



Laney College Carpentry

Laney College

Nam Ly worked in construction in Vietnam, but when he came to the United States in 1990, he needed to learn more about how things are done in the United States, so he began taking classes through Laney's Carpentry program.

"In Vietnam, I already knew how to build a little bit," said Ly. "But here a lot of things are different."

Working under the tutelage of Cynthia Correia, who runs Laney's off-campus home building project, Ly got the hands-on experience he needed to make himself employable.

"I learned foundations, flooring, dry wall, finished carpentry—everything," he says.

After leaving Laney in 1994, Ly continued to build his skills in a number of different jobs, until, in December 1998, he passed the test to become a general contractor. Since 1999, he has been running his own company, VN General Building Construction, tackling increasingly big jobs as he gains more and more experience.

When asked what it's like to be his own boss, Ly says simply, "It's good!"

Merritt Astronomy

Merritt College

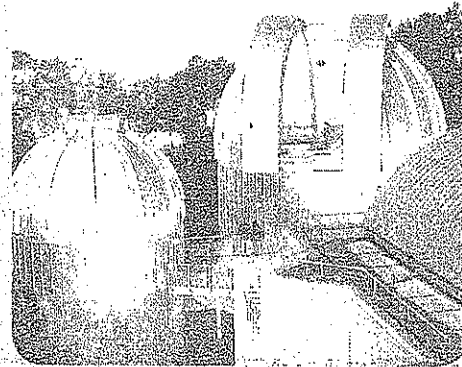
Being just five miles apart, it is easy enough for Merritt College's Astronomy program to have good relations with the Chabot Space and Science Center.

Claire Chapin, who heads Merritt's astronomy department, volunteers regularly at Chabot, operating the telescopes on weekend public evening sky viewings. Merritt sky observation classes take field trips to Chabot, and equipment is often loaned back and forth between the two facilities. The institutions also share faculty—an instructor teaches both for Merritt and Chabot.

"We have an interaction and we want to continue to build on that exchange," said Chapin.

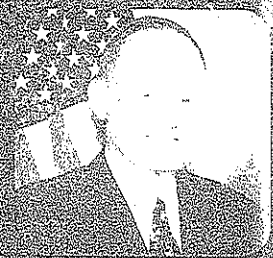
Chapin hopes that soon Merritt will offer an astronomy class at Chabot, giving Chabot members access to a college-level opportunity and allowing Merritt students to make use of Chabot's telescopes, planetarium, and exhibits.

"It's a win-win," said Chapin, who treasures the study of stars as a way to help students look toward the world outside their own.



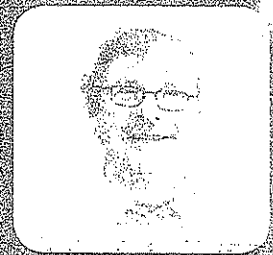
Easy to plan and hard to fail. In implementing our strategic plan, Peralta must not lose sight of its vision as a leading community institution for the East Bay in the 21st century.

Reginald James, Student Trustee



Peralta's success depends on our ability to work together as a team in developing creative solutions to persistent problems. Our ongoing strategic planning process allows us to have these critical conversations about the future.

Bill Withrow, Board President

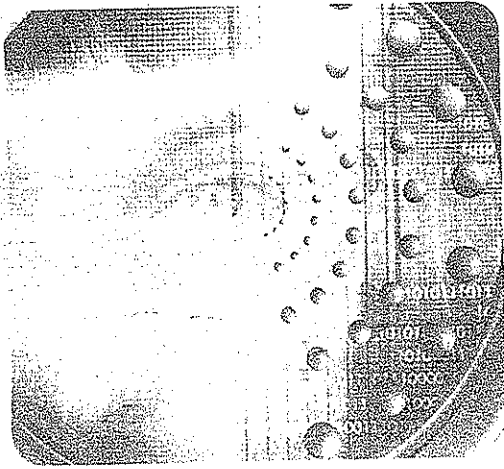


After a lot of dialog and effort, Peralta finally has an official strategic plan. Now is the time to begin to implement the plan through collaboration across the colleges and the distinct service centers. Together we can achieve the plan's overall goal of student success.

Joseph Bielanski, President District Academic Senate President

Building On Our Strengths

Peralta has provided services to over one million East Bay residents, people from across the US, and international students over its almost 40 years. The colleges and service centers will build on their existing strengths and accomplishments as they continue their service to the community.



Multimedia Arts Program

Berkeley City College

Established in 1999 under the supervision of Peter Freund, Berkeley City College's multimedia arts program celebrates an interdisciplinary approach, which allows students to combine traditional fine art skills with critical thinking and computer technical skills.

"It's about aesthetic expression, design and communication, and using the computer as a tool," said Freund.

The program boasts three full-time professors and 15 adjunct instructors, all of whom work the field. The multimedia arts program also enjoys a close relationship with the Berkeley Digital Film Institute and has an ongoing relationship with Pixar, where students have sometimes had the opportunity to work.

"Many of our students work in various capacities on projects in the field," said Freund.

For Peter Erwin, who took classes in the multimedia arts starting in 2004, the program helped him develop his career. "I learned to focus my attention on my gifts," said Erwin, now a helicopter cameraman for KRON and KTUV. "If you think you'll be a good director, editor, animator, or web designer, go for it."

Digital Bridge Academy

College of Alameda

College of Alameda ESL instructor Christa Ferrero says that what caught her eye about the Digital Bridge Academy, a one- or two-week intensive training program for under-prepared community college students, was its focus on teaching individual students how they learn best, and then how to use of those strengths—both in and out of school.

"I've been teaching ESL six or seven years now, and I've never seen anything like DBA," said Ferrero. "For students, it's the first class they've ever taken that's about them—and through it they start to change their views of themselves."

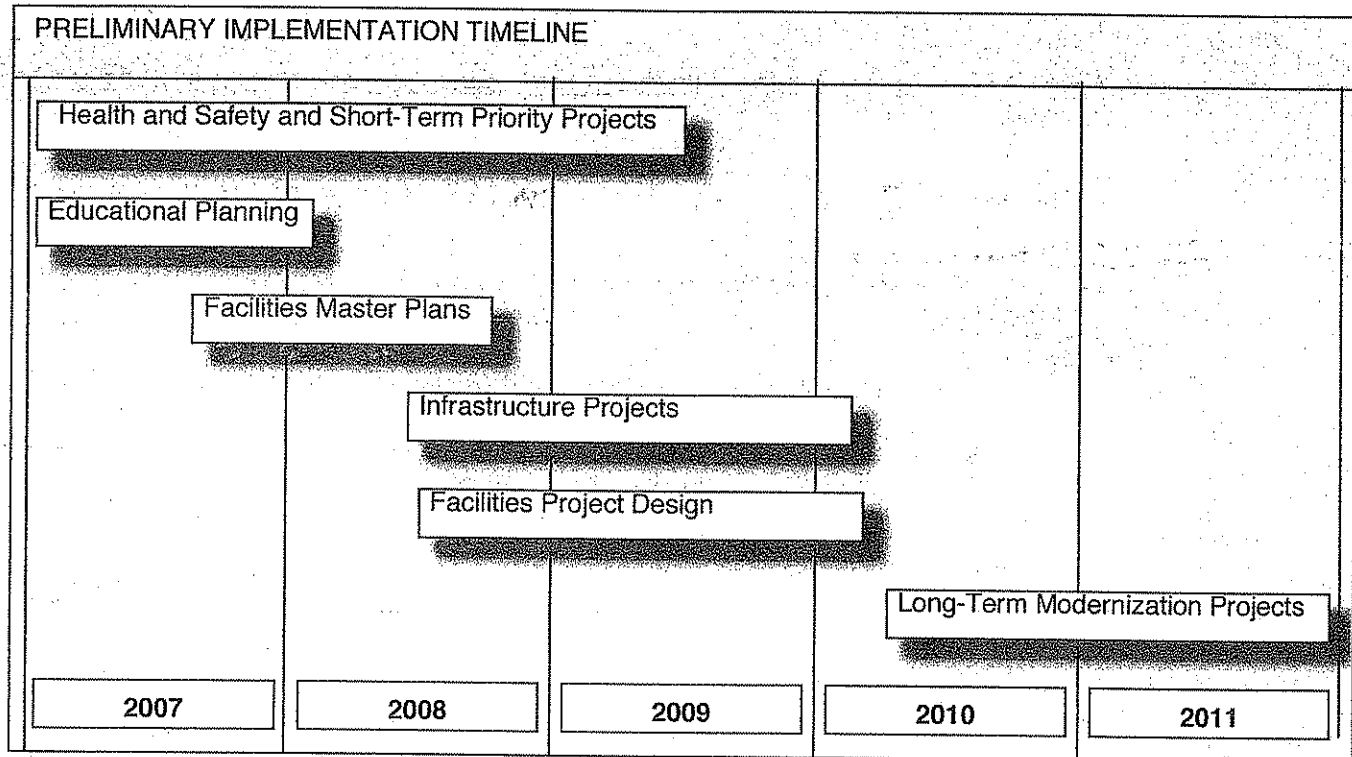
DBA—which was created by Diego Navarro, a Harvard Business School graduate who had a career in high tech—was piloted last summer at Peralta by two instructors at COA and two at Merritt.

One of the ways students change their view of themselves, says Ferrero, is by hearing their instructors' stories. "They learned that I didn't just magically appear in front of them as their teacher," says Ferrero, who, as a first generation college student, had her own share of school struggles. "They learn that I had a lot of obstacles and bad school experiences but that they can do it too."



Educational and Resource Master Planning

strategy and resource master plans for facilities, information technology, human resources and financing.



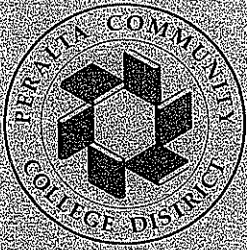
Student Learning Outcomes

Long before policy makers had heard of student learning outcomes (SLOs), adult educators were embracing SLOs as valuable planning and assessment tools. By identifying the specific result you are trying to help your students achieve, you can design courses and pedagogies to achieve the desired outcome. Clearly defined SLOs also can enhance the assessment of effectiveness, by focusing on the right questions: Did students gain a specific competency, demonstrate mastery of a transfer subject, or gain some other valuable benefit?

At Peralta, the colleges are at various stages in implementing SLOs. They are experimenting with staffing approaches such as release-time coordinators and specialized databases to make progress in implementation. Both instructional and student service units have started developing SLOs. Implementing SLOs is an important part of Peralta's strategic agenda.

SLOs will be an ongoing effort, and there is additional work to be done. The Accreditation Commission has added SLOs to its reporting requirements so SLOs will receive sustained attention by all community colleges:

The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

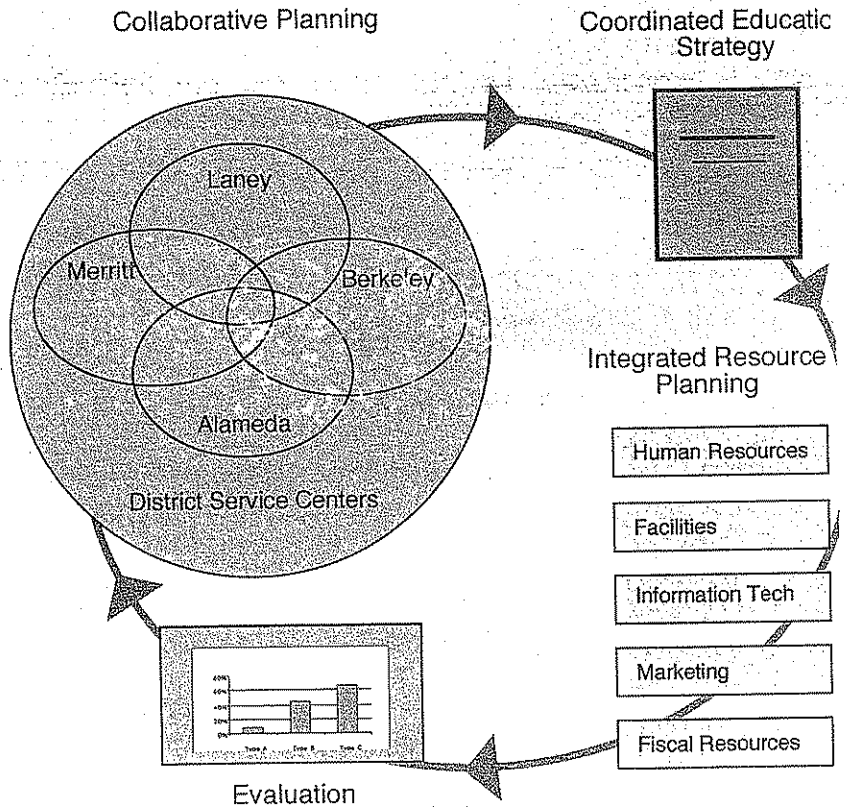


Bringing it All Together – *Integrated*

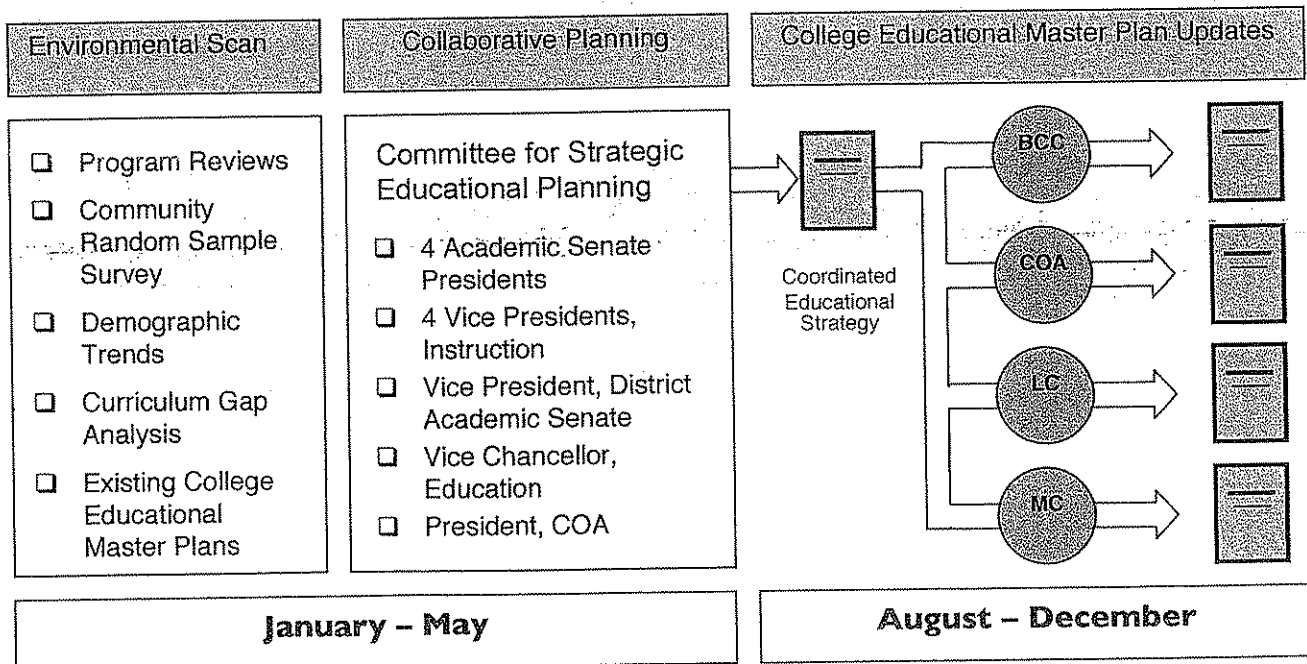
The colleges and service centers will work together to develop a collaborative education

Ongoing Integrating Planning and Resource Allocation

Peralta's accreditation report recommends that Peralta integrate planning across the four colleges. The recommendation suggested that this effort be comprehensive and strategic and link program review, educational planning, and allocation of all resources.



2007 Planning Process



Strategic Plan

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.

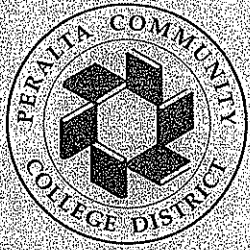
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n of unique
programs and
review
and Resource

D. Culture of Innovation and Collaboration
Implement best practices in communication management and human resource development

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

Objectives
E1. Integrated Enrollment Management
E2. Partnerships and Alternative Resources
E3. Resource Sharing
E4. Stewardship of Investments



Peralta Community College District

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

Goals

A. Student Access and Success

Challenge and empower all our students to succeed.

Objectives

- 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. Community and Partner Engagement

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

Objectives

- B1. Community and Economic Development Alliances
- B2. Community Needs Assessments
- B3. Educational Partnerships

C. Programs of Excellence

Create a cohesive portfolio of high-quality educational services.

Objectives

- C1. High-Need Programs
- C2. Strategic Curriculum
- C3. Basic Skills Education
- C4. Integrated Educational Master Planning

Moving Forward Together – The District-Wide Strategic Plan

A New Vision

The district-wide strategic plan describes the vision, values, principles and goals for the future of the colleges and service centers. The Strategic Plan Steering Committee developed the plan between August 2005 and June 2006. The committee received input at college town hall meetings, flex days, and Board review sessions.

Building Organizational Capacity

While completing the plan, Steering Committee members realized that the vision and values they were proposing would require a shift in organizational culture. While it will not be easy, the district needs to move from valuing independence, ad hoc decision making, and minimal dialogue to valuing interdependence, collaboration, and evidence-based planning.

To address this challenge, Peralta has embarked on an organizational development program. To support this, the Strategic Management Team was formed to build and model a practice of collaboration among the district's administrative leadership.

Plan Development Milestones

March 2005	Strategic Planning Steering Committee formed
July	Board of Trustees retreat
August	College Council meetings
September	Town Hall meetings at each College
October	Strategic Plan Framework published and Flex Day work shop
Feb - May 2006	Plan development
June	First draft of Strategic Plan



The following people participated in meetings of the Strategic Planning Steering Committee and helped develop the new shared vision for the colleges and district service centers.

Alton Jelks	Linda Berry
Anika Toussant-Jackson	Linda Hernandez
Anita Black	Linda Sanford
Carlos McLean	Lisa Watkins-Tanner
Carlotta Campbell	Loretta Hernandez
Carmen Jordan-Cox	Margaret Haig
Cecilia Cervantes	Mario Rivas
Chuen-Rong Chan	Matt Kritscher
Connie Portero	Maurice Jones
Connie Willis	Melvin Haywood
Craig Hadden	Milfie Howell
Debra Weintraub	Nancy Cayton
Diana Lara	Nola Hadley Torres
Elaine Chen-Ramierz	Odell Johnson
Elihu Harris	PJ Santos
Elnora Webb	Rashad Andrews
Evelyn Lord	Sadiq B. Ikhara
Gary Perkins	Sheryl Queen
Greg Golebieski	Shirley Coaston
Howard Perdue	Shirley Slaughter
Inger Stark	Thuy Thi Nguyen
Jacob Ng	Tom Branca
Jeff Heyman	Tom Smith
John Al-Amin	Tony Hampton
Joseph Bielanski, Jr.	Trudy Largent
Judy Cohen	Wandra Williams
Kerry Compton	Wise Allen
	Wyman Fong

Expanding Horizons

Committee for Strategic Educational Planning to Craft Access and Growth Proposal

In spring 2007, the Committee for Strategic Educational Planning (CSEP) will develop a district-wide proposal to enhance educational access and success for existing and new student groups. The recommendation is intended to improve service to Peralta's communities and enhance enrollments and financial health.

CSEP will propose a long-term approach for coordinating the colleges' educational offerings. The goal is to align the colleges' offerings to existing community needs and to plan for future trends. Reviewing demographic data, survey research, program review data, and other information, the recommendation will suggest program growth options and outline areas where duplication can be reduced.

The committee will also propose professional development and program renewal strategies to support the transition to new or revised areas of focus.

The colleges will build on the results of the CSEP process in updating their respective Educational Master Plans and developing technology, human resource, fiscal, and facilities plans to implement their educational directions.

Committee for Strategic Educational Planning Charge

CSEP brings together the colleges and district educational services to collaboratively propose a long-term educational strategy and ongoing process for meeting the current and future educational needs of the service area.

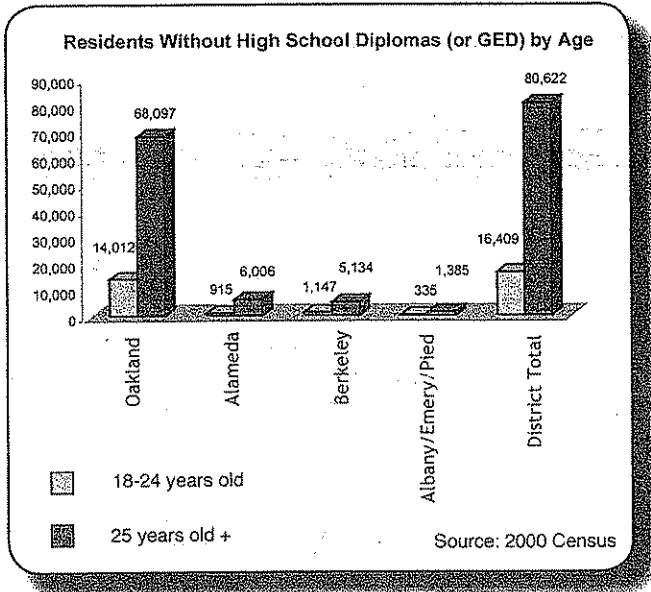
CSEP Membership, Decision Making, and Communication

CSEP members will work using the principle of shared agreement in which every attempt is made to achieve agreements that meet all interests. Alternative viewpoints will be documented in the recommendation. If voting is needed, each college will have two votes and district staff will not vote. The group will develop a recommendation for constituency review and a Board study session in August or September 2007.

College	Academic Senate	Vice Presidents of Instruction	Strategic Management Team Representatives
Berkeley City College	Joseph Bielanski, DAS President	Wise Allen	Margaret Haig, Vice Chancellor, Educational Services, Chair (non-voting)
College of Alameda	Carlotta Campbell, Senate President	Jannett Jackson	Cecilia Cervantes, President, College of Alameda - SMT Liaison (non-voting)
Merritt College	Tom Branca, Senate President	Linda Berry	
Laney College	Shirley Coaston, Senate President Karolyn Van Putten, DAS Vice President	Elnora Webb	

Potential Areas of Focus for Expanding Access and Success

The mission of the colleges is to provide access to educational success. The following are areas for exploration to fulfill this mission and thereby address Peralta's unique strategic challenges.



Underserved Adults

According to the 2000 census, the Peralta service area has 97,031 adult residents without high school degrees. Many in this group have been underserved by traditional education. Their lack of formal educational credentials does not indicate lack of ability, and many are highly successful in their jobs and in their communities. While many underserved adults are successful, participation in civic life and the economy is enriched by achieving at least some college education, according to several studies. Peralta is well positioned to serve underserved adults with effective pedagogy that builds on students' existing competencies. A model under study is City College of San Francisco, where 86 percent of degree recipients and 70 percent of certificate recipients start college in pre-collegiate basic skills courses.

High School Students

Many high school students arrive at Peralta unaware of the requirements for college success and unprepared for college-level work. Reaching high school students through partnerships with high schools can address both issues by building academic competencies and educating students about the challenges of college and the resources available to meet them. SCRC members (see page 4) will explore options for concurrent enrollment and expanded partnerships with high school counselors to smooth the path between high school and college, reduce the need for basic skills at Peralta, and increase rates of retention, persistence, degrees/certificates, and transfer.

School Districts	2004-05 Graduation Rates	College-ready graduation rates
Alameda	79%	43%
Berkeley	88%	53%
Oakland	43%	15%

Source: Education Trust-West analysis of Cal. Dept. of Education data.

Is Your Goal Transfer or Career Education—Or Both?

Many of Peralta's students combine school, jobs and family. A full-time, four-year track to a bachelor's degree is often difficult, if not impossible. Many students adopt a "career pathway" strategy, combining study and work over an extended period to obtain a bachelor's degree or higher credential. Peralta will explore options such as the State Chancellor's Career Ladders pathways program designed for the needs of community college students. This fits with the growing recognition that academic and vocational education are converging around core educational, informational, and personal competencies.

Workforce Entrants and Incumbents

Over 200,000 people work within the Peralta service area. Biotechnology, transportation, logistics, media, government and public service require a range of career educational services that Peralta can provide.

Life Long Learners

Many service area residents are well educated and learning-oriented. Peralta can provide topical and personal enrichment programs that meet the diverse needs of our communities.

Addressing Peralta's Challenges

The average California community college serves the equivalent of 10,290 full-time students each year. Last year our colleges served an average of 4,580 full-time equivalent students. In addition, our college service areas are largely overlapping as shown on the chart to the right.

Enrollment growth has never kept pace with the projections used when the district was established in 1970. Given this structural imbalance, it is difficult for any one college to provide the course offerings of larger colleges.

Given the close proximity of the four colleges, students can and do register for classes at more than one Peralta college. But the close quarters also can lead to duplication and competition, which can mean lower productivity, closed sections, and a loss of access for students.

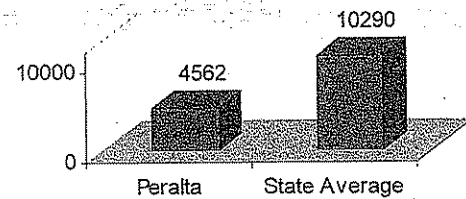
The Success Strategy – A Coordinated Plan to Expand Service to Our Communities

The colleges have vast potential to expand service to the community. As outlined on the facing page, the colleges can provide programs to areas of growing need. The key is to coordinate our efforts across the colleges. Once we identify what groups we can serve, we will have a unique opportunity to build or modernize facilities, equipment and technology using Measure A to meet these important community needs.

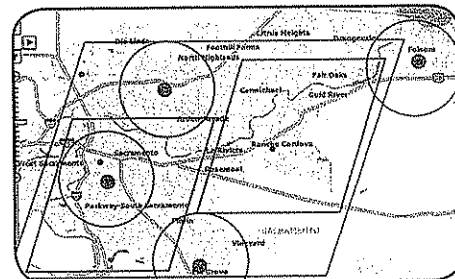
With modernized facilities, we will be positioned to serve new markets effectively. Our fees are very low compared to many of our competitors.

Targeting emerging job markets such as biotechnology, multi-media, allied health, and transportation/logistics will expand access and create opportunities for career/technical students.

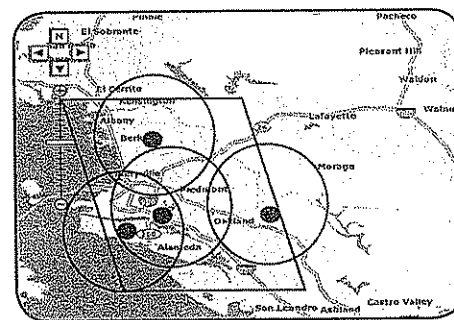
Peralta Average FTES Per College vs. Statewide Average per College



Los Rios: 50,180 FTES



Peralta: 18,300 FTES



Los Rios District has four colleges and several centers and serves 50,180 FTES in a service area approximately twice Peralta's size. Peralta serves 18,300 FTES and has overlapping service areas.

CREATING OUR FUTURE

Strategic Planning Update — March 2007



PERALTA COMMUNITY COLLEGE DISTRICT

Creating Leaders, Building Communities, Transforming Lives.

Peralta Prepares for Future Generations of Students

As the saying goes, "If you don't know where you're going, any road will take you there." In 2005 and 2006, Peralta faculty, staff, administrators, and students participated in a strategic planning process. As a result, we now know where we're going and how we're going to get there.

Peralta is now positioned to take a big step forward. The strategic planning process revealed some important challenges, but also highlighted opportunities for expanding access and enrollment.

A Generational Moment

Peralta was founded almost 40 years ago.

Since then, many things have changed. Learning has shifted to interactive, hands-on formats. Information itself has changed, becoming more dynamic and accessible. The regional economy has been transformed, with the loss of manufacturing and military jobs, and the rise of the "knowledge" industries such as multi-media, biotechnology, and information technology.

Now the stage is set for Peralta to ask what the next generations of students will need. While the colleges have always adapted to change, voter approval in June 2006 of \$390 million in bond funds, give us an opportunity — and an obligation — to think comprehensively and boldly about what the Peralta of the future should look like.

As described inside, 2007 will see an intensive period of student, faculty and staff engagement with the question of what the Peralta of the future should look like. Using the best information possible and working as a "collaborative community of colleges" people across the district will consider educational innovations and best practices, and create a collaborative and strategic educational approach. Stay tuned for opportunities to get involved and help "create the future."

Message from Chancellor Harris

Our strategic planning process is part of our ongoing efforts to bring the Peralta community together to serve our communities. We have had some difficult conversations because we were honest about the need for change and bold ideas. In the end, the effort has prepared us for the remarkable opportunity to remake Peralta for the next generation of East Bay residents. At the same time, it has made us a stronger organization. I look forward to working with you to make the plan a reality.

