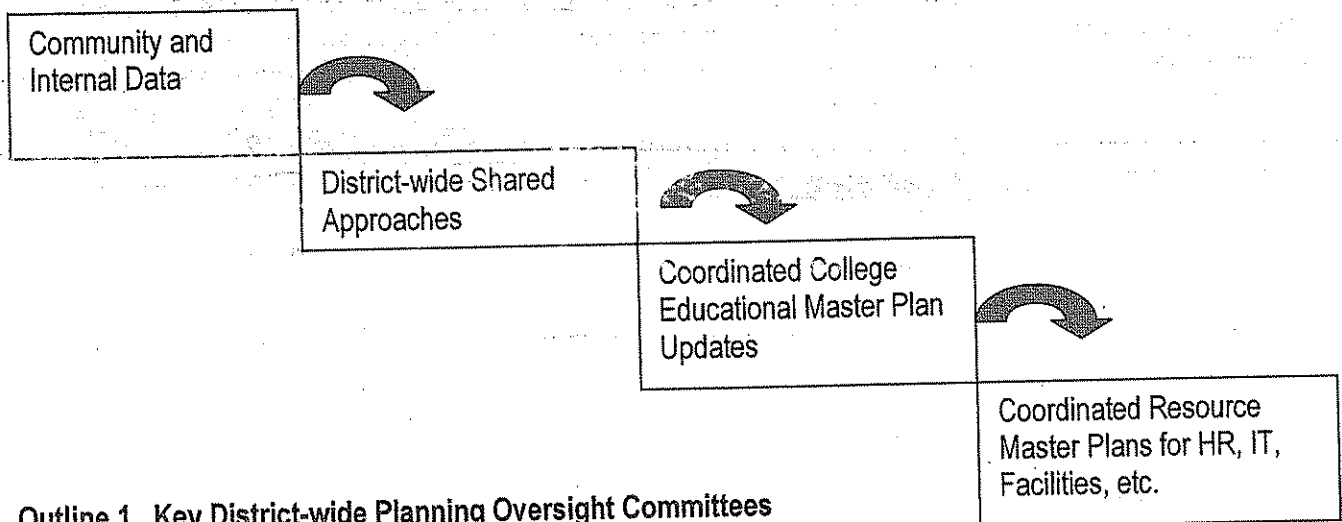


Diagram 2. Strategic Educational Planning Implementation Road Map



Outline 1. Key District-wide Planning Oversight Committees

Strategic Planning Steering Committee (SPSC)

Purpose

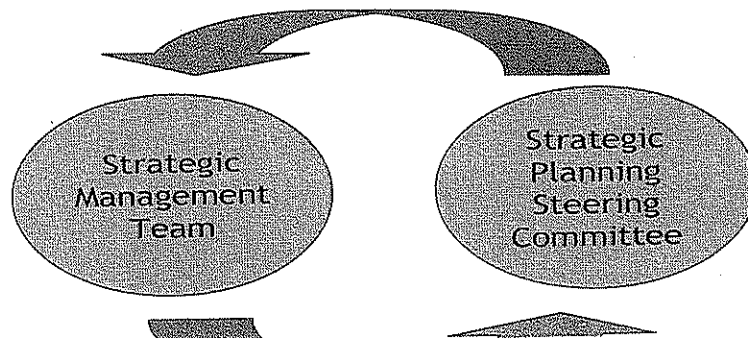
- Propose overall strategic direction
- Draw on a wide range of perspectives
- Ensure process stays on track
- Model district/college and college/college collaboration

Strategic Management Team (SMT) [initiated September 2006]

Purpose

- Ensure implementation of strategic plans
- Build team-oriented collaboration
- Ensure process stays on track
- Create a unified venue for leadership discussions
- Model district/college and college/college collaboration

Diagram 3. Ongoing Strategic Dialogue Necessary to the Planning Process



Outline 2. Planning Vision for the Peralta Community College District

We are a collaborative community of colleges.

- Coordinated approach on key issues
- Shared students
- Unified commitment to access and success

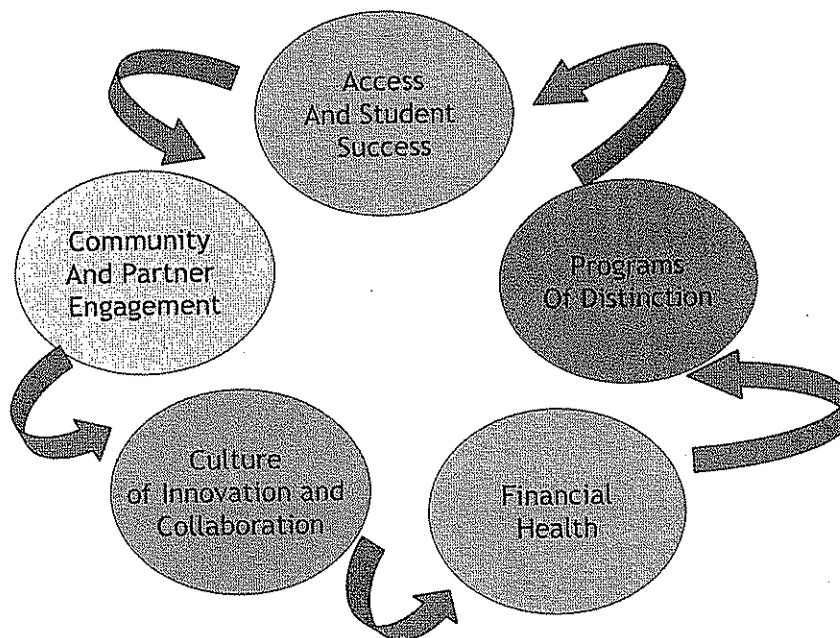
Together we provide educational leadership within a network of allied organizations and institutions committed to enhancing the quality of life, sustainability, and workforce and economic development of the central East Bay.

- Outward looking
- Coordinated on a broader human development agenda
- Supporting overall quality of life

We collaborate with our partners to provide our students and communities with the educational resources, experiences, and ongoing capacities to meet and exceed their goals.

- Focused on excellence
- Committed to building life long capacity
- Supporting Success

Diagram 4. Planning Goals for the Peralta Community College District



Outline 3. Current Educational Planning Implementation Process for the Peralta Community College District (Leadership and accountability provided by the Strategic Management Team, which is detailed in Section V of this report).

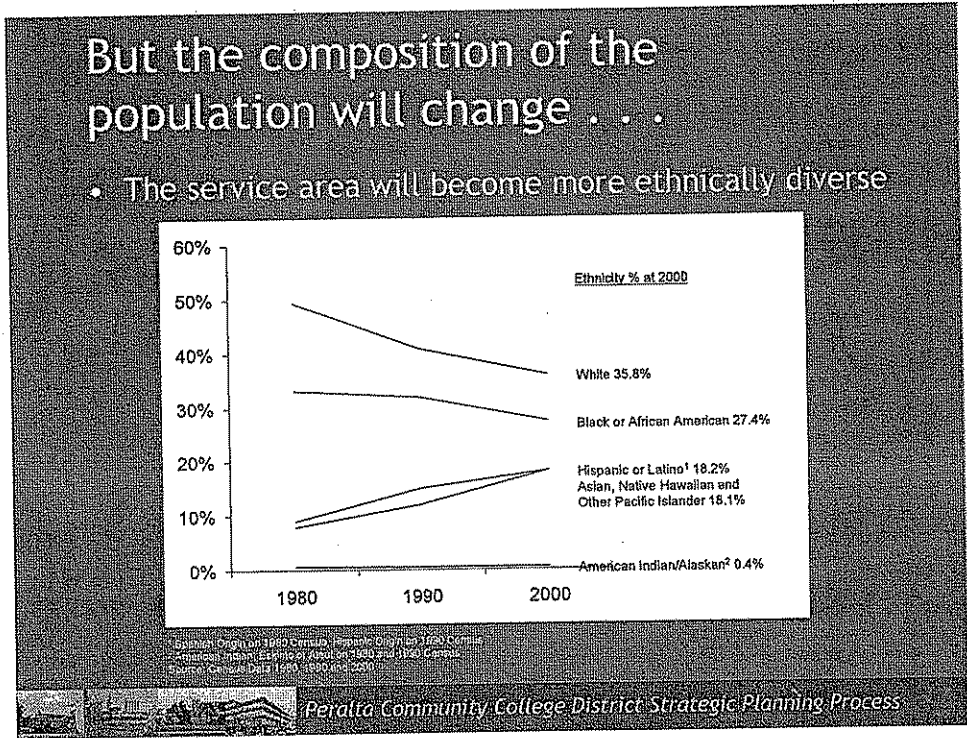
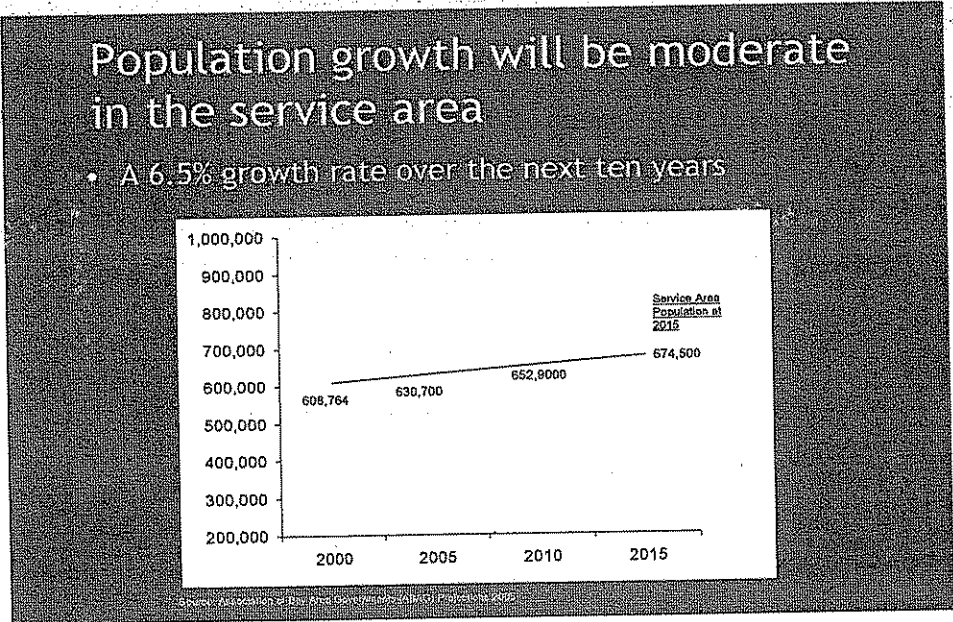
The current educational planning implementation process for the Peralta Community College District is the responsibility of the Strategic Management Team (SMT). The SMT provides leadership and accountability throughout the implementation. Below is an outline of the integrated transitional implementation tasks.

Integrated Transitional Implementation Tasks

1. Data for strategic educational planning
 - Long-term access and growth strategy
 - District-wide course offering and sequencing analysis
 - Student success
 - Student learning outcomes/classroom, program, and institutional based assessment
2. Strategic curriculum review
 - Duplication of curriculum
 - Sequencing
 - Time of day offered
 - Ease of student access
 - Consistency of courses
3. Foundation skills/retention
 - Best practices
 - Practical, short-term solution
 - Long-term institutional strategies
4. Education Master Plan Update Template
 - Uniform format for the colleges
 - Build on past models
 - Anticipate accreditation self-study
 - Integrate information from tasks A, B, and C
5. Measure A Accountability Process
 - Develop a process recommendation for controlling, monitoring, and communicating the funding of projects using Measure A monies
6. Accreditation Report Coordination
 - Organize college and district efforts to develop the ACCJC Progress Report for March 15, 2007.
 - Develop a timeline for the Accreditation Self Study to begin fall 2007.
7. Integrating Annual College Planning with Resource Decisions
 - Develop a process for identifying college and district service center priorities and linking these to annual budget, facilities, and human resources allocation processes.

V. Key Elements from the External Environmental Scan

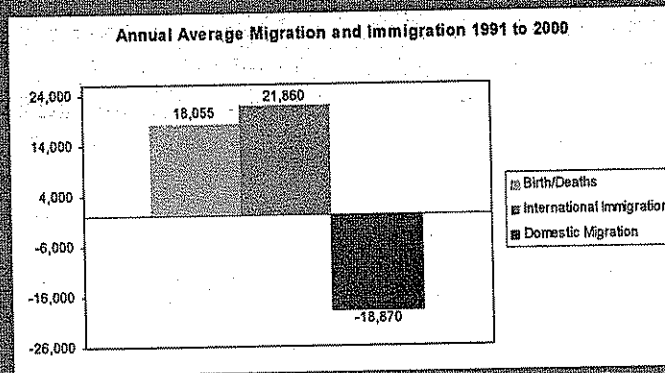
This section provides a quick look at key pieces of current external environmental scan data (fall 2006) which is informing district planning. Such data captures the unique nature of the Peralta Community College District and provides a foundational look at the communities this district serves.



In part due to immigration

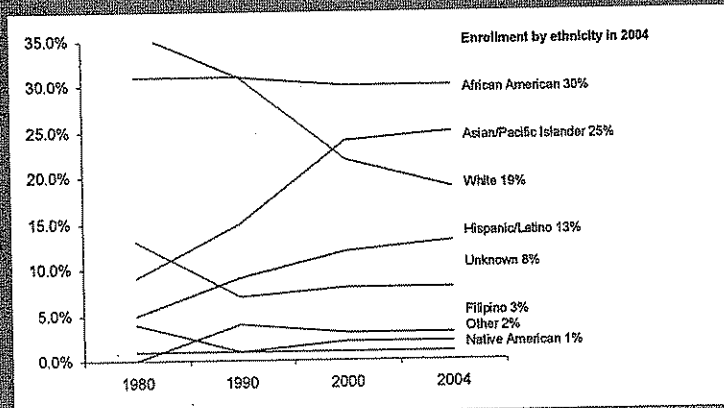
- Immigration will contribute to a net increase in total population in the Oakland PMSA
- Most immigrants come from Mexico (25.7%) and Asia (59.2%)

(1991-2000 data from the Federation from American Immigration Reform)



Peralta Community College District Strategic Planning Process

Shifts in demographic composition are mirrored in Peralta student population



Source: Peralta Community College District Enrollment Data 1980-2004
 (1980 and 1990 enrollment information was pulled from a variety of historical sources)

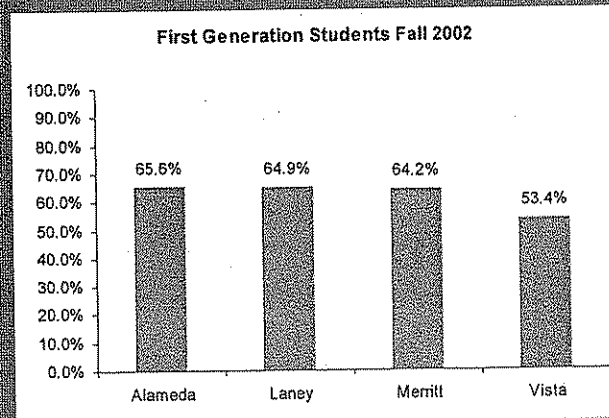
Participation rates and educational attainment is low among emerging population groups

- Participation rates are low among immigrants from Latin America
- Educational attainment is low among immigrants from Latin America and Southeast Asian countries
- The regional economy requires a skilled workforce with some higher education



Peralta Community College District Strategic Planning Process

More than half of Peralta students are first generation college students



Source: Peralta DWS, Fall 2002

Demographic shifts and K-12 performance is leading to higher demand for basic skills education

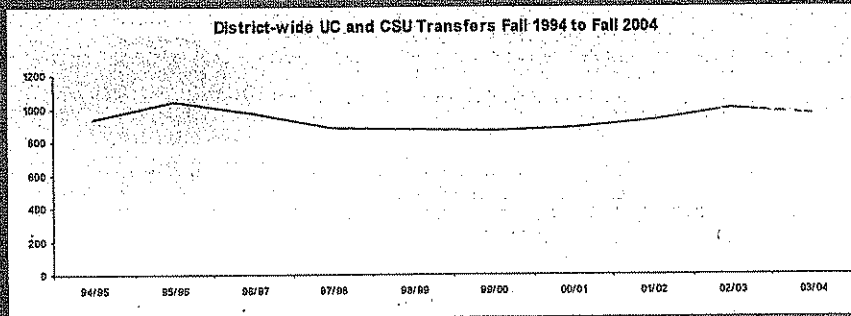
Demographic shifts and K-12 performance is leading to higher demand for basic skills education

Peralta colleges are helping many students succeed . . .

- Increases in enrollment were seen in early 2000, despite a downward trend after 2003
- There was an overall increase in degrees and certificates awarded between 1990 and 2000
 - District-wide increase of 113% for degrees and 72% for certificates during the ten year period
 - Increasing number of degrees and certificates awarded to African American students
 - Relative increase in the number of certificates awarded to Latino students
 - Decreasing number of degrees and certificates awarded to Filipino students

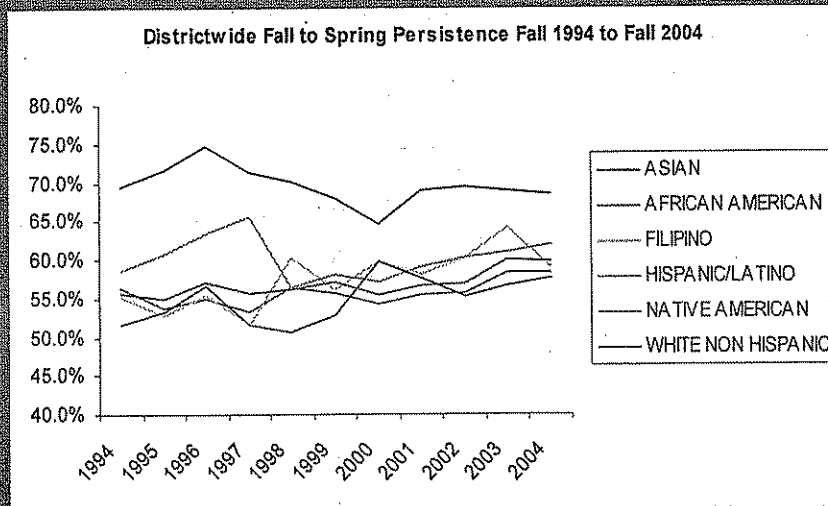
And helping students to achieve their academic goals . . .

- Despite a decline in the late 90s, the number of transfers to four-year colleges has remained fairly consistent



Source: California Postsecondary Education Commission

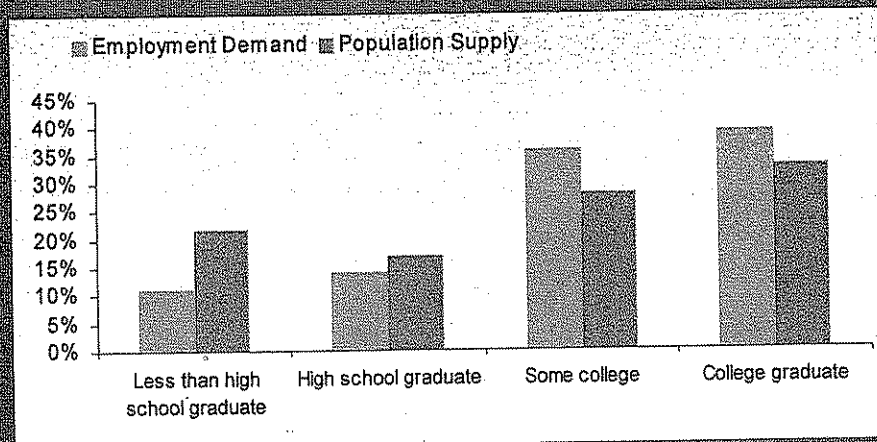
District-wide persistence rates have remained somewhat steady over the past 10 years



Note: Districtwide persistence rates are considerably higher than state college persistence. Non-state students who leave the college and enroll in private are counted as having persisted.
 Source: Pomona Institutional Development Department

While the need for higher education in California is increasing

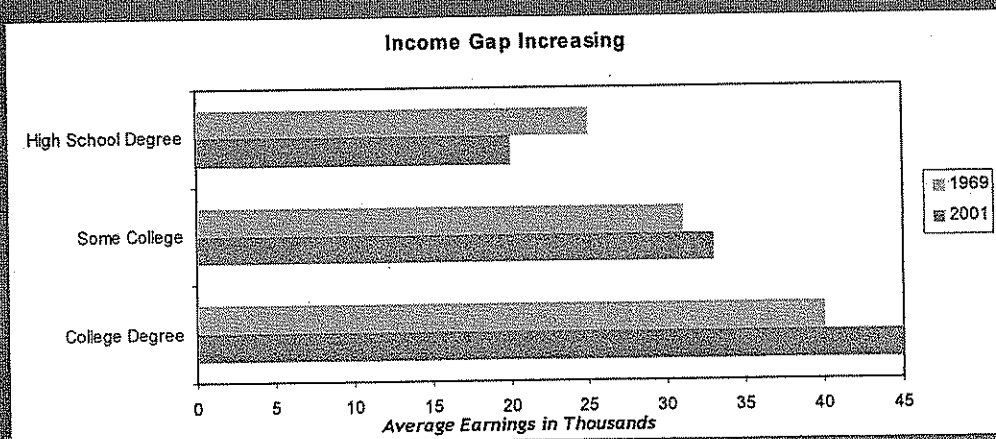
California Education Projections 2020



Source: Public Policy Institute of California, 2005

Resulting in increased returns to education

- The value of higher levels of education has increased



Source: Public Policy of California

VI. Narrative Review of the PCCD Strategic Planning Process

Following is a detailed chronological analysis of the Peralta strategic planning process from the time of the last Progress Report submitted to ACCJC (March 15, 2006) to this Progress Report (March 15, 2007). This section is divided into two parts: (1) March 15, 2006 to June 30, 2006 which was a part of Phase I planning which began in June 2005 when the Board of Trustees set the strategic planning priorities and (2) July 1, 2006 to present, Phase II of the strategic planning process. This section is followed by summary comments and a district action plan.

March 15, 2006 to June 30, 2006 (Continuation of Phase I Planning)

During spring semester 2006, as reported in the March 15, 2006 Focused Midterm Report, seven strategic directions and initiatives were developed and completed. This action was completed by seven separate teams, which were intended as time-limited implementation teams. These teams were to develop strategic goals which then would be addressed beginning in August 2006. In addition from March 15, 2006 thru June 30, 2006 the strategic planning steering committee continued to meet regularly.

The work of the seven strategic direction teams and that of the strategic planning steering committee comprised the major work on the integrated strategic planning process. Throughout the planning process college planning continued, normal day-to-operation of the colleges and the district was attended to, and various other necessary time commitments took place. The other major activity during this time period was the development of a Measure A, Proposition 39 bond, which was developed in March 2006, placed on the June 2006 ballot, and passed by the electorate in June 2006.

The following will document the work of the strategic planning steering committee, the work of the seven strategic direction teams, and commentary on the Measure A bond.

Strategic Planning Steering Committee

The strategic planning steering committee continued to provide oversight of the integrated strategic planning process. The membership of this committee is referenced on pages 5-6. (For this section please reference. File #1: Strategic Planning Steering Committee Documentation.)

The first meeting after the submission of the Focused Midterm Report was on March 20, 2006. This meeting focused on the charge of the seven strategic direction teams, the outline of an external environmental scan that was to be conducted, and collaborative strategic educational planning which would focus on "Strategy A: Enhancing Access and Student Success." (See File #1: Strategic Planning Steering Committee Documentation). The charge of the seven strategic direction teams was to (1) develop a refined list of "strategic initiatives with responsibilities, timelines, and resource needs and potential sources" and (2) to develop a proposal for an ongoing district-wide collaborative strategic planning approach for the strategic direction. Further, an external environmental scan outline was presented (cf. Section IV above) noting that "the purpose of the scan is to provide a background resource to assist the educational leaders of Peralta in developing programs and services to meet the needs of the district." The scan was later presented in a collaborative educational planning meeting on March 28, 2006. (File #2: Strategic planning implementation teams' documentation.) The focus on collaborative strategic educational planning was to develop strategic program directions and an ongoing planning process for developing and implementing educational

programs and services to respond to the trends, performance data, and community needs presented in the external environmental scan.

At the April 24, 2006 meeting, the seven strategic direction teams provided an update on their efforts and there was an update on the strategic educational planning track. Also the "Collaborative Strategic Planning Program Elements" were presented and reviewed. The program elements below were a preliminary process design to link a coordinated educational strategic planning process to facilities, Information Technology, Human Resources and other resource planning. (These core elements were incorporated into the strategic educational master plan milestones, and they provide a framework for ongoing integrated strategic planning.)

- 1: Planning, Management, and Decision Making
 - Accountability
 - Management capacity building
 - Board development
 - Research program
- 2: Enrollment Management and Growth
- 3: Health and safety facilities improvement (including the June 2006 bond measure)
- 4: Best Practices and Innovation
 - Information technology
 - Basic skills
 - Distance learning
 - Partnerships and alternate resources
 - Signature programs
 - Human resources
- 5: Vision Blueprint for the Future
 - Signature programs decisions and funding
 - Program review and adjustment protocol
 - Educational master plan/ accreditation process
- 6: College Strategic Educational Plans
 - Signature programs
 - Basic Skills
 - Accreditation Self-Study
 - Program Review
- 7: Facilities and Information Technology Master Plans
- 8: Strategic Facilities Renovation, Modernization, and Maintenance
- 9: Resources Master Plan: Human Resources, Marketing, and Financial.

At the May 22, 2006 meeting, the focus was on implementation team updates, a specific review of how to address district-wide collaboration and communication, and the process for developing strategic goals. At the final meeting for the spring, June 19, 2006, there was a review of the proposed management team

retreat which was held August 10-11, 2006, a review of a newsletter, and presentation of a Draft Strategic Plan. The current version of the strategic plan can be found in document "File #3: District-wide Strategic Plan" and will be presented later in this report. At this point, the strategic planning steering committee recessed until the fall semester and the first meeting of Phase II was held on August 28, 2006.

The Seven Strategic Direction Teams: These seven teams were time-limited and focused on the seven strategic directions formulated at the beginning of 2006 and the teams developed strategic initiatives. (Full documentation for this section can be found in File #3: Strategic Planning Implementation Teams Documentation. This includes membership lists for each of the teams). (For this section please see documentation "File #2: Strategic Planning Implementation Teams Documentation.)

The following is a summary of the work activity of the seven strategic direction teams.

Team A: Enhancing Access and Student Success (Co-chairs: vice chancellor/educational services and the president of Berkeley City College)

Members of the strategic direction team A and the vice presidents of instruction responded to this direction. The vice presidents of instruction at meetings on March 28, 31, and April 5, 2006, addressed educational strategic planning as a way of addressing access and student success. They identified four phases for educational strategic planning.

- Phase 1: Coordinated district-wide educational planning, which involves looking at district-wide curriculum coordination, foundation skills and ESL, and the college educational master plan update process and framework.
- Phase 2: College educational master plan update integrated with program review, to identify long-term college program needs.
- Phase 3: Service center master plan updates, requiring the district service centers to develop master plans identifying goals and activities to support the district-wide directions and college educational plans.
- Phase 4: Facilities and information technology master planning with each college and the district service centers collectively developing comprehensive master plans.

When Team A met, they reviewed all the strategies in direction A. In the end, they drew attention to several concepts that need attention: matriculation, distance learning, assessment and placement, foundation skills, curriculum design, and student learning outcomes. In terms of foundation skills, they suggested: providing diagnostic assessment and placement; promoting classroom assessment techniques to include information literacy; providing supplemental support instruction; achieving agreement on foundation skills (basic skills) student learning outcomes across the four colleges; achieving agreement on assessment and placement for foundations skills across the colleges; identifying at-risk students; and providing faculty training to better serve foundation skills students. It was determined that this approach could provide a model for improving all programs. With regard to assessment and placement there was a realization of the need to strengthen assessment and placement, to look at curriculum design, and to create meaningful student learning outcomes.

Team B. Developing our Human Resources (Chairs: acting vice chancellor of human resources, director of human resources, and the president of the College of Alameda.)

This team met on March 30, 2006, and began with a review of the "Preliminary Implementation and Update Strategies" prepared by Moore, Iacofano, and Goltzman.

1. "Develop a comprehensive vision and strategy for improving the human resources function across the district and colleges. Consider reassignment of functions to decentralize management and vice versa. Promote a facilitative and problem-solving approach to support the colleges to meet their goals"
2. "Explore coordinated district-wide recruitment and promotion strategies. Assist college in identifying common needs and developing efficient coordinated strategies. Consider common approaches to early recruiting. Ensure timeliness of recruiting and efficient distribution of information. Pursue the goal of developing current Peralta employees for future positions."
3. "Develop an efficient and effective process for human resources strategic planning across the district to address: (1) appropriateness of existing committees and consultative mechanisms; (2) communication and working relationships between the district and college personnel; and (3) interface between college and district educational planning and facilities decision making."
4. "Develop methods to address high work volumes and timelines. Consider strategies such as training faculty and staff in the recruitment process so they can perform their roles more efficiently. Consider decentralizing some hiring functions to the colleges to spread the workload."
5. "Improve day-to-day human resources services including problem resolution, payroll, benefits administration, etc. Cover all services from beginning of employment to exit interviews."

In reviewing these areas, the team developed a list of specific areas for focus and consideration: recruitment; promotion; coordinated communications; hiring (timeliness); more efficient personnel action request process; orientation; decentralization vs. centralization; PeopleSoft implementation; training/ professional development; a system for revising job descriptions; evaluations; part-time faculty hiring pool; and the Faculty Diversity Internship Program. Also, the team took action to form three task forces to address what it considered first priorities: 1) training and professional development; 2) hiring; and 3) coordinated communication to create effective learning environments.

In addition, this team recognized the upcoming need to file a model equal employment opportunity plan with the State Chancellor's Office; a plan developed through a collegial consultation process.

Team C. Creating Effective Learning and Working Environments (Co-chairs: Director of General Services and the President of Laney College)

Immediately, this team was merged with the district-wide Facilities Advisory Committee. During the spring 2006 semester, the committee met on March 30, April 28, and May 28, 2006. The focus of these meetings was the June 2006 bond measure, strategic planning, facilities concerns and issues from college and district representatives, as well as an update on district projects. The task of "Creating Effective Learning and Working Environments" has received a major "shot in the arm" with the June passage of a Measure A bond. Given the amount of money the citizens agreed to (\$390 million), the bond money itself and the use of the bond money to leverage state monies is vital to this initiative. The chancellor has placed this initiative on a fast track so that all major renovation and equipment needs

are addressed in the next five years. The district has assigned a capital project manager to each of the colleges for this purpose. (Documentation on Measure A facilities and equipment priorities can be found in File #4: Measure A.)

Team D. Leveraging Information Technology (Co-chairs: Chief Information Officer and the Vice President of Student Services, College of Alameda)

This team met on April 4 and 18, 2006. The team first identified the need to merge this team into a district-wide technology committee, which would develop a district-wide technology plan. Further this district-wide technology committee is linked to college technology committees. The team on April 4, 2006 set 10 priorities, which were increased to 12 at the April 18, 2006. Currently, this team is officially merged with the district-wide IT committee. The priorities developed are as follows:

1. Revisit the structure. Information Technology's intention is to merge the district-wide technology committee with the "Leveraging Information Technology" team (and this has happened).
2. Develop smart classrooms, instructional technology, classroom technology that supports communication concerning emergencies. This is being greatly aided by the passing of the Measure A bond in June 2006 for \$390 million.
3. Support student success in enrollment and other student portals. Students should have access to technology and labs. Student educational plans will be more fully supported with technology. (This is be aided by the passage of the Measure A bond and the purchase of SARS for student services.)
4. Report on the status of technologies in all classrooms. Towards this end, the district office administration, including the Chancellor, conducted college tours to develop various reports.
5. Develop a data warehouse (and other means) to efficiently access and analyze data. It will include sound links, image, and a well linked program and management system. It will be supported by a research and reporting agenda from each of the other committees. It will provide technical expertise to ensure security.
6. Conduct surveys to determine the needs of stakeholders. Technology will support the goals and objectives of the institution, i.e., increased technology for classrooms to attract students (even though technology is not an end in itself. Measure A will help to meet this priority.)
7. Design a Website to promote student success.
8. Enhance the capacity of the "Help Desk" resource of District Information Technology.
9. Render all technology accessibility per Section 508, California Ed Code and the Federal ADA guidelines.)
10. Illuminate how the resources including budgets for technology planning support educational planning.
11. Provide sound professional development including in-service for all staff, faculty, administrators and paraprofessionals from among the students.
12. Hire staff and faculty with increasing levels of expertise who have the "big picture" about technology and its utility to ensure that technology addresses instruction and learning demands.

The strategic initiatives that emerged from this team are (1) involving the colleges in developing a district-wide technology plan to identify priority needs and investments, (2) addressing feedback and suggestions regarding information technology implementation, and (3) providing full data reporting and acquisition access to faculty, staff, and administrators in their areas of responsibility.

Team E. Enhancing Resources and Budget (Chairs: vice chancellor of finance, president of Merritt College, and acting vice president of instruction, College of Alameda)

The District-wide budget allocation task force did the majority of the work for this strategic direction. This task force worked throughout the spring semester to develop a budget allocation formula. The budget allocation formula was finalized by the end of spring semester 2006. In fall 2006, this formula was formally forwarded to the district-wide budget advisory committee and the district-wide budget allocation task force was suspended (File #2: strategic planning implementation team's documentation includes a copy of the allocation formula). The district did not implement the allocation formula for 2006-2007 because preparation for the 2006-2007 budget began in January 2006. Because of the passage of SB 361—the new funding structure for California community colleges—this allocation formula will need to be reviewed (and updated) prior to implementation.

Team F. Enhancing Awareness and Visibility (Co-Chairs: Director of Marketing and the Vice President of Instruction, Laney College)

Team F began with a review of the following recommended strategic initiatives:

1. Develop a shared district-wide policy and protocols for allocation authority, accountability, and budget control regarding marketing and outreach activities. Develop a proposal for who should be involved in decision-making, including college representatives such as students, faculty, staff, including college public information officers, and the community;
2. Develop marketing messages and approaches to support the program development concept and a shared understanding regarding branding strategy, including the balance between college brands and the Peralta "family" brand;
3. Develop an efficient and effective strategic marketing plan and a marketing infrastructure across the district that will address: 1) the establishment of committees and consultative mechanisms; 2) communication and working relationships between district and college personnel to ensure that integrated marketing takes place at all levels; and 3) the interface between college and district educational planning and facilities decision-making; and
4. Continue to improve the use of Peralta TV, college and district Web sites, and other media resources operated by the colleges or district, ensuring that all colleges have input to these media assets.

Some of the key considerations that emerged include: developing and fund college marketing plans; developing a district marketing plan, developing a structure to allow for the development of college level marketing plans and a district marketing plan; analyzing the competition; creating marketing messages and approaches that foster workforce development; and speaking to the cross-cultural nature of our communities—using language that talk to/with people.

Team G. Improving District-wide Communication, Coordination, and Collaboration (Chair: chancellor)

This strategic direction was assigned to the Strategic Planning Steering Committee and the Chancellor's Policy Advisory Committee. This direction was addressed during a Managers' College on July 12, 2006. The Managers' College provided training for all district managers designed to review district policies and procedures, strategic planning, and other essential topics. One session in the Managers' College was led by Minh Le, President of the Wilfred Jarvis Institute. This session focused on "Leadership and Organizational Effectiveness" which discussed communication, communication style, and the need for positive communication (See documentation "File #5: Managers' College and Strategic Planning Retreat" for the full presentation by Minh Le). This topic has continued to receive attention at the Strategic Management Team meetings, a team that was created as a direct result of the Managers' College (July 2006) and the August, 2006 Managers' Retreat, and after obtaining support for Strategic Planning Steering Committee.

Measure A: It was decided after several community surveys to develop a Measure A, proposition 39 Bond, and to place it on the June 2006 ballot rather than the November 2006 ballot. The purpose of the bond measure was to approve a bond of \$390 million for educational facilities modernization. The planning foundations for the bond included college educational master plans, college strategic plans, program review, district-wide facilities committee assessments, district-wide strategic planning, Board of Trustees policy initiatives, and ongoing community research and needs assessment. Modernization needs of the colleges had been presented to the Board of Trustees in December 2005. The list, based on educational needs stemming from program reviews, was revised and updated on several occasions in order to establish priorities that address urgent short-term and long-term needs. The bond was approved and much effort has been made to begin immediate modernization of buildings, many of which are over 20 years due for major improvements. Clearly, the first priority are those areas that affect health, safety, and student success. (See documentation File #4: Measure A.)

*July 1, 2006 to Present
(Phase II: Planning)*

The following documents the Manager's College (the first-ever training session held on July 12, 2006) and the district and college Managers' Planning Retreat (held August 10-11, 2006); the formulation and work of the Strategic Management Team; the work of the Strategic Planning Steering Committee; the work of the ongoing standing district-wide committees; and the oversight of the Board of Trustees.

The Manager's College and Strategic Planning Retreat

On July 12, 2006, a first ever "Manager's College" took place. The agenda for the day included a strategic plan overview, organizational development (facilitated by Minh Le, President of the Wilfred Jarvis Institute), performance standards, a roundtable discussion of being a manager in Peralta; and presentations from district office units (Human Resources, Educational Services, Facilities, Information Technology, Finance/Accounting, Marketing, Legal/ Risk Management, and the three district labor unions). This was both an intensive training session for all administrators, as well as a beginning look at the strategic planning process. This initial look at the strategic planning process and draft plan was done in anticipation of the August 10-11 planning retreat for all district and college administrators. (See File #5: Manager's College and Strategic Planning Retreat Documentation.)

On August 10-11, 2006 all administrators throughout the district attended a manager's planning retreat at Mills College (Oakland, CA). There was a need for all administrators to come together and to look at the strategic planning efforts to date and to focus on key areas. (See File #5, Manager's College and Strategic Planning Retreat Documentation).

In keeping with the external environmental scan which had been developed in spring 2006 and which provided data elements for educational planning, three outside presenters provided vocational and basic skills information at the retreat. Ileri Valenzuela-Vergara from California Tomorrow presented "Opportunities and Challenges for Claiming the Promise of Diversity in CA Community Colleges." Linda Collins from the Career Ladders Project presented "A Career Ladders Approach" for California Community Colleges. Carole Bogue-Feinour, vice chancellor for the California Community Colleges, presented a preliminary scan of basic skills best practices and reviewed the State Chancellor's Office's plans for supporting local districts in improving basic skills education.

The retreat then moved to key strategic directions: online distance education, retention/recruitment, basic skills, workforce development, and career education. On the second day there was a session that spoke to four retreat themes: Peralta has great opportunity, strategic planning is real, strategic planning = organizational development, and "As a manager, you are key to success". Another session looked at organizational customs. This session was led by Minh Le from the Wilfred Jarvis Institute and the presentation was entitled, "Breathing Life into 'Dead' Values." The goal was to measure morale and reaction to organizational customs. Throughout the various stages of the integrated strategic planning process there has been regular comment on the need to change the organizational culture in Peralta in order for integrated strategic planning to become the foundation of the new culture. Minh Le's work with the district is meant to facilitate organizational cultural change.

As a result of the Manager's Strategic Planning Retreat, it was determined that there was need for a Strategic Management Team that would be responsible for carrying out the integrated strategic planning process, particularly specific action plans. Primarily, as a result of the Manager's Strategic Planning Retreat, a Strategic Management Team was established in fall 2006 to provide leadership and accountability for the strategic planning process and action plans.

Strategic Management Team (SMT)

The SMT is an executive group which directs and insures implementation of and accountability for the strategic planning process, and meets regularly to deliberate upon and develop common approaches to strategic district-wide issues and planning. The SMT promotes district-wide collaboration and critical thinking based on external data. The SMT is a central implementation process for the broad principles of the strategic plan: collaboration, data-driven planning, and development of a common strategic agenda and process for the district as a whole. Key topics include strategic educational planning, student need and success data, and facilities planning principles and processes. The SMT reviews work-products of the strategic planning process and develops approaches for the most effective implementation of the plan. The goal is to create collaborative team working relationships among the colleges and between the colleges and the district office service centers. (Membership of the SMT can be found above on page 3 of this report.)

The Strategic Management Team held its first meeting on September 21, 2006. This first meeting looked at the role of the SMT, the relationship between the SMT and the Strategic Planning Steering Committee, organizational culture change, and discussion of the strategic plan and review process.

At the next meeting on September 28, 2006 there were two major agenda items (1) defining responsibilities and timelines for implementing integrated educational and resource planning and (2) clarifying committee roles and relationships. In "Defining responsibilities and timelines for implementing integrated educational resource planning," the following areas were discussed: program review process and data; preparation of background data for strategic committees; the need for a management lead for the strategic curriculum review committee, the foundation skills committee, and the educational master plan update framework committee; the measure A expenditure accountability process; integrating annual college priorities, budget, facilities, and human resources; SMT member communication to college and district service centers; and accreditation report coordination. (Documentation for this section can be found in File #6: Strategic Management Team Documentation.)

As a result of this conversation, the next step taken was to establish seven (7) transitional implementation tasks for coordinating the implementation of educational planning. Each of these tasks was assigned a lead SMT member, as well as additional administration team members, and consultative groups were identified. (All documentation pertaining to the Strategic Management Team and the seven transitional implementation task groups can be found in File #6: Strategic Management Team Documentation.)

Subsequent meetings of the SMT were held on October 5, October 19, October 26, November 2, December 7, December 14 (2006), January 4, 2007. SMT meetings have continued to focus on the strategic planning task implementation groups, organizational development, possible streamlining of district committees, and enrollment management with a specific focus on productivity. The SMT also reviews the following areas: international student programs, marketing, information technology, human resources, finance and budget, and organizational development. During the spring 2007, the SMT meets on the first and third Thursday of each month.

At the December 14, 2006 SMT meeting, Chuck McIntyre (of Computer Aided Planning) provided a planning assistance proposal. McIntyre's project would focus on two specific areas, namely (1) Work on "Long Term Access and Growth Analysis" and (2) the implications for facilities planning. In terms of "Long Term Access and Growth Analysis" the objective is to use quantitative and qualitative measurement methods (i.e., meetings, ethnographic research, focus groups) to assess how well the Peralta Community College District provides access across its constituents and communities over-time and to develop future scenarios and model enrollment results by type of student, program demand, delivery and facility demand. Such data will provide implications for connecting academic and facilities planning. This will include an assessment of existing Peralta delivery and facilities capability, forecast future demand for delivery and facilities, develop strategies and costs for Peralta delivery, and help coordinate programmatic plans with architectural design and financing. (For this section see the documentation in File #6: Strategic Management Team Documentation.)

The seven strategic planning transitional implementation task groups are intended to lay the ground work for the Strategic Educational Master Planning Process. The work of these groups is included in the Strategic Plan presented in Section VI. They are noted below, 1-7.

1. Program Review Process, Program Review Data and Background Data for Strategic Committees.
SMT Lead: Dr. Margaret Haig, Vice Chancellor/ Educational Services
Administration Team Members: Dr. Frank Chong, President, Laney College; college and district researchers; other college presidents.
Consultative groups: College Curriculum Committees, District Academic Senate, and the Council on Instruction, Planning, and Development.

This group has begun to provide the necessary background data for the other strategic planning implementation groups and has endorsed the condensed/accelerated program review format and planning templates approved by the District Academic Senate. On January 10, 2007, training was provided to all instructional faculty members on the accelerated program review format and planning templates, and a planning handbook was distributed. (See File #7: Program Review and Educational Planning Documentation.) The goal is to have all instructional programs and disciplines throughout the district complete an accelerated program review to provide up-to-date information as well as provide current planning needs which then can be incorporated into the facilities master planning, technology master planning, human resources master planning, budget allocation master planning, and for ongoing Measure A expenditure planning.

2. Strategic Curriculum Review Committee.
SMT Lead: Dr. Cecilia Cervantes, President, College of Alameda
Administration Team Members: Dr. Wise Allen and Dr. Margaret Haig
Consultative Groups: District Academic Senate, Chairs of Curriculum Committees, Articulation Officers.

This planning group has met once. The role of this group is to look at chronically under-enrolled classes throughout the district; unnecessary duplication of classes in the district, particularly in high cost programs; and to make recommendation for greater effectiveness in the district in terms of enrollment management.

3. Foundation Skills/ Retention Task Group
SMT Lead: Associate Vice Chancellor Howard Perdue
Administrative Team Members: the Vice Presidents of Student Services, the Vice Presidents of Instruction, and select deans. Consultative Groups: Representative faculty members from ESL, Math, and English; the Office of Institutional Research and Development

Currently, this group is comprised of the associate vice chancellor and the four vice presidents of student services with representation from the vice presidents of instruction. This group has met regularly since August 2006. One of the results of their work to date is the development of a "Compendium of Best and Promising Practices in the Area of Retention and Persistence." The compendium highlights best practices already in place at one (or more) of the Peralta colleges which should be reviewed by the other colleges. This group intends to move forward with action planning for implementing best practices in spring 2007 at all four colleges, particularly in the area of basic skills. (See File #7: Compendium of Retention and Persistence Practices). In addition, other strategic areas are presented for review and action.

In December 2006, this group conducted forums at each of the four colleges to begin campus engagement to develop an action plan. The group is committed to fully engaging the faculty in this

area, to work toward a full and integrated collaboration between Instruction and Student Services, and to keep the focus on skill development rather than on courses. The first objective is to address specific strategies that each campus will implement in spring and fall 2007 regarding retention and persistence of students enrolled in Basic Skills classes.

4. Education Master Plan Update Task Group
SMT Lead: Dr. Judy Walters, President, Berkeley City College
Administration Team Members: Dr. Margaret Haig, college presidents, Vice Presidents of Instruction

On November 30, 2006, this group presented to the Strategic Management Team a document on "Strategic Educational Master Planning Steps" and, on December 7, 2006, it also presented a draft of an "Educational Master Plan Format" with the goal of having a common planning template for all four colleges. (Both documents can be found in File #6: Program Review and Educational Master Plan Documentation). There also is a goal of using a common program review and unit planning templates, as previously noted. (Drafts of these templates are in the same documentation file cited above.)

5. Measure A Accountability Process
SMT Lead: Dr. Sadiq Ikharo, Vice Chancellor/ General Services
Administration Team Members: Vice Chancellor Tom Smith, Chris Gump, John Banisadr, and Janet Cragin
Consultative Groups: District-wide Facilities Advisory Committee

This group has yet to meet. Dr. Ikharo has provided briefings to the Board of Trustees on the Measure A process.

6. Accreditation Report Coordination
SMT Lead: Dr. Judy Walters, President, Berkeley City College
Administration Team Members: Dr. Margaret Haig, Vice Chancellor, Educational Services; and Dr. Elnora Webb, Vice President of Instruction, Laney College

In early December 2006 this team began to work on the response to the one district recommendation for the March 15, 2007 Progress Report for ACCJC. A draft timeline for Accreditation Self-Study was developed. In fall 2007 the four colleges will begin their next self-study and will be using the 2002 ACCJC standards for the first time (See File #5: Strategic Management Team Documentation). Teams of nine individuals from each college attended an accreditation self-study training session on February 20, 2006, provided by the ACCJC at the College of Marin. (In addition, over 12 representatives consisting of faculty and one administrator attended the first statewide Academic Senate workshop on the accreditation standards on February 16 – 17, 2007.)

7. Integrating Annual College Educational Priorities with Financial, Facilities, and Human Resources
SMT Lead: Dr. George Herring, President, Merritt College
Administration Team Members: Vice Chancellor Tom Smith; a Vice President of Instruction and Student Services; and Wyman Fong, Director of Human Resources
Consultative Groups: District Academic Senate and the four college Academic Senate presidents.

This group initially met on November 1, 2006, to review its charge and to determine what documentation from the colleges was necessary for this team to meet its charge. It was determined that each college needed to provide documentation on the processes used in the area of finances/budget, facilities, and human resources planning and to review how educational planning drives the planning in these three areas.

At its December 18, 2006 meeting the group began with a review of documents from the College of Alameda and from Merritt College. Those from Berkeley City College and Laney College were presented at the January 22, 2007 meeting. In viewing these documents it became obvious that the team would need documentation from the district office concerning finances/ budget, facilities, technology, and human resources. The ultimate goal is to improve practices and procedures, as necessary, at the colleges and to have documented the process by which the district office takes the colleges' planning needs and integrates those into a district plan that supports the colleges rather than the reverse. (Documentation for this Task Group can be found in File #6: Strategic Management Team Documentation.)

8. Regular "Reports" on the SMT process to each college and district service centers.
SMT Lead: All members
Administration Team Members: Alton Jelks, Associate Vice Chancellor/ Special Assistant to the Chancellor and Jeff Heyman, Director of Marketing
Consultative Groups: Public Information Officers and Staff Development.

This "eighth task" has been assigned to the entire Strategic Management Team and is to be integrated into the seven action implementation groups described above. As previously noted, the Strategic Management Team continues to meet regularly looking at implementation approaches, organizational development, streamlining of committees, and enrollment management. In the meantime, it has elected to use a condensed program review format proposed by the District Academic Senate, and to ensure inclusion of these program reviews in the updated Educational Master Plan.¹ (See File #6: Program Review and Educational Plan Documentation.)

At its twice monthly meetings, the Strategic Management Team, continues to regularly review their planning objectives and to provide ongoing refinement and clarity of those objectives. In December 2006, three other tasks were included in the work of the SMT. Integrated strategic planning was designated to the SMT with chancellor continuing to provide the ongoing leadership, the vice chancellor of educational services is designated with responsibility for leading development of educational/academic master planning, and the vice chancellor of general services is charged with providing leadership for an updated facilities master plan and an energy master plan.

Strategic Planning Steering Committee

The strategic planning steering committee reinitiated its meeting on August 28 2006. There were two meetings held in September and one each in October, November, and December 2006. (Meetings for spring 2007 have not been scheduled as of this time.)

¹ The District Academic Senate in conjunction with a sub-committee of the Council on Instruction, Planning, and Development (CIPD) endorsed a condensed program review format which includes planning templates. The recommendation ideally would allow programs to complete a program review in spring 2007 and to incorporate the resulting planning into the college Educational Master Plans.

The August 28, 2006 meeting focused on outcomes for 2006-2007. In addition, it focused on a strategic planning update with specific attention to the August Manager's Retreat and the development of the (SMT) and an update on the educational strategic planning process. The September meetings continued to update the committee on the work of the SMT and the educational strategic planning process. In October, there was a review of the strategic implementation plan focusing on the seven SMT implementation task groups as listed in the previous section on the SMT. The November meeting updated the team on work since the October meeting. The December meeting focused on strategic plan revisions, program review and educational master planning, the need for a comprehensive external scan to provide more data for the analysis of access and growth, an SMT update, and looking at the most critical area of basic skills. The January meetings continued to focus on planning processes and accountability. (See File #1: Strategic Planning Steering Committee Documentation).

Ongoing District-wide Standing Committees

As noted early in Table ____, various district committees continue to meet regularly including the Chancellor's Policy Advisory Council, the Group of Advising Faculty, the District Matriculation Committee, Staff Development Committee, and the Council on Instruction Planning, and Development. As well, the Vice Presidents and Deans, Chancellor's Executive Cabinet, the Chancellor's Presidents' Council, Academic Senates; Classified Senates, and Student Governments meet regularly. And, three standing committees that are most critical to the integrated strategic planning of the district are meeting regularly. They are the District-wide Budget Advisory Committee, the District-wide Facilities Advisory Committee, and the District-wide Technology Committee.

The District-wide Budget Advisory Committee

This committee met on November 9 and December 8, 2006 (as well as during the Spring 2007 term). The November meeting focused on the role, purpose, and charge of the committee with particular attention to the 2002 ACCJC Accreditation Standards; receipt of the budget allocation formula from the Budget Allocation Task Force; and review of the status of SB 361. The December meeting reviewed the district adopted budget and continued to review SB 361. (See File #9: Ongoing District Standing Committees Documentation).

The District-wide Facilities Advisory Committee

This committee began its fall 2006 work on August 17, 2006, and subsequently has met monthly. The major topic at each meeting has been the plan for use of Measure A bond monies. Lists from the colleges were developed in December 2005. A matrix for prioritization of needs is in progress with a focus on health and safety needs and modernization needs for effective instruction. For the 2006-2007 academic year, the salient needs identified were classroom furniture, SMART technologies, deferred maintenance, equipment replacement, new equipment, computing technology, and ergonomically essential furniture and equipment. In essence the beginning work of the committee was to finally address needs for which previously there were insufficient funds. Criteria for addressing the needs were health and safety, currency/viability of program, compliance, program expansion, and support area needs. (See File #9: Ongoing District Standing Committees Documentation).

The District-wide Technology Committee

This committee resumed its work in early fall 2006. The committee is currently assessing new hardware, new software, needed changes in the district Web site given the Internet Explorer upgrade to 7.0 and the

upgrade in the Microsoft operating system to the MS Vista platform. One action taken was to Beta test the new MS Vista platform upgrade. In reviewing Web site needs, the committee readily acknowledged a need for a full-time Web master at the district office and three additional Web masters who would be shared by the four colleges. Also, in conjunction with the vice presidents of student services, district IT is assessing the current district Web site to determine if the district needs to move to a new Web site format.

The committee also has focused on various training needs throughout the district. Given the need for ongoing Web site training, two faculty members were allocated release-time to provide training onsite at the colleges during the fall 2006 semester. The two trainers are gathering the needed data to justify the Web master positions. This committee is looking at an equipment replacement plan, particularly in light of the passage of Measure A providing money for equipment and, on January 17, 2007, it had representatives of Hewlett Packard conduct a district presentation on leasing vs. buying equipment.

In an effort to provide better communication between the colleges and district IT, the committee confirmed the need for a district IT manager to attend college IT Committee meetings and thus provide a specific liaison to the committee and the IT staff. This committee, as well as the Board IT Committee, continues to monitor the PeopleSoft implementation. Given the experience in moving to the PeopleSoft financial and human resources data bases, a different approach will occur with the move to the Student Administrative System. The move to PeopleSoft financial and human resources data bases was a very frustrating and negative experience for staff throughout the district. As a result, as the district moves forward with the Student Administrative System, a change management approach will be employed in an effort to create a positive experience. The KMA Change Management Group, under the leadership of Kimberly Wilson, will work with staff as the change happens. Change management can help reduce the current negative "press" for PeopleSoft in the district and deal with a "crisis" attitude. KMA will solidify issues that district IT must address and provide the data for a more effective plan to implement that consist of a sound structure and process. A full report on PeopleSoft was presented at the January 16, 2007, meeting of the Board of Trustees.

As the committee continues to meet it intends to address the need for Learning Centers for faculty and staff. This will enable professionals to learn how to (1) apply the latest technology in the classroom to facilitate student learning, (2) clarify the need for students to be proficient in the use of technology while (3) addressing the need for additional wireless internet access as well as (4) wireless access to specific instructional resources. The final goal is a district technology plan that will be updated on a yearly basis. (See File #9: Ongoing District Standing Committees Documentation).

Board of Trustees

On a monthly basis the Board of Trustees Standards and Management Committee, as a standing agenda item, receive an update on the Strategic Planning process. Typically that update is provided by the District Academic Senate President and the associate vice chancellor/special assistant to the chancellor. In addition, the Board of Trustees held a special workshop session on November 14, 2006, to receive an update on strategic planning. The workshop was facilitated by Paul Downs of MIG and Minh Le, President of the Wilford Jarvis Institute (See documentation File #8: Board of Trustees Documentation).

Several board members attended the fall 2006 Community College League of California conference and specifically attended the workshop on the new accreditation standards presented by Dr. Barbara Beno and Dr. Debra Blue. These board members were joined by Dr. Judy Walters, President, Berkeley City College

and Dr. Elnora Webb, Vice President of Instruction, Laney College. As a result, the Board of Trustees passed a resolution recommending "that the Board of Trustees of the Peralta Colleges invite the staff of the ACCJC to conduct a workshop in the March or April 2007 timeframe. It is further recommended that the Peralta district invite the Trustees of the colleges that make up the Bay Ten."

The Board of Trustees, at its January 16, 2007 meeting, adopted 18 "goals and objectives" for calendar year 2007, which are listed below. These "goals and objectives" are applicable to the five Strategic Plan Goals: A. Student Access and Success; B. Community and Partner Engagement; C. Programs of Distinction; D. Culture of Innovation and Collaboration; and, E. Financial Health. These goals are further delineated in the Strategic Plan in Section VII.

Goal A: Student Access and Success

- Develop and operate a broad-based and state of the art assessment process that truly determines the stratification of students, and prospective students, so that there is a quantified and realistic understanding of the Community that we are chartered and charged with serving. (A1, A2)
- Develop a data-based, analytical process and reporting mechanism such that all sectors of The Peralta Colleges understand our current status, goals and strategies with respect to Student Outcomes. (A4)
- Pursue AC Transit universal bus pass for students and faculty. (A1)

Goal B: Community and Partner Engagement

- Substantially improve upon the consistency and effectiveness of our outreach to our strategic partners throughout our service area. (B1)

Goal C: Programs of Distinction

- Develop an Educational Plan for the total Peralta College complex and revamp/develop realistic and viable Educational Plans for each of the Colleges. (C4)
- Ensure that our Educational Plans, curriculum, and faculty are community-based/student-based as opposed to institutionally-based. (A1, C4)
- Use the Strategic Planning Process to develop and implement a facilities master plan, that is driven by The Peralta Colleges Educational Master Plan, and that incorporates the "investment" of Bond funds. (C4)
- Continue to provide support for the Environmental Sustainability initiatives within The Peralta Colleges via the Strategic Planning implementation process. (C4)
- Develop an Information Technology strategic plan that provides a realistic assessment of the projected cost and approximate date when the system will be fully operational, including a breakdown of timelines and cost for each of the principal stages necessary for the implementation of the system and training of users. The intent here is to monitor progress by defining the sequence of goals and setting reasonable, cost-effective expectations and timelines. (C4)

Goal D: Innovation and Collaboration

- Performance contracts and a six month interim and formal annual evaluations for all management personnel throughout the Peralta Colleges, such that all managers fully recognize that they will be held accountable and supported. (D9)
- Implement a Peralta Strategic Plan. (D8 and Implementation Section)
- Ensure that we have a complete and thorough process of "*Structural Dialogue*" to maintain confidence throughout The Peralta Colleges that all sectors have the right and responsibility to identify all "real world facts" and concerns, in a structured and timely manner, to the ultimate decision makers. We must further ensure that the decision makers effectively communicate the rationale associated with all decisions, with full recognition that all elements may not be satisfied (D5)
- Evaluate the communications process, both internal and external; to determine current effectiveness and to implement programs to substantially improve an understanding of our successes, improvements, goals, objectives, and significant/irresolvable obstacles. (D5)
- Dramatically improve our understanding of the Accreditation Process, including a Peralta Hosted Workshop, that will result in the development and monitoring of 4 Peralta Performance Standards that will encompass all of the "Best Practice Standards" that are used in the inspection and evaluation process. (D8)

Goal E: Financial Health

- Provide Board support for the Enrollment Management initiatives of The Peralta Colleges. (E1)
- Conduct a quick and thorough process to implement the repair, replacement and refurbishment of all high priority facility degradations that also encompasses an intensive and broad-based internal communications process. (E4)
- In keeping with our fiduciary responsibilities, require that a formal, written certification by each of the college presidents that delineates the requirements definition, justification and validation process that was followed in association with all requests for Board approval for the investment of bond funds. Require that it be recognized by all parties concerned that all elements of the Peralta Community College District are subject to a random, formal and documented audit, including the bond fund expenditure process and associated document retention. (E4)
- Require that a formal process be immediately placed into effect to ensure personal accountability and liability with respect to the safekeeping of all assets purchased with taxpayer funds. (E4)

(See documentation File #10: Board of Trustees Documentation).

VII. District-Wide Strategic Plan 2006

All of the work cited above has resulted in the following District-wide Strategic Plan (December 21, 2006).

INTRODUCTION

The Peralta Community Colleges' *District-Wide Strategic Plan* presents a shared vision for the future of the district's colleges and service centers. The plan's goals, values and principles reflect student and community needs, and provide clear direction for enhancing the colleges' role in meeting the educational needs of the service area.

Purpose

The purpose of the *District-Wide Strategic Plan* is to provide a foundation for ongoing collaborative strategic planning and resource allocation across the colleges and district service centers. The plan's vision statement describes the district as a collaborative community of colleges. To make this vision a reality, the plan calls for integrated planning to develop a coordinated set of programs and services that meet community and student needs. The plan's goals represent overarching desired outcomes for the district as a whole, and will serve as the framework for planning, budgeting and decision-making.

While the colleges are independently accredited, they are united in a shared commitment to community and student success. The Plan reflects the colleges' and service centers' recognition that working together in close coordination will leverage scarce resources for the benefit of the community and students.

Plan Development Process

The *District-Wide Strategic Plan* was developed through an intensive process of discussions with the Board of Trustees, college constituencies and leadership groups, and the district service centers. The district-wide Strategic Planning Steering Committee guided the process and will provide ongoing input during the plan's implementation.

Implementation

The main channel for implementing the *Strategic Plan* is a strategic educational master planning effort, which consist of broadly inclusive process that engages all departments, disciplines, programs and units in achieving the collaborative vision of the plan.

While the *Strategic Plan* provides an overarching direction for the colleges and service centers, the strategic educational master planning effort will develop specific operational priorities for the future of the district. Using detailed assessments of internal programs and services, and external trends and needs, the colleges and service centers will develop an integrated set of innovative and responsive programs. The updated college educational master plans will provide the foundation for long-term investments in staffing, professional development, information technology, and facilities.

In addition to the strategic educational master planning effort, the *Strategic Plan* will be implemented through a range of independent activities. Any program, unit or function within the district can undertake independent action to realize the vision, goals and overall desired outcomes described in the plan.

The chancellor has ultimate responsibility for the implementation of the *Strategic Plan*, with ongoing progress review, input, and support provided by the strategic planning steering committee. The Strategic Management Team has responsibility for ensuring effective implementation of the plan, and the Board of Trustees will provide ongoing guidance and feedback.

Board of Trustees Priorities

The Board of Trustees provided input to the strategic planning process by developing priorities in July 2005 and by feedback provided during progress updates in 2005 and 2006. The priorities were reviewed and integrated in to the goals and strategies of the *District-Wide Strategic Plan*. The July 2005 priorities are:

- Access
- Increased Enrollment
- Quality Programs
- Student Success
- Student Support Services
- Human Resource Development
- Physical Facilities and Infrastructure
- Fiscal Stability and Sustainability
- Partnerships
- District and College Image and Identity
- Integrated Strategic Planning
- Accountability Systems
- Board Development

Plan Overview

The plan is organized into five sections. After this introductory section, Section II, the Guiding Framework, presents the vision, values and planning principles that serve as the foundation for the Plan. Section III, Goals, presents the desired outcomes of the plan and the objectives associated with each goal. Section IV, Institutional Outcomes and Performance Measures, presents a framework for assessing success. Section V, Implementation, describes the overall approach for ensuring that the Plan will serve as the foundation for the major institutional planning and resource allocation initiatives of the district.

Guiding Framework

The plan's guiding framework provides the concepts and principles that are the foundation of the plan.

Vision

The vision statement presents the shared future the district is committed to creating.

We are a collaborative community of colleges. Together, we provide educational leadership for the East Bay, delivering programs and services that enhance the region's human, economic and social development. We empower our students to achieve their highest aspirations. We develop leaders who create opportunities and transform lives. Together with our partners, we provide our diverse students and communities with equitable access to the educational resources, experiences, and life-long opportunities to meet and exceed their goals.

Values

Our values represent the core commitments and beliefs that will guide our actions and our efforts to realize the vision of the *Strategic Plan*.

STUDENTS AND OUR COMMUNITIES

- | | |
|------------------------|--|
| <i>Student Success</i> | The colleges and service centers evaluate all decisions in light of how they will support student and community success. |
| <i>Diversity</i> | We recognize and celebrate the strengths of our diverse students, communities, and colleagues. |

EXCELLENCE AND INNOVATION

- | | |
|-------------------------|---|
| <i>Excellence</i> | We promote the highest level of quality in all programs and services. |
| <i>Innovation</i> | The colleges and service centers support creative approaches to meet the changing demographic, economic and educational needs of our communities. |
| <i>Financial Health</i> | We effectively manage resources. |

COMMUNICATION AND COLLABORATION

- | | |
|-----------------------------|--|
| <i>Collaboration</i> | The colleges and service centers use a consultative decision-making process based on trust, communication and critical thinking. |
| <i>Trust</i> | We support one another's integrity, strength and ability. |
| <i>Employee Development</i> | We promote the development of all employees. |
| <i>Communication</i> | We seek first to understand, then be understood. |
| <i>Respect</i> | We treat one another with care and respect. |

Principles

The principles provide guidance for planning, decision-making, and institutional processes:

<i>Educational Needs are Primary</i>	Educational needs and activities drive the enterprise.
<i>Planning Drives Resources</i>	Resources will be allocated on the basis of information-based, strategic planning processes.
<i>Shared Governance</i>	The <i>Strategic Plan</i> will be implemented according to the spirit of collaboration and the roles and responsibilities embodied in shared governance.
<i>Diversity and Shared Strengths</i>	College autonomy and district-wide collaboration are mutually supportive and create the highest levels of student and community success.
<i>Organizational Development</i>	The colleges and service centers provide ongoing attention to building the capacity and effectiveness of all organizational processes.
<i>Collaboration</i>	The colleges and service centers are committed to collaborating as a team and coordinating programs and services to maximize the benefits to students and the community.
<i>Future Orientation</i>	We strive to anticipate change and provide leadership for the human and social development of our communities.

GOALS

The guiding framework will be implemented through efforts to achieve five strategic goals. The goals provide broad guidance and direction for planning at all levels and across the colleges and service centers. In addition, all Peralta employees, units, and programs can contribute to the achievement of these goals through discretionary and decentralized action.

A Advance Student Access and Success

Actively engage our communities to empower and challenge all current and potential students to succeed.

B Engage Our Communities and Partners

Actively engage and partner with the community on an ongoing basis to identify and address critical needs.

C Build Programs of Distinction

Create a cohesive program of unique, high-quality educational programs and services, including signature programs at each college and foundation programs for the entire district.

D Create a Culture of Innovation and Collaboration

Implement best practices in communication, management, and human resource development.

E Ensure Financial Health

Ensure that resources are used wisely to leverage resources for student and community success.

Overview of Goals and Strategies

The following Table __ summarizes the goals and the associated strategies.

Goals	Strategies
A. Advance Student Access and Success	A1. Expanded Access A2. Increased Student Retention and Success A3. Coordinated and Consistent Distance Education A4. Support for Quality Instruction A5. Professional Development for Quality Programs and Services A6. Student Technology Access A7. Student Support Services A8. Integrated College and Family Brand
B. Engage Our Communities and Partners	B1. Community and Economic Development Alliances B2. Community Needs Assessments B3. Educational Partnerships
C. Build Programs of Distinction	C1. Signature Programs C2. Strategic Curriculum Review C3. Basic Skills Education C4. Integrated Educational and Resource Master Planning
D. Create a Culture of Innovation and Collaboration	D1. Collaborative Leadership D2. Process Streamlining D3. Information Technology Capacity D4. Board Development D5. Internal Communications D6. Human Resource Development D7. Service Centers as Partners D8. Collaborative Strategic Planning D9. Accountability Systems
E. Ensure Financial Health	E1. Integrated Enrollment Management E2. Partnerships and Alternative Resources E3. Resource Sharing E4. Stewardship of Investments

Goal A: Advance Student Access and Success

The primary goal of the colleges and the service centers is to provide access to high-quality education for the diverse students of the District's colleges. The demographics and educational needs of the service area are subject to ongoing change. The colleges and service centers work together to anticipate emerging needs. By continually assessing community needs, the colleges are able to adapt their outreach and delivery strategies to ensure that educational programs and services are readily available. The colleges also work together to continually improve students' educational experiences by assessing student success.

Objectives

A1: Expanded Access

Provide outreach, programs and services to reflect the changing demographics and educational needs of the service area.

The colleges will continually monitor and anticipate the needs of the six cities of the service area. The district has experienced significant change over the last 30 years, with significant growth in the Latino and Asian populations. The age profile is also shifting with the oldest members of the large baby boomer population reaching retirement age in 2008. There are also changes related to changing public policies, especially the expected increase in 18-22 year olds without high school degrees as a result of the California High Stakes Exist Exam.

The colleges will undertake an extensive environmental scan of community trends and needs. A core component of the scan will be an assessment of demographic and labor force trends, the academic preparation and needs of prospective students, and participation rates by demographics and geography. These data will be combined with an assessment of the district's current access strategies and program offerings.

The scan will also include a random-sample survey of potential students to determine their educational needs and preferences (for example, time of day, day of week, length of course, location and on-line delivery). The scan will also include direct input from a range of community leaders on needs and opportunities the colleges should pursue. The scan will incorporate all relevant sources of data, including economic analysis conducted by partner agencies and student satisfaction surveys conducted by the colleges.

The integrated educational and resource planning process (see C4) will identify responses to the results of the scan. The colleges will provide outreach, support services and programs to meet the changing needs of those needing educational services. A key component will be alternative delivery strategies to meet the needs of the community, such as community-based education, alternative class times, and a range of course lengths.

A2: Increased Student Retention and Success

Increase student retention by supporting enhancements to instruction and support services.

Many educational benefits are associated with continuous enrollment. For students who arrive under-prepared for college-level work, research has suggested that achieving initial course successes can provide motivation to continue on in basic skills courses and then to higher levels of achievement. The colleges and service centers will employ a range of approaches to increase students' semester-to-semester retention (also called persistence), course success and overall goal achievement. Some options will focus on instructional innovations and changes; other methods will examine student support service approaches; and all efforts will encourage integration between instruction and support services. Learning communities and peer tutoring will be explored. A critical element is to employ a highly effective student assessment process to understand the educational needs of students.

A3: Coordinated and Consistent Distance Education

Provide a consistent and high-quality distance learning experience for students.

The use of the Internet in education has risen dramatically in the last ten years. Distance education provides more options for students with multiple work, family and educational responsibilities. Using web-supported education also builds skills that are essential in further education and the workplace. Increasingly students in campus-based classes benefit from web tools provided through learning management systems that provide class information, opportunities for interaction, and research tools. The colleges will develop a consistent district-wide approach to distance education, so that students can easily use learning management tools without becoming confused by disparate platforms or processes. A consistent approach can also provide higher levels of service, as it is more cost-effective to provide technical support to students and faculty if there is a common learning management system.

A4: Support for Quality Instruction

Support high-quality education through resource support and pedagogical innovation.

Providing high-quality education is the core commitment of the colleges and district service centers. The district will ensure that students receive the highest levels of educational quality possibly, through investments in materials, equipment, and teaching and learning innovation. The colleges will develop and implement a student learning outcomes process and communicate the status and goals of the process widely throughout the colleges.

A5: Professional Development for Quality Programs and Services

Provide training and professional development to support high-quality instruction, programs, and services.

California's community colleges were created to open higher education to any person who could benefit. This mission is based on a strong connection to the needs, interests and goals of community members, and brings with it the need to continually adapt not only programs, but also the delivery of instruction and support services. To remain responsive to student and community needs, the colleges and services centers will provide targeted training and ongoing professional development. The focus is on building and updating the skills needed in the classroom, in learning labs, in learning resource centers, and in student service settings that will help students achieve their educational goals.

A6: Student Technology Access

Facilitate student access to learning technologies.

The colleges and service centers will investigate opportunities to ensure that students have access to the technologies they need for their educational programs. Many students require access to high-speed information technologies to benefit from Internet resources and distance learning opportunities. Students also require access to other specialized technologies to gain the proficiencies needed for their chosen courses of study. This strategy will explore a range of options for promoting student access to necessary technologies.

A7: Student Support Services

Provide support services to empower students to succeed.

Students at the Peralta colleges often have multiple family, work and educational responsibility. Many are also in the first generation of their families to attend a college or have experienced educational disadvantages before arriving at college. The colleges and service centers will ensure that students of all educational backgrounds and life circumstances will have the support, guidance, and resources necessary to achieve their goals.

A8: Integrated College and Family Brand

Develop district and college image and identity.

The colleges and district marketing department will engage in a process of defining mutually supportive identities. There are three steps, each of which is integrated across the colleges and district Marketing Department. In the first step, each college unit engages in planning. At the second step, marketing goals and objectives are developed from the unit plans. At the third step, each college develops a brand marketing plan, and the District Marketing Department develops a family brand marketing plan. The resulting college and family brands are then brought to the public. (See "Enhanced Access Committee Report".) Also, the colleges and service centers will collaborate on effective communications with outside constituencies and potential students.

Goal B: Engage Our Communities and Partners

The cities of Oakland, Alameda, Berkeley, Emeryville, Albany and Piedmont are situated in a diverse and culturally rich part of the Bay Area. The local economy and the range of educational and community assets provide a range of opportunities for partnerships and alliances. Goal B encompasses the colleges' commitment to look outward and engage the knowledge, wisdom and energy of the vast array of community partners who share our commitment to the ongoing development and improvement of the central east bay. Partnerships can promote improved access and success by reaching potential students and by leveraging resources to help overcome students' educational and life challenges. The wealth of community organizations is also a potential source of creative programs to support the success of the service area.

Objectives

B1: Community and Economic Development Alliances

Participate in networks of public and private organizations to promote the educational, economic, and community development of the central east bay.

The colleges will explore opportunities to participate in partnerships and networks that aim to improve the educational, social and economic development of the service area. The colleges will become active partners with local agencies, business and industry, labor and other segments of education in a coordinated effort to tackle education-related public policy goals. When educational programs are aligned to support shared community-development initiatives, the community colleges' efforts have greater impact than if their programs stand alone. The colleges and service centers will develop ongoing partnerships that will bring resources and expertise to the colleges' programs for the benefit of students and the larger community. An important objective is to improve the effectiveness and consistency of outreach to strategic partners throughout the district.

B2: Community Needs Assessments

Regularly assess demographic, workforce, educational and community needs and opportunities.

The colleges will regularly assess community trends so that program planners can anticipate emerging needs. Needs assessment will also explore the needs of under-served groups, i.e., those potential students who do not currently know about or access the programs providing by the colleges. This strategy will lay the foundation for targeting the district's community engagement.

B3: Educational Partnerships

Promote close working relationships with K-12 and transfer institutions.

The colleges and service centers will build on existing educational partnerships to achieve the overall goals of student access and success. High school linkages are central in promoting awareness of the colleges as an option, and in encouraging students to take the sequence of courses necessary to succeed at the colleges. Reaching students early with the goal of improving their readiness can yield important benefits in student retention and success at the colleges. Similarly, partnerships with transfer institutions can improve transfer rates and prepare students at the colleges to be ready for baccalaureate programs.

Goal C: Build Programs of Distinction

Goal C represents the long-term commitment of the colleges and service centers to developing and maintaining high-quality programs that meet the needs of students and the community. The colleges will develop a mutually supportive network of career, academic and basic skills programs. The guiding principle is that resources will be focused on long-term investments to build strong programs. Each college will develop signature programs that reflect its unique strengths in career-technical education (also called vocational education). The signature programs will be developed through a process of coordinated strategic educational planning. Each college will offer the transfer, basic skills, English as a Second Language, and economic development missions and maintain their general education offerings. While maintaining their comprehensive foundation, the colleges will collaboratively explore opportunities for sharing advanced courses so that greater opportunities are offered to students. Programs of distinction will also be developed

in the basic skills and student service area to leverage the efforts of the colleges to promote student success.

Objectives

C1: Signature Programs

Continue to develop programs of excellence at the colleges.

The colleges and service centers will develop a set of state-of-the-art career-technical (vocational) educational programs. The desired outcome is a mutually supporting set of programs that minimize overlap and which will be the focus of long-term program investment and development. The colleges will explore both unique programs, located at one college, and networked programs, where individual colleges collaboratively develop and implement a coordinated program.

Signature programs serve areas of rapidly growing community needs where the colleges can collaboratively deliver a high level of access and quality. While primarily targeted to career-technical fields like biotechnology, multi-media, and nursing, signature programs are intended to promote success in all mission areas – transfer, foundation skills, vocational education and economic development – through a strategy of convergence. For example, foundation skills students progress to collegiate work fastest when their course work is contextualized within a sequence leading to a specific vocational or transfer goal.

Developing signature programs, therefore, will support each college in achieving the comprehensive community college mission. Each college will continue to provide all community college missions, within the framework of unique and shared signature programs.

Signature programs also support the convergence approach of the "career pathways" program initiated by the California Community Colleges Board of Governors and included in the *System Strategic Plan* for the California Community Colleges. This approach "creates links between academic and career fields to provide clearly defined career pathways that encourage and support a lifetime of educational and career advancement opportunities." (*System Strategic Plan.*) In this approach, a student may first receive a technical certificate, and then return to complete a transfer curriculum and achieve bachelor and higher degrees.

Signature programs are also intended to expand enrollments and success of programs and disciplines throughout the colleges. By attracting more students to programs serving fast-growing community and labor force needs will increase enrollments in general education courses required for the signature programs.

C2: Strategic Curriculum Review

Develop agreements on review and adjustment of curriculum.

The colleges will develop a process for reviewing curriculum across the district. The process will include criteria for reviewing enrollment trends and a protocol for adjusting curricula and their placement at the colleges to best meet the needs of the community and programs. The goal is to provide the highest level of service to students by matching resources to needs.

C3: Foundation Skills Education

Provide effective, integrated basic skills education.

Research has shown that the most effective basic math and English skills programs use innovative instruction, are linked clearly to student goals, and are integrated into the general activities of the college. The colleges will collaboratively define and implement highly effective basic skills programs to provide the basic math, English and English as a Second Language competencies students need to achieve their educational goals.

C4: Integrated Educational and Resource Master Planning

Implement an ongoing collaborative strategic educational master planning approach for the four colleges that creates the foundation for information technology, human resources, facilities, marketing and fiscal resource allocation.

The colleges and district service centers will conduct a comprehensive, integrated, and strategic planning process for educational programs and services. The strategic educational master planning process will engage every program, department and discipline in addressing the goals and objectives of the *District-Wide Strategic Plan*.

The desired outcome of integrated planning will be increased access for the service area, improved student success across all educational goals, and growing enrollments and effectiveness for each of the colleges. To achieve these results, the colleges will develop a coordinated set of programs and services aligned to the current and projected needs of the service area. The planning will address educational content, innovative delivery, and pedagogical and support services. All aspects of the colleges – administrative, student services, instruction, categorical programs, and district service centers – will participate in assessing issues and identifying goals and directions.

The process will create a family of educational planning documents. Each college will update its educational master plan within the coordinated framework. The colleges and service centers will also develop a synthesis plan that describes collaborative initiatives, programs and strategies. The synthesis will serve as the educational master-planning document for the district as a whole and will describe the signature program strategy, including the location of strategic programs at one or more colleges. In general, the synthesis plan will describe the policies and procedures needed to operate effectively as a coordinated educational entity. Finally, each district service center will assess issues and develop goals in line with the directions of the colleges and the shared directions of the synthesis.

The analytical and policy foundations will be established by the efforts launched under objectives A1 (Expanded Access/Environmental Scan), C1 (Signature Programs), C2 (Strategic Curriculum Review), and C3 (Foundation Skills Education). In addition, each college will conduct a consistent program review process for instructional, student services, and administrative programs. The program reviews will address a range of issues, including student learning outcomes, currency, community needs, and enrollment trends. Disciplines will meet on a district wide basis to identify common issues and develop common goals and strategies.

The strategic educational planning will clarify basic educational strategies, for example, the identification and location at one or more colleges of strategic programs (see C1). The educational

master planning will therefore form a foundation developed integrated long-term resource plans for the four colleges:

- Facilities Master Plan
- Information Technology Master Plan
- Marketing and Outreach Master Plan
- Human Resources Master Plan
- Fiscal Master Plan

Prior to the completion of the strategically driven resource master plans, the colleges and service centers will continue existing resource allocation processes. In the case of facilities master planning, the colleges and service centers will address life/safety projects and initiate infrastructure planning in parallel to the strategic educational planning. The colleges and service centers will carefully monitor these expenditures to reserve the bulk of the facilities capital funding for strategically driven projects. In the information technology area, the colleges and service centers will develop a strategic approach for planning system build out and monitoring expenditures on the enterprise resource system. In the other resource area, existing strategic criteria will be applied to allocation processes so as to align these efforts to the strategic plan while the strategic educational planning process is conducted.

The integrated planning process will be ongoing. The colleges and service centers will create an ongoing annual process linking educational priorities to operational resource allocation for facilities, information technology, staffing, outreach, human resources and fiscal resources.

Goal D: Create a Culture of Innovation and Collaboration

The colleges are committed to working together to provide educational leadership to the service area. The benefits of collaboration include sharing best practices and providing students with consistency in key rules and processes. This goal represents the colleges' intention to work collaboratively. It also reflects the principle that all units and offices, as well as all employees across all college and service centers will benefit from enhanced collaboration and communication. The colleges and service centers will work together to improve the effectiveness of planning, decision-making and implementation. The ultimate goal is to focus district energies on students and the community, and to create innovative programs that fulfill the district-wide vision of educational leadership in support of community growth and development.

Objectives

D1: Collaborative Leadership

Build collaborative leadership and management capacity.

The foundation of a collaborative organization is the capacity of its leaders to model and cultivate collaboration. The district office and colleges will provide professional development and process improvements to increase the ability of managers to develop consensus using sound planning and management principles. A key competency the strategy will promote is "facilitative leadership," which includes the ability to bring together data, values and stakeholder input to craft sound strategies. The

district office and colleges will also include a succession strategy to fill key functions, including developing managers from within the organization.

D2: Process Streamlining

Improve core processes.

The colleges and service centers will identify priority processes for efficiency improvements. Central functions that affect a significant number of students or critical business functions will be identified and improved. A variety of process improvement tools will be examined, including simplifying procedures, automation of paper processes, and development of standard operating procedures.

D3: Information Technology Capacity

Develop an information technology master plan and improve information technology processes.

The colleges and service centers will develop a plan for the information infrastructure of the district, to provide high-speed connectivity for educational and administrative needs. The central principle is "planning and design with the users in mind." (See "Leveraging Information Technology" committee report.)

D4: Board Development

Conduct an ongoing program of Board development.

The district will support the Board of Trustees in implementing a program to improve the operations of the Board. The Board plays important roles in supporting the success of students and the community, such as facilitating partnerships and securing resources. They also play the essential role of ensuring the accountability of the staff organization to the community. The board development program will create an ongoing development process to ensure role clarity and to promote effective Board performance.

D5: Internal Communications

Support development of effective communication and collaboration skills.

The district will provide training and professional development to promote effective communication and collaboration among employees. Such skills are central to developing an effective collaborative organization. Also, the colleges and service centers will ensure that effective communication and consultation processes are in place to ensure two-way information flow between all facets of the organization and decision-makers.

D6: Human Resource Development

Provide training and professional development to all employees.

The colleges and district will collaborate on designing and delivering human resource development programs. Continually renewing and updating competencies and skills will ensure that the college and district can remain responsive to changing community needs. Human resource development will focus on areas of priority defined in the *Strategic Plan*.

D7: Service Centers as Partners

Promote partnerships between service center and college staff in support of student needs.

The service centers will work with their college colleagues to bring the highest level of service to students and the community. The services centers will facilitate the development of programs and services by acting as partners with the colleges. The services will also play a facilitative role between the colleges in defining shared initiatives.

D8: Collaborative Strategic Planning

Maintain a living planning process that integrates strategic planning across the districts and colleges.

The district and colleges will participate in an ongoing strategic planning process. In complex organizations, it takes 3-4 years to complete a full strategic planning cycle. This strategy recognizes that there must be commitment to an iterative process of learning by doing to achieve the full benefits of strategic planning. The colleges and service centers will implement best practices, including alignment of major institutional planning and evaluation processes with strategic planning. This includes accreditation, program review, and mandatory state planning.

D9: Accountability Systems

Provide accountability systems to promote organizational learning and improvement.

The district and colleges will create accountability systems linked to the *Strategic Plan*. The goal is to ensure that progress is being made in implementing the plan, and that the organization implements improvements based on a formative assessment of lessons learned. This will include specific accountability systems for managers will clearly defined timelines and expectations.

Goal E: Ensure Financial Health

Like all California Community Colleges, the Peralta Colleges face the challenge of delivering several diverse and challenging missions with the lowest level of per student funding provided to any sector of public education in the state. Goal E addresses this challenge by focusing on enrollment management, partnerships, alternative resource management, resource sharing, and protecting investments through resource stewardships.

Objectives

E1: Integrated Enrollment Management

Implement enrollment management to secure state resources while ensuring high levels of retention and success.

The colleges and service centers will provide relevant and timely programs to support the educational needs of the service area. The enrollment management process will ensure that the service area communities receive the full possible benefit of state resources. A central principle is that enrollment management will integrate outreach, instruction and student support services so that student retention and success are increased. By retaining students the colleges will achieve both student access and success and enrollment goals.

E2: Partnerships and Alternative Resources

Develop partnerships and alternative resource strategies.

The colleges and service centers will develop partnerships with a range of organizations to support the educational programs needed by students and the community. The key principle is to identify partnerships that are fully consistent with the educational mission. Similarly, the colleges and district will explore alternative revenue sources that are supportive of and consistent with the educational mission.

E3: Resource Sharing

Develop opportunities for cost savings.

The four colleges can identify collaborative approaches that will achieve a higher level of service or a lower price than if they were to act independently. This strategy will continue the current practice of joint and shared purchasing in ways that are consistent with the educational needs of the colleges. Other opportunities for providing higher levels of services for the same level of resources will also be explored.

E4: Stewardship of Investments

Protect the value of investments through life-cycle planning and maintenance.

The service centers and colleges will plan for the full life cycle of capital investments, including training, replacement, and maintenance. This will ensure that information technology, facility, and other capital improvements are used to their full potential. The strategy will also ensure that quality standards are maintained. A special priority is to rapidly address high-priority facilities problems in a well-communicated, inclusive process. The district will also ensure a highly transparent process for carefully documenting the rationale and need for requests for expenditures of bond funds.

INSTITUTIONAL OUTCOMES AND PERFORMANCE MEASURES

The following is a draft framework for tracking success in implementing the plan. The draft measures are drawn from indicators developed by the California Community Colleges System Office in the *Accountability Reporting for Community Colleges* program. Measures and data systems will be developed and refined over time. (See following pages for measure definitions.)

GOALS / OUTCOMES	MEASURES
A Advance Student Success and Access	
1. Increase program completion (degrees, certificates, transfer, transfer-directed, transfer prepared)	▪ Student Achievement and Progress Rate
2. Improve earnings of students	▪ % of Students with 30 or more units
3. Increase the number of students who six units in Fall term (at least) who return the following fall term	▪ Persistence Rate
4. Improve vocational course success	▪ Annual Successful Course Completion Rate for Vocational Courses
5. Improve basic skills success	▪ Annual Successful Course Completion Rate for Basic Skills Courses ▪ Basic Skills Improvement Rate
6. Improve ESL success	▪ ESL Improvement Rate
7. Improve access	▪ Participation Rate
8. Provide support for quality in instruction and student services	▪ Quantitative metrics ▪ Qualitative evaluation
B Engage Our Communities and Partners	
1. Routinely engage the community in program and course development	▪ Quantitative metrics ▪ Qualitative evaluation
C Build Programs of Distinction	
1. Create non-duplicative areas of focus and vocational programming at each of the four colleges	▪ Quantitative metrics ▪ Qualitative evaluation
D Create a Culture of Innovation and Collaboration	
1. Create and maintain a collaborative culture between the colleges, and between college and district functions	▪ Organizational culture survey
E Ensure Financial Health	
1. Ensure effective enrollment management 2. Achieve base and growth FTES	▪ FTES and productivity measures ▪ Reserve levels

Definitions

The following definitions are from the State Chancellor's Office. Data are from the Chancellor's Office Management Information System (COMIS) except where indicated.

Student Progress And Achievement Rate

Definition: Percentage of cohort of first-time students with minimum of 12 units earned who attempted a degree/certificate/transfer threshold course within six years and who are shown to have achieved ANY of the following outcomes within six years of entry:

- Earned any AA/AS or Certificate (18 or more units)
- Actual transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)
- Achieved "Transfer Directed" (student successfully completed both transfer-level Math AND English courses)
- Achieved "Transfer Prepared" (student successfully completed 60 UC/CSU transferable units with a GPA \geq 2.0 in those transferable courses)

Percent of Students Who Earned at Least 30 Units

Definition: Percentage of cohort of first-time students with minimum of 12 units earned who attempted a degree/certificate/transfer threshold course within six years of entry who are shown to have achieved the following value-added measure of progress within six years of entry:

- Earned at least 30 units while in the CCC system (value-added threshold of units earned as defined in wage studies as having a positive effect on future earning)

Persistence Rate

Definition: Percentage of cohort of first-time students with minimum of six units earned in their first Fall term in the CCC who return and enroll in the subsequent Fall term anywhere in the system.

Annual Successful Course Completion Rate for Vocational Courses

Methodology: The cohorts for vocational course completion rate consisted of students enrolled in credit vocational courses in the academic years of interest (2003-04, 2004-05, 2005-06). These cohorts excluded "special admit" students, i.e., students currently enrolled in K-12 when they took the vocational course. Vocational courses were defined via their SAM (Student Accountability Model) priority code. SAM codes A, B, and C indicate courses that are clearly occupational. Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR.

Annual Successful Course Completion Rate in Basic Skills Courses

Methodology: The cohorts for basic skills course completion rate consisted of students enrolled in credit basic skills courses in the academic years of interest (i.e., 2003-04, 2004-05, 2005-06). These cohorts excluded "special admit" students, i.e., students currently enrolled in K-12 when they took the basic skills course. Basic Skills courses were those having a course designation of P (pre-collegiate basic skills) or B (basic skills, but not pre-collegiate basic skills). Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR.

ESL Improvement Rate

Methodology: The ESL improvement rate cohorts consisted of students enrolled in credit ESL courses who successfully completed that initial course. Excluded were "special admit" students, i.e., students currently enrolled in K-12 when they took the basic skills course. Only students starting at two or more levels below college level/transfer level were included in the cohorts. Taxonomy of Programs (TOP) codes were used to identify ESL courses. Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR. Students who successfully completed the initial ESL course were then followed across three academic years (including the year and term of the initial course). The outcome of interest was that group of students who successfully completed a higher-level ESL course or college-level English course within three academic years of completing the first ESL course.

Basic Skills Improvement Rate

Methodology: The Basic Skills improvement rate cohorts consisted of students enrolled in a credit Basic Skills English or Mathematics course who successfully completed that initial course. Excluded were "special admit" students, i.e., students currently enrolled in K-12 when they took the basic skills course. Only students starting at two or more levels below college level/transfer level were included in the cohorts. Taxonomy of Programs (TOP) codes were used to identify Math and English courses. Basic Skills courses were those having a course designation of P (pre-collegiate basic skills) or B (basic skills, but not pre-collegiate basic skills). Success was defined as having been retained to the end of the term (or end of the course) with a final course grade of A, B, C, or CR.

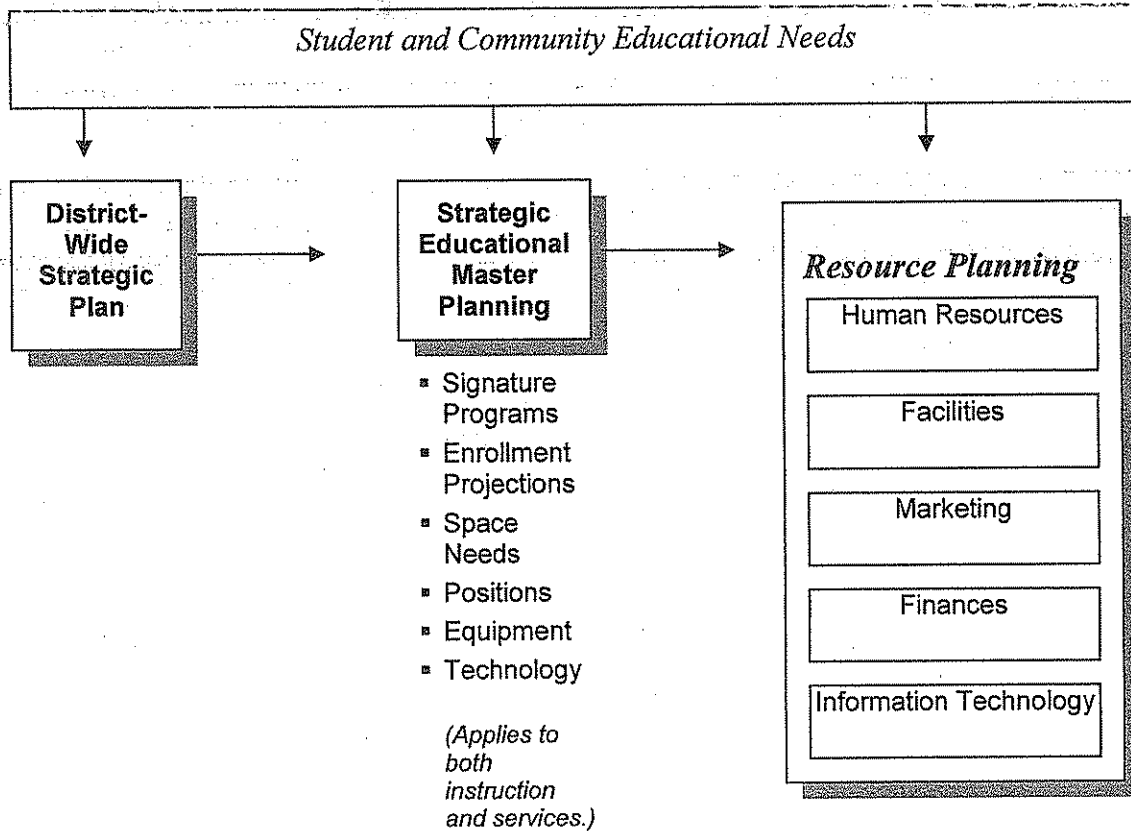
Students who successfully completed the initial Basic Skills course were followed across three academic years (including the year and term of the initial course). The outcome of interest was that group of students who successfully completed a higher-level course in the same discipline within three academic years of completing the first Basic Skills course.

PLAN IMPLEMENTATION

The plan's guiding framework, goals and objectives will be achieved through a program of ongoing integrated planning. During 2007 and 2008, this program will involve the colleges and the district service centers in several related master-planning efforts for educational programs and services, facilities, information technology, human resources, marketing and financial resource allocations.

Strategic Educational Master Planning

A coordinated and strategic educational master planning process will create a firm foundation of mutually supportive career, academic and basic skills programs across the colleges. The master plans will identify long-term investments to build strong programs. Strategic educational master planning sets the stage for all other resource decisions and is based in the needs of the community. Educational master plans reflect a strategic assessment of which programs would most support community needs now and in the future, and which existing programs need to be adjusted to better address changing needs. Program review, including qualitative assessments of program methods, currency, and relevance, and quantitative assessment of productivity are central to educational master planning.



Independent Implementing Actions

Any group or organization within the Peralta district can take independent action to realize the goals and vision of the plan. The plan is not prescriptive, but provides an overall desired direction of change and a set of broad outcome-based goals. The plan will be implemented through any number of creative efforts intended to build a more collaborative, innovative, and responsive "community of colleges."

Roles and Responsibilities

The chancellor will ensure implementation of the *Strategic Plan*. The strategic planning steering committee will provide ongoing progress review and input, guidance and support. The Strategic Management Team has responsibility for ensuring effective implementation and supporting collaboration across the colleges and services centers. As noted above, the major activity will be the updating of the colleges' educational master plans and associated planning for financial resources, facilities, staffing, professional development, information technology, and communication resources. The Strategic Management Team will lead this effort, with ongoing review and input by the strategic planning steering committee.

Plan Updates

The plan will be regularly updated to anticipate community needs and trends. The strategic planning steering committee is the lead committee for plan updates, drawing on constituency input, college town hall meeting and other input processes. The steering committee will also provide ongoing progress reviews to ensure that the *Strategic Plan* is a living document.

SUMMARY COMMENTS

As this report shows, the district and colleges continue to take the integrated strategic planning process seriously. The district and the colleges know that more collaborative planning is strengthening the district. The various meetings, retreats, written plans, and actions to date show a definite commitment. As was noted at the November 14, 2006 Board of Trustees retreat, the Peralta Community College District is a "complex" organization. In this organizational type, district planning will be more long-term rather than short-term and the plan type will be more "broad gauged" rather than short-term and detailed. In this organizational type, the plan provides a broad vision with highly decentralized implementation. The Peralta Community College District and Laney College are focused on the following success factors for strategic planning:

- To ensure the plan drives budget development;
- To use a long-term, developmental perspective;
- To engage the mind and the heart- relying on data plus values;
- To be evolutionary; and
- To integrate organizational development.

This last success factor is the one that will take ongoing work since there is a definite need for organizational development and a cultural shift as the district commits itself to integrated strategic planning. That commitment has produced a District-wide Strategic Plan, which includes Strategic Management Team Transitional Implementation Tasks. At this point, the colleges will focus on program review in spring 2007. These program reviews will culminate in an updated Education Master Plan. At the same time college technology committees, facility committees, and budget advisory committees will continue to meet and be

the key members of the district committees. There is a goal in spring 2007 to complete a District Facilities Master Plan, particularly in light of the passage of the Measure A Bond. Likewise, attention will be given to completing a District Technology Plan in spring 2007. Measure A monies will assist in developing a technology replacement plan for the district.

The district in conjunction with the colleges will continue to work with the current Strategic Plan and provide ongoing evaluation and assessment in order to keep the plan current and to keep strategic planning focused on current educational planning needs.

District Action Plan

1. The district through the chancellor with the Strategic Management Team (SMT) is providing leadership and accountability for ongoing integrated strategic planning which integrates the educational, financial, physical, and human resources and integrates the educational master plans and program reviews of the colleges. The SMT will implement the seven action tasks cited above (Goal D, Objective 3).
2. In spring 2007, under the leadership of the vice chancellor of educational services and the associated vice chancellor of institutional research and development, the district has been assisting colleges with completion of a consistent review of all disciplines and/or departments and updating the individual college educational/academic master plans. The district office of institutional research and development will provide all needed internal scan information. (Goal C, Objective 4)
3. The chancellor on behalf of the district and board of trustees, the district will contract with Chuck McIntyre to conduct an in-depth external environmental scan to provide a longer term access and growth analysis and to address the implications for connecting academic and facilities planning. (Goal A, Objective 1; Goal B, Objective 2)
4. In spring 2007, under the leadership of the vice chancellor of general services, the district will hire a consultant to assist the district in finalizing a facilities plan, which includes an energy master plan. (Goal C, Objective 4; Goal D, Objective 8)
5. In spring 2007, the district human resources department through collegial consultation will complete the model equal employment opportunity plan and file it with the State Chancellor's Office as per the deadline. (Goal D, Objective 8)
6. During spring 2007, under the leadership of the Strategic Management Team, the district will address the adopted budget allocation formula and the passage of SB 361 both to look at needed adjustments to the budget allocation formula and to assure that planning is linked to resource allocation. (Goal D, Objective 8)
7. In spring and fall semesters, under the leadership of the Strategic Management Team and the vice presidents of instruction and student services, the district will assist faculty and staff with the implementation of retention strategies for students enrolled in basic skills classes (Goal C, Objective 3)
8. Under the leadership of the Strategic Management Team, the four colleges will implement the approved condensed instructional program review, which will lead to unit plans and an updating of the educational master plan at each college. (Goal C, Objective 4)

Documentation for District Response

1. File #1: Strategic Planning Steering Committee Documentation
2. File #2: Strategic Planning Implementation Teams Documentation
3. File #3: District-wide Strategic Plan

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4. File #4: Measure A
5. File #5: Managers' College and Strategic Planning Retreat
6. File #6: Strategic Management Team Documentation
7. File #7: Program Review and Educational Planning Documentation
8. File #8: Compendium of Retention and Persistence Practices
9. File #9: Ongoing Standing Committees Documentation (Fall 2006)
10. File #10: Board of Trustees Documentation