

Peralta Community College District

District-wide Strategic Planning Process

PROGRESS REPORT AND PRELIMINARY IMPLEMENTATION AND UPDATE STRATEGIES

This report summarizes the progress to date of the Peralta Community College District's organization-wide strategic planning process and presents a preliminary implementation strategy

October 5, 2005

Prepared for the Peralta Community College District Board of Trustees

Prepared by Moore Iacofano Goltsman, Inc., (MIG)

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OVERVIEW

Overview

This document provides an overview of progress to-date in developing a district-wide strategic plan for the Peralta Community College District. The purpose of these documents is to provide a road map for continued strategic planning that integrates the Colleges, District Office Service Centers, and the collective district leadership.

Activities completed in 2005 are listed below. These reflect phases of the process facilitated by external facilitators. The Colleges and district office staff have conducted extensive strategic planning efforts independently of the facilitated process, and are documented in separate reports.

- Board of Trustees Discussions to identify priorities (2 sessions)
- Strategic Planning Steering Committee Meetings (3 meetings)
- College Leadership sessions to review goals and strategic directions (4 meetings)
- Town Hall Meetings at each college to identify issues.
- Combined leadership meeting with CPAC, Executive Cabinet and Presidents to review the Draft Framework

The products presented here are a work-in-progress. The Board of Trustees, College and constituency leaders, and the Strategic Plan Steering Committee have contributed and reviewed the majority of the ideas presented here. Additional review, refinement and implementation is anticipated to take place throughout the 2005-2006 academic year.

DRAFT IMPLEMENTATION STRATEGY

Draft Implementation Strategy

Implementation of the Draft Strategic Plan Framework presented in the next section is expected to begin in the Fall of 2005 and continue in Spring 2006. The following is a preliminary implementation strategy.

TASKS			RESPONSIBILITY	DATE
1 Develop implementation steering organizational structure.			Chancellor	October, 2005
2 Form teams to develop implementation workplans and recommendations (refine following assignments)			Chancellor	October, 2005
Strategic Direction	Co-Leads	Potential Team Representation		
A Enhancing Access and Student Success	Vice Chancellor, Education + College 2 VPs (Instruction, Student Services)	Council on Instruction, Planning and Development, Matriculation Committee, with potential additional representation.		
B. Developing our Human Resources	Vice Chancellor, Human Resources + 1 College President	Staff Development Officer, Deans, department chairs/directors, program directors		
C. Creating Effective Learning Environments	Executive Director, General Services + 1 College President	District-wide Facilities Committee, with potential additional representation		
D. Leveraging Information Technology	Chief Information Officer + 1 College President	Deans, department chairs/directors, program directors		

DRAFT STRATEGIC PLAN FRAMEWORK

Peralta Community College District

DRAFT STRATEGIC PLAN FRAMEWORK

This is a preliminary compilation of potential strategic directions.

OCTOBER 5, 2005

**PREPARED BY:
MOORE JACOFANO GOLTSMAN, INC., MIG**

**PREPARED FOR:
THE PERALTA COMMUNITY COLLEGE DISTRICT**

I. STRATEGIC DIRECTIONS

A. Enhancing Access and Student Success
Board Priorities

Access
Increased Enrollment
Quality Programs
Student Success
Student Support Services

B. Developing our Human Resources
Board Priorities

Human Resource Development

C. Creating Effective Learning Environments
Board Priorities

Physical Facilities and Infrastructure

D. Leveraging Information Technology
Board Priorities

Physical Facilities and Infrastructure

E. Enhancing Resources and Budget Processes
Board Priorities

Fiscal Stability and Sustainability
Partnerships

F. Enhancing Awareness and Visibility
Board Priorities

District and College Image and Identity

G. Improving the Effectiveness of District wide
Communication, Coordination, and
Collaboration
Board Priorities

Integrated Strategic Planning
Accountability Systems
Board Development

- A3 Update College Educational Master Plans based on Program Development Concept (A1) and Access and Enrollment Growth Strategy (A2). Conduct detailed needs assessments in the areas of The educational master plans will serve to identify specific needs and goals in the areas of focus selected by each College in developing the Program Development Concept. After completion of the updated master plans, conduct dialog among the colleges and Educational Service Center staff to identify additional improvements and opportunities.
- A4 Build on CIPD and other process to develop and maintain an efficient and effective process for educational strategic planning across the district. Address:
- Appropriateness of existing committees and consultative mechanisms
 - Communication and working relationships between district and college personnel.
 - Interface between College and District educational planning and facilities decision making.
- A5 Support quality and innovation in instruction, programs and services. Develop district approaches to support quality; explore options such as
- Developing set-aside funds to encourage innovation;
 - Identifying criteria and measures to provide clarification of how quality is defined, including student learning outcomes.
 - Providing ongoing professional development on pedagogical innovation to faculty;
 - Providing ongoing professional development to staff to support student success, for example, by address student development needs.
 - Improving the use of student input in faculty evaluations;
 - Developing an equipment replacement and upgrade plan;
 - Supporting and funding supplemental instructional programs and services, such as tutors,
- A6 Develop a process for supporting College and District-wide support for effective practices for supporting student success. Examine all facets of college activities – matriculation, instruction, student services, student life – to ensure institution-wide “ownership” of student success. Ensure integration of student services with other processes. Use information gained in provision of student services to make improvements in student success efforts.
- A7 Create a venue for an ongoing learning dialog. Involve all roles and perspectives in the dialog about innovations and insights about the learning process.
- A8 Develop a district wide success scorecard. Compile student success metrics such as degrees, certificates, persistence, retention, course success for the district as a whole and for colleges. Provide analyses by geographic area, economic indicators, and race/ethnicity.

C. Creating Effective Learning Environments

This strategic direction includes strategic initiatives to address the following Board of Trustees' strategic priority:

Physical Facilities and Infrastructure

Existing Strengths

Participants in the strategic planning process have identified the following strengths of the Peralta process:

- Improved access to audio-visual equipment.

Areas for Improvement

Participants in the strategic planning process have identified the following areas for improvement:

- User-oriented, transparent process for facilities planning and construction
- User involvement in changes with program implications
- Real connection between facilities planning at college and district levels
- Better audio-visual equipment access
- Timely response to maintenance requests
- Resolution to facility ADA health and safety issues
- Construction and other activities timed to minimize impact to enrollment/student life

Strategic Initiatives

- C1 Upgrade and modernize facilities and provide appropriate learning and working environments. Develop a capital improvement plan for equipment and facilities. Address all facilities issues, including:
- Beautiful facilities that are inspiring and conducive to learning.
 - Smart classrooms and spaces for interactive and group process/pedagogy.
 - Basic utilities and infrastructural systems, such as water delivery, pipes, etc.
 - Classrooms that provide flexibility.
 - Look to the Technology Center as a model.
 - Address issues of overbuilding and ideal design for function and capacity. Ask, "Does the design foster student interaction and vitality?"
 - Incorporate alternative energy / green building technology into our physical upgrades (e.g., solar energy, water conservation, etc.).
 - Address ADA and health safety issues.
- C2 Improve the facilities work order process. Improve tracking of request status and increase the timeliness of repairs.
- C3 Develop an efficient and effective process for facilities strategic planning across the district. Address:
- Appropriateness of existing committees and consultative mechanisms
 - Communication and working relationships between district and college personnel.
 - Interface between College and District educational planning and facilities decision making.
- C4 Create a comprehensive inventory of facilities needs, both capital and maintenance to provide information on the status of all district buildings.
- C5 Conduct routine maintenance of facilities. Encourage employees to contribute to the ongoing maintenance of facilities through recognition programs and other incentives.
- C6 Conduct ongoing asset management to identify and evaluate opportunities for revenue generation.
- C7 Promote environmental sustainability as a distinctive competence of the Peralta Colleges. Explore opportunities for linking educational programs with green building design, landscape architecture, and the use of renewable resources.

E. Enhancing Resources and Budget Processes

This strategic direction includes strategic initiatives to address the following Board of Trustees' strategic priority:

Fiscal Stability and Sustainability

Partnerships

Existing Strengths

Participants in the strategic planning process have identified the following strengths of the Peralta process:

- Efforts of District staff to consult with a variety of committees and groups

Areas for Improvement

Participants in the strategic planning process have identified the following areas for improvement:

- Budget process improvements: Improve transparency and develop a method identifying college and departmental needs as part of the budget development process, e.g., the use of program review recommendations.
- Equitable funding distribution among colleges.
- Grant-writing assistance.

Strategic Initiatives

- E1 Complete the process of developing a budget allocation model for the Colleges. Ensure that the budget process is transparent to participants in the budget process.
- E2 Involve college budget officers, VPs, deans, program directors and the District Academic Senate in clarifying and improving the district budget development process. Clarify spending principles, processes, priorities, and tracking. Address:
 - Appropriateness of existing committees and consultative mechanisms
 - Communication and working relationships between district and college personnel.
 - Interface between College and District educational planning and facilities decision making.
- E3 Enhance resources. Develop and evaluate options such as asset management (district land) and leveraging of technology.

G. Improving the Effectiveness of District wide Communication, Coordination, and Collaboration

This strategic direction includes strategic initiatives to address the following Board of Trustees' strategic priority:

Integrated Strategic Planning

Accountability Systems

Board Development

Existing Strengths

Participants in the strategic planning process have identified the following strengths of the Peralta process:

- Committee on Instruction, Planning and Development
- Peer-to-peer collaborations (ESL, CIS, Libraries)

Areas for Improvement

Participants in the strategic planning process have identified the following areas for improvement:

- Sense of shared mission, values, and goals for the District
- District-wide blame-free, participatory environment, characterized by responsibility, communication, forgiveness, trust, and measured risk-taking
- Customer service orientation/mutual respect: college to community, college to college, district to college, college to district
- User-oriented, needs-based focus for all planning
- District-wide shared framework for collaboration based on successful models, like CIPD and ESL.
- Long term operational effectiveness regardless of personnel levels
- Common systems and data district-wide

Strategic Initiatives

- G1 Develop clear processes for effective district wide leadership and decision-making. Develop and maintain effective and efficient processes to communicate and coordinate decision-making across the district and colleges. Bring together leadership groups periodically to monitor progress on the plan (Chancellor's Policy Advisory Committee, Executive Cabinet, Presidents' Council).
- G2 Support development of effective working relationships and collaborations between the colleges, and between college and district staff. This will be implemented largely through the improvements to coordination and planning called for above in this plan (see A3, B3, C3, D3, E3, and F3). This strategy will ensure that the quality of district wide coordination and collaboration is supported and its effectiveness and efficiency is routinely monitored.
- G3 Encourage peer-to-peer collaboration across the colleges
- G4 Provide ongoing development activities for the Board of Trustees.
- G5 Develop and implement an accountability system for the District. This will provide a shared framework based on accountability for achieving the educational mission of the District Strategic Plan and the Colleges' master plans. As an integrated framework, the accountability system will identify the roles and responsibilities – and commitments – of Trustees, the Chancellor, Presidents, and all managers. Accountability systems will provide information to be used in learning processes aimed at improving performance, while also providing fair and transparent criteria to be used in evaluating performance.

Alignment Of District And College Planning

COLLEGE GOALS

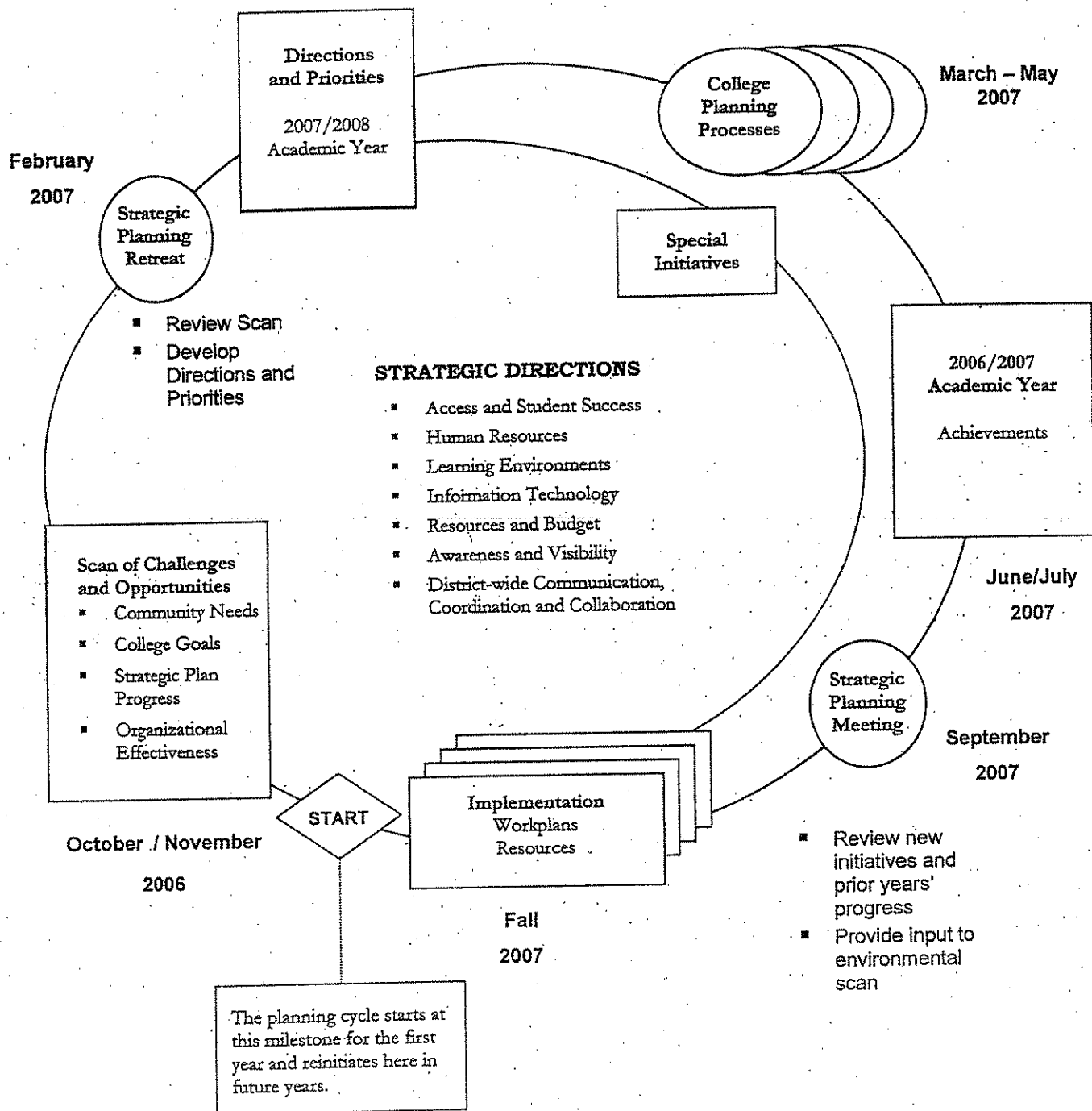
DISTRICT WIDE STRATEGIC DIRECTION		BOARD PRIORITIES				COLLEGE GOALS		
		Alameda	Laney	Merritt	Vista			
A. Enhancing Access and Student Success	Access Increased Enrollment Quality Programs Student Success Student Support Services	Curriculum Development Student Success	Acad & Student Support Programs Electronic Tech	Student Learning Outcomes Tech. & Media Resources	Acad Exlnce- Student Lrng Multicultural/ Diversity Citizenship/Gl obal			
B. Developing our Human Resources	Human Resource Development	Comuni- cations	HR and Pro Dev	Communica- tion	Quality/Coll Workplace			
C. Creating Effective Learning Environments	Physical Facilities and Infrastructure	Student Success	Physical Facilities	Student Learning Outcomes	Acad Exlnce- Student Lrng			
D. Leveraging Information Technology	Physical Facilities and Infrastructure	Administra- tive Services	Elec. Access Automation & Tech	Tech. & Media Resources	Innovation/ Flexibility			
E. Enhancing Resources and Budget Processes	Fiscal Stability and Sustainability Partnerships	Administra- tive Services	Institutional Effectiveness	Resource Development	Innovation/ Flexibility			
F. Enhancing Awareness and Visibility	District and College Image and Identity	Communi- cations	Institutional Effectiveness	Communica- tion	Acad Exlnce- Student Lrng			
G. Improving the Effectiveness of District wide Communication, Coordination, and Collaboration	Integrated Strategic Planning Accountability Systems Board Development	Communi- cations	Participatory Governance Inst. Effect	Communica- tion Res. Dev.	Innovation/ Flexibility Workplace			

ONGOING PLANNING CYCLE PROTOTYPE

PERALTA COMMUNITY COLLEGE DISTRICT

PROTOTYPE FOR ONGOING DISTRICT WIDE STRATEGIC PLANNING CYCLE

This is a potential process for ongoing implementation and monitoring of the District-wide strategic planning process.



STRATEGIC PLANNING STEERING COMMITTEE SUMMARIES

Peralta Community College District

STRATEGIC PLAN STEERING COMMITTEE MEETING COMBINED SUMMARIES

This document presents the summaries of the following meetings:

- Strategic Plan Steering Committee, June 27, 2005
- Strategic Plan Steering Committee, July 18, 2005
- Strategic Plan Steering Committee, August 8, 2005
- Strategic Plan Steering Committee, August 29, 2005
- Combined Leadership Meeting, September 15, 2005

SPSC Meeting Monday, June 27, 2005, 3:00-5:00pm

I. Introduction

The Peralta Community College District Strategic Plan Steering Committee met on June 27, 2005. The purpose of the meeting was to review and refine an outline of draft strategic priorities. Paul Downs of MIG facilitated the meeting and Beth Altshuler of MIG took notes.

The Meeting was attended by:

- | | | |
|--|-----------------------|-----------------------|
| • Maurice Jones | • Lisa Watkins-Tanner | • Thuy Thi Nguyen |
| • Evelyn Lord | • Rashad Andrews | • Craig Hadderm |
| • Tom Branca | • Elihu Harris | John A. An |
| • Joseph Bielanski, Jr. | • Judy Walters | |
| • Linda Sanford | • Odell Johnson | |
| • Anita Black | • Evelyn Wesley | |
| • PJ Santos | • Elnora Webb | |
| • Wandra Williams | • Carlos McLean | |
| • Nancy Clayton | • Connie Portero | |
| • Sheryl Queen | • Greg Golebieski | |
| • Carmen Jordan-Cox | • Alton Jelks | |
| • Kerry Compton | • Sadiq Ikhara | |
| • Linda Berry Camara | • Trudy Largent | |
| • Cecilia Cervantes | • Andy Di Girolamo | |
| • Connie Willis (for
Shirley Slaughter) | • Jeff Heyman | |
| | • Cuen Chan | |

- Incorporate elected officials perspective who represent the 6 cities in the process.
- Conduct formative and summative evaluation of the strategic planning process results (i.e. use research to identify improvements).

B. Student Success

- Develop methods to sustain and retain students and enhance student effectiveness. Provide guidance on how to use the educational opportunities to their advantage. Support student persistence. Provide effective instructional support services.
- Assess student learning outcomes and teaching and learning methodologies. Use accurate data to evaluate student success.
- Conduct periodic studies of the processes and systems that enable student success (e.g., student education planning, matriculation, etc.).
- Provide training to staff to develop changes and improvements based on evaluation findings.
- Develop compelling understandings of student success. Remember that quantitative information is just an indicator of student success.
- Teach material and skills that are relevant in today's world.
- Teach methods, skills and information beyond "basic skills".

C. Increased Enrollment

- Identify specific educational needs such as translation.
- Clarify enrollment target and implications for college and district systems (i.e. is the target to have 19-20,000 students enrolled in two years?).
- Prioritize funding for instruction.
- Conduct research driven "product" development. Answer the question "What do people who don't attend Peralta Community Colleges want?"
- Increase training and workforce development to address high unemployment.
- Ensure attention to optimal class size when growing.
- Address our capacity to grow with a facilities and classroom design inventory.
- Build attractive (high quality, relevant) programs that will lead to increased transfers.
- Plan for Vista Community College growth and its implications for the district and the other campuses.
- Ensure that growth discussions are focused on increasing access for the community.

D. Student Support Services

- Remember that student support services do not stand alone.
- Evaluate which services support other services.
- Ensure that services are designed to support end goals and access.
- Create a comprehensive district wide enrollment management process that seamlessly assists the student from first enrollment to program completion.
- Work with the legislature to move student services to the other side of the 50% rule to ensure adequate resources.
- Develop and implement creative programs/curriculum such as a student development/skills class.
- Consider mandating services to acclimate students. EOPS can be mandated.

- Reflect on our values, goals and visions throughout the process so the plan reflects our core principles and commitments.
- Construct a community college system that is accountable to its employees. This system should allow employees to advance and provide quality employee development and improved employee mentoring. System success regarding employees is achieved if employees feel valued in the system.
- Emphasize that student success is the foundation of the accountability system. Explicitly focus on our community/students regarding student effectiveness/success.

G. Access

- Examine the definition of "access" used in the SCO Student Equity Plan our students should represent the people in our communities and reflect Alameda County's demographics.
- Monitor, understand and respond to rapid demographics changes in our communities.
- Create developmental education programs that support students.
- Officially partner with community based organizations, K-12 and Churches since they already send Peralta a lot of students.
- Infuse the marketing plan with flexibility to reach more and different people.

H. Quality Programs

- Institutionalize a system that sets aside funds for innovative programs and services. Educational program design should drive the realignment of facilities and resources.
- Create measures/standards of what type of quality we want that include student learning outcomes.
- Establish a development plan for replacing of equipment (e.g., computers).
- Provide support services to make a program successful. Plan for and provide adequate and reliable funding for the library system and tutors.
- Consider a standardized faculty evaluation process that more openly includes student input (this will have collective bargaining implications).
- Provide continuing education for instructors.
- Hire more full time contract faculty to increase program quality.

The last four topics (I. Physical Facilities and Infrastructure, J. Partnerships, K. Board Development, and L. District Image and Identity) will be addressed at the next steering committee meeting.

III. Ongoing Strategic Planning Process

Participants reviewed a potential strategic planning process developed by MIG.

- Each college will conduct a community needs assessment and some communities will overlap.
- Set overall district wide priorities.
- Shared district wide directions will inform the college level plans.
- Action plans developed for separate service centers (functions) to support college and district wide priorities.
- Ongoing evaluation (every year or two)

II. Planning Process

Timeline

- June – Board developed priorities
- July 29-August 5 – Presidents, VP's, student representatives at the 4 colleges will be asked "what critical things will move us ahead?" These meetings are critical, high-level strategy meetings.
- August 8 and 29 – Steering Committee meetings.
- August 25 – Open Town Hall meetings in the afternoon to avoid classes.
- Early September – First Draft (with 4 optional meetings at each college).
- September 12 – Steering Committee Meeting.
- October 10 – Steering Committee Meeting.
- Strategic Plan goes to the Board for approval.
- Strategic Plan goes to the Accreditation Committee.
- October 24 – Steering Committee Meeting.

Is there awareness at colleges on the strategic planning process?

- Yes and they want more information about it.
- Need communication – people don't know what their involvement is going to be.
- Classified staff members are not aware, but they do recognize the need.
 - Classified staff in small office –difficult to leave small office so need chancellor to excuse them from leaving office or not teaching class to participate because this is priority.
 - Maybe they don't need to attend, they can send in comments by email or suggestion box
- MIG/chancellor will send out strategic plan priorities summary to staff along with a save the date to attend college feedback meetings.
- Have this summary go at from helpdesk as an attachment or as link to site.
 - AND Hard copy distribution to everyone for those who don't have email
 - Stacks of them around campuses
- Videotape the college feedback sessions for those who cannot attend. (Chuen will explore this)

III. Strategic Priorities

I. Physical Facilities and Infrastructure

- Address aging facilities and insufficient maintenance of these facilities. Address safe and unhealthy facilities paying close attention to mold, ventilation and leakages.
- Address the financial implications of classroom size. PCCD has lots of 25 capacity classrooms but we don't break even until we hit 32 students.
- Upgrade and modernize facilities and provide appropriate learning environments:
 - Smart classrooms and spaces for interactive and group process/pedagogy.
 - Classrooms that provide flexibility.
 - Create beautiful facilities that are inspiring and conducive to learning.
 - Look to the Technology Center as a model.

- Provide regular updates on how they are responding to their constituents, colleges, communities.
- Ensure that board members meet with their constituencies.
 - Visit campuses.
 - Broad perspectives.
 - Not operations (that is the Chancellor's job).
- Develop process for "self-regulation" within the board, so that they are continually learning to stay on role.
- Broaden statement about horizontal and vertical alignment. Feedback loop to make it a workable function, it's not a hand off. (A fix 1st and 3rd bullet).

L. District Image and Identity

- Ensure means to promote each college and their distinct contributions to connect to the community and increase enrollment. Community members relate to the colleges, not the district. We need to leverage this identification so that we are responsive to community needs, and thereby to increase enrollment.
 - We need to find out what our community needs from are from Laney. What do they need from Merritt?, etc.
 - Ensure we have a way to promote each college, but critical for community to understand that they are all part of one district.
 - Rationalize our program offerings.
- Consider an identity around the concept "We are an organization that cares and truly wants to serve and make a difference." (service, caring and effectiveness)
- Align the reality to the strong, positive image. We need to ensure that our offerings meet the promise and expectations of our image.
- Address the perception that DVC and Chabot will prepare student to attend UC Berkeley better.
- Develop a culture internally that is focused on our strengths, not dwelling on challenges.
- Be strategic.
- Create a culture of effective communication.
- Create a strong positive image that will translate into external messaging.
- Lack of clarity in campus-speak leads to confusing communication. Focus on effective communication.
- Time communication efforts to match up with academic calendar.
- Reinforce message that district serves the colleges in their actions. Where is the district at this meeting?

IV. Next Steps

- Communication to everyone at colleges will be coming up soon.
- College feedback meetings.
- Next Meeting: Monday, August 8, 2005, 3:00-5:00pm
- Colleges do have a receptacle for historical/institutional memory. Institutional repository, possibly at the library.
- Communication from the Chancellor should include the following information: Overview of the process and framework with a timeline. Save the date for Town Hall Meetings. This meeting is a priority and everyone must attend.
- This communication will be distributed through multiple means:

- Steering Committee will look at inventory; each individual college needs to work with the district in formulating their response.
- What are the roles and responsibilities of the District Office vs. Colleges? Are the trustees holding their role as policy makers, versus delving into implementation and management?
- The issues of unfunded liability is the timeline driver. Using the CCLC program is a potential solution.
- There is not a timeline driver in accreditation. Usually in one academic year want to be done by March 2006. Make sure we get everything done before WASC is visiting.

Planning Process Status Update and Refinement

The committee discussed the relationship between the service centers, accreditation progress reporting and the ultimate strategic plan:

Status Update

- Steering Committee's work was presented to Board at their most recent meeting. Added Human Resource Development as a priority area.

Relationship Between Service Centers and Strategic Plan

- How are the DO service centers integrated into the plan?
- We need to get all the district information and bring it to next steering committee meeting. Email to Steering Committee by August 22nd so they can think about it. The report should say what the routine standing process is for all key functions: HR, facilities, etc.
- We need to hold service centers accountable if they are not actively engaged in this process.
- Please included map of functions, process, and committees from district units. What are your Internal process and district wide processes?

Schedule

- Midterm report due March 2006.
- Hope to have the strategic plan done by spring 2006. A draft of the Strategic Plan could be done by end of December, when the Steering Committee hands off to colleges. They work on it/review in Jan and February.
- What is the critical point to involve marketing? Marketing should be driven by the logic of plan.
- Relationship between individual college planning process and district process. We need to design how we will align college with district plans and priorities.
- Ask colleges what their priorities are. What are individual colleges going to do with each of the 13 priorities? Can assume convergence. What types of processes work best for us?

Ongoing Strategic Planning

- District wide plans (May 2006) → College Plans – strategic planning aligned to dist wide plans (May 2007) → off year and then look back to dist plan update.

Educational Planning

- Educational plans are supposed to drive everything we are doing. Educational component MUST be built in this or this plan will sit on a shelf. Merritt wants to be a science center of excellence.

5. Describe how district and college planning are related.

- Week of September 5th we will do the big town hall meetings at each campus.

SPSC Meeting Monday, August 29, 2005, 3:00-5:00pm

The Steering Committee met to review progress and receive reports from District Service centers. The committee reviewed the following structure for the streamlining the district-wide planning structure.

- | | | |
|----|--|--|
| A. | Enhancing Access and Student Success
<i>Board Priorities</i> | <i>Access</i>
<i>Increased Enrollment</i>
<i>Quality Programs</i>
<i>Student Success</i>
<i>Student Support Services</i> |
| B. | Developing our Human Resources
<i>Board Priorities</i> | <i>Human Resource Development</i> |
| C. | Creating Effective Learning Environments
<i>Board Priorities</i> | <i>Physical Facilities and Infrastructure</i> |
| D. | Leveraging Information Technology
<i>Board Priorities</i> | <i>Physical Facilities and Infrastructure</i> |
| E. | Enhancing Resources and Budget Processes
<i>Board Priorities</i> | <i>Fiscal Stability and Sustainability</i>
<i>Partnerships</i> |
| F. | Enhancing Awareness and Visibility
<i>Board Priorities</i> | <i>District and College Image and Identity</i> |
| G. | Improving the Effectiveness of District wide
Communication, Coordination, and
Collaboration
<i>Board Priorities</i> | <i>Integrated Strategic Planning</i>
<i>Accountability Systems</i>
<i>Board Development</i> |

The committee also listened to reports from each District Service Center, which are documented in separate presentation materials.

COLLEGE TOWN HALL SUMMARIES

Peralta Community College District

District-wide Strategic Planning Process

COMBINED SUMMARY OF TOWN HALL MEETINGS

I. Introduction

In September 2005, the Peralta Community College District conducted open Town Hall input sessions at each district College. The purpose of the meetings was to provide an opportunity for the community at each college to provide input regarding the key issues, both challenges and opportunities, which should be addressed in developing a strategic plan for the District. The intent of the strategic planning process is to create a strategic district-wide plan and implementation process that systematically integrates the District's education, financial, physical, and human resources. Paul Downs of MIG facilitated the meeting and Amy Mitchell of MIG took notes. The Town Hall meeting dates and attendance were as follows:

College	Town Hall Date	Number of Participants
College of Alameda	September 8	28
Laney College	September 8	27
Merritt College	September 6	24
Vista College	September 7	30
<i>Total</i>		<i>109</i>

A. Enhancing Access & Student Success

ACCESS

Progress Made

- Multiple registration options
- Standardizing registration
- Standardizing financial aid applications

Improvements Needed

- Streamlined, more responsive District processes
- Improved internet registration
- Consistent course patterns and learning outcomes
- Support for disadvantaged students
- Support for language diversity
- Transportation
- Childcare
- Support for working students

STUDENT SUCCESS

Progress Made

- Unified library IT system

Improvements Needed

- Tutoring and lab assistants (grant-writing support)
- Pedagogical training, especially effective classroom strategies
- Vocational programs designed to meet current business/industry needs
- Increased instructional computer lab availability
- Mental health services
- Instructional support services
- District-wide guidelines for student assessment, placement, and counseling
- State of the art facilities with clean, inviting classrooms and grounds

B. Human Resources

Progress Made

- Improved efficiency through better leadership

Improvements Needed

- Facilitative HR department: positive, proactive, supportive attitude
- District-wide hiring strategy, including early recruitment
- Hiring that supports the full educational experience
- Hiring reflective of community demographics
- Streamlined, flexible processes to handle complex needs

Improvements Needed

- Budget transparency
- District processes oriented toward users' needs
- College/District budget dialogue mechanism
- Equitable funding distribution among colleges
- Best practices/state-wide models comparisons
- Grant-writing assistance
- Consistent funding through community-targeted course offerings

F. Awareness and Visibility

Progress Made

- TBD

Improvements Needed

- College identities balanced with the District brand
- More student, faculty, staff involvement in resources such as PCTV
- Improved picture and targeted outreach of each college's audience
- Better understanding of untapped vocational market niches

G. District-wide Communication, Coordination, and Collaboration

Progress Made

- C.I.P.D. and the ESL program successfully collaborate district-wide

Improvements Needed

- Sense of shared mission, values, and goals for the District
- Clear understanding of unique mission for each college
- District-wide blame-free, participatory environment, characterized by responsibility, communication, forgiveness, trust, and measured risk-taking
- Customer service orientation: college to community, college to college, district to college
- User-oriented, needs-based focus for all planning
- District-wide shared framework for collaboration based on successful models, like CIPD and ESL.
 - Community needs assessment
 - Development monitoring
 - Success feedback
 - Equitable funds allocation
- Long term operational effectiveness regardless of personnel
- Common systems and data district-wide

- a communicative department that calls the college to determine their needs when, for example, a job description straddles two levels, rather than making a decision that doesn't actually meet the program's needs.
- Ensure timely communication with job candidates regarding their hiring status, and tighten up the timeline between interviewing and hiring.
- Develop a strategic hiring strategy throughout the District, and begin the recruitment process earlier in the sequence.
- Improve faculty training in the hiring process; re-implement the practice of on-campus HR training for faculty when the recruitment process starts.
- Provide leadership that emphasizes communication, responsibility, accountability, and authority.
- Increase resources.

C. Creating Effective Learning Environments

- Streamline the process for facilities maintenance requests.

D. Leveraging Information Technology

- Improve emphasis and understanding of IT's impact on academic success (for example, the value of remote access to library information).
- Develop distance education strategic plan, which is fully coordinated with all the colleges.

E. Enhancing Resources and Budget Processes

- Everything starts with resources and budget processes: if the budget isn't there, improvements can't happen.
- Provide budget transparency. While there have been efforts to come up with a new budget allocation model, they are currently stalled with the result that only a couple of people in the District know where the money is, and the colleges are at their mercy.
- Lack of budget transparency is a tragedy. Although faculty and staff try to laugh about it, the frustration level is intense. For example, while communications from the state indicates funding at a particular level, library funding that ultimately reaches the college is much less, leaving questions and suspicion about equitable distribution among the colleges.
- Provide support during budget/enrollment crises. For example, during last year's enrollment crisis, the college was not provided with any marketing budget. The result was a college feeling like it had been left to solve its problems without appropriate District support. There should be a sense of helping each other through tough times.

F. Awareness and Visibility

- Develop a better picture of the audience, which is not just high school students:
 - Re-entering students
 - Non-English speakers
 - People seeking affordable first step to a 4-year school
 - Find the untapped market
- Eliminate reticence toward innovation, whether it's because of fear or apathy.
- Look for market niches in vocational education, make connections to certification accreditation programs, find a new market that can be as successful as the colleges aviation program
- Ensure alignment with business and industry needs.
- Bring the focus back to the colleges: what are their unique needs, who do they want to attract.

IV. Laney College Results

The Meeting was attended by:

- Evelyn Lord
- Meryl Siegal
- Nikki Ellman
- Lisa Rodke
- Joseph Bielanski, Jr.
- Margaret Haig
- E.T. Webb
- Peter Crabtree
- Shirley A. Coaston
- Odell Johnson
- Jesse Allen-Taylor
- Nha Le
- Vlet Le
- Trevor White
- Ben Hazard
- Howard Perdiu
- Indra C. Thadani
- Margaret Traylor
- Vina Cera
- Leslee Stradford
- Al Kirven
- Matthew Goldstein
- Clia Correa
- Danniett Howard
- Christina Montanez
- Melvin Haywood
- Elnora Web

- Improve District's awareness of the academic calendar, ensuring that faculty and staff paperwork procedures are realistically assigned, keeping in mind the presence of students and their needs, and minimizing the impact on classes.

C. Creating Effective Learning Environments

- Upgrade existing facilities—currently there are numerous ADA health and safety issues that are unaddressed.
- Establish a connection between the college-level facilities planning committee and the district-wide committee (currently the intent is there for this relationship, but in actual practice, it does not happen).
- Provide on-site oversight of existing construction projects for each college to insure that bond funds are implemented as planned. Currently, project manager consultants provide piecemeal oversight, which means that details often get lost and follow-through is incomplete. Consider the DeAnza model of installing a portable construction oversight trailer on campus, creating a real presence implementing their bond dollars.
- Establish a bond advisory committee (Laney currently has \$60 million left in their facilities bond).
- Fix the time delay on completing facilities maintenance projects: repair work orders are submitted but there is no follow-through on completing them and no communication about when or if the repair will take place. Classrooms consistently have water leaks, poor lighting, or hvac control problems that go unaddressed for years at a time.
- Create a welcoming environment where students feel like they come first: provide state of the art facilities, clean, and inviting classrooms and grounds, which reflect care and support for student welfare and success.
- Time construction projects to minimize damage to enrollment and student life.

D. Leveraging Information Technology

- Improve basic instructional support equipment:
 - In this high technology era, the school is just now getting TV/VCR's that work, but classroom screens don't work, and often the portable replacements are faulty also.
 - Moving to high tech—computers, Powerpoint, DVD's—can't be accomplished if even low tech solutions can't be achieved.
- Put the users at the center of any planning efforts. The District should provide guiding data, but the process should be user-based.
- Complete due diligence before adopting major systems:
 - Confirm that it really fits users needs.
 - Complete a quality assurance process.
 - Test the system before deployment and before shutting off viable systems already in place.
- Give faculty computer use equal priority to District office computer use.
- Provide improved access for the library computer system. Librarians currently have no uploading privileges on their own site, and so can't provide the timely information that students need.
- Provide funding for faculty computers in the college IT budget, including on-campus support. Currently the college is responsible for providing new computers for faculty but has no budget allowance for this purpose.

- Use the successful CIPD to model improved communication for HR, IT, facilities management, and overall college communication. These committees should include site-base personnel, and there should be an overarching strategy group that covers all these areas (currently there is no cross-district strategic planning). [The Counsel on Instruction Planning and Development has existed for 18-19 years. Colleges come together once a month to talk about curriculum activities, prevent unnecessary competition, and have an honest dialogue about what's happening. This is a faculty-driven committee, but the Vice-president of Education Services facilitates the meetings and provides leadership in tracking the big issues.
- Develop a college-wide communication style that encourages participation and understanding rather than blame:
 - Often chilly environments are created when people share opinions that are met with a flat "no" response, rather than further inquiry to determine where the disagreement lies.
 - Demonstrate that opinions are important, even if we disagree.
- Establish clear and effective processes across the board so that the organization remains effective, despite union issues. Currently, when there is internal conflict between faculty and staff unions, the end result is that nothing works very well.
- Develop a sense of shared mission and values: taking responsibility, being accountable, working as a team, establishing open communication with trust and respect, and instituting forgiveness and a blame-free environment.
- Create an environment that ensures an overall healthy context for everyone.

Discussion of Challenges and Opportunities for Attention in the District Wide Strategic Planning Process

A. Enhancing Access and Student Success

- Build on progress:
 - Students currently take classes at more than one campus and there has been an effort to standardize registrations, financial aid applications, etc.
 - Improved internet registration process.
 - Build on the previous scan that identified unique areas for each college to emphasize along with the areas where they could support each other.
- Improve transportation access:
 - Provide shuttle service between campuses; this need becomes more pressing as municipal transit authorities cut their schedules.
 - Consider adding a carpooling link to the web site.
- Develop a consistent course pattern for all general education classes—at least use the same course numbering throughout the colleges.
- Develop consistent District-wide learning outcomes to ensure that congruent course outlines mean the same thing across the District. Use the CIPD as a forum to work with faculty district-wide to breakdown barriers and produce workable meaningful solutions that respect academic freedom. Look to the District-wide ESL program across the district as a model for this task.
- Provide District-wide training for pedagogy, especially looking at how to include more interactive classroom strategies, rather than relying on lecture alone.
- Develop District-wide guidelines for student assessment, placement, and counseling, including better resource data to back-up prerequisite recommendations, so that fewer students will place themselves in situations for which they are not adequately prepared.
- Paul Downs presented a Potential Long Range Education Planning Initiative for discussion. The group agreed that the plan was an essentially sound progression and made the following suggestions:
 - Include principles in the long-range development approach.
 - Including faculty leaders will be a key element to success.
 - FTE generation constantly pressures long range planning.

B. Developing our Human Resources

- Funding commitment is a key success factor.
- Ensure competitive salaries for vocational programs:
 - Look for alternative resources, such as commercial entities looking for trained staff.
 - Allow departments to bring in instructors at higher pay levels, reflecting greater experience and qualifications
- Provide sufficient funds to hire hourly faculty as well as contract faculty. Avoid a zero-sum trade-off between hourly and full-time staffing.
- Ensure that the District funds the course schedule adequately and accurately:

VI. Vista College Results

The Meeting was attended by:

- T. Jay Erdenelaatar
- A. Lemma
- Joseph Bielanski
- Joshua Boatright
- Hermis Yan
- Nancy Cayton
- Joe Doyle
- Neil Dunlop
- Gabriela Pisano
- Laura Bullentino
- Paula Mayor
- Jenny Lowood
- Kate Koelle
- Delores Benton
- Deborah Jones
- Nicky Gonzalez-Yuen
- Jennie Braman
- Judy Walters
- Wesley Chen
- Mario Rivas
- Evelyn Glaubman
- Maureen Knightly
- Chuen Chen
- Terry Triconu
- Margaret Has
- Gloria Jvogt
- Joan Beresin
- Craig Hadden
- Laura Ruberto
- Vincent Koo

Discussion of Challenges and Opportunities for Attention in the District Wide Strategic Planning Process

A. Enhancing Access and Student Success

- Address growing language-differentiated communities. For example, all signs are in English, yet a large number of prospective student populations are Spanish-speaking.
- Provide better support for disadvantaged students: tutoring, classroom support, supplemental instruction, textbook funds. For example EOPS funding for book vouchers was halved this year and printing paper for reports isn't available.
- Provide assistance for international student payments and fees (students not eligible for EOPS or financial aid).
- Provide free bus passes like those that UC Berkeley students receive (currently in the works, according to President Walters).
- Pay more attention to basic skills programs. Although this is not a "sexy" area, it is one that is greatly needed by the community and one that needs more funding to be effective.
- Improve the educational infrastructure: student assistants, tutors, lab assistants.
- Increase the number of student tutors, encouraging students to be more involved in their own education.
- Implement a tracking mechanism to evaluate program successes and failures, including a follow-up 2 or 3 years beyond graduation to gather information from the students themselves about what was valuable and what needs changing.
- Help working students to meet their schedule needs. Working students are a large part of the customer base, but since their status usually does not translate into FTES, they are often in the silent majority.
- Use technology to survey students about their needs: use web links to on-going or periodic forms where students can register opinions/needs, especially those who aren't the most vocal.
- Establish goals toward improving vocational programs and services:
 - Understand that success doesn't necessarily correlate with transferring to a 4-year school, but also means vocational success.
 - Survey business and industry to determine what skills they need from graduates.

actually distributed, the amounts are less, and there is no clear District explanation of where the money goes. Money should start in the classroom and serve students.

- Fund the college schedule.
- Hire a grant writer to enable the college to take advantage of available funding.
- Develop strategy so that working student numbers lead to FTE.
- Capitalize on land/facility assets not currently used, making them cash productive (eg. Merritt college properties and vacant space in Vista's new facilities).

F. Awareness and Visibility

- Establish branding for all four colleges based on their individual community focus (rather than the existing marketing perspective that gives a vague sense of unity).
- Target outreach toward the college's particular community.
- Each college has a community that they should be reflective of, and all colleges should mutually listen and understand each college's need.
- Develop marketing and publication information that reflects the vision of each college

G. Improving the Effectiveness of District-wide Communication, Coordination, and Collaboration

- District should solicit from colleges their needs and implement appropriate solutions.
- Communication should flow from the bottom-up, but the district really functions from the top down. Faculty and staff often feel like their work and input doesn't go anywhere at District level, and official District decisions seem to be unrelated to college needs or feedback. While every department is asked to go through an elaborate program review process, there is the sense that the information produced doesn't go anywhere.
- Establish a community service philosophy: the colleges serve their community, the district serves the colleges, and each college supports the other colleges in serving their communities.
- Develop a set of common values, follow through and continue to work them.
- Stay focused on the goal: educational success for students.
- Develop a shared framework across the District by which all colleges can work together (consider CIPD and ESL as models):
 - Assess community needs.
 - Monitor development.
 - Provide feedback on success.
 - Allocated funds equitably.

Work together and cooperate to plan and build schedules that support all colleges, rather than pitting colleges against each other and instilling a sense of fear that one or more will be closed if it can't out compete the others.

- Provide an opportunity for faculty/staff/students to meet with Board members in an alternative setting (not a board or college meeting) to discuss concerns about particular needs being met.
- Document policies and procedures so that they are not lost as personnel leave. Include not only the key process how to's, but also the rationale as well, so it's clear both how and why processes work.
- Establish a fear-free and blame-free environment, where people act because of fairness and trust not from fear. For example, past successes in program coordination and change have been possible because people were assured they would not lose their jobs.

COLLEGE LEADERSHIP SUMMARIES

Peralta Community College District

District-wide Strategic Planning Process

COLLEGE LEADERSHIP STRATEGIC PLANNING MEETINGS

In July and August 2005, senior administrators and constituency leaders from each Peralta College met separately with MIG staff. Representation included the respective College presidents, vice presidents, public information officers, and senate presidents. The District Chancellor attended each session. The purpose of the sessions was to identify the College's overall directions for the future, and to identify linkages with the preliminary district-wide priorities, as identified by the Board priorities. The sessions also served to brief the colleges' leaders on the Board priorities, and identify existing activities that supported the priorities. The agenda for the sessions was:

- I. Introduction (5 minutes)
 - A. Meeting Purpose
 - B. Agenda
- II. Summary Presentation of College Priorities, Projects and Initiatives (30 minutes)
- III. College Responses to the Identified Board of Trustee Priority Areas (90 minutes)
 - A. Integrated Strategic Planning
 - B. Student Success
 - C. Increased Enrollment
 - D. Student Support Services
 - E. Fiscal Stability and Sustainability
 - F. Accountability Systems
 - G. Human Resource Development
 - H. Access
 - I. Quality Programs
 - J. Physical Facilities and Infrastructure
 - K. Partnerships
 - L. Board Development
 - M. District/College Image and Identity
- IV. Summary and Next Steps

Organization

The summary of each session is presented below in the following order:

- College of Alameda
- Laney College
- Merritt College
- Vista College

B. Student Success

- Pursuit of grants, EG, Title III and career paths & equity for all (University of Southern California)
- Emphasis on success is an all-college responsibility

C. Increased Enrollment

- Outreach coordinator has helped with 10 new community classes, senior center programs, high school outreach, and outreach to churches
- Holiday session
- Inter session
- Coast Guard

D. Student Support Services

- There is a district wide student success project, with a strengths/weakness assessment and a plan of action.
- Ongoing student services council work

E. Fiscal Stability and Sustainability

- Fiscal stability for flexible funds
- Real estate asset management
- City of Alameda is improving Webster corridor, and this is an opportunity to build visibility and the interface with the community.

F. Accountability Systems

- PROMT -- integrated software for administrative tasks
- Ensure clear expectations and a consistent approach
- Training
- Need to link/coordinate efforts across the colleges

G. Human Resources Development

- Ongoing training and progress improvements
- Recruit for interest in student development
- CTEC
- Need for training in multi-cultural communication
- Need an overall approach to diversity

H. Access

- Student equity plan
- Outreach includes input and involvement from counselors and faculty
- Motivate potential students to know they deserve to succeed
- Navarro PGM (Digital Bridges)

LANEY COLLEGE

MIG consultants Daniel Iacofano and Paul Downs facilitated the strategic planning session with Laney College's leadership on August 1, 2005.

College Goals and Priorities

The College Vice President of Instruction provided an overview the College's planning process. The College has seven Strategic Directions, each of which has one or more goals. In addition the college develops annual Strategic Priorities. The College had prepared a matrix showing how the Strategic Directions supported the Board priorities (see attachment). The Strategic Directions are:

- Strategic Direction 1: Institutional Research and Planning
- Strategic Direction 2: Participatory Governance
- Strategic Direction 3: Institutional Effectiveness
- Strategic Direction 4: Strengthening Academic and Student Support Programs
- Strategic Direction 5: Electronic Access, Automation, and Technology
- Strategic Direction 6: Human Resources and Professional Development
- Strategic Direction 7: Physical Facilities

Overall District Directions and Priorities

Daniel led the Laney leadership group in a discussion of the matrix showing the relationship between the Board and College planning. The summary is organized according to the College's Strategic Priorities:

- Communications
- Community Programming and Outreach
- Curriculum Development and Program Planning
- Facilities and Equipment
- Human Resources
- Institutional Development
- Instructional Support Services and Student Achievement
- Leadership
- Research
- Security
- Standards
- Technology

Communications

Communications crosses all divisions: instruction, student services, business services, and the Office of the president. Multiple modes are used to ensure participation. A range of tools and modes are

Institutional Development

Institutional development refers to efforts to secure grants and other alternate resources to support a high quality educational institution. Areas of focus are faculty, classified staffing, instructional support services, facilities, and technologies to support student outcomes.

Having a district-wide grant coordinator/facilitator to carry out grant seeking would be helpful. The grant development process is key. We must have the infrastructure to implement and follow-through on grants. A central coordinator would maintain and manage a grants information data base. A goal is to develop relationships with Foundations so that we are positioned ahead of time for funding. [It was reported at the meeting that this concept has been approved and will be implemented when funding is available.]

Instructional Support Services and Student Achievement

Laney seeks to strengthen the resource base of tutoring, online supports, and other aides to classroom instruction/student learning, and to develop infrastructure to facilitate the persistence and successful matriculation of the students it serves.

The majority of student services are funded categorically, and are therefore fractionalized. We need to institutionalize student services. Sharing best practices is key.

A push is to help students self assess. There is a software that helps them develop educational plan. Currently there is a drop off between counseling and the education plan stage: the courses do not align with the students' goals. The software would help and would complement face-to-face counseling.

Leadership

A training program for all administrators is being prepared. Ongoing strategic planning and the shared governance process are tools of sound educational leadership.

Research

There needs to be an annual research agenda, compiled from planning documents. We need to identify best practices that are supported by research.

Security

Ensuring physical security is a priority.

Standards

Laney is engaged in helping faculty, staff and administrators understand how to develop standards. Student Learning Outcomes will help this by making clear to students what they will need to achieve in class and clarify what they should aspire to. We need to refine assessment as a potentially high-leverage strategy.

Technology

The key area of need is to engage faculty in envisioning what they want to do with Distance Learning and technology-assisted instruction.

- We want to communicate to staff that they should give and seek information and solutions, not just wait for it
- Hope that district will do more than just change their name from district to service centers
- Goal 3: Technology and media Resources
 - Aims at supporting the needs of stud, fac, staff
 - This will bridge the gap
 - Addition of smart classrooms
 - Additional / improved laboratories
 - Providing the appropriate technology training
 - Want to identify standards
 - Maximize resources with campus wide coordination (store, purchase, plan curriculum,
 - Economy of scale
 - Active technology committee
 - Need to chart certain objectives
- Goal 4: Resource Development
 - Optimize and develop resources
 - Invest in our people through training and mentorship
 - Partner with businesses and industry
 - How can we rent this land to increase our resources
 - Hope that the colleges put an emphasis on the resources that we already have
 - Colleges have more autonomy then we have ever had
 - We are the only college in Peralta that does not have a neighborhood constituency of long-standing. Now there are new houses around here – we need to conduct some targeted mailings and outreach
 - Merritt uses a SCORE rubric:
 - Students 1st
 - Communication
 - Outcomes
 - Resources
 - Evaluation

The college has undertaken the following initiatives to implement its goals:

- Review and revise the mission statement
- Created shared governance model
- Task force of faculty, staff, administrators and students to develop and recommend integrated planning model for the college
- All recommendations go through College council before going to the President. Chairs sit on the council.
- Budget committee provide recommendations through the Academic Senate

B. Student Success.

- Definition is extremely limited and dooms all of us to failure (quantifiable)
- They need to start from the students
- Most students don't meet these criteria
- We need to broaden this area to include qualitative outcomes/outputs.

C. Increased Enrollment

- Investigate demand for interest in adding additional course offerings. Provide budget allocations to expand online course offerings.
- Increase enrollment: The District should play a lobbying role. Example AC Transit. Eliminated a route to the campus which adversely affected student attendance and enrollment.
- Theme B and C may come into conflict. Increasing enrollment without decreasing class size (to less than 35 students per class) may affect the quality of instruction and student learning.
- Increase resources to support the creation of online course and satellite schools
- Support technological upgrades

D. Student Support Services

- Provide resources so that the College may provide more support services in the evening such as childcare, learning assistance, supplemental instruction.
- Repair glitches in online enrollment system. The computer indicates that there are scheduling conflicts online. There needs to be another level of flexibility.
- Ensure adequate IT staffing at the District

E. Fiscal Stability and Sustainability

- Provide resources to the colleges to do themes: B,C,D,G,H,I,J,K,
- Increase revenue to Merritt College

F. Accountability Systems

- Ensure that District service units are accountable to the colleges. District service units should be evaluated by the colleges.

G. Human Resources

- Have more campus administrators represented on the bargaining table and fewer hired gun slingers.
- Invest in our people
- Encourage staff to pursue educational opportunities and provide opportunities for staff to attend school.

H. Access

- Stronger pipeline from K12 to Community College to four year University.
- Merge theme c and h.
- Promote life long learning.
- Maybe the district should be responsible for this priority

VISTA COLLEGE

MIG consultants Daniel Iacofano and Paul Downs facilitated the strategic planning session with Vista College's leadership on July 29, 2005.

College Goals and Priorities

The College President provided an overview the Vista's four Goals (or Strategic Intentions or Initiatives):

- Academic Excellence And Student Learning
- Multiculturalism And Diversity
- Preparing For Citizenship In A Diverse/Complex/Changing Global Society
- Quality & A Collegial Workplace

Discussion

The group elaborated on the College's goals, highlighting additional areas of focus and factors they believed would help achieve success in the district-wide planning effort.

- Transitioning to the new Vista College building.
- Committing to innovation and flexibility.
- Ensuring implementation and follow through.
- Creating a dynamic living document.
 - Strategic Marketing Plan
 - To be updated annually
- Creating a sense that the District-wide strategic plan is seen at the Colleges as "our plan", i.e., that there is a sense of ownership.
- Bringing the Colleges and district together.
- Eliminating fear and building trust through communication.
- Bringing together professional counterparts from all the colleges to identify shared approaches, e.g., bringing together the librarians from across the district.
- Ensuring a consistent flow of information to everyone in the district.
- Developing common standards and protocols.
- Creating systems at the district and courses to ensure values are realized.

- The district needs to continue developing an equitable budget allocation model across district based on transparency and clear rules.
- Align and coordinate district wide committees and systems.
- We need to develop shared district-wide priorities.

F. Accountability Systems

- Accountability needs to include means for ensuring that the Board of Trustees is accountable to its role of establishing policy. There has been a tendency to micro manage College operations.
- There needs to be clarity about what "accountability" means. Ideally, accountability would be "formative", i.e., it would be used to identify issues and make improvements. The term "assessment" would be better than "accountability".
- Research must drive decision-making.
- There needs to be consistent standards that are the basis of accountability.

G. Human Resources Development

- We lack a consistent training program.
- The HR Services Center is working well.

H. Access

- Vista uses multiple access methods:
 - Multi-cultural language translation and publications.
 - Outreach to feeder high schools.
 - Community ambassadors.
 - Berkeley youth works.
 - Business links.
 - Systemically culturally appropriate outreach.
 - The PACE Program
 - Varied methods and times
 - Distance education (there is potential to expand online education). The digital divide is an issue.

I. Quality Programs

- Vista is developing student learning outcomes.
- We need a district-wide process for program discontinuance.
- Program Reviews are an important element in ensuring quality.
- Contract Education has potential.
- Occupational partnering to maintain currency

J. Physical Facilities and Infrastructure

- We may be able to lease space in the new building, since the way funding is increased by the state will mean that we won't be fully occupied for some time. If this happens, we need to

