



Peralta Community College District

Memo

To: Board Members
From: Debbie Budd, Associate Vice Chancellor of Academic Affairs *Debbie Budd*
RE: Planning and Budget Integration Handbook
Date: September 10, 2009

Attached you will find your own copy of the handbook we distributed to all committee members at our Planning and Budget Summit meeting on Friday, August 28th. Included you will find reference material that you may already have, but we wanted you to have easy access to this.

At our Board meeting on Tuesday night we will be reviewing the accomplishments for the 2008-2009 year, as well as reviewing the short-term institutional objectives that have been developed for 2009-2010. You can find these under Tab 6 of your handbook.

In addition to the handbook, we have a web site where all of the committee's minutes and documents will be posted. By Monday, you can find all of the information from the initial meeting on the Peralta website, under "service centers," on the bottom right button, "Planning and Budget Integration Model."

Thank you for your support in our first year of implementation of the new Planning and Budget Integration Model.

Planning-Budgeting Integration (PBI) for the Peralta Community College District

Summit 2009

Scott's at Jack London Square

August 28, 2009, 8:30 to 4:30

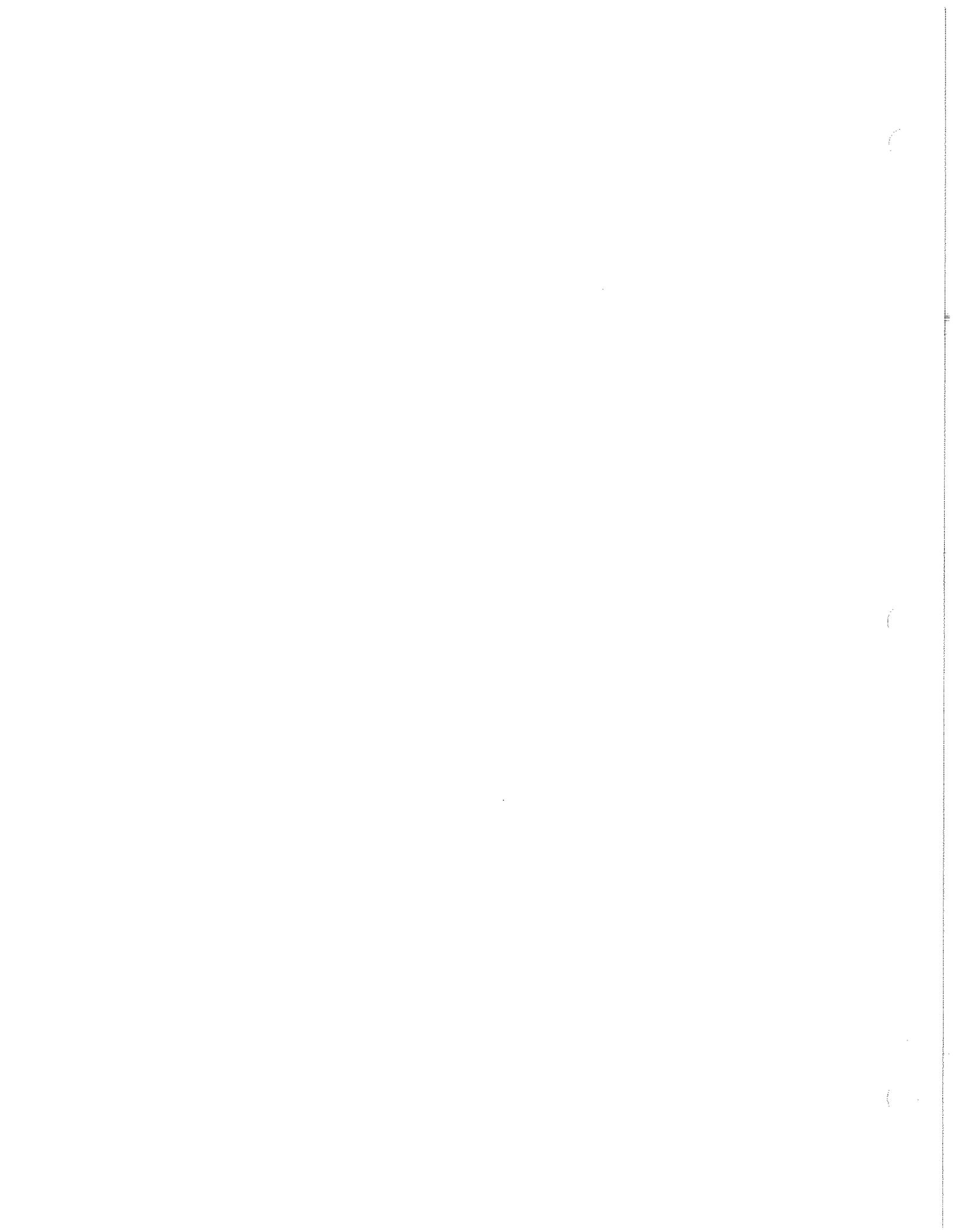
AGENDA

Time	Topic	Speaker(s)
8:30	I. Welcome and Introduction A. Agenda Overview B. "What's It All About?"	Chancellor Harris Debbie Budd Tom Brown
9:30	II. Planning-Budgeting Integration (PBI) Overview A. Presentation B. Discussion	Paul Downs, Jannett Jackson, and Joseph Bielanski
10:15	<i>Break</i>	
10:30	III. Framing the Year Ahead A. Strategic Plan <ul style="list-style-type: none">• Background & Long-Term Institutional Objectives,• Short-term Institutional Objectives and Achievements for AY '08-'09 & Short-term Institutional Objectives for this coming year B. Budget Status	Thuy Nguyen Debbie Budd Tom Smith
11:15	IV. "The Power of Teams"	Tom Brown
12:20	V. Committee Break-Out Session (Preview)	Facilitators/Recorders
12:30	<i>Lunch & Special Presentation</i>	

1:00	V. Committees Break-Out Session A. Review Charge and Operating Principles B. Identify Desired Outcomes for the Year C. Review Evaluation Survey D. Develop Committee Milestone – Topics for 2009-10 E. Selection Co-Chair(s) F. Confirm Meeting Schedule	Facilitators/Recorders: Linda Sanford, Joseph Bielanski, Jannett Jackson, Bob Beckwith, Rebecca Kenney, Gloria Vogt, Linda Berry, and Kerry Compton
3:00	<i>Break</i>	
3:15	VI. Committee Reports A. Desired Outcomes B. Meeting Topics and Milestones	Facilitators/Recorders:
4:15	VII. Summary and Next Steps	Debbie Budd and Paul Downs
4:30	Close	

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Peralta Community College District

**Planning and Budgeting Integration Model
(PCCD PBIM)**

Administrative Procedure 2.20

Governance Roles and Responsibilities in Developing Policy and Procedure

Approved by the Chancellor: August 3, 2009

I. Introduction

This document describes the Peralta Community College District's Planning and Budgeting Integration Model (PBIM). The following elements constitute the components of effective planning and budgeting integration that the Chancellor and the Planning and Budgeting Council must ensure are enacted within the policies and procedures of the district.

Background

In January 2009, The Chancellor convened a representative group of stakeholders – the Chancellor's Working Group (CWG) – to study the issues and recommend options for improving the functioning of the district-wide advisory and decision-making process. The chancellor requested that the CWG recommend improvements to:

- Streamline the process for developing recommendations on planning and budgeting;
- Ensure effective shared governance participation; and
- Deliver thoughtful, data-driven recommendations.

The CWG included the four Academic Senate presidents, four representatives of the Peralta Federation of Teachers, two Classified employee representatives, and four administrators.

Guiding Principles

The CWG established the following guiding principles:

1. Educational planning and needs should be the foundation of all decision-making.
2. College planning should be the primary source for determining shared governance recommendations. The role of district-wide committees and processes is to provide uniform data, assure consistency, and to encourage and promote coordination. Colleges are the primary source because they are closest to student needs and have educational expertise.
3. There needs to be a clear flow of communication between committees so that the development of recommendations is transparent and logical.
4. The Planning and Budgeting Council (PBC) has authority to make a recommendation to the chancellor and to make recommendations on initiatives proposed by the Chancellor. As per existing policies and procedures, the Chancellor and Board provide a response to advisory and constituency bodies if the recommendations are not adopted or are substantively modified.
5. All constituencies have the right to make recommendations directly to the Chancellor and Board.
6. There needs to be a clear path from recommendations to consideration in the decision-making cycle.
7. All decisions and minutes shall be documented and publicized widely, using all available means. This ensures effective communication to colleges and constituencies.

Purpose and Need

- The PBIM implements the Strategic Plan mission. It is intended to promote the highest levels of success for students by providing a supportive framework for college and district-wide planning.
- The Planning and Budgeting Integration process (PBI) has been developed to implement a structured advisory process leading to decision-making. The PBI is consistent with AB 1725 in which the Chancellor has final authority for making administrative decisions and for making recommendations for Board action.
- The PBI Model is the official and standard process for developing, reviewing and recommending major decisions of district-wide relevance.
- The PBI Model is based on the use of consistent planning templates, activities and data to ensure transparent and predictable advisory process leading to decision-making. These common parameters are needed to promote coordination and collaboration within a district of four comprehensive colleges within a small geographic area.
- To leverage resources to support student access and success, the PBI provides processes to resolve issues between the colleges and district service centers, and between and among the colleges in the case of duplicative programs or unproductive competition.

One Year Test of PBI Model

The CWG proposes that the process outlined in this document be implemented from the beginning of the Fall term 2009 through the 2009-2010 academic. At the end of the year period, the process will be reviewed and evaluated, and any needed improvements put forward for review and adoption.

Organization

- Working in partnership with the district office, the colleges have the primary responsibility for developing educational and resource plans to meet the needs of students.
- PCCD relies upon its strategic planning processes as the foundation for integrating planning and budgeting. Strategic planning includes the Peralta Strategic Plan and planning for education, facilities, information technology, human resources, marketing and fiscal resources.
- PCCD clearly defines and follows its guidelines and processes for planning and budget integration.
- The PBIM does not supercede the right of constituencies to make recommendations.
- The PBC would use the "Shared Agreement Decision Model" on page 6.

Accountability

- PCCD must have in place a system that has appropriate accountability mechanisms to ensure the integrity and credibility of planning and budgeting integration.
- College plans and budgets must be approved through the colleges' shared governance before being addressed in the PCCD PBI Model.

Support for Effectiveness

- The district will provide support for the PBI. This includes providing appropriate technical support (e.g., research, policy) and logistics and minutes.
- The goal is to have fewer, more highly supported action meetings at key decision-making milestones, rather than more frequent discussion-oriented sessions.
- An important support for effectiveness is to institute an annual review of district and college implementation successes and challenges, i.e., an assessment of whether previous year plans are being acted upon.

- For transparency, the PBIM committees will take minutes and publish these in a timely fashion.
- The district will ensure the efficiency of the committee process so that committee members can balance committee work and their regular duties. Release time and other strategies should be considered to support the participation by classified staff and by both instructional and student support service faculty.

Terms

Planning and Budgeting Integration Model (PBIM)	The district wide shared governance process for integrating college planning and linking planning and budgeting.
Planning and Budgeting Council (PBC)	The overall integrating committee within the PBIM
Shared Agreement	When all committee members provide some level of support for a recommendation. (See "Shared Agreement Decision Model" below for detail)

II. Process Overview

The Planning-Budgeting Integration Model is presented in this section organized as follows:

- Annual Decision-Making Milestones
- College Planning
- District Subject Matter Committees: Education, Technology, Facilities
- Planning and Budgeting Council
- Routing of Proposals
- Shared Agreement Decision Model

Annual Decision-Making Milestones

There will be an annual calendar for each step in the advisory process leading to decision-making. This provides a clear structure and timeline by which the annual planning and budgeting integration process takes place. (See narrative in Appendix 2 and graphic in Appendix 3.)

College Planning

College planning is the foundation of the PBI as the colleges are closest to the educational needs of students. As the first element of the PBI, the colleges conduct periodic program reviews, prepare annual unit plans, and develop annual educational and resource plan priorities. The colleges integrate the results of their "subject-matter" committees into college planning, e.g., technology committees, curriculum committees, facilities committees, etc.

During periodic master planning and during annual institutional planning, the colleges develop plans addressing: instructional and student services programs; staffing priorities; fiscal priorities; IT and equipment; facilities; and marketing.

District Subject-Matter Committees: Education, Technology, Facilities

The role of the three proposed district subject matter committees is to support the colleges in coordinating their efforts and resolving issues. The committees also provide subject matter expertise in their respective areas by including college representatives with relevant knowledge, responsibility, and experience. The committees are responsible for communicating with their counter-part committees at the colleges (including possible cross-membership). The committees should have cross-membership with the PBC.

The committees are charged with developing district-wide recommendations that best serve students and the community using evidence-based processes and criteria. Therefore the committees will work toward consensus solutions that are based on the results of these processes and criteria and the "shared agreement" decision model as defined on page 6. Each decision is labeled as "shared agreement" or "unresolved issue." The committees will identify unresolved issues to be addressed by the PBC.

Role in the Advisory Process: The subject matter committees make the official recommendation to the Planning and Budgeting Council in their respective areas. The committees will indicate the status of recommendations:

- *Shared Agreement:* The committees will indicate which recommendations have achieved "shared agreement" among committee members (as defined on page 6). These decisions are considered to reflect agreement across the colleges and are not expected to be revisited substantively by the PBC. Rather the PBC evaluates proposed priorities as a set and recommends ways to integrate, prioritize and fund them.
- *Unresolved Issues (aka "Tough Decisions"):* The committees will indicate where there are outstanding issues requiring PBC action.

Planning and Budgeting Council

The PBC shall have the authority to make recommendations to the chancellor and shall receive a response from the chancellor before the chancellor pursues any significant course of action. The committee shall also receive draft policy initiatives and considerations from the chancellor and the board and make recommendations on those before any significant action is taken by the chancellor.

The PBC recommends integrated educational and resource priorities to the Chancellor. The PBC makes recommendations on Board policies and policies and decisions initiated by the Chancellor. For unresolved issues, the PBC recommends resolutions for any issue where there is not agreement, i.e., issues between the colleges and district offices, between or among the colleges, or any other set of parties in disagreement.

For shared agreement items, the PBC performs the following functions: (1) Affirms consistency with strategic and educational plans; (2) recommends a coordinated planning approach across education, facilities, IT, fiscal, etc., and across colleges and initiatives; (3) recommends a prioritization of plans across subject areas and colleges; (4) identifies funding approaches to support the priorities.

The PBC is responsible for providing oversight on the implementation of the Strategic Plan. The PBC also ensures accountability for follow-through on recommendations; the PBC will track their recommendations and determine which of two results occurred: 1) the recommendation was implemented including any modifications or 2) the recommendation was not implemented and the reasons for it not being implemented. The PBC also ensures accountability for follow-through on process steps: Did constituencies, colleges, district service centers, committees, etc., perform the agreed upon steps in the process.

Staffing

- Co-Chairs: 1 Faculty, 1 Administrator: collaboratively set the agenda with the process manager.

- Process Manager (non-voting): Associate Vice Chancellor for Research and Planning (AVC): facilitation, agenda and process prep, decision-tools, report coordination
- Note-taker/report writer

The AVC as process manager would provide overall support for the PBC. The AVC has access to the relevant educational data and planning materials. The process manager would be the facilitator of the PBC sessions.

Process Accountability

The PBC will follow up on agreements: Did constituencies, colleges, district service centers, committees, etc., perform the agreed upon steps, for example: 1) reporting back to constituencies/obtaining responses; 2) using the agreed-upon planning methods and parameters.

PBC Role and Expectations

The PBC is charged with using a district wide viewpoint of what is best for the organization as a whole. The PBC should avoid using the old logic of members' taking a narrow perspective of "protecting the college".

- There needs to be consistency of membership to ensure the ability to function as a team in making tough decisions. Therefore, alternates are not allowed. Decisions will continue to be made if members are absent and they cannot challenge decisions made in their absence. If a member misses three sessions, the PBC will ask the appointing group to name a replacement, but the appointing group can only do this once during a term to avoid a loss of continuity and efficiency.
- The initial term of membership will be two years to allow the system to be developed and run effectively before a new slate of members is installed. This will allow continuity and the development of a collaborative practice. (This can be reviewed at the 1-year review point.)
- Start with a retreat to review the Chancellor's and Board's goals at the beginning of the year. This will help ensure a common direction and focus across the committees.

Routing of Proposals

The planning-budgeting integration (PBI) model provides opportunities for all ideas to be considered and improved through dialog through the appropriate process. For example, ideas emanating from the Board of Trustees, the Chancellor or district service centers are valuable options for consideration through the PBI shared governance process. Routing such proposals through the PBI model yields better results by:

- Providing additional scrutiny and testing of the proposal by the professionals who will be involved in implementation;
- Aligning the proposal to related initiatives to avoid duplication and identify opportunities for coordination;
- Building more widespread understanding of the proposal;
- Developing buy-in and ownership by inviting the responsible planning bodies to refine and develop the proposal;
- Avoiding a sense of micro-management or top-down decision-making by involving the appropriate people in the advisory process.

Routing Procedures

Any party making a proposal (or a third party learning of a proposal) shall request that the matter be referred to a college and/or district-wide committee and any other relevant processes. The referral shall be made to the college or district-wide committee that covers

the subject area in question. The referral shall include the planning committees organizationally closest to the unit most likely to be affected (for example, a proposal to establish a new educational program at a given college should be referred to the educational planning committee of that college). There can be referrals to more than one committee or process.

Shared Agreement Decision Model

The recommended decision model has three key elements:

1. All decisions are documented: Every recommendation will be documented in detail and forwarded to the Chancellor.

2. Primary Decision Rule is "Shared Agreement": The PBC is charged with developing district-wide recommendations that best serve students and the community using evidence-based processes and criteria. Therefore, it recommended that the PBC work toward solutions that are based on the results of such agreed-upon processes and criteria and the "shared agreement" decision model. Shared agreement is achieved when all members of the group rate a proposal as A, B or C:

A: Unqualified support

B: Acceptable – best of the options we have

C: Can live with the decision – not especially enthusiastic but the process was followed and all viewpoints received a fair hearing.

If all members do not indicate A, B, or C the group can continue to refine the proposal if there is sufficient time to do so to arrive at shared agreement. Shared agreement can also be achieved if a majority of the group indicate A, B, or C, and the remaining members indicate:

D: Do not fully agree with the recommendation but feel the process was followed; need to have my viewpoint included in the documentation as a minority report

3. Voting is the Back-up Process: If shared agreement cannot be reached within the time constraints of the planning-budgeting cycle, the PBC will vote on the issue. However, voting will not be used to achieve a decision based on a majority of votes, but rather as a method of recording committee members' assessment of proposals. The full record of the vote including any alternative viewpoints will be documented and sent to the Chancellor.

III. College Planning Enhancements

Each college is responsible for its planning and shared governance processes. With this in mind, the CWG recommends that each college conduct a process to assess, strengthen and streamline their local governance processes. This would allow the colleges to ensure a solid foundation for planning decisions that will move through the district-wide PBIM process. Such a review would also provide an opportunity for the colleges to consider changes that might help to align their efforts with the PBIM.

IV. Review and Update

The Chancellor's Working Group will review the effectiveness of the implementation of this document after one year.

Appendix 1: Subject Matter Committee Charge Template

The District [subject matter committee] is charged with developing a set of integrated district recommendations on matters in its subject-matter areas (see Appendix 5). Specifically, the [subject matter committee] is to conduct the following:

- Provide feedback to the colleges
- Provide technical review of the college priorities
- Ensure consistency between college requests and existing approved plans (i.e., subject-matter plans, district-wide Strategic plans, etc.)
- Identify opportunities for college-to-college collaboration where resource sharing could be useful.

Annual Areas of Focus

Each year, specific areas of focus or topics may be identified to be addressed by the Committee. These focus areas will come out of the annual retreat and can reflect priorities of the chancellor or board.

Areas of Responsibility

See appendix 5 for a list of the topics within the committee’s area of responsibility.

Support for Coordination and Collaboration

The [subject matter committee]’s overarching role is to support collaboration and coordination between and among the colleges and district offices for the benefit of students. The committee will play a facilitative role to identify win-win collaborative opportunities. The committee will also support the success of individual college initiatives by providing technical feedback and suggestions on how best to achieve the college’s goals.

In keeping with this facilitative and supportive role, the [subject matter committee] will not comment upon or recommend changes to College requests that only impact the college and are consistent with district-wide agreements and plans. Conversely, the [subject matter committee] only has authority to comment upon or recommend changes to requests where there are significant opportunities for coordination (to benefit students, to achieve significant cost-savings, to reduce duplication); clear inconsistencies with previously adopted plans or agreements; or an opportunity to improve the request from a technical perspective.

Specific Charges and Milestones

The [subject matter committee] will achieve the following milestones to support the overall district-wide coordinated planning and budgeting integration model.

Due Date	Deliverable
September 15	Schedule of Meeting Topics for the Academic Year
November 15	Integrated recommendations for hiring decisions
February 15	Integrated recommendations for other decisions
January – April 15	Provide feedback to colleges and PBC
May 15	Report on “lessons learned” and accomplishments and priority topics to be addressed the following year.

Appendix 2: Annual Milestones

Phase 1: Assessment and Research

Winter/Spring Term

- According to their respective planning calendars, the colleges initiate planning activities in winter or spring. The initial planning activities vary between the colleges regarding the specific timing of events, but the four colleges use common planning models. Specifically, the colleges use a common unit-planning template. The focus of this phase of work is to review institutional research results and the implementation status of prior unit plans.

August

- Chancellor and Vice Chancellor, Education, provide overview of major planning and budgeting issues at Fall flex day.

Phase 2: College and District-wide Planning

September

- There is a retreat to initiate the annual planning-budgeting process, including a canvass of critical budget and planning issues and any common directions or parameters for the coming year.
- College Councils and/or educational committees review status of prior educational master plans, program reviews, and unit plans and identify preliminary areas of focus for future planning.
- District service centers review status of prior institutional reviews and unit plans and identify preliminary areas of focus for future planning.
- The Planning-Budgeting Council and subject matter committees hold initial meetings.

October

- College Councils (or educational committees) and District service centers review district wide planning and budget guidelines and modify/adapt to fit circumstances. College VP's and District Vice Chancellors prepare templates to update existing accelerated program review/unit planning and distribute to instructional, student service and administrative programs.
- Units update unit plans. These include program and service initiatives, and resource requests (faculty, staffing, professional development, equipment, facilities)
- PBC and subject matter committee meetings

November

- Colleges review recommendations from the college community, including faculty and staff hires, and statutory cost increases based on Educational Master Plan priorities.
- PBC and subject-matter committees review compiled college and service center requests to identify any areas of potential collaboration or overlap between colleges, or between colleges and service centers. PBC and subject-matter committees recommend hiring priorities to the Chancellor.

Phase 3: Budget Development

January

- Governor's proposed budget published
- Informational memorandums on the governor's budget proposal to all constituent groups (board of trustees, academic senate, budget advisory committee, faculty union, classified unions); SMT meet to review proposed budget.
- PBC meets to review the governor's proposed budget and begins to develop budget assumptions.
- Subject matter committee meetings.

February

- Review colleges' actual FTES, review college/district expenditures for the first half of the fiscal year. Prepare estimate of spring/intercession FTES and expenditures.
- Chancellor approves targeted FTES to realize growth and over cap funding.
- Propose board of trustees' budget workshop (February or March).
- Colleges' budget priorities submitted to district office.
- District office begins preparation of preliminary budget allocation.
- PBC and subject-matter committees make recommendations on non-hiring priorities.
- PBC and subject-matter committees work together with colleges to finalize integrated recommendations.

March

- Initial proposals submitted to chancellor for the district budget.
- Review status of budget development with the academic senate and faculty union. Academic senate submits recommendation on budget process.

April

- Budget proposals reviewed by budget advisory committee.

May

- Discuss carry-over fund priorities and colleges submission of justification
- Governor presents May revise to budget (May 15).
- Draft tentative budget submitted to chancellor

June

- Tentative budget submitted to board of trustees at last June meeting (California Code of Regulations, section 589305[a]).

July

- Legislature approves and governor signs state budget by Jul 1.
- California Community Colleges State Chancellor's budget workshop in Sacramento.
- Informational memorandums issued on proposed budget revenues to all constituent groups (board of trustees, academic senates, faculty union, and classified unions).

- Colleges meet with academic senates, faculty union, and classified unions on budget priorities.
- Colleges' revised budget priorities submitted to chancellor.
- Approved tentative budget input into financial accounting system

August

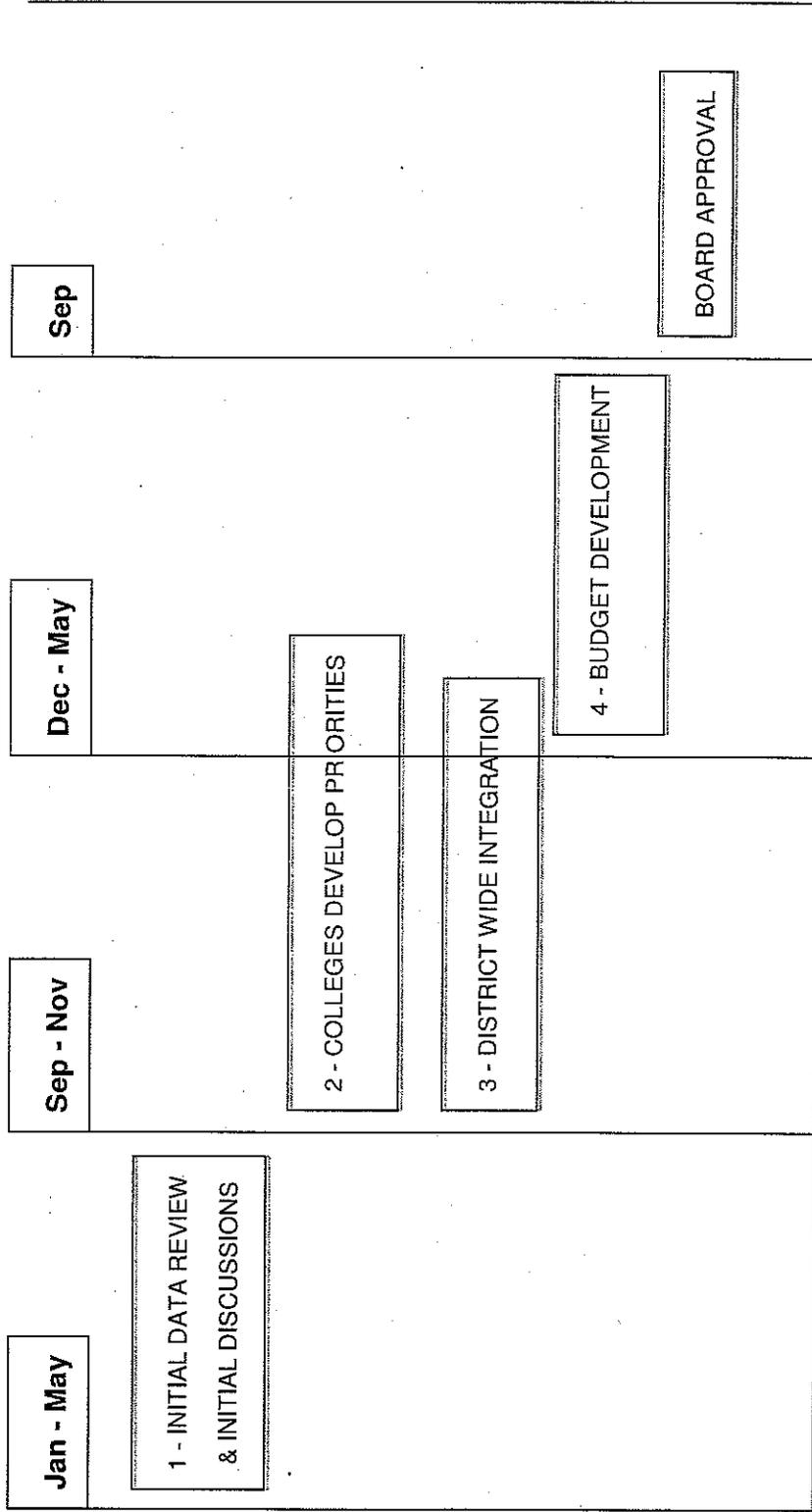
- Preliminary adopted budget available August 15 for chancellor's review.
- Comply with Title 5, section 58301 by publishing dates, time and locations where the public can review proposed adopted budget (budget must be available at least three days prior to public hearing).
- Adopted budget available for public review at the district office, each college library, and the offices of each college president.

September

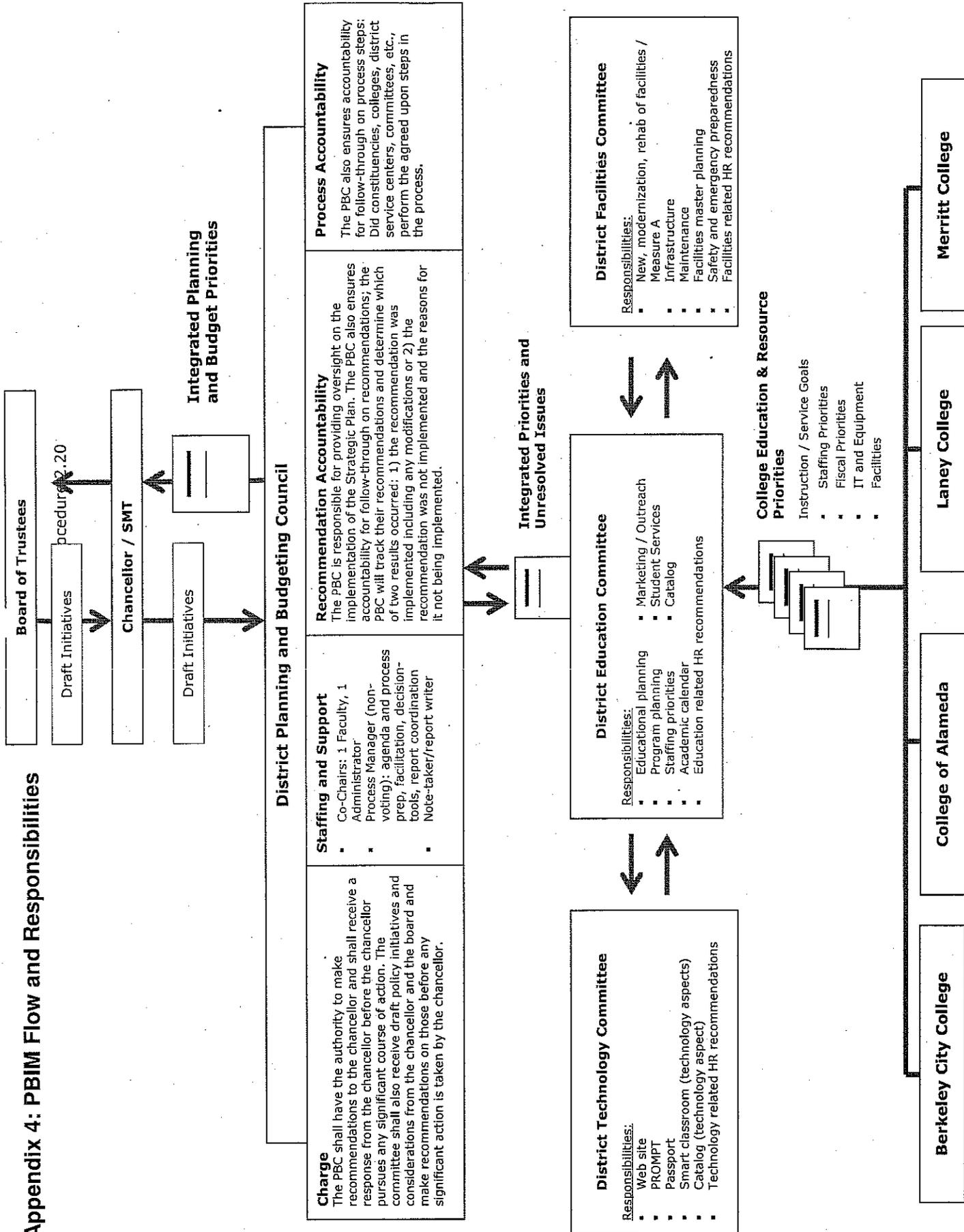
- Board of trustees holds public hearing and final budget is presented for approval (on or before September 15) [California Code of Regulations, section 58305 (c)].
- Completed annual financial report and adopted budget to be submitted by September 30th to the State Chancellor's Office, with a copy filed with the County of Alameda Office of Education [California Code of Regulations, section 58035 (d)].

In following this planning-budgeting development calendar, it is further proposed first to provide each college with a base budget which would include funding for fixed costs and funding determined necessary to meet FTES goals for the academic year. This funding would be available by July 1st. If the state chancellor's office in any given fiscal year makes cuts in funding or provides additional funding, this could affect the base budget. Second, beyond providing a base budget for each college, the proposal is to determine annually the availability of discretionary monies that could be divided among the colleges. The distribution of these discretionary funds would be based on priorities set in the educational master plans (i.e., faculty positions, classified positions, funds for new program start up) and determined through a review process wherein the district-wide educational master planning committee and the district budget advisory committee would make recommendations to the Strategic Management Team with a final decision by the chancellor on the allocation of the discretionary funds.

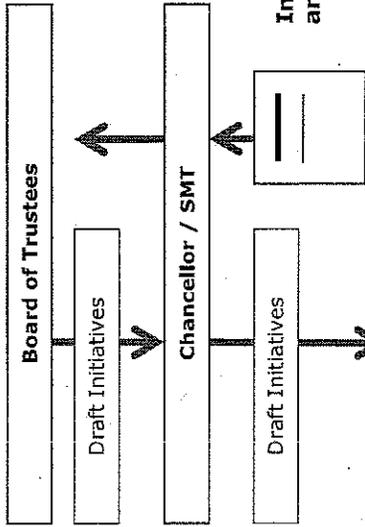
Appendix 3: Annual Milestones



Appendix 4: PBIM Flow and Responsibilities

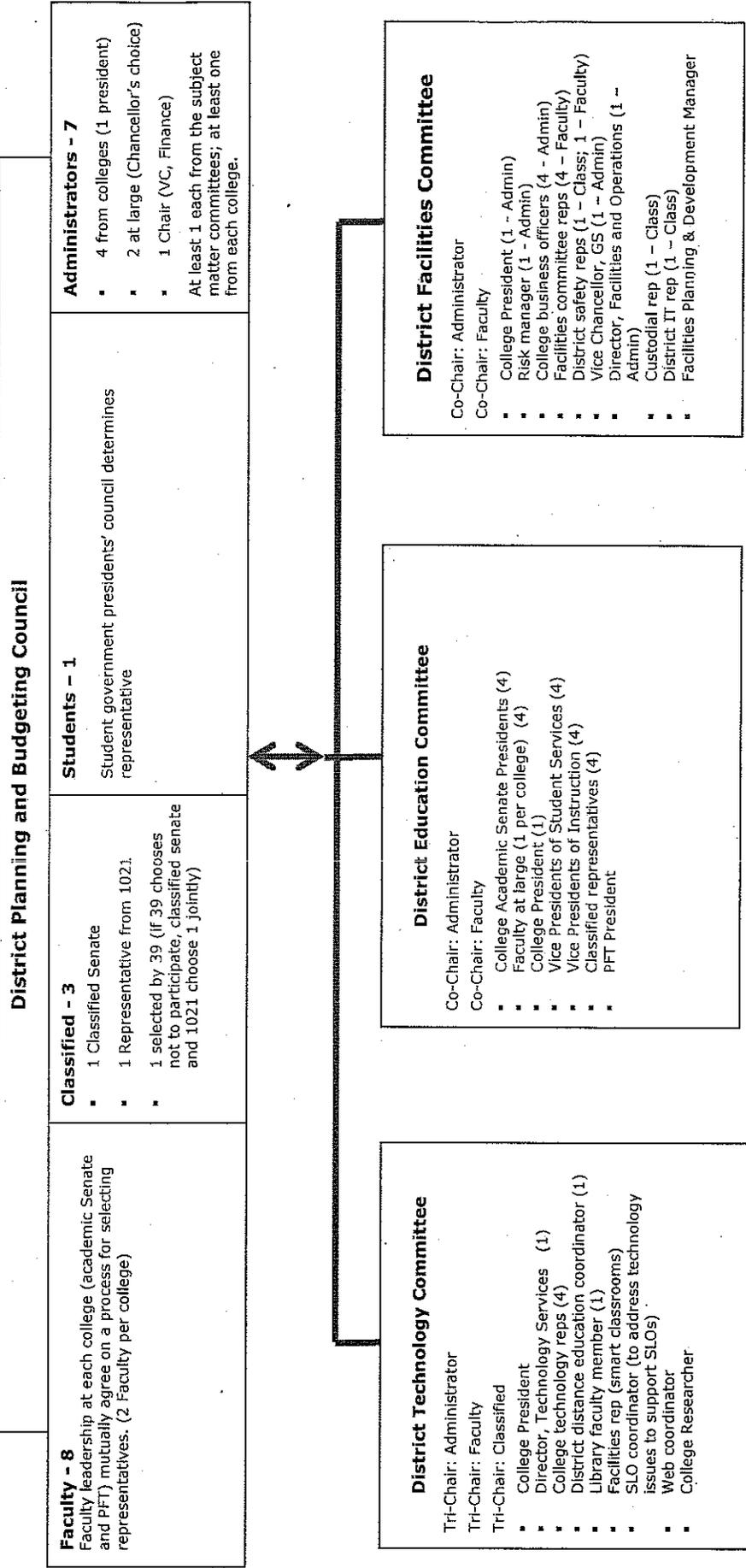


Appendix 5: PBIM Committee Memberships



District Wide Perspective

The PBC is charged with maintaining a district-wide perspective. In aggregate, there shall be roughly equal college representation on the PBC.



Peralta Planning and Budgeting Integration (PBI) Model

OVERVIEW (Augst 6, 2009)

On August 3, 2009, Chancellor Harris issued Administrative Procedure 2.20 to implement the Planning and Budgeting Integration model (PBIM). The PBIM's purpose is to streamline the district-wide advisory and decision-making process. The revision was based on the recommendations of the Chancellor's Working Group (CWG) – a task force representing the four colleges, Academic Senates, PFT, Classified Senates, Local 1021 and administrators – to improve the efficiency, effectiveness, timeliness and integration of the district-wide advisory committees. The process also fulfills the Strategic Plan vision of enhanced coordination and collaboration.

Purpose

The purpose of the PBI is to integrate planning and budgeting across the four colleges and district offices using a collaborative district-wide perspective.

Strategic Plan

The PBI is a foundational implementation step for the District-wide mission statement:

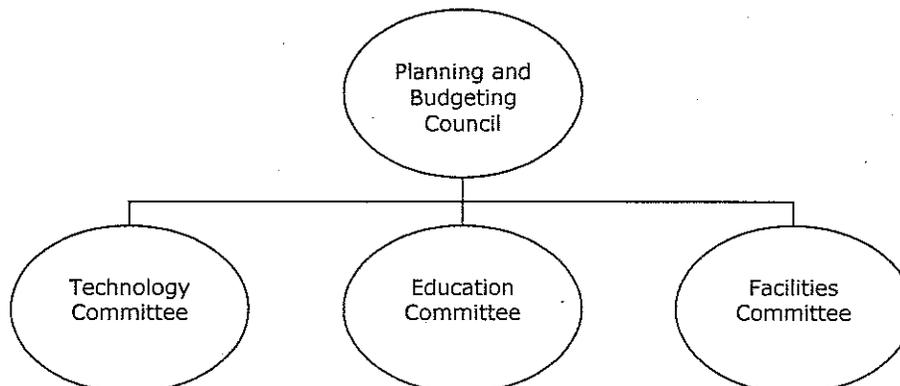
We are a *collaborative* community of colleges. Together, we provide *educational leadership* for the East Bay, delivering programs and services that sustainably enhance the region's human, economic, environmental, and social development. We *empower our students* to achieve their highest aspirations. 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.

Accreditation

The PBI also is the core response to the Accreditation recommendation that the colleges and district offices collectively establish a coordinated planning and budgeting system.

District-Wide Advisory Committees

The PBI is an integrated district-wide planning and budget advisory system of four committees that receive planning inputs from the colleges and make recommendations to the Chancellor.



Operating Principles

The operating principles will guide the work of the PBI committees. These principles will be supported by specific implementing tools and procedures.

1. ***Use a District-Wide Perspective:*** The committees will focus on student success using a district-wide perspective to coordinate the strengths of the colleges.
2. ***Use “Shared Agreement” to Create Effective Collaborative Solutions:*** The committees will develop sound and balanced plans. The “shared agreement” decision model will support the success of each college in a coordinated district-wide strategy.
3. ***Ensure Consistent Committee Engagement:*** Committee members are expected to attend all meetings. To ensure consistency, alternates are not allowed. If a member misses three meetings, the PBC will request a replacement, but there can be one replacement per year.
4. ***Commit to Process and Meeting Effectiveness:*** The PBI committee meetings will start and end on time; use well-designed agendas; and balance deliberation with decision-making.
5. ***Adhere to the Annual Integrated Calendar:*** Each committee will perform its responsibilities according to the timelines set in the integrated planning-budgeting calendar.
6. ***Provide Ongoing Two-Way Communication:*** The process is structured around two-way communication between the colleges and the PBI committees; the subject matter committees and the Planning and Budgeting Council; and between the Chancellor/Board and the PBI process.
7. ***Maintain a Transparent Process:*** PBI meetings are open, with opportunities for comment provided. Minutes will be published on a timely basis. Committees can use a variety of methods to obtain additional input and communication, for example, inviting presenters, making site visits, listening sessions, meeting at the colleges, etc.
8. ***Ensure the Official Advisory Capacity of the PBI:*** Only formally appointed committee members can participate in official committee deliberations and decisions. Agendas will include time for non-member comments.
9. ***Be Adaptive During the Implementation Phase:*** The PBI process will be improved as needed during implementation. The first year will be reviewed by the CWG. The first term of membership is two-years to allow sufficient consistency for effective implementation.

Implementation Roles

Each committee will be led by a Chairperson and supported by a facilitation team. The committees also have co-chairs to provide input and guidance on process and agenda design. The chairs, co-chair, and facilitators are intended to work collaboratively to support an effective and efficient process.

Chair

In consultation with the co-chair, the chair has overall responsibility for the effective functioning of the committee. This includes overall process management, logistics and support materials, and general guidance and support.

Co-Chair

The co-chair will partner with the chair to ensure the effective functioning of the committee. This co-chair confers on agenda design and provides overall guidance and support.

Facilitator

The facilitator works with the chair and co-chair to design the meeting agenda and discussion/decision tools. During the meeting the facilitator's role is support an effective and timely level of discussion (e.g., promote appropriate balance of discussion and decision-making).

Recorder

The recorder keeps a record of the main points of the discussion on a flip chart or wall chart. This enables the group to track progress during the discussion.

Summary Writer

The summary writer has the important responsibility of documenting key decisions, points of agreement and follow-up steps. This can be the facilitator, recorder, a committee member or another person.

Facilitation Teams

<i>Planning and Budgeting Council</i>	Joseph Bielanski, Linda Sanford
<i>District Technology Committee</i>	Jannett Jackson and Bob Beckwith
<i>District Education Committee</i>	Linda Berry and Kerry Compton
<i>District Facilities Committee</i>	Rebecca Kenney and Gloria Vogt

Committee Charges

The following are the charges of the PBI Committees.

Subject-Matter Committees: Technology, Education, and Facilities

The role of the three proposed district subject matter committees is to support the colleges in coordinating their efforts and resolving issues. The committees also provide subject matter expertise in their respective areas by including college representatives with relevant knowledge, responsibility, and experience. The committees are responsible for communicating with their counter-part committees at the colleges (including possible cross-membership). The committees should have cross-membership with the PBC.

The committees are charged with developing district-wide recommendations that best serve students and the community using evidence-based processes and criteria. Therefore the committees will work toward consensus solutions that are based on the results of these processes and criteria and the “shared agreement” decision model (see PBIM Final Summary. Each decision is labeled as “shared agreement” or “unresolved issue.” The committees will identify unresolved issues to be addressed by the PBC.

The subject matter committees are charged with developing a set of integrated district recommendations on matters in its subject-matter areas (see below). Specifically, the subject matter committee is to conduct the following:

- Provide feedback to the colleges
- Provide technical review of the college priorities
- Ensure consistency between college requests and existing approved plans (i.e., subject-matter plans, district-wide Strategic plans, etc.)
- Identify opportunities for college-to-college collaboration where resource sharing could be useful.

TECHNOLOGY COMMITTEE

- Web site
- PROMPT
- Passport
- Smart classroom (technology aspects)
- Catalog (technology aspects)
- Technology related HR recommendations

EDUCATION COMMITTEE

- Educational planning
- Marketing / Outreach
- Program planning
- Student Services
- Staffing priorities
- Catalog

- Academic calendar
- Education related HR recommendations

FACILITIES COMMITTEE

- New, modernization, rehab of facilities / Measure A
- Infrastructure
- Maintenance
- Facilities master planning
- Safety and emergency preparedness
- Facilities related HR recommendations

Planning and Budgeting Council

The PBC shall have the authority to make recommendations to the chancellor and shall receive a response from the chancellor before the chancellor pursues any significant course of action. The committee shall also receive draft policy initiatives and considerations from the chancellor and the board and make recommendations on those before any significant action is taken by the chancellor.

The PBC recommends integrated educational and resource priorities to the Chancellor. The PBC makes recommendations on Board policies and policies and decisions initiated by the Chancellor. For unresolved issues, the PBC recommends resolutions for any issue where there is not agreement, i.e., issues between the colleges and district offices, between or among the colleges, or any other set of parties in disagreement.

For shared agreement items, the PBC performs the following functions: (1) Affirms consistency with strategic and educational plans; (2) recommends a coordinated planning approach across education, facilities, IT, fiscal, etc., and across colleges and initiatives; (3) recommends a prioritization of plans across subject areas and colleges; (4) identifies funding approaches to support the priorities.

The PBC is responsible for providing oversight on the implementation of the Strategic Plan. The PBC also ensures accountability for follow-through on recommendations; the PBC will track their recommendations and determine which of two results occurred: 1) the recommendation was implemented including any modifications or 2) the recommendation was not implemented and the reasons for it not being implemented. The PBC also ensures accountability for follow-through on process steps: Did constituencies, colleges, district service centers, committees, etc., perform the agreed upon steps in the process.

Annual Planning-Budget Integration Calendar (DRAFT)

August	Activity	Deliverables
August (tbd)	Data available for colleges to populate Unit Plan update templates	
August 18	Flex Day	
August 28	PBI Kick Off Retreat / Committee Meetings	Preliminary Committee parameters: <ul style="list-style-type: none"> ▪ Goals/outcomes ▪ Schedule of meetings, decision points, and deliverables ▪ Membership ▪ Ground Rules
Late August/Early September	Colleges to populate Unit Plan templates with data	
September		
September	Departments to update their Unit Plans	
September 4	Technology Committee #1	Final Committee parameters: <ul style="list-style-type: none"> ▪ Goals/outcomes ▪ Schedule of meetings, decision points, and deliverables ▪ Membership ▪ Ground Rules Meeting summaries
September 11	Facilities Committee #1	
September 18	Educational Committee #1	
September 25	Planning Budgeting Council #1	
October		
October	Colleges to compile and prioritize Unit Plans (due to PBI committees November 2)	
October 2	Technology Committee #2	Initial List of a) consensus items and b) areas for additional discussion
October 9	Facilities Committee #2	
October 16	Educational Committee #2	
October 23	Planning Budgeting Council #2	
November		
November 2	Colleges submit Unit Plan Update Summary to PBC and Technology, Education, and Facilities Committees	
November 6	Technology Committee #3	Each committee submits hiring recommendations to the PBC in

November 13	Facilities Committee #3	its subject area.
November 20	Educational Committee #3	
December		
December 4	Planning Budgeting Council #3	Hiring Recommendations
January		
TBD	Possible joint meeting of committees	Possible topic: process evaluation
February		
Feb 5	Technology Committee #4	Committees to develop recommendations on 1) areas of coordination between colleges 2) on key issues identified in annual priorities.
TBD (2 nd Fri. holiday)	Facilities Committee #4	
Feb 19	Educational Committee #4	
Feb 26	Planning Budgeting Council #4	
March		
March 1	District Committees deliver recommendations for the year to PBC	
March 5	Technology Committee #5	
March 12	Facilities Committee #5	
March 19	Educational Committee #5	
March 26	Planning Budgeting Council #5	Make "tough decisions" in areas needing resolution.
April		
April	PBI Committees provide feedback to colleges on results of planning-budgeting integration process.	
April 2	Technology Committee #6	Committees complete work for year and develop final report, including assessment of process effectiveness.
TBD (spring break)	Facilities Committee #6	
April 16	Educational Committee #6	
April 23	Planning Budgeting Council #6	
May		
May 15	Report on "lessons learned" and accomplishments and priority topics to be addressed the following year.	



PBIM COMMITTEE MEMBERSHIPS

PLANNING AND BUDGETING COUNCIL

	ROLE	WHO ASSIGNS	MEMBER
1	Alameda Faculty Rep 1	Alameda Acad Sen and PFT leaders	Bob Grill
2	Alameda Faculty Rep 2	Alameda Acad Sen and PFT leaders	Patricia Dudley
3	Berkeley Faculty Rep 1	Berkeley Acad Sen and PFT leaders	Gabriella Pisano
4	Berkeley Faculty Rep 2	Berkeley Acad Sen and PFT leaders	Joe Doyle
5	Laney Faculty Rep 1	By office (DAS President)	Karolyn Van Putten
6	Laney Faculty Rep 2	By office (PFT President)	Debby Weintraub
7	Merritt Faculty Rep 1	Merritt Acad Sen and PFT leaders	Anita Black
8	Merritt Faculty Rep 2	Merritt Acad Sen and PFT leaders	Tae-Soon Park
9	Classified Senate Rep	Classified Senate	Sheryl Queen
10	Local 1021 Rep	Local 1021	Diana Lara
11	Local 39 Rep *	Local 39	Tim Brice
12	Student Rep (1)	Student Gov. Presidents council	Mali Watkins
13	Alameda Admin Rep	George Herring**	Peter Simon
14	Berkeley Admin Rep	Betty Inclan**	May Chen
15	Laney Admin Rep	Frank Chong**	Frank Chong
16	Merritt Admin Rep	Bobby Adams**	Linda Berry
17	At Large Admin 1	Chancellor	Debbie Budd
18	At Large Admin 2	Chancellor	Thuy Nguyen
19	Chair	VC Finance and Administration	Tom Smith
20	Facilitator		Linda Sanford
21	Recorder		Joseph Bielanski
22	Executive Assistant		Roxanne Epstein

* If Local 39 declines to appoint a rep, Classified Senate and 1021 will choose a representative.

** College presidents will nominate two candidates for Chancellor to choose from to ensure representation of a range of administrative levels and of both student services and instruction.

TECH COMMITTEE

	ROLE	WHO ASSIGNS	MEMBER
1	College President (1)	Presidents	George Herring
2	Director, Technology Svcs	By office	Janet Cragin
3	Alameda Technology <i>Cmte</i> Rep	George Herring	Balamurali Sampathraj (Bala)
4	Berkeley Technology <i>Cmte</i> Rep	Betty Inclan	Fabian Banga
5	Laney Technology <i>Cmte</i> Rep	Frank Chong	Michael Orkin
6	Merritt Technology <i>Cmte</i> Rep	Bobby Adams	Eric Gravenberg
7	District Distance Ed Coordinator (1)	Jacob Ng	Jacob Ng
8	Library Faculty (1)	Librarians	Evelyn Lord
9	Facilities/Smart Classroom Rep (1)	Presidents	Ed Loretto
10	SLO Coordinator (1) (to address technology issues to support SLOs)	Presidents	Tina Vasconcellos
11	Web Coordinator (1)	CIO	Alexis Alexander
12	Researcher (1)	District	Jo Ann Phillips
13	Chair	AVC of Technology	Minh Lam
14	Facilitator		Jannett Jackson
15	Recorder		Bob Beckwith
16	Executive Assistant		Anna Jiang

* There should be at least one end user of technology on this committee.

EDUCATION COMMITTEE

	ROLE	WHO ASSIGNS	MEMBER
1	Alameda Faculty Rep 1	By office	AS President: Bob Grill
2	Alameda Faculty Rep 2		Bob Brem
3	Berkeley Faculty Rep 1	By office	AS President: Pieter De Haan
4	Berkeley Faculty Rep 2		Jenny Lowood
5	Laney Faculty Rep 1	By office	AS President: Karolyn Van Putten
6	Laney Faculty Rep 2		Inger Stark
7	Merritt Faculty Rep 1	By office	AS President: Anita Black
8	Merritt Faculty Rep 2		
9	College President (1)	Presidents	Betty Inclan
10	VP of Student Services	By office	Kerry Compton
11		By office	May Chen
12		By office	Donald Moore
13		By office	Eric Gravenberg
14	VP of Instruction (4)	By office	Jannett Jackson
15		By office	Krista Johns
16		By office	Elnora Webb
17		By office	Linda Berry
18	Alameda Classified Rep (1)	Classified Senate	Brenda Lewis Franklin
19	Berkeley Classified Rep (1)	Classified Senate	Ayele Lemma
20	Laney Classified Rep (1)	Classified Senate	David Reed
21	Merritt Classified Rep (1)	Classified Senate	Rona Young
22	PFT President	PFT	Debby Weintraub
23	Chair	VC Educational Services	Wise Allen
24	Facilitator		Linda Berry
25	Recorder		Kerry Compton
16	Executive Assistant		Pat Jameson

FACILITIES COMMITTEE

	ROLE	WHO ASSIGNS	MEMBER
1	College President (1)	Presidents	Bobby Adams
2	Risk Manager (1)	By office	Gregory Valentine
3	College Business Officers (4)	By office	Shirley Slaughter
4		By office	Connie Willis
5		By office	Jacquelin Bell
6		By office	MaryBeth Benvenuti
7	Alameda Facils Cmte Rep (Faculty)	George Herring	Helene Maxwell
8	Berkeley Facils Cmte Rep (Faculty)	Betty Inclan	Diane Rosenblum
9	Laney Facils Cmte Rep (Faculty)	Frank Chong	Don Petrilli
10	Merritt Facils Cmte Rep (Faculty)	Bobby Adams	Hank Fabian
11	Safety Rep - Classified		Abigail Brewer
12	Safety Rep - Faculty		Indra Thadani
13	Facilities/Operations Dir (1)	By office	Bob Beckwith
14	Custodial Rep (1) classified	1021 and Local 39 to decide	Pat Lardizabal
15	District IT Rep (1) classified	CIO to appoint	Jonathan Olkowski
16	Planning/Developing Mgr (1)	By office	Atheria Smith
17	Chair	VC General Services	Sadiq Ikharo
18	Facilitator		Rebecca Kenney
19	Recorder		Gloria Vogt
20	Executive Assistant		Rosemary Vazquez



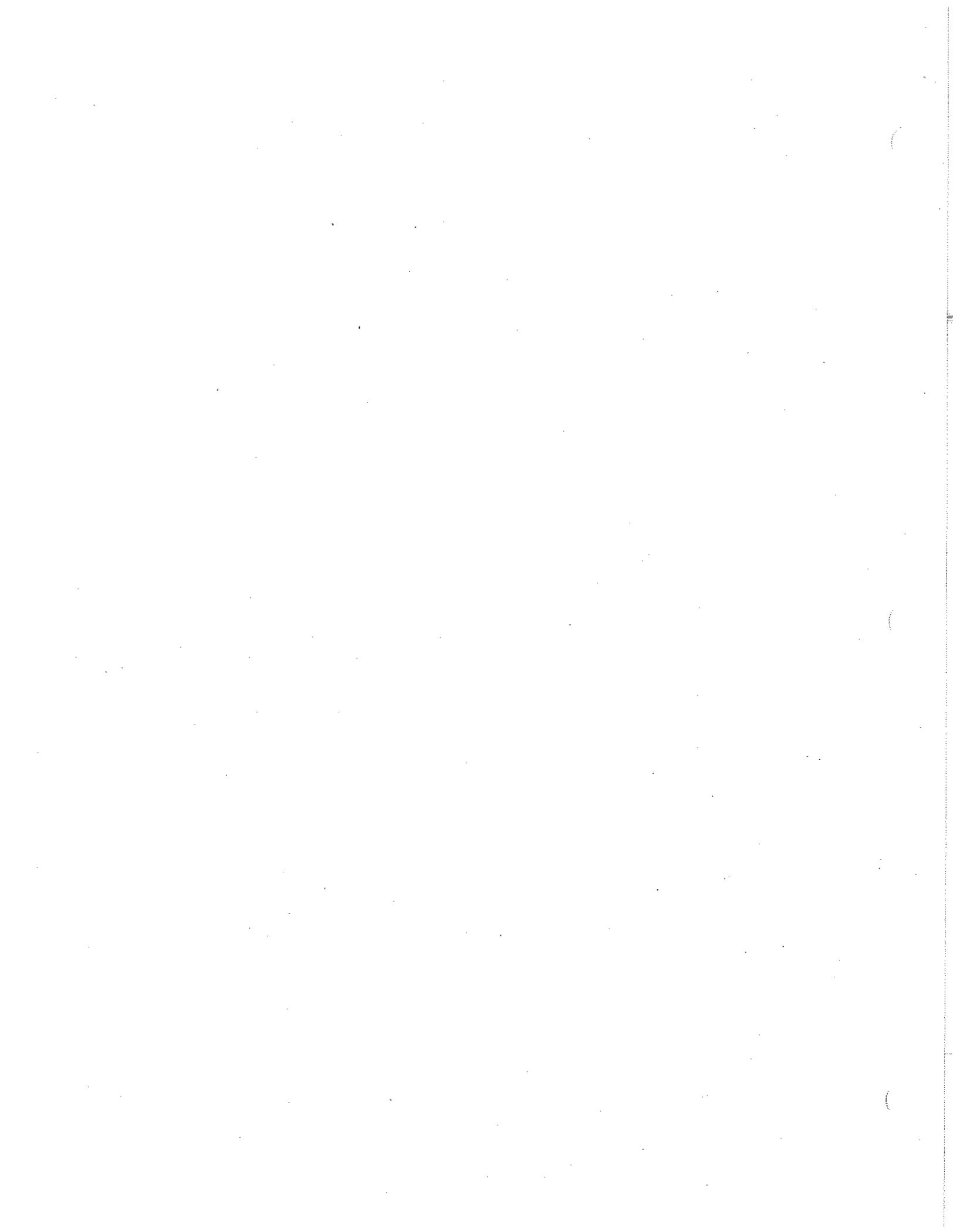
Building Communities, Transforming Lives, Creating Leaders

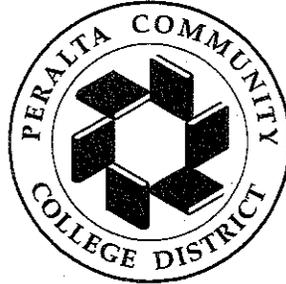


PERALTA

DISTRICT-WIDE STRATEGIC PLAN
(Second Edition, April 2008)

BERKELEY CITY COLLEGE | COLLEGE OF ALAMEDA | LANYU COLLEGE | MERRITT COLLEGE





DISTRICT-WIDE STRATEGIC PLAN

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I. INTRODUCTION

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

Purpose

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

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

Plan Development Process

The District-Wide Strategic Plan was developed through an intensive process of discussions with the Board of Trustees, college constituencies and leadership groups, and the district service centers. The district-wide Strategic Planning and Policy Advisory Committee (formerly, the Strategic Planning Steering Committee) guided the process and will provide ongoing input during the plan's implementation. (See Section II below for a detailed description of the plan development process.)

Implementation

The main channel for implementing the Strategic Plan will be a strategic educational master planning effort. This will be a broadly inclusive process that will engage all departments, disciplines, programs and units in achieving the collaborative vision of the plan.

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

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

The Chancellor has ultimate responsibility for the implementation of the Strategic Plan, with ongoing progress review, input, and support provided by the Strategic Planning and Policy Advisory Committee. The Strategic Management Team has responsibility for ensuring effective implementation of the plan, and the Board of Trustees will provide ongoing guidance and feedback.

Board of Trustees Priorities

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

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

Policy and Procedure Elements of the Plan

The Strategic Plan contains both board policy and administrative procedure elements, i.e., the end goals and purposes (policy) and the means to achieving the goals (procedure). The table below identified which elements of the plan fall into these two categories.

Plan Elements	Type
I. Introduction	Procedure
II. Plan Development Process	Procedure
III. Planning Context	Procedure
IV. Guiding Framework	Policy
V. Goals	Policy
VI. Institutional Outcomes and Performance Measures	Policy and Procedure
VII. Plan Implementation	Procedure

Plan Overview

The plan is organized into eight sections. Section I provides an introduction and overview. Section II, the Plan Development Process, explains the process in which the plan was developed. Section III, Planning Context, lays out the context in which the plan is developed, including a brief history of Peralta Colleges and key external environmental data drivers. Section IV, Guiding Framework, presents the vision, values and planning principles that serve as the foundation for the Plan. Section V, Goals, presents the desired outcomes of the plan and the objectives associated with each goal. Section VI, Institutional Outcomes and Performance Measures, presents a framework for assessing success. Section VII, Plan Implementation, describes the overall approach for ensuring that the Plan will serve as the foundation for the major institutional planning and resource allocation initiatives of the district. Lastly, Section VIII, Appendices, provides numerous documents related to the implementation of the Strategic Plan. These documents are attached as appendices in order to allow for dynamic movement as implementation efforts and institutional changes occur.

II. PLAN DEVELOPMENT PROCESS

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. The Steering Committee included representation from the four colleges and the district's service center. The committee's voting membership included eight faculty representatives, six classified staff representatives, ten administrative representatives (college and district service center), and two student representatives. There were also sixteen non-voting representatives, which included all student government presidents, the college researchers, and service center representatives.

The committee met twice a month during the 2005-2006 Academic Year to develop the plan and coordinate outreach activities. Below is a timeline of the plan development milestones:

March 2005	Strategic Planning Steering Committee Formation and Ongoing Meetings	The colleges develop a representative committee structure and initiated formal strategic planning. The SPSC meets throughout 2005-2006.
July 2005	Board of Trustees Retreat	Board members identify key areas for focus in strategic planning (see page 2).
August 2005	College Council Meetings	Each college council present their key planning initiatives and areas of focus.
September 2005	Town Hall Meetings at each College	Open public meetings are held at the four colleges to validate initial planning themes and add additional challenges and opportunities.
October 2005	<i>Strategic Plan Framework</i> published Flex Day work shop	The SPSC synthesizes comments from all sources and develops an initial "strategic plan framework" around seven strategic directions.
October 2005 – May 2006	Plan development	The SPSC continues to meet to refine the strategic plan framework. This includes "implementation teams" that recommend refinements to the seven strategic directions.
June 2006	Publication of the <i>Draft Strategic Plan</i>	The results of the SPSC process are summarized in a Draft Strategic Plan.
August 2006	Managers' Strategic Planning Retreat Flex Day presentation	The <i>Draft Strategic Plan</i> is presented for review and discussion at the a managers' retreat and the August Flex Day.
September 2006	Strategic Management Team formed	A management team is formed to include the Chancellor, Vice Chancellors, and Presidents to model collaborative decision making, establish new organizational norms, and ensure implementation
September 2006	Strategic Planning and Policy Advisory Committee formed	The Steering Committee and Chancellor's Policy Advisory Committee are merged to streamline district-wide consultation on strategic issues.
November 2006	Board of Trustees Study Session on Strategic Plan	The Board of Trustees reviews the strategic plan and organizational changes.
April 2007	Establishment of District-wide Strategic Planning Manager role	District establishes such internal role to oversee planning and implementation.
November 2007	Board Retreat/Workshop	Board offers feedback and preliminary approves revision of Strategic Plan.
April/May 2008	Board Meeting	Board approves final second edition of Strategic Plan.

Evolution of Planning

The Steering Committee refined the structure of the strategic plan during the course of its deliberations in 2005-2006. Starting with the list of thirteen Board of Trustees priorities in July 2005, the Committee initially grouped these in light of input from the Colleges to develop seven “strategic directions.”

During Spring 2006, the Committee decided to move from the input orientation of the strategic directions to an outcomes oriented approach to planning. The Committee believed that focusing on outcomes was more responsive to community and stakeholder’s ultimate needs and interests. The strategic directions were largely defined around inputs – i.e., resource issues such as technology, facilities, and human resources, which reflects an internal orientation.

As a result the plan is structure around five “strategic goals” that describe the results and actual changes the community and internal stakeholders want to see achieved. The five goals and associated objectives were developed to encompass the issues and initiatives from the earlier planning approaches.

Table 1: Evolution of Planning

Board of Trustees' Priorities	Strategic Directions	Final Strategic Goals
A. Access	A. Enhancing Access and Student Success	A. Advance Student Access, Equity, and Success
B. Increased Enrollment	B. Developing our Human Resources	B. Engage Our Community and Partners
C. Quality Programs	C. Creating Effective Learning Environments	C. Build Programs of Distinction
D. Student Success	D. Leveraging Information Technology	D. Create a Culture of Innovation and Collaboration
E. Student Support Services	E. Enhancing Resources and Budget Processes	Develop Resources to Advance our Mission
F. Human Resource Development	F. Enhancing Awareness and Visibility	
G. Physical Facilities and Infrastructure	G. Improving the Effectiveness of District wide Communication, Coordination, and Collaboration	
H. Fiscal Stability and Sustainability		
I. Partnerships		
J. District and College Image and Identity		
K. Integrated Strategic Planning		
L. Accountability Systems		
M. Board Development		

III. PLANNING CONTEXT

Historical Overview of the District

The Peralta Community College District, established in 1964, is a system of public two-year colleges, serving the residents of the cities of Oakland, Berkeley, Alameda, Piedmont, Emeryville, and Albany. It consists of four colleges, College of Alameda, Laney College, Merritt College and Berkeley City College, and one community education center at Fruitvale operated by Merritt College. The district was born out of several institutions, including The Part Time School, Central Trade, later renamed the Joseph C. Laney Trade and Technical Institute, and the Merritt School of Business.

- 1953 In July 1953, the Oakland Board of Education organized Oakland Junior College and developed what are now Laney and Merritt Colleges as separate campuses of this new institution.
- 1954 In September 1954, the Merritt campus instituted a liberal arts division in addition to its business division, and the following year students were able to earn an associate in arts degree. Shortly thereafter, the name was changed to Oakland City College.
- 1963 In November 1963, the residents of Alameda, Albany, Berkeley, Emeryville, Oakland, and Piedmont voted to join with Oakland to establish a separate junior college district.
- 1964 July 1, 1964, the Peralta Community College District was officially formed. Each of the existing campuses would become a comprehensive college, offering vocationally, occupational and liberal arts courses.
- 1965 In 1965, the voters of the new district passed a \$47 million bond issue for construction of several new campuses.
- 1970 In June of 1970, the College of Alameda opened on a 2.5-acre site near the Naval Air Station in the City of Alameda.
- 1970 In September of 1970, Laney College, located next to the Oakland Museum and the BART terminal, completed its modern new buildings.
- 1971 In 1971, Merritt College moved from its Grove Street (now MLK Jr.) home to the East Oakland hills near Skyline Blvd. off Redwood Road.
- 1974 In 1974, the Peralta College for Nontraditional Study was established. This institution later became Vista Community College, and renamed Berkeley City College.
- 1992 In 1992 a \$50 million bond measure was passed by voters to support the renovation and upgrade of existing facilities and infrastructure and for the development of new programs.
- 1996 In 1996 voters approved a capital bond measure to construct a permanent campus site in northern Alameda County.
- 2000 In 2000, voters passed a \$153 million bond measure (Measure E) to repair and rehabilitate college facilities and to build a permanent campus for Vista College.
- 2006 Voters approved a Proposition 36 bond measure for \$390 million (Measure A) to renovate classrooms and modernize facilities.
- 2006 Vista Community College opened its new permanent campus, and was renamed Berkeley City College

Planning Context

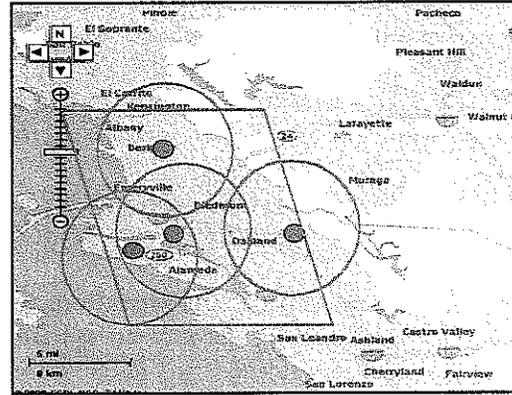
The Strategic Plan provides a structured process for responding to the changing needs of the community. The information in this section presents the trends and issues that form the context for the plan's goals and objectives.

Service Area: 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 below.

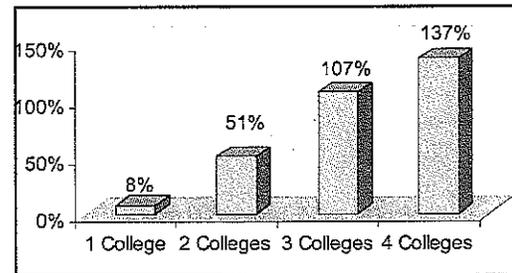
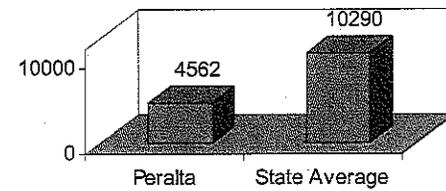
Enrollment growth has never kept pace with the projections used when the district was established in 1970. Given this structural imbalance, it is difficult for any one college to provide a breadth and depth of programming of larger colleges.

Being so close together means that students can access options at all four colleges. But the close quarters can also lead to duplication and competition, which can mean lower productivity, closed sections, and a loss of access for students.

Student Attendance Patterns: As the chart to the right indicates, the Peralta's students access multiple colleges. A five-year study of students starting at Peralta in Fall 2000 showed that 40% of these attended more than one college. Student success rates rise the more colleges a student attends.



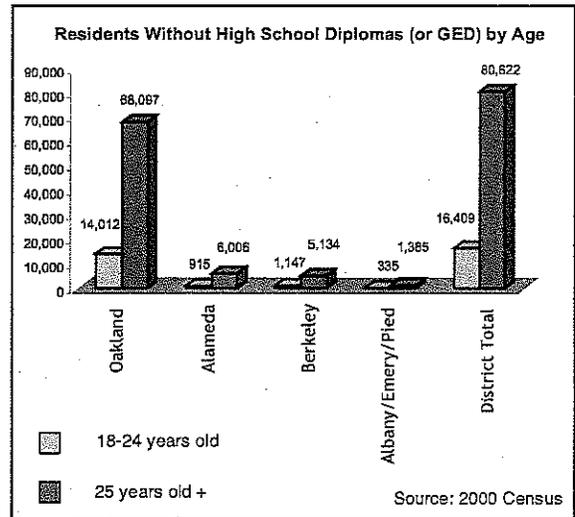
Peralta Average FTES Per College vs. Statewide Average per College



Percent of Transfer / Degree Students Achieving a Degree or 60+ Transfer Units (> 100% because of student goal change)

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.

However, successful participation in civic life and the economy increasingly requires not only high school but at least some college. Peralta is well positioned to serve underserved adults group with effective pedagogy that builds on their existing competencies. A model under study is City College of San Francisco, where 86% of degree recipients and 70% of certificate recipients start college in pre-collegiate basic skills courses.



High School Students / Basic Skills Needs

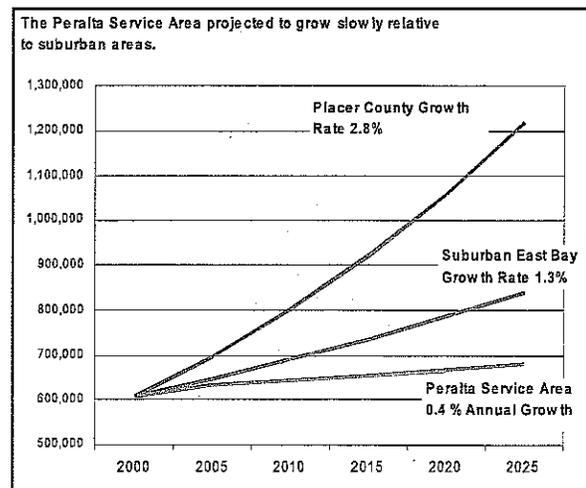
The graduation rates and college-ready graduation rates for the service areas' major feeder high school districts are presented at right. These data illustrate the level of basic skills need in the service area. pre-collegiate basic skills courses.

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.

Minimal Population Growth

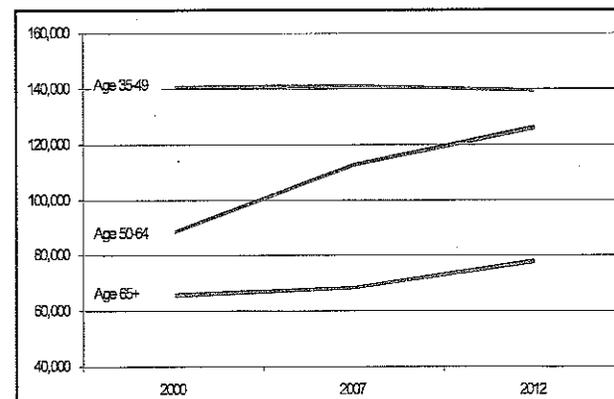
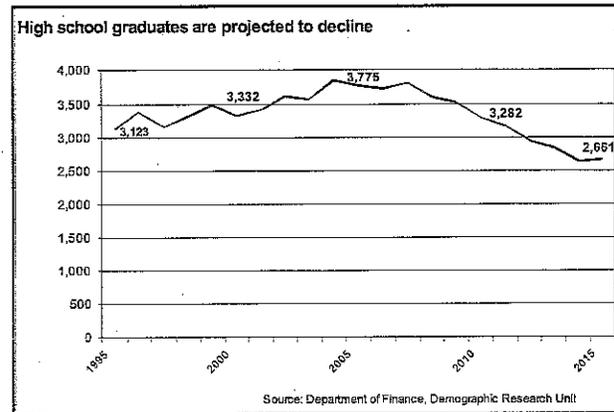
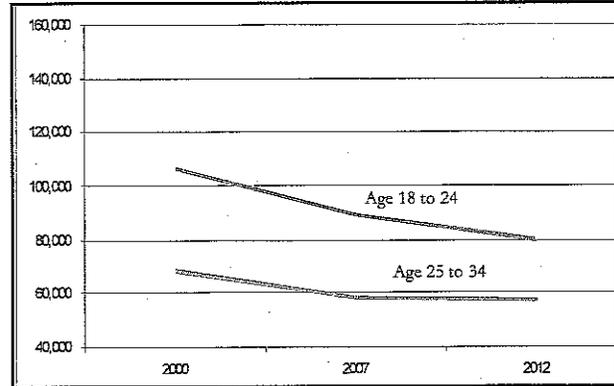
The Peralta Community College District is situated in a built-out urban community with very little land available for housing development. Our service area's growth and participation rates would translate to approximately 3,000 new District residents per year, or 30 additional full-time equivalent students (FTES) per college at the current participation rate.



Traditional College-Age Groups are Declining

According to census data, the two age groups that make up over 60% of the enrollment at the Peralta Colleges – 18-24 year-olds and 25-34 year-olds – are declining in numbers. At the same time, the 50-64 year-old age group will increase by almost 30% in the same period.

The size of our service area's high school graduating classes will peak in 2007, and will then decline steadily through 2015. According to the California Department of Finance, graduates in our service area will decline from a high point of 3,775 graduates in 2007, to 2,661 in 2015. On a percentage basis, people in the 18-19 year-old age category attend community colleges at the highest rate. This suggests that strategies such as finding new student populations and retaining traditional age students will take on increasing importance for the Peralta Colleges.

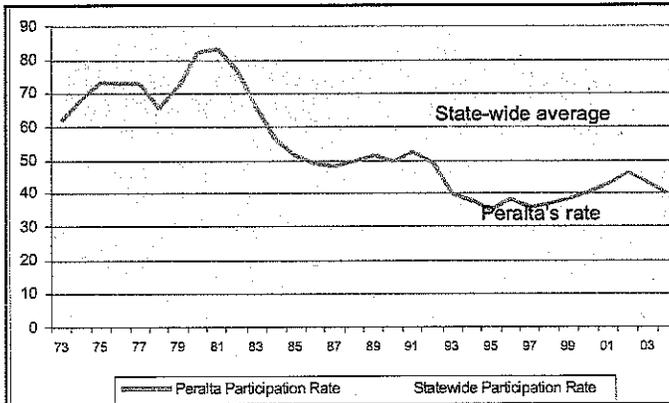


Immigration Will Strongly Influence Population Growth

Annual average Domestic Migration in Oakland PMSA	
Natural Increase (births less death)	18,055
International Immigration	21,860
Domestic Migration	-18,870
Total	21,045
Source: 2000 Census	

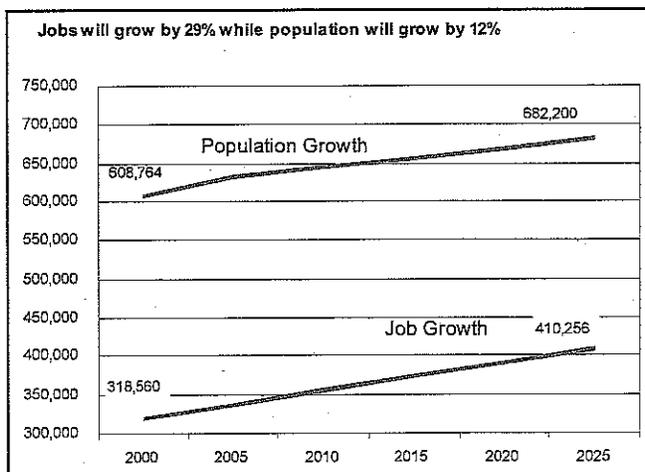
The non-English speaking population is growing. Our service area is an important gateway for immigration. At the same time, there is a negative net outflow of existing residents out of Peralta's service area. This indicates a demand for programs such as ESL and legal and medical interpretation as the largest countries of origin are non-English speaking.

Tackling the Participation Gap Will Grow Enrollments



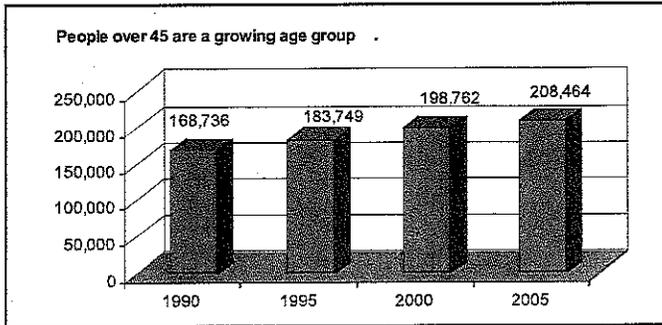
The participation rate tracks the number of people per 1000 residents who attend community colleges. The statewide average is over 60 people per 1000, while Peralta's rate is 40 students per 1000. One factor driving Peralta's lower rate is that adult education programs are run by our service area's unified school districts, while in other areas, college districts run these programs.

Job Growth Will Outpace Population Growth



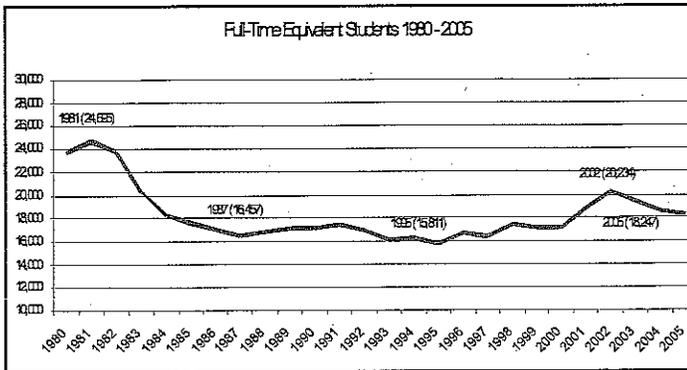
The number of jobs in our service area is expected to grow at twice the rate of population growth. This reflects a tight housing market and the competitiveness of the Bay Area's economy. A new area of opportunity is to serve major employers – and their employees -- of our service area.

Baby Boomers: Older Residents Constitute Large Potential Student Group



The generation born between 1946 and 1964 – often called “baby boomers” – is now entering retirement. Younger baby boomers are still in the workforce. Overall, this large age group, together with other older residents, constitutes a large potential student base for the Peralta Colleges.

Enrollment Trends Have Fluctuated



After a peak of 24,695 FTES in 1981, the Peralta Colleges' enrollment declined to a low of 15,811 in 1995. FTES then grew slowly to a peak of 20,234 in 2002. Since then, however, enrollments have declined to 18,247.

Summary of Trends

							
Population Growth Produces minimal FTES Growth	18 - 34 year olds declining as source of students	High school graduation in steep decline	Non-English speaking high growth area	College Attendance very low	Job growth rate very high; need for training will also be high	Baby Boomers huge potential student population	PCCD enrollment has fluctuated
Only 30 additional full-time equivalent students (FTES) per college will be generated as a result of population growth	18-24 year-olds and 25-34 year-olds - are declining in numbers.	According to the California Department of Finance, graduates will decline from a high point of 3,775 graduates in 2007, to 2,661 in 2015.	Growing demand for programs such as ESL and legal and medical interpretation as the largest countries of origin are non-English speaking.	The statewide college participation average is over 60 people per 1000, while Peralta's rate is 40 students per 1000.	The number of jobs in our service area is expected to grow at twice the rate of population growth.	The 50-64 year-old age group will increase by almost 30%. This constitute a large potential student base for the Peralta Colleges.	Since 2002, enrollments have declined to 18,247 FTES.

IV. Guiding Framework

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

Mission and Vision

The mission/vision statement presents the shared future the District is committed to creating.

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

Values

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

STUDENTS AND OUR COMMUNITIES

Student Success and Equity – The colleges and service centers evaluate all decisions in light of how they will equitably support student and community success and empowerment.

Diversity – We recognize and celebrate the strengths of our diverse students, communities, and colleagues.

EXCELLENCE AND INNOVATION

Excellence – We promote the highest level of quality in all programs and services.

Innovation – The colleges and service centers support creative approaches to meet the changing demographic, economic and educational needs of our communities.

Financial Health – We effectively manage resources.

Environmental Sustainability— We engage in model environmental sustainability practices.

COMMUNICATION AND COLLABORATION

Collaboration – The colleges and service centers use a consultative decision-making process based on trust, communication and critical thinking.

Trust – We support one another's integrity, strength and ability.

Employee Development – We promote the development of all employees.

Communication – We seek first to understand, then be understood.

Respect – We treat one another with care and respect.

Principles

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

Educational Needs are Primary – Educational needs and activities drive the enterprise.

Planning Drives Resources – Resources will be allocated on the basis of information-based, strategic planning processes.

Shared Governance – The Strategic Plan will be implemented using a clear, structured, and participatory processes with the goal of promoting efficient and effective participation of students, faculty, staff, and administrators in developing well-informed decisions on a timely basis.” (Shared governance has also been termed as “participatory governance.”)

Diversity and Shared Strengths – College autonomy and district-wide collaboration are mutually supportive and create the highest levels of student and community success.

Organizational Development – The colleges and service centers provide ongoing attention to building the capacity and effectiveness of all organizational processes.

Collaboration – The colleges and service centers are committed to collaborating as a team and coordinating programs and services to maximize the benefits to students and the community.

Future Orientation – We strive to anticipate change and provide leadership for the human and social development of our communities.

Environmental Sustainability – The colleges and service centers are committed to environmentally sustainable practices which will meet the needs of the present generation without compromising the ability of future generations to meet their own needs.

The Service Center Role – The term “district service centers” was adopted by Peralta to indicate that central functions support the effectiveness of educational programs and services, which are predominantly delivered at the four colleges. The service centers provide a range of services to the colleges, including human resource, fiscal management, legal, educational planning, facilities management, and marketing. At the same time, the service centers also provide guidance, support and leadership to the colleges in administrative and compliance areas. A distinctive role for the service centers is to support collaboration across the four institutions to form a “community of colleges.”

Community and Individual Empowerment – The welfare of our communities and of our students are better served when they have the skills & knowledge to control their economic destinies and also to engage effectively in the process of governance, self-governance, and participation in their communities.

V. GOALS

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

A Advance Student Access, Equity, and Success

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

B Engage Our Communities and Partners

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

C Build Programs of Distinction

Create a cohesive program of unique, high-quality educational programs and services.

D Create a Culture of Innovation and Collaboration

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

E Develop Resources to Advance and Sustain our Mission

Ensure that resources are used wisely to leverage resources for student and community success in a context of long-term environmental sustainability.

(see next page for Overview of Goals and Strategies)

Overview of Goals and Strategies

The following table summarizes the goals and the associated strategies.

Goals	Objectives
A. Advance Student Access, Equity, and Success	A1. Expanded Access A2. Ensure Equity A3. Increased Student Retention and Success A4. Coordinated and Consistent Distance Education A5. Support for Quality Instruction A6. Professional Development for Quality Programs and Services A7. Student Technology Access A8. Student Support Services A9. Integrated College and Family Brand A10. Promote Civic and Community Engagement A11. Assess Student Learning Outcomes
B. Engage Our Communities and Partners	B1. Community and Economic Development Alliances B2. Community Needs Assessments B3. Educational Partnerships
C. Build Programs of Distinction	C1. High-Need Programs C2. Strategic Curriculum Review C3. Basic Skills Education C4. Integrated Educational and Resource Master Planning
D. Create a Culture of Innovation and Collaboration	D1. Collaborative Leadership D2. Process Streamlining D3. Information Technology Capacity D4. Board Development D5. Internal Communications D6. Human Resource Development D7. Service Centers as Partners D8. Collaborative Strategic Planning D9. Accountability Systems
E. Develop Resources to Advance and Sustain our Mission	E1. Integrated Enrollment Management E2. Partnerships and Alternative Resources E3. Resource Sharing E4. Stewardship of Investments and Physical Resources E5. Practice Environmental Sustainability

Goal A: Advance Student Access, Equity, and Success

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

Objectives

A1: Expanded Access

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

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

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

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

A2: Ensure Equity

Improve and ensure equity for all students.

The Colleges will track, establish goals, and develop best practices to insure that they are moving towards student equity, including exploring equitable success outcomes across relevant population groups where disparate outcomes currently exist.

A3: Increased Student Retention and Success

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

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

A4: Coordinated and Consistent Distance Education

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

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

A5: Support for Quality Instruction

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

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

A6: Professional Development for Quality Programs and Services

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

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

A7: Student Technology Access

Facilitate student access to learning technologies.

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

A8: Student Support Services

Provide support services to empower students to succeed.

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

A9: Integrated College and Family Brand

Develop district and college image and identity.

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

A 10: Promote Civic and Community Engagement

Develop programs and activities that promote civic and community engagement.

The welfare of our communities and of our students are better served when they have the skills and knowledge to engage effectively in the process of governance, self-governance, and participation in their communities.

A 11: Assess Student Learning Outcomes

The District and Colleges are committed to developing, implementing, and assessing Student Learning Outcomes.

In keeping with the movement towards the assessment of actual student attainment of skills and competencies, the Colleges have been engaged for the last several years in developing comprehensive student learning outcomes. This has included agreement with the Academic Senate and participating in state-wide and local training efforts, and assignment of Student Learning Outcomes coordinators.

Goal B: Engage Our Communities and Partners

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

Objectives

B1: Community and Economic Development Alliances

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

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

B2: Community Needs Assessments

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

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

B3: Educational Partnerships

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

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

Goal C: Build Programs of Distinction

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

Objectives

C1: High-Need Programs

Continue to develop programs of excellence at the colleges.

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

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

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

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

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

C2: Strategic Curriculum Review

Develop agreements on review and adjustment of curriculum.

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

C3: Basic Skills Education

Provide effective, integrated basic skills education.

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

C4: Integrated Educational and Resource Master Planning

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

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

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

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

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

The strategic educational planning will clarify basic educational strategies, for example, the identification and location at one or more colleges of strategic programs (see C1). The educational master planning will therefore form a foundation developed integrated long-term resource plans for the four colleges:

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

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

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

Goal D: Create a Culture of Innovation and Collaboration

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

Objectives

D1: Collaborative Leadership

Build collaborative leadership and management capacity.

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

D2: Process Streamlining

Improve core processes.

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

D3: Information Technology Capacity

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

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

D4: Board Development

Conduct an ongoing program of Board development.

In addition to representing the voters of the service areas regarding general oversight of the finances and operations of the Peralta Colleges, and the development, maintenance and implementation of district-wide policy, the Trustees will: (a) participate in professional workshops to improve Board understanding of major issues confronting community colleges throughout California and the nation; (b) visit other community colleges to gain insight into practices that can be imported to the Peralta Colleges; (c) work with Congressional and Legislative Representatives and Federal and State agencies to seek funds and political support for specific initiatives of the Peralta Colleges, and (d) pursue development of more efficient and effective management control and information systems to improve upon the Board's oversight role.

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

D5: Internal Communications

Support development of effective communication and collaboration skills.

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

D6: Human Resource Development

Provide training and professional development to all employees.

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

D7: Service Centers as Partners

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

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

D8: Collaborative Strategic Planning

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

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

D9: Accountability Systems

Provide accountability systems to promote organizational learning and improvement.

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

Goal E: Develop Resources to Advance and Sustain our Mission

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

Objectives

E1: Integrated Enrollment Management

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

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

E2: Partnerships and Alternative Resources

Develop partnerships and alternative resource strategies.

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

E3: Resource Sharing

Develop opportunities for cost savings.

The four colleges can identify collaborative approaches that will achieve a higher level of service or a lower price than if they were to act independently. This strategy will continue the current practice of joint and shared purchasing in ways that are consistent with the educational needs of the colleges provided that these practices also provide for the timely and efficient acquisition of needed materials. Other opportunities for providing higher levels of services for the same level of resources will also be explored, particularly as it relates to environmentally responsible conservation practices.

E4: Stewardship of Investments and Physical Resources

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

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

E5: Practice Environmental Sustainability

The District is committed to implementing practices that support long-term environmental sustainability.

VI. INSTITUTIONAL OUTCOMES AND PERFORMANCE MEASURES

The following is a draft framework for tracking success in implementing the plan. The draft measures are drawn from indicators developed by the California Community Colleges System Office in the Accountability Reporting for Community Colleges (ARCC) program and from generally accepted local measures such as transfers, persistence and retention. Measures and data systems will be developed and refined over time. These are organizational performance measures to be used to inform and improve planning for the district as a whole.

A. Advance Student Access, Equity, and Success

ARCC Measures

- Student Progress and Achievement Rate
- Percent of Students Who Earned at Least 30 Units
- Persistence Rate
- Annual Successful Course Completion Rate for Credit Basic Skills Courses
- ESL Improvement Rate
- Basic Skills Improvement Rate

Local Measures

1. Retention
2. Transfers
3. Degrees/Certificates

B. Engage Our Communities and Partners

1. Financial and In-Kind Value of Partnerships
2. Number of Civic Engagement, Service Learning, and Internship Partnerships
3. Number of Classes offering civic engagement and/or service learning components

C. Build Programs of Distinction

1. Awards and recognitions
2. Program review data

D. Create a Culture of Innovation and Collaboration

Organizational culture survey results

E. Develop Resources to Advance and Sustain our Mission

1. Full Time Equivalent Students
2. FTES/FTEF
3. Grants
4. Contract Education
5. Reserve levels
6. Measures of water, energy, waste, greenhouse gas emission inputs and outputs and progress

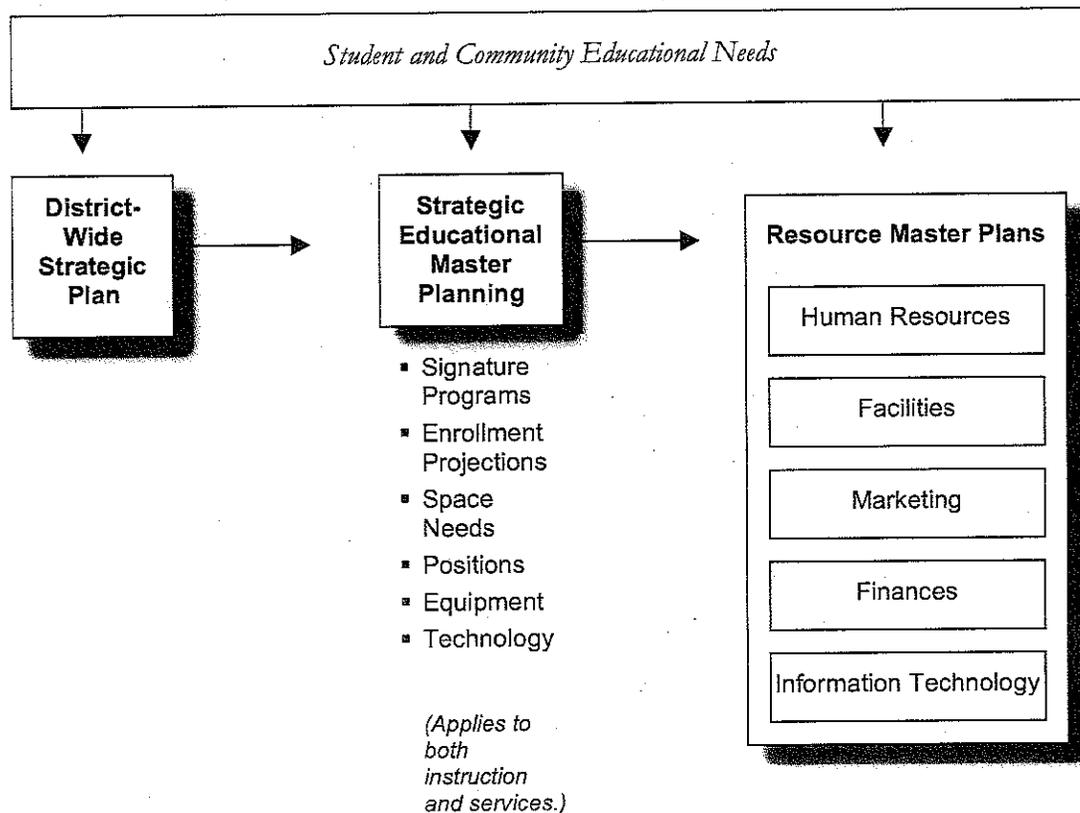
VII. PLAN IMPLEMENTATION

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

Strategic Educational Master Planning

A coordinated and strategic educational master planning process will create a firm foundation of mutually supportive career, academic and basic skills programs across the colleges. The master plans will identify long-term investments to build strong programs.

Strategic educational master planning sets the stage for all other resource decisions and is based in the needs of the community. Educational master plans reflect a strategic assessment of which programs would most support community needs now and in the future, and which existing programs need to be adjusted to better address changing needs. Program review, including qualitative assessments of program methods, currency, and relevance, and quantitative assessment of productivity are central to educational master planning.



Independent Implementing Actions

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

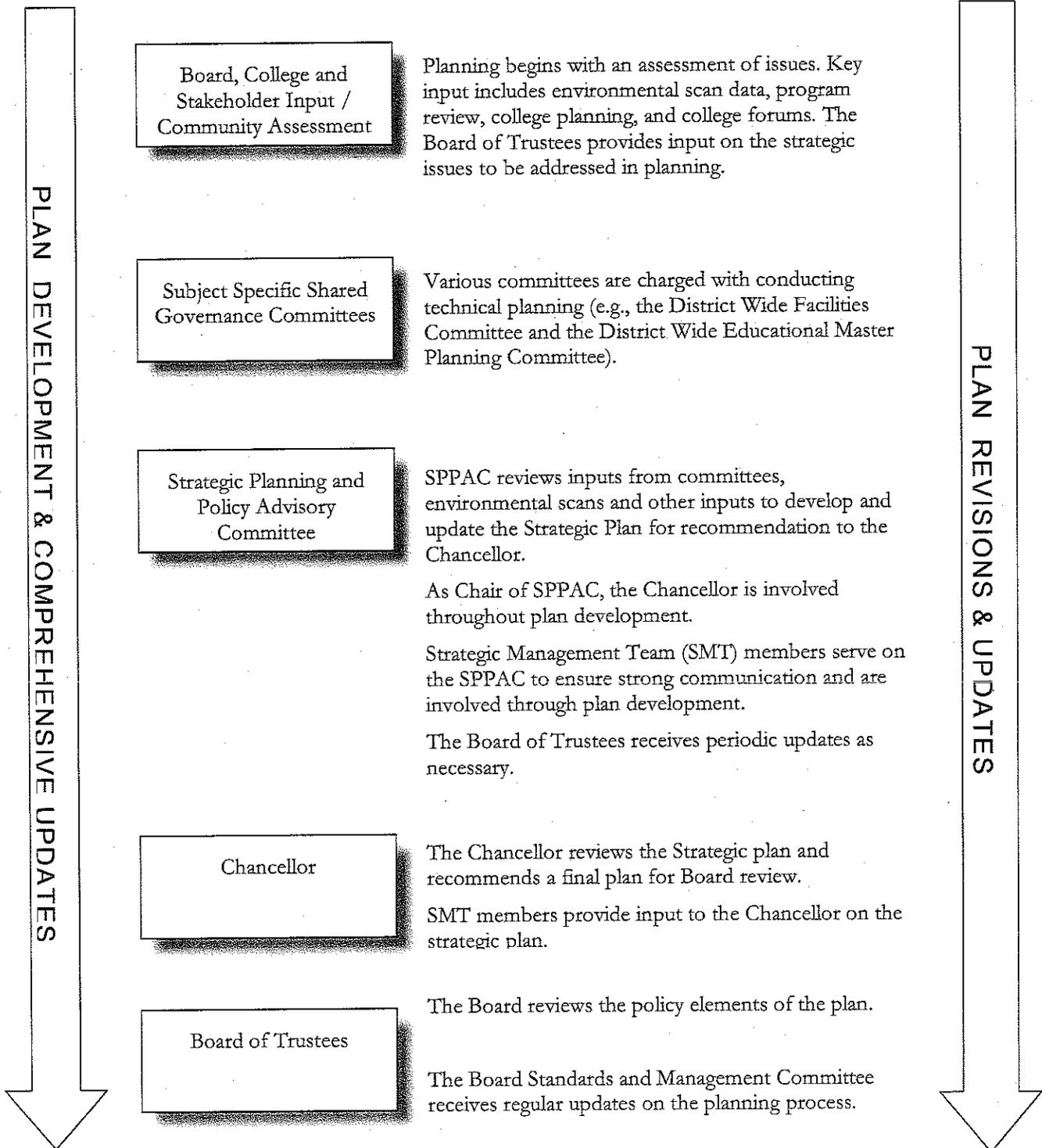
Roles and Responsibilities

The Chancellor will ensure implementation of the Strategic Plan. The Strategic Planning and Policy Advisory Committee (SPPAC) will provide ongoing progress review and input, guidance and support. The Strategic Management Team (SMT) has responsibility for ensuring effective implementation and supporting collaboration across the colleges and services centers. As noted above, the major activity will be the updating of the colleges' educational master plans and associated planning for financial resources, facilities, staffing, professional development, information technology, and communication resources. The Strategic Management Team will lead this effort, with ongoing review and input by the Strategic Planning Steering Committee. Each college has a college-wide consultative/planning committee. The District-Wide Educational Master Plan Committee (DWEMPC) develops an overall educational strategy, working in collaboration with College Educational Planning Committee (CEMPC) for each campus.

Plan Updates

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

Plan Development and Modification Steps



Organizational Capacity and Development

In order to increase the District's capacity to implement the Strategic Plan, the District has also engaged in numerous organizational-development activities.

1. Managers' College

In July 2006, July 2007, August 2007, and October 2007, the management team engaged in several activities around leadership development.

In July 2006, a survey was conducted of the managers on the top three issues facing the District. They identified 1) communications; 2) union relations; and 3) PeopleSoft.

The District conducted three-day training on leadership development in July and August 2007. The training was conducted by Minh Le, President of the Wilfred Jarvis Institute. The purpose was to train managers in the precise leadership techniques within empathic relationships using the 4 Quadrant Leadership Model developed by Wilfred Jarvis.

In July 2006 and October 2007, the District also conducted all-day training sessions for managers on nuts – and – bolts operational topics such as purchasing, budgeting, enrollment management, employee discipline, and contracting.

2. Leadership Succession Program

The District established a Leadership Succession Program to provide leadership and operational skills' development for promising future administrators to serve as College Presidents, Vice Presidents, Deans, Chancellor, and Vice Chancellors in the long-term. These participants will also become "agents of institutional change."

Fifteen employees were selected, based on a nominating process, and final selections were made by the Strategic Management Team. The program is a two-year program, and the class first convened on September 2007.

3. Strategic Management Team Retreat

In June 2007, the Strategic Management Team (SMT) conducted a two-day, overnight retreat in San Ramon. The purpose of the retreat is to build teamwork between the College Presidents and Vice Chancellors under the Chancellor's leadership. The team also discussed issues such as performance management, enrollment management, budget, and appreciative inquiry.

The SMT has also been undergoing rigorous management analysis by Minh Le. Such analysis included self-assessments, observations by Mr. Le, and peer evaluation. At the SMT retreat, the team members received further feedback.

4. Management Coaching

Minh Le, President of the Wilfred Jarvis Institute, has been providing coaching to individual managers and teams, upon request. The purpose is to provide one – on – one attention and ensure that managers are practicing the leadership techniques taught at Managers' College.

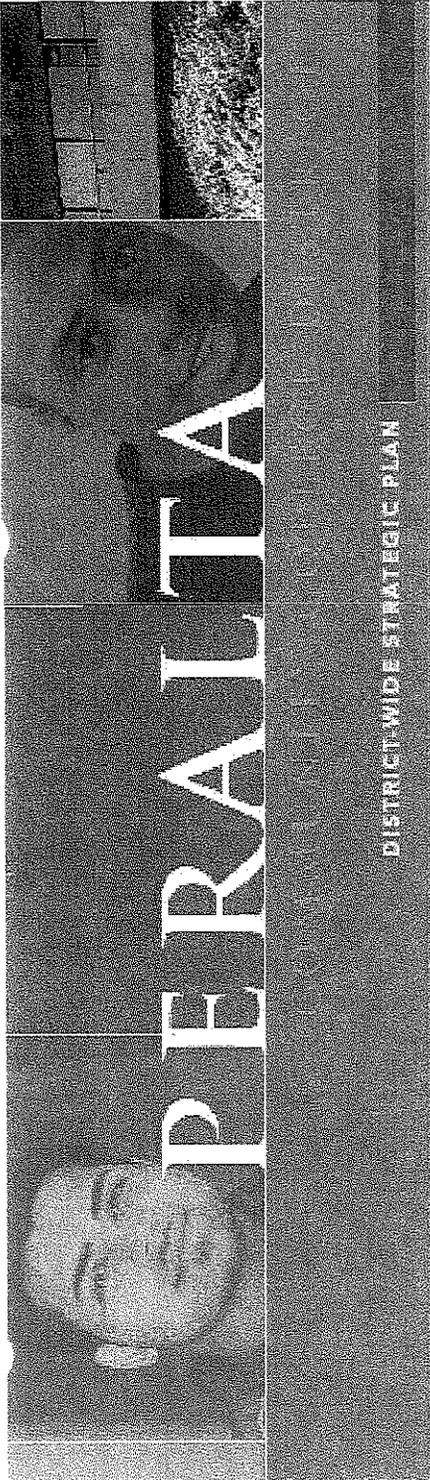




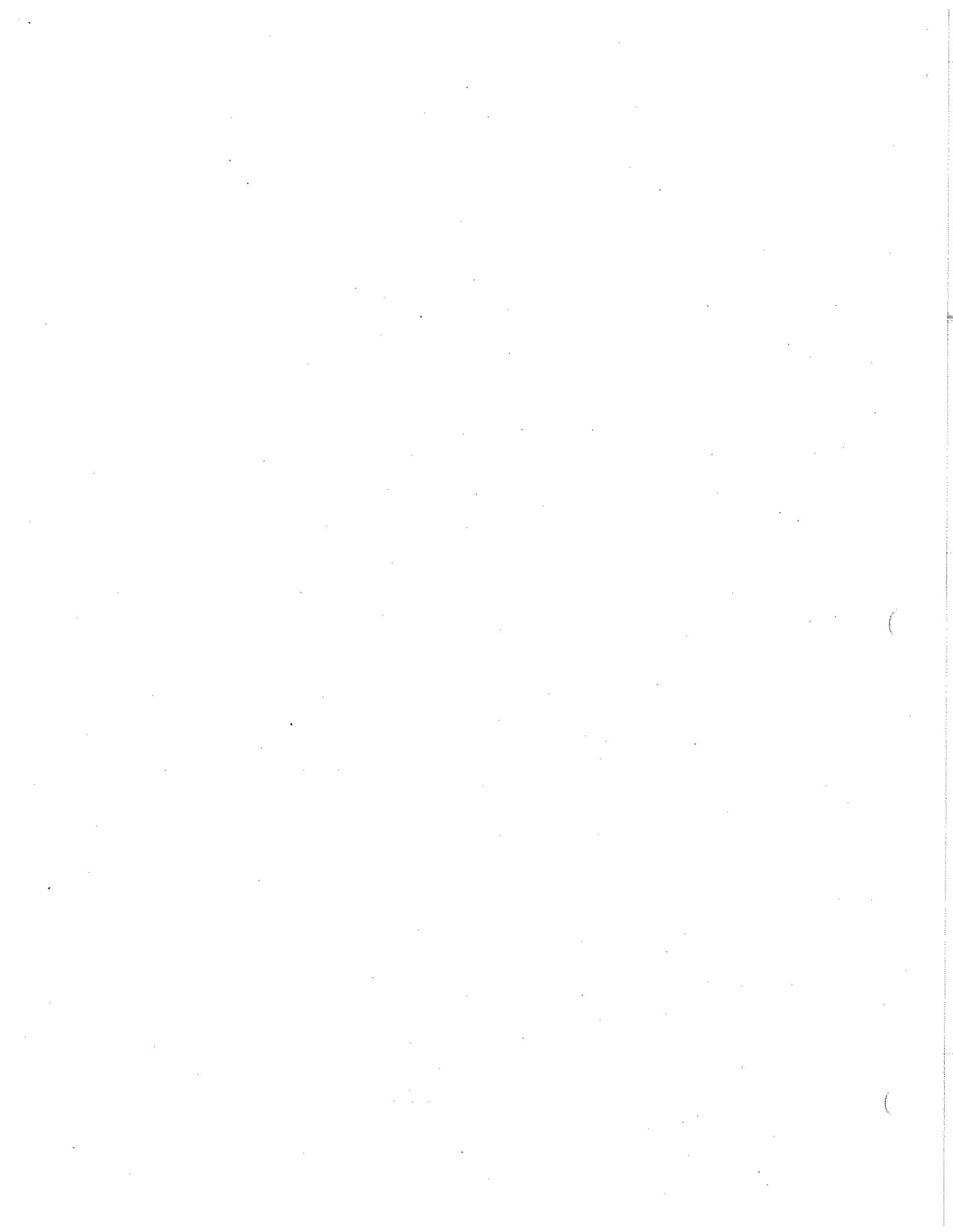
DISTRICT-WIDE STRATEGIC PLAN
PERALTA COMMUNITY COLLEGE DISTRICT

333 EAST EIGHTH STREET • OAKLAND, CA 94606

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LONG - TERM INSTITUTIONAL OBJECTIVES



Strategic Goal A: Advance Student Access, Equity, and Success

LONG-TERM INSTITUTIONAL OBJECTIVES	BASE DATA: AY '06-'07	PERFORMANCE MEASUREMENTS (TO BE FINALIZED)																
Grow 29,200 FTES enrollment by year 2022, at 17.5 productivity rate	In academic year '06-'07, 18,769 FTES enrollment, at 16.15 productivity rate.																	
Increase student persistence <table border="1" data-bbox="646 1486 919 1932"> <tr> <td></td> <td>2012</td> </tr> <tr> <td>Cohort 1: Beginning the Journey</td> <td>65%</td> </tr> <tr> <td>Cohort 2: Adjusting Path</td> <td>59%</td> </tr> <tr> <td>Cohort 3: Enriching Life</td> <td>65%</td> </tr> </table>		2012	Cohort 1: Beginning the Journey	65%	Cohort 2: Adjusting Path	59%	Cohort 3: Enriching Life	65%	<table border="1" data-bbox="646 867 886 1297"> <tr> <td></td> <td>2007</td> </tr> <tr> <td>Cohort 1: Beginning the Journey</td> <td>60%</td> </tr> <tr> <td>Cohort 2: Adjusting Path</td> <td>54%</td> </tr> <tr> <td>Cohort 3: Enriching Life</td> <td>60%</td> </tr> </table>		2007	Cohort 1: Beginning the Journey	60%	Cohort 2: Adjusting Path	54%	Cohort 3: Enriching Life	60%	Based on Traditional Measures and State ARCC indicators, compared with other similarly situated colleges. Possibly use other statistical data. Survey cohort 3, especially, what their objectives are. Maybe start with matriculation students; for example, of those students checking matriculation box, measure those students' persistence. Or, only consider completion when students have a passing grade.
	2012																	
Cohort 1: Beginning the Journey	65%																	
Cohort 2: Adjusting Path	59%																	
Cohort 3: Enriching Life	65%																	
	2007																	
Cohort 1: Beginning the Journey	60%																	
Cohort 2: Adjusting Path	54%																	
Cohort 3: Enriching Life	60%																	
Maintain accreditation	As of the end of academic year '06-'07, accreditation was maintained.	WASC status																
Achieve ethnic parity in line with the District's service-area demographics per the Student Equity Plans adopted by the Board of Trustees (+/- 1%) by 2012.		College Student Equity Plans																
Increase student engagement at the colleges.	As of the end of academic year '06-	Use Community College Survey of Student																

LONG-TERM INSTITUTIONAL OBJECTIVES		BASE DATA: AY '06-'07	'07, there was no mechanism to measure directly student satisfaction.	PERFORMANCE MEASUREMENTS (TO BE FINALIZED)	Engagement (CCSSE), which is conducted every two years, to assess student engagement.

Strategic Goal B: Engage Our Communities and Partners

LONG-TERM INSTITUTIONAL OBJECTIVES	BASE DATA: AY '06-'07	PERFORMANCE MEASUREMENTS (TO BE FINALIZED)
<p>Increase the number of partners, and improve the quality of such relationships.</p>	<p>As of the end of academic year '06-'07, inventory of partnerships does not exist.</p>	<p>Survey employees to determine the number of hours dedicated to the community. Survey key partners to determine the quality of the partnerships.</p>

Strategic Goal C: Build Programs of Distinction

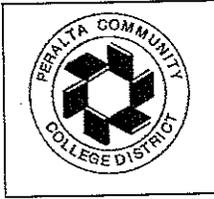
LONG-TERM INSTITUTIONAL OBJECTIVES	BASE DATA: AY '06-'07	PERFORMANCE MEASUREMENTS (TO BE FINALIZED)
Continue planning process and ensure that District-wide Educational Master Plan is addressing the needs in the service areas with all deliberate speed	As of the end of academic year '06-'07, District-wide Educational Master Plan did not exist.	
Continue planning process and ensure that District-wide Resource Master Plans (Facilities, Fiscal, Human Resources, Information Technology, and Marketing) directly support the Educational Master Plan	As of the end of academic year '06-'07, District-wide Facilities Master Plan did not exist.	

Strategic Goal D: Create A Culture of Innovation and Collaboration

LONG-TERM INSTITUTIONAL OBJECTIVES	BASE DATA: AY '06-'07	PERFORMANCE MEASUREMENTS (TO BE FINALIZED)
<p>Improve collaboration and integration between the Chancellor's Office and Colleges</p>	<p>Survey conducted in summer 2006 indicated a need for better collaboration between the Chancellor's Office and the Colleges.</p>	<p>Survey of Strategic Management Team members on collaboration and integration. Survey SPPAC on collaboration and integration.</p>
<p>Establish and set aside \$50,000 (minimum) each year for Innovation Fund program.</p>	<p>At the end of academic year '06-'07, no Innovation Fund existed.</p>	<p>Budgeted every fiscal year</p>
<p>Conduct annual self-review of the Board of Trustees</p>	<p>At the end of academic year '06-'07, Board did not conduct annual evaluation.</p>	
<p>Continue to develop organizational capacity for institutional effectiveness</p>	<p>At the end of academic year '06-'07, there was no formal structure or person formally responsible for institutional effectiveness.</p>	

Strategic Goal E: Develop Resources to Advance and Sustain our Mission

LONG-TERM INSTITUTIONAL OBJECTIVES	BASE DATA: AY '06-'07	PERFORMANCE MEASUREMENTS (TO BE FINALIZED)
Increase grant money by 5 % per year over the next 5 years.	At the end of academic year '06-'07, grant money consisted of 4.5% of the budget.	Budget report
Increase non-general fund money (e.g., contract education, funds from fundraising, international tuition, out-of-state tuition, grant money, etc.) by \$4 million or more every year until 2018)	At the end of academic year '06-'07, non-general fund money was 8.6 % of the budget.	Budget report
Maintain the district budget reserve at least at the state standard (5%), with a goal to maintain at a significantly higher percentage than the state standard.		State standard and Budget report



Strategic Goals & Short-term Institutional Objectives 2009-2010

The following are the Peralta Community College District's short-term objectives set by the Strategic Management Team for Academic Year '09-'10 (July 1, 2009 – June 30, 2010), to be

evaluated in Summer 2010.

Strategic Focus for 2009-2010: Given the state of the economy and state budget, our focus this year will be to **leverage resources through innovation and collaboration to enhance student success.**

Strategic Goals	2009-2010 Annual Institutional Objectives
A: Advance Student Access, Equity, and Success	A.1 Access: Achieve 19,100 funded FTES enrollment while increasing productivity by .5 FTES/FTEF A.2 Success and Equity: Enhance student success and equity programs. A.3 Accreditation: Receive a positive response from the accreditation follow-up visit on March 15, 2010.
B: Engage Community and Partners	B.1 Partnerships: Expand community partnerships, for example, grants, contract education, Career Advancement Academy, Logistics, Health Care, Carnegie, CHORI, etc.
C: Build Programs of Distinction	C.1 District-Wide Update of Program Reviews/SLO's: Complete updated program reviews for instruction and student services with a specific focus on student learning outcomes and assessment. C.2 Resource Master Plans: Complete master plans for Facilities, Fiscal, Human Resources, Information Technology, and Marketing.
D: Create a Culture Innovation and Collaboration	D.1 District-Wide Collaboration: Implement the first-year pilot test of the Planning-Budgeting Integration Model; evaluate effectiveness; and develop a follow-up plan to implement lessons learned in 2010-2011.
E: Develop Resources to Advance and Sustain Our Mission	E.1 Alternative Resources: Increase alternative funding by 30% over 08-09 through contract education, fundraising, international and out-of-state enrollments, and grants, etc. E.2 Fiscal Stability: Maintain fiscal stability during the state budget crisis and funding reductions.



Overview of Strategic Goals & Short-term Institutional Objectives

The SMT identified 8 *Institutional Objectives* in alignment with the 5 *Strategic Goals*. These 8 *Institutional Objectives* are short-term objectives for Academic Year '08-'09 (July 1, 2008 – June 30, 2009), to be evaluated in Summer 2009.

Strategic Goal A: Advance Student Access, Equity, and Success

Institutional Objective: Achieve Productive Student Enrollment Growth (20,500 productive FTES enrollment growth.)

Institutional Objective: Ensure Student Success (0.5% increase in student persistence by the end of the academic year, with Fall '07 as baseline)

Institutional Objective: Complete Successful Accreditation Self Study

Strategic Goal B: Engage Community and Partner

Institutional Objective: Continue to Assess Effectiveness of Existing Community/Partner Engagements (by Listing All Partners, and Surveying Partners on Quality of Partnership)

Strategic Goal C: Build Programs of Distinction

Institutional Objective: Complete College Educational Master Plans

Institutional Objective: Complete District-wide Resource Master Plans (Facilities, Fiscal, Human Resources, Information Technology, and Marketing)

Strategic Goal D: Create a Culture Innovation and Collaboration

Institutional Objective: Improve Collaboration and Integration between the Chancellor's Office and the Colleges

Strategic Goal E: Develop Resources to Advance and Sustain Our Mission

Institutional Objective: Increase Non-General Fund Money (contract education, funds from fundraising, international tuition, out-of-state tuition, grant money) **To Be Twice the Amount from Fiscal Year '07-'08.**

**Peralta Community College District
DISTRICT WIDE STRATEGIC PLAN**

PLAN OF ACTION (Implementation Matrix)

Updated: February 27, 2009



Overview

The chart on the following page lists the steps that will be taken to implement the Strategic plan, including identification of the responsible part and a timeline for completion. It also includes a preliminary list of additional activities brainstormed by SPPAC members. The column headings are defined below:

<u>Current Implementation Activities:</u>	Major institutional actions to implement the objectives of the strategic plan. These are either underway already as part of educational master planning or will be initiated in the coming year.
<u>Comments/Additional Activities</u>	Ideas brainstormed by the SPPAC at the August meeting or sent via email after the meeting. These include

Future Development of the Implementation Approach

The implementation matrix will be updated. The next version will include the following columns for each objective

- Action Step
- Responsibility (lead, support, review/input group)
- Measure of success (qualitative or quantitative goal)
- Results (recently completed or ongoing initiatives)

Objectives	Current Implementation Activities The activities below are already under way as part of the educational master planning effort and/or ongoing strategic planning.	Comments / Additional Activities (comments shown are from 8/07 SPPAC)
Goal A: Advance Student Access and Success		
<p>A1. Expanded Access <i>Provide outreach, programs and services to reflect the changing demographics and educational needs of the service area.</i></p>	<p>A1.1 Vice Chancellor, Educational Services to oversee completion of McIntyre Scan and enrollment projections by November 2007. Completed December 2008</p> <p>A1.2 College Educational Master Planning Committees (CEMPCs) to identify program gaps using McIntyre Scan and complete Educational Master Plans to fill gaps by April 30 2008. Completed</p> <p>A1.3 District Wide Educational Master Planning Committee (DWEMPC) to review and provide feedback on College Educational Master Plans to ensure responsiveness to community access needs by Spring 2009</p> <p>A1.4 Under the direction of the Director of Development to complete an application for a TRIO grant for the four colleges. 2008-2009</p>	<ul style="list-style-type: none"> • Increase use of distance learning. Build on research on which students succeed in distance formats, best practices, etc. • Provide detailed information in the scan about specific industries. • Improve online access • Increase presence at the high schools. • Integrate action plans for Student Equity Plans. Submit Student Equity Plans to the CCCCCO. • Maximize community contacts to increase access • Explore block scheduling and shorter term (15 or 16 weeks) • Build on results of Laney study of financial aid improvements • Exploration of public domain learning materials • Implement California High School Exit Exam Program for at risk students.
<p>A2. Student Learning Outcomes <i>Develop student learning</i></p>	<p>A2.1 Senate and administration conduct flex day sessions on SLO's Completed. (January 2007, February 2007)</p>	

April 16, 2007

Objectives	Current Implementation Activities The activities below are already under way as part of the educational master planning effort and/or ongoing strategic planning.	Comments / Additional Activities (comments shown are from 8/07 SPPAC)
<p><i>outcomes to accurately communicate and assess the desired results of Peralta educational programs.</i></p>	<p>A2.2 Senate members attend statewide Academic Senate trainings Completed. (January 2007, July 2007).</p> <p>A2.3 Senate and administration integrate SLO's in Accelerated Program Review Completed. (Spring 2007)</p> <p>A2.4 Colleges and DWEMPC to continue "SLO Discussion Paper" development process based on draft prepared by C. Campbell. Completed</p> <p>A2.5 Units and colleges to address SLOs in unit planning process in Fall 2007. Completed</p> <p>A2.6 Purchase and Implement TaskStream for management of SLOs and Assessment. 2008-2009</p> <p>A2.7 Continue to provide release time for college Student Learning Outcomes Coordinators. 2008-2009</p>	
<p>A3. <i>Increased Student Retention and Success Increase student retention by supporting enhancements to instruction and support services.</i></p>	<p>A3.1 Educational Services Staff Development to coordinate best practice fair at October) – Completed. October 2007.</p> <p>A3.2 Instructional and student service unit plans to identify retention and success improvement plans by October 2007 Completed.</p> <p>A3.3 Secure funding to enable all four colleges to participate in Community College Survey of Student Engagement (CCSE). (Fall 2007) Completed</p> <p>A3.4 Vice Presidents of Student Services to follow up on retention strategies. (Ongoing)</p> <p>A3.5 Monitor various grants aimed at increasing student retention and success: Basic Skills Initiative Grant, Career Advancement Academy; Title III; etc. Ongoing</p> <p>A3.6 The four colleges will use the Basic Skills Initiative</p>	<ul style="list-style-type: none"> • Provide leadership development training for all student officers • Continue development of the Student Life Fund

Objectives	Current Implementation Activities The activities below are already under way as part of the educational master planning effort and/or ongoing strategic planning.	Comments / Additional Activities (comments shown are from 8/07 SPPAC)
<p>A4. Coordinated and Consistent Distance Education <i>Provide a consistent and high-quality distance learning experience for students.</i></p>	<p>planning and funding to address student retention and success. Ongoing</p> <p>A4.1 Complete district wide Distance Education strategy based on "Online Education Discussion Paper" by November 2007. Completed</p> <p>A4.2 Adopt district-wide the MOODLE course management system and provide training. 2008-2009</p> <p>A4.3 Assist colleges in submitting a substantive change report to ACCJC as needed</p> <p>A4.4 The district Distance Education Coordinator will assist the colleges in addressing the authentication of DE students, as well as the evaluation of DE classes. 2008-2009</p>	
<p>A5. Support for Quality Instruction <i>Support high-quality education through resource support and pedagogical innovation.</i></p>	<p>A5.1 Each instructional unit to prepare a Unit Plan identifying quality enhancements by November 2007 Completed. To be updated on an annual basis.</p> <p>A5.2 District wide CSEP discipline discussions to identify quality enhancements by November 2007. Completed and incorporated into the district-wide educational master planning process. Create discipline specific criteria for Career Technical Education programs.</p>	
<p>A6. Professional Development for Quality Programs and Services <i>Provide training and professional development to support high-quality instruction, programs, and services.</i></p>	<p>A6.1 Continue staff development process and programming of flex opportunities in areas of strategic focus such as the Best Practices Fair (2007), Accelerated Program Review (2007), and CSEP (2007). Ongoing.</p>	

Objectives	Current Implementation Activities The activities below are already under way as part of the educational master planning effort and/or ongoing strategic planning.	Comments / Additional Activities (comments shown are from 8/07 SPPAC)
<p>A7. Student Technology Access <i>Facilitate student access to learning technologies.</i></p>	<p>A7.1 Educational master plan section to address student technology access (April/May 2008) In Progress.</p> <p>A7.2 Continue the use of Student Ambassadors at the four colleges to assist students in using the online application and registration process. Ongoing</p> <p>A7.2 Consider addressing this topic as an institutional learning outcome at the four colleges.</p>	
<p>A8. Student Support Services <i>Provide support services to empower students to succeed.</i></p>	<p>A8.1 Educational master plan section to address student support services. (April/May 2008) In Progress.</p> <p>A8.2 Academic Senate to investigate open educational resources (OER) and work to provide grants to faculty to research and develop classroom materials. Ongoing</p> <p>A8.3 Provide staff development opportunities regarding OER.</p> <p>A8.4 Conduct annual unit planning which in part will address providing adequate support services to empower students to succeed. Ongoing</p> <p>A8.5 Move to a three-year program review cycle in order to more effectively provide sufficient review of services.</p> <p>A8.6 Assist the colleges in the development of program learning outcomes and assessment measures.</p>	<ul style="list-style-type: none"> Coordinate with efforts of district matriculation committee

Objectives	Current Implementation Activities The activities below are already under way as part of the educational master planning effort and/or ongoing strategic planning.	Comments / Additional Activities (comments shown are from 8/07 SPPAC)
<p>A9. Integrated College and Family Brand <i>Develop district and college image and identity.</i></p>	<p>A9.1 Continue approach outlined by committee led by Jeff Heyman and Elnora Webb in spring 2006. In Progress. Collaborative branding implemented in various campaigns.</p> <p>A9.2 Implement district wide Marketing Committee. In Progress.</p> <p>A9.3 Develop marketing master plan to support EMP vision. May/June 2008. Ongoing</p> <p>A9.4 Work to develop new district and college web sites using an Open Source method. 2008-2009</p>	
<p>Goal B: Engage Our Communities and Partners</p>		
<p>B1. Community and Economic Development Alliances <i>Participate in networks of public and private organizations to promote the educational, economic, and community development of the central east bay.</i></p>	<p>B1.1 Educational Services to lead implementation of Career Advancement Academy grant in collaboration with Colleges. Ongoing</p> <p>B1.2 Educational Services to lead collaboration with the City of Oakland economic development study and action planning. Ongoing (McKinsey study reviewed and summarized in McIntyre Scan.)</p> <p>B1.3 Colleges and Educational Services to investigate and pursue opportunities for contract education and to review a report prepared for the district regarding contract education options. In Progress.</p>	

Objectives	Current Implementation Activities The activities below are already under way as part of the educational master planning effort and/or ongoing strategic planning.	Comments / Additional Activities (comments shown are from 8/07 SPPAC)
B2. Community Needs Assessments <i>Regularly assess demographic, workforce, educational and community needs and opportunities.</i>	B2.1 Educational Services to oversee completion of McIntyre environmental scan. Completed.	
B3. Educational Partnerships <i>Promote close working relationships with K-12 and transfer institutions.</i>	<p>B3.1 Educational Services to implement Tech Prep coordination grant for East Bay community colleges. In Progress. To be complete on schedule in July 2008.</p> <p>B3.2 Educational Services to implement a grant in partnership with Adult Schools to serve high school students at risk of not passing the California High School Exit Exam (CAHSEE). Completed. First class graduated in December 2007.</p> <p>B3.3 Colleges to develop EMP strategies for to build high school partnerships and 4 year partnerships. Ongoing</p>	<ul style="list-style-type: none"> Master of Public Administration cohort initiative (A. Jelks)

Objectives	Current Implementation Activities	Brainstorm Additional Implementation Activities
Goal C: Build Programs of Distinction C1. High-Need Programs <i>Continue to develop programs of excellence at the colleges.</i>	<p>C1.1 Educational Services and VPIs to convene "special topics" meetings (including Biosciences and Multimedia) to develop district-wide signature programs. Completed; Ongoing. Multi-college site visit to potential biotech building in Fall 2007</p> <p>C1.2 Colleges to use scan and CSEP results to identify college-specific signature programs. (April 30, 2008) In Progress</p> <p>C1.3 Explore opportunities to create programs and courses in green technology and to address environmental sustainability.</p>	

C2. Strategic Curriculum Review
Develop agreements on review and adjustment of curriculum.

- C2.2 Committee on Strategic Educational Planning (CSEP) to develop consistent program evaluation criteria **(Completed May 2007)**
- C2.3 Disciplines to review criteria and methodology **(Completed August 2007)**
- C2.4 College Educational Master Planning Committees to review CSEP data and sort lists into Grow/Maintain/Watch by April 30 **Completed**
- C2.5 Develop criteria and methodology for review of Career Technical Education program which have enrollment limits. 2008-2009
- C3.1 Administrators and faculty to participate in initial phase Statewide Basic Skills Initiative training (Fall 2007) **Completed**
- C3.2 Faculty and administration to form the PCCD Basic Skills Advisory Committee (Fall 2007) **Completed**
- C3.3 Colleges and Educational Services to complete EMP section on Basic Skills based on "Basic Skills Discussion Paper" by Sanford. **Completed**
- C3.4 Colleges to conduct self assessments, disseminate results, develop action plans, and set timelines for implementation (Spring 2008) **(April/May 2008) In Progress.**
- C3.5 Implement action plans, measure improvement, and evaluate/revise action plans (2008/2009 Academic Year)
- C3.6 Continue annual Basic Skills Planning.
- C3.6 Complete EMP and matching Resource Master Plans for technology, facilities, staffing and fiscal resources. May – August 2008. **Completed with the assistance of MAAS Company**

C4. Integrated Educational and Resource Master Planning
Implement an ongoing collaborative strategic educational master planning approach for the four colleges that creates the foundation for information technology, human resources, facilities, marketing and fiscal resource allocation.

- Explore student housing
- Explore faculty housing
- Build on PCTV programming efforts
- Address environmental sustainability in facilities planning and management
- Completion of short-term facilities projects
- Pursue grant opportunities: Advanced Technology Education; Photovoltaic Prep

Objectives	Current Implementation Activities The activities below are already under way as part of the educational master planning effort and/or ongoing strategic planning.	Brainstorm Additional Implementation Activities
Goal D: Create a Culture of Innovation and Collaboration		
D1. Collaborative Leadership <i>Build collaborative leadership and management capacity.</i>	<p>D1.1 Chancellor initiates Strategic Management Team (SMT) as a collaborative leadership body (Fall 2006). Completed.</p> <p>D1.2 Chancellor's Office conducts manager development at Manager's College, including four-quadrant leadership (Summer 2007) Completed.</p> <p>D1.3 Strategic Planning Manager coordinates delivery of "Facilitation Corps" training to build internal group of process facilitators (Spring 2008) Completed/Ongoing</p> <p>D1.4 Enter into a partnership with Argosy University to provide the opportunity for doctoral studies in Educational Leadership. 2008-2009.</p> <p>D1.5 Continue the Leadership Succession Program to develop leadership from within.</p>	<ul style="list-style-type: none"> Continue leadership succession initiative
D2. Process Streamlining <i>Improve core processes.</i>	<p>D2.1 Chancellor's Office initiates program to improve effectiveness and efficiency of district wide staff committees (August 2007) Ongoing. Factor in evaluation of existing district wide decision making committees and Recommend any necessary changes. 2008-2009 (in keeping with the accreditation requirement of ongoing evaluation of planning processes).</p> <p>D2.2 District Service Centers to complete unit plans identifying process improvements (Fall 2007)</p>	

Objectives	Current Implementation Activities The activities below are already under way as part of the educational master planning effort and/or ongoing strategic planning.	Brainstorm Additional Implementation Activities
D3. Information Technology Capacity <i>Develop an information technology master plan and improve information technology processes.</i>	<p>Completed/In Process.</p> <p>D3.1 District to develop Technology Master Plan by June 2009 to support educational vision of Educational Master Plans.</p> <p>D3.2 District to hire an Associate Vice Chancellor of Information Technology. Spring 2009</p> <p>D3.3 The new AVC of Information Technology will review a study conducted by an outside consultant regarding district wide technology issues and needs as well as staffing for district IT.</p>	
D4. Board Development <i>Conduct an ongoing program of Board development.</i>	D4.1 Board conducts study session on ground rules and meeting procedure. Spring 2007. Completed.	<ul style="list-style-type: none"> • Continue Board workshops to continually enhance Board effectiveness
D5. Internal Communications <i>Support development of effective communication and collaboration skills.</i>	<p>D5.1 Strategic Planning Manager to coordinate production of "Creating Our Future" Newsletter series. Completed/On-Going (3 editions published to date)</p> <p>D5.2 Continue the district dialogue regarding the most effective methods of communication throughout the district.</p>	<ul style="list-style-type: none"> • Continue disaster preparedness efforts • Continue recently implemented web-based master calendar • Continue updating Board policies and procedures.
D6. Human Resource Development <i>Provide training and professional development to all employees.</i>	<p>D6.1 District to complete a Human Resource Master Plan by August 2008 to support the vision of the Educational Master Plan.</p> <p>D6.2 Chancellor initiates succession planning program</p>	<ul style="list-style-type: none"> • Human Resources to develop an EEO Plan using the System Office model for review by Senate and Board approval and sent to CCCCCO by 12/31/07

Objectives	Current Implementation Activities The activities below are already under way as part of the educational master planning effort and/or ongoing strategic planning. (Summer 2007) Completed	Brainstorm Additional Implementation Activities
D7. Service Centers as Partners <i>Promote partnerships between service center and college staff in support of student needs.</i>	D7.1 Service Centers to conduct Unit Reviews by October 31, 2007. Completed/In Progress.	•
D8. Collaborative Strategic Planning <i>Maintain a living planning process that integrates strategic planning across the districts and colleges.</i>	D8.1 District to develop an annual planning and budgeting integration model by March 2008. Completed. D8.2 District to implement a n annual planning and budgeting calendar. 2008-2009. D8.3 District to implement the budget allocation model in keeping with the provisions adopted by the District-wide Budget Advisory Committee. 2008-2009	• District to review adopted Budget Allocation Model, align with SB 361.
D9. Accountability Systems <i>Provide accountability systems to promote organizational learning and improvement.</i>	D9.1 Chancellor to oversee implementation of Managers' performance goals process (Fall 2007). D9.2 Educational Services department to assess key planning, demographic and performance indicators and public first annual strategic themes summary by July 2008.	

Objectives	Current Implementation Activities The activities below are already under way as part of the educational master planning effort and/or ongoing strategic planning.	Brainstorm Additional Implementation Activities
Goal E: Ensure Financial Health		
E1. Integrated Enrollment Management <i>Implement enrollment management to secure state resources while ensuring high levels of retention and success.</i>	E1.1 Educational Services and Colleges to review results of McIntyre scan and enrollment projections to develop a enrollment management strategy that aligns marketing, curriculum development, pedagogy and student services to enhance student access and success. E1.2 Colleges to use cohort planning model to align recruitment, student services, retention, scheduling and other success factors.	
E2. Partnerships and Alternative Resources <i>Develop partnerships and alternative resource strategies.</i>	E2.1 District and colleges to pursue partnerships with service area Cities, schools, businesses, community groups, labor groups and industry on in-kind and direct resource development. E2.2 District to conduct a review of how to implement Contract Education. 2008-2009 E2.3 The new Director of Development will continue to assist the colleges in obtaining outside grants. Ongoing	<ul style="list-style-type: none"> • Discuss role of the foundation.
E3. Resource Sharing <i>Develop opportunities for cost savings.</i>	E3.1 Colleges to identify resources sharing options that will defray impact of budget cuts by maintaining access and quality.	
E4. Stewardship of Investments <i>Protect the value of investments through life-cycle planning and maintenance.</i>	E3.1 General services to conduct regular maintenance of physical assets to ensure maximum useable life and use.	

