PROGRESS REPORT

Submitted By

Merritt College
12500 Campus Drive
Oakland, California 94619

To

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
March 15, 2007

Dr. George Herring, President
Linda C. Berry, Vice President, Instruction
and Accreditation Liaison Officer
Peralta Community College District Board of Trustees
Edward W. Withrow, President, Board of Trustees
Cyril Gulassa, Vice President, Board of Trustees
Linda Handy, Trustee
Dr. William Riley
Dr. Nicky Gonzalez Yuen, Trustee
Marcie Hodge, Trustee
Abel Guillen, Trustee
Marlene Hurd, Student Trustee
Reginald James, Student Trustee
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Statement on Report Preparation

COLLEGE/DISTRICT PREPARATION:

On June 29, 2006, the Accrediting Commission for Community and Junior Colleges informed Merritt College and the Peralta Community College District that it had “reviewed the Focused Midterm Report submitted by Merritt College.” Further, the commission acted to accept the report and required the college to submit a Progress Report by March 15, 2007, to be followed by a visit of Commission representatives. The Progress Report was to “focus on the resolution of the recommendations and concerns as noted below:

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

The coordination of the response to District Recommendation #1 was led by Dr. Judy Walters, President, Berkeley City College. The Administrative team members were Dr. Margaret Haig, Vice Chancellor of Educational Services PCCD; Dr. Joseph Bielanski, Academic Senate President Berkeley College and PCCD Academic Senate President; and Dr. Elnora Web, Vice President of Instruction, Laney College. This team began work in early December 2006 on the response to the District recommendation covering the time from the March 2006 Focused Mid-term Report until January 2007. Various drafts and sections of the report were shared with the College Accreditation Liaison Officers and members of the Strategic Management Team. Since integrated strategic planning is an ongoing process, work that has been accomplished since January 2007 will be shared with the visiting teams upon their arrival. At the end of January this report was disseminated to all the PCCD colleges, the numerous committees involved in the strategic planning process, the Strategic Management Team (SMT), and a summary presented to the Board of Trustees on February 27, 2007.

“College Recommendation 5: The College should develop and implement a plan for Student Services that focuses on broad participation of Student Services faculty, staff, and students; utilizing the Program Review process; and ensuring that the plan is integrated into the college’s Educational Plan (Standards 5.4, 5.10)”

In preparation for the college-specific recommendation #5, Merritt College’s Vice President of Student Services, Dr. Carmen Jordan-Cox, assembled a team which began working in October of 2006. A draft of the written response was presented in December
to the College President, Dr. George Herring, and the college’s accreditation liaison officer, Vice President of Instruction Linda Berry. A summary was presented to the Board of Trustees on February 27 and to the college on Professional Day, February 28, 2007.

**“College Recommendation 7:** The College must comply with the District’s policies and procedures by implementing timely and systematic evaluation of all administrators, faculty and staff. (Standards 7B.1, 7B.2, 7B.3)”

A draft of College Recommendation #7 was prepared by Accreditation Liaison Officer Linda Berry and submitted for review to the administrative team, and a summary presented to the Board of Trustees on February 27 and to the college on Professional Day, February 28, 2007.

**“College Recommendation 8:** The College should establish selection, evaluation and retention practices that reduce the level of administrative turnover in order to ensure the College’s stability, to preserve the College’s collective memory, and to promote continuity of programs and initiatives. (Standard 7A.1)”

A draft of College Recommendation #8 was prepared by Accreditation Liaison Officer Linda Berry and submitted for review to the administrative team, and a summary presented to the Board of Trustees on February 27 and to the college on Professional Day, February 28, 2007.

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

**WORKING GROUPS DISTRICT/COLLEGE**

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

**District Recommendation #1: Integrated Planning**

**Strategic Planning Steering Committee**

<table>
<thead>
<tr>
<th>Faculty Representatives</th>
<th>Faculty Senate President/Vista &amp; DAS President</th>
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<tr>
<td>Dr. Joseph Bielanski, Jr.</td>
<td>Evelyn Lord</td>
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<td>Faculty Senate President/Laney College</td>
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<td>Carlotta Campell</td>
<td>Faculty Senate President/College of Alameda</td>
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<td>Tom Branca</td>
<td>Inger Stark</td>
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<td>Anita Black</td>
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<td>Debby Weintraub</td>
<td>PFT President</td>
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Classified Representatives
Marilyn Clausen  Classified Senate President/Berkeley City College
Muriel Montague  Classified Senate President/College of Alameda
Wandra Williams  Classified Senate President/Laney College
Margaret Howell  Classified Senate President/Merritt College
Sheryl Queen   Classified Senate President/District Office
Diana Lara    Local 790 Rep
Local 39 Rep   (to be appointed)

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

Student Representatives
Reginald James  Student Trustee
Marlene C. Hurd  Student Trustee

College Researchers (non-voting)
(vacant)  College of Alameda
Dr. Connie Portrero   Laney College
Anika Toussant-Jackson  Merritt College
Dr. Marilyn Sargent  Berkeley City College

Student Government Presidents (non-voting)
Ahmed Eid    Associated Student Government President/Alameda
Melvin Haywood    Associated Student Government President/Laney
Durwin Brown    Associated Student Government President/Merritt
Lem Johnson    Associated Student Government President/Berkeley

District Units (non-voting)
Thuy Nguyen    General Counsel
Thomas Smith  Vice Chancellor Finance
Gary Perkins   Chief Information Officer
Dr. Sadiq Ikharo  Vice Chancellor of General Services
Jeff Heyman    Executive Director Marketing / Public Relations
Jacob Ng    Associate Vice Chancellor for International Education
Dr. Gary Yee  Associate Vice Chancellor, Research/Institutional Planning
Alton Jelks    Special Assistant to the Chancellor’s Office
Howard Perdue             Associate Vice Chancellor of Admissions and Student Services/District

Strategic Management Team

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

College Recommendation #5: Student Services Plan

Dr. Carmen A. Jordan-Cox     Vice President of Student Services
Anthony Powell               Dean of Student Services
Dr. Steve Pantell             Articulation Counselor
Cheryl Davis                 Assessment Coordinator
Leslie Scurry                 Counselor
Anika Toussant-Jackson       College Research and Planning Officer

College Recommendation #7: Evaluation Processes

Linda C. Berry               Vice President of Instruction
Dr. Hector Cordova           Dean of Humanities & Social Sciences

College Recommendation #8: Administrative Stability

Linda C. Berry               Vice President of Instruction
Dr. George Herring           College President
Dr. Carmen A. Jordan-Cox     Vice President of Student Services
Dr. Hector Cordova           Dean of Humanities & Social Sciences
Anthony Powell               Dean of Student Services
Rebecca Kenney               Dean of Math, Science & Vocational Programs
Jacquelin Bell               College Business Manager

Summary:

Merritt College has worked closely with the district on the district integrated planning recommendation process and at the college in its local planning responsibilities. The college has responded from its own perspective regarding its collaboration with district-wide integrated strategic planning and district-wide technology planning to include
Merritt College. The resulting document addresses the one district recommendation and the three college recommendations as listed in the June 29, 2006 letter from the Commission.

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

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

Signed:

_____________________
George Herring, Ed.D.
President
Merritt College
## Strategic Plan Framework

**Peralta Community College District District-Wide Strategic Plan**

### Strategic Goals

#### A. Student Access and Success
- **Challenge and empower all our students to succeed.**
- **Objectives**
  - A1. Expanded Access
  - A2. Increased Student Retention and Success
  - A3. Coordinated and Consistent Distance Education
  - A4. Support for Quality Instruction
  - A5. Professional Development for Quality Programs and Services
  - A6. Student Technology Access
  - A7. Student Support Services
  - A8. Integrated College and Family Brand

#### B. Community and Partner Engagement
- **Actively engage and partner with the community on an ongoing basis to identify and address critical needs.**
- **Objectives**
  - B1. Community and Economic Development Alliances
  - B2. Community Needs Assessments
  - B3. Educational Partnerships

#### C. Programs of Distinction
- **Create a cohesive program of unique, high-quality educational programs and services, including signature programs at each college and foundation programs for the entire district.**
- **Objectives**
  - C1. Signature Programs
  - C2. Strategic Curriculum Review
  - C3. Foundation Skills Education
  - C4. Integrated Educational and Resource Master Planning

#### D. Culture of Innovation and Collaboration
- **Implement best practices in communication, management, and human resource development.**
- **Objectives**
  - D1. Collaborative Leadership
  - D2. Process Streamlining
  - D3. Information Technology Capacity
  - D4. Board Development
  - D5. Internal Communications
  - D6. Human Resource Development
  - D7. Service Centers as Partners
  - D8. Collaborative Strategic Planning
  - D9. Accountability Systems

#### E. Financial Health
- **Ensure that resources are used wisely to leverage resources for student and community success.**
- **Objectives**
  - E1. Integrated Enrollment Management
  - E2. Partnerships and Alternative Resources
  - E3. Resource Sharing
  - E4. Stewardship of Investments
Vision

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

Principles

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

Values

STUDENTS AND OUR COMMUNITIES

Student Success  Evaluate all decisions in light of how they will support student and community success.

Diversity  Recognize and celebrate the strengths of our diverse students, communities, and colleagues.

EXCELLENCE AND INNOVATION

Excellence  Promote the highest level of quality in all programs and services.

Innovation  Support creative approaches to meet the changing demographic, economic and educational needs of our communities.

Financial Health  Effectively manage resources.

COMMUNICATION AND COLLABORATION

Collaboration  Use a consultative decision-making process based on trust, communication and critical thinking.

Trust  Support one another’s integrity, strength and ability.

Employee Development  Promote the development of all employees.

Communication  Seek first to understand, then be understood.

Respect  Treat one another with care and respect.
TIMELINE OF THE STRATEGIC PLANNING PROCESS (March 15, 2006 – March 15, 2007)

STRATEGIC PLANNING STEERING COMMITTEE MEETINGS:

MARCH
March 20, 3-5pm District-wide Planning Meeting
Focus: Educational Strategic Planning/ Overall Strategic Plan development.

APRIL
April 24, 3-5pm District-wide Planning Meeting
Focus: Implementation Teams Product Template; District-wide Communication, Coordination, and Collaboration.

MAY
May 22, 3-5pm District-wide Planning Meeting
Focus: Implementation Team Updates; Developing Strategic Goals.

JUNE
June 19, 3-5pm District-wide Planning Meeting
Focus: Planning for Management Strategic Planning Retreat; Draft Strategic Plan

AUGUST
Aug 21, 3-5pm District-wide Planning Meeting
Focus: Strategic Planning Update; Desired Outcomes for 2006-2007 Planning; Overview of Educational Strategic Planning.

SEPTEMBER
Sept 5, 3-5pm District-wide Status Update Meeting
Focus: Review of Strategic Plan Document, Process Road Map, and Refinement of Strategic Planning Committees
Sept 25, 3-5pm District-wide Planning Meeting
Focus: Strategic Planning Process Update; Educational Strategic Planning.

OCTOBER
Oct 23, 3-5pm District-wide Planning Meeting
Focus: Strategic Implementation Plan- Tasks A-G (Strategic Curriculum Review Implementation; Foundation Skills/ ESL Implementation; Education Master Plan Process; Measure A Accountability; Accreditation Report Coordination; Integrating Annual College Educational Priorities with Financial, Facilities, And Human Resources Staffing)

NOVEMBER
Nov 20, 3-5pm District-wide Planning Meeting
Focus: Strategic Plan Review; Implementation Process Review.
Dec 11, 3-5pm District-wide Planning Meeting
Focus: Program Review and Educational Master Planning; Basic Skills; Access and Growth Analysis; SMT Update

2007 Schedule to be determined

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

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

Strategic Management Team Meetings:
September 21 and 28 (2006)
October 5, 19, and 26 (2006)
November 2, 9, and 16 (2006)
December 7 and 14 (2006)
January 3 and 11 (2007)
For the remainder of 2007, the SMT will meet the first and third Thursday of the month.

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

TIMELINE FOR REPORT PREPARATION

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

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

District Response

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

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

Introduction:

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

Section II provides a chronological overview of the committees and management process utilized in integrated strategic planning for the Peralta Community College District. This section highlights the working committees prior to the hiring (June 14, 2005) of an integrated strategic planning facilitation consultant (Moore, Iacofano, Goltsman, (MIG) Inc.); time-limited strategic plan implementation teams which provided the data for the development of a strategic plan (spring 2007); and the current Coordinated Educational Planning Implementation Task Groups.

Section III provides an overview of the development steps for the Peralta Community College Planning Process. This section moves from looking at the committees and management process to providing an overview of the steps-to-date in the strategic planning process: Board of Trustees Priorities; College Outreach and Strategic Planning
Berkeley City College, College of Alameda, Laney College, Merritt College: Progress Report, March 15, 2007

Steering Committee Review; Strategic Directions; Strategic Goals; and current district committees involved in the ongoing annual strategic planning process, evaluation and assessment, and updating of the plan.

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

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

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

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

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

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

Overview

The colleges and district office initiated integrated strategic planning in 2003 in response to the initial Accrediting Commission for Community and Junior Colleges recommendation that such integrated and comprehensive planning be undertaken. As of early 2007, the district has achieved several successes in building a coordinated planning process. There have been challenges in the planning process and barriers have been identified. Looking ahead, the district has initiated a series of planning and organizational development steps that are anticipated to fully implement this important recommendation over the next 2-3 years.

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

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

Context

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

In Peralta’s situation, coordination has an especially high value. The colleges are located in a relatively small geographic area with high housing costs. The service area is not experiencing population growth in traditional college-going age groups. This tight market, which also includes a high number of competing educational providers, means that the colleges need to coordinate closely, since none of the colleges serves a unique population base and traditional enrollment sources are declining. This need for integration can be seen in the fact that over 60% of Peralta’s students attend more than one of the four colleges.

At the time of the district’s creation, California and the Bay Area were experiencing rapid population growth and development. The district was created with the assumption that four relatively independent colleges would serve distinct geographic areas. As was appropriate given this premise, institutional structures and cultural practices were created that focused on autonomous college-based decision-making.

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

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

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

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

**Completing an Integrated Strategic Planning Cycle**

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

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

**Organizational Development and Skill Building**: The district has embarked on a process of leadership development, communication improvements, and collaborative skill building. This will build the ongoing capacity to maintain an integrated strategic planning and resource allocation process by enhancing consensus building capacity and addressing the organizational and interpersonal conflicts inherent in fundamental change.

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

- Long-term Access and Growth Analysis: The district will assess the access levels provided by age, ethnicity, and geographic area currently and in the context of long-term demographic projections.
- District-wide Curriculum Analysis: The district will support cross-district reviews by discipline to help align and coordinate the curriculum, identifying areas of duplication especially in vocational areas and higher level curriculum.
- Foundation Skills and Retention Best Practices: The district will identify best practices in pre-collegiate education and in student retention and success.
Ongoing Strategic Planning: The colleges and district service centers will maintain their commitment to strategic planning as a central organizational practice. This will allow leaders to maintain awareness of the organizational development process that is necessary to achieve the goal of a comprehensive and integrated planning practice across the colleges and district service centers.

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

June 2003       ACCJC recommendation to create integrated strategic planning
Spring 2004     Identification of issues and potential organizational models
March 2005      Formation of Strategic Planning Steering Committee
July 2005       Board of Trustees retreat to identify overarching priorities
October 2005    Development of strategic plan framework
Spring 2006     Implementation teams refine framework and recommend committees
June 2006       Draft strategic plan developed
July 2006       Initiation of Leadership Development Program (at Managers College)
August 2006     Strategic planning retreat (all administrators)
September 2006  Initiation of Strategic Management Team
Fall 2006       Development of strategic educational master planning process
February 2007   Initiation of the Committee for Strategic Educational Planning (CESP) to bring together the colleges and district educational services to collaboratively propose a long-term educational strategy and ongoing process for meeting the current and future educational needs of our service area
Spring 2007     Implementation of strategic educational master planning process
Spring 2007     Organization of facilities and energy master planning processes
Spring 2007     Implementation of health/safety and priority facilities projects
Fall 2007       Synthesis and integration of district-wide strategic directions
Spring 2008     Development of integrated resource master planning for fiscal, human resources, information technology, facilities, and marketing based on integrated educational planning
Fall 2008       Implementation and progress tracking
Spring 2009     Implementation and progress tracking
Fall 2010       Comprehensive review of Strategic Plan progress / update

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

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

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

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

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

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

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

The union and the Board of Trustee committees are also part of communication/decision making in Peralta. Board Committees are the Policy Committee, the Facilities and Land Use Planning Committee, Standards and Management Committee, Technology Committee, Student Services and Equal Employment Opportunity Committee.
B. July 30, 2005 through August 1, 2006: Time-Limited Strategic Plan Implementation Teams (Phase I)

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Standing Committees</th>
<th>Temporary Strategic Plan Implementation Teams</th>
<th>Coordinated Educational Planning Implementation Task Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>As of July 30, 2006</td>
<td>July 30 through August 1, 2006</td>
<td>August 1, 2006 through Present</td>
</tr>
<tr>
<td>Strategic Planning Steering Committee</td>
<td>A. Enhancing Access and Student Success</td>
<td>A. Develop Background Data for Strategic Planning</td>
</tr>
<tr>
<td>Council on Instruction, Planning, and Development</td>
<td>B. Developing our Human Resources **</td>
<td>B. Strategic Curriculum Review Task Group</td>
</tr>
<tr>
<td>District-wide Facilities Advisory Committee</td>
<td>C. Creating Effective Learning and Working Environments</td>
<td>C. Foundation Skills/Retention Task Group</td>
</tr>
<tr>
<td>District Budget Advisory Committee</td>
<td>D. Leveraging Information Technology</td>
<td>D. Education Master Plan Update Task Group</td>
</tr>
<tr>
<td>District Matriculation Committee</td>
<td>E. Enhancing Resources and Budget Processes</td>
<td>E. Measure A Accountability Process Task Group</td>
</tr>
<tr>
<td>District Staff Development Committee</td>
<td>F. Enhancing Awareness and Visibility</td>
<td>F. Accreditation Report Coordination Task Group</td>
</tr>
<tr>
<td>Chancellor’s Policy Advisory Committee</td>
<td>G. Improving the Effectiveness of District-wide Communication, Coordination, and Collaboration</td>
<td>G. Integrating Annual College Educational Priorities with Financial, Facilities, and Human Resources Staffing</td>
</tr>
</tbody>
</table>

**Bold** indicates an Implementation Committee that recommended that a standing committee be continued and/or reactivated

**Indicates that recommended permanent status needs to be confirmed with the Implementation Teams and approved by the organization.
III. Overview of the Development Steps for the Peralta Strategic Planning Process

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

### Board of Trustees Priorities

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

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

### College Outreach and Steering Committee Review

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

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

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

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

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

Strategic Goals

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

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

Strategic Committees

Seven standing district-wide committees are proposed as the standing venues for collaborative planning and transparent dialogue about the key issues facing the four colleges and service centers collectively. In addition, a “Strategic Management Team” will work across the colleges and service centers, as a model of the organization as a whole. Through dialogue at the Steering Committee and with all constituencies, it will be decided if these should be the main committees for all major district-wise discussions and recommendation development. All committees are advisory per existing law and practice.
All committees will be supported to conduct effective strategic planning in their respective policy areas.
- Council on Instruction, Planning and Development (continued below)
- District Human Resources Committee
- District-wide Facilities Advisory Committee
- District Information Technology Committee
- District Budget Advisory Committee
- District Marketing Committee
- Strategic Planning Steering Committee

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

Having looked at the planning and decision making structures in Peralta (Section II) and the developmental steps in the planning process (Section III), Section IV provides a timeline of significant activities since March 2005 (Table 1), a visual showing the evolution of planning concepts (Diagram 1) and the strategic educational planning implementation roadmap, (Diagram 2), reviews the purpose of the two major integrated strategic planning oversight committees (Outline 1), the need for ongoing dialogue between the oversight committees (Diagram 3) the planning vision for the Peralta Community College District (Outline 2), the planning goals for the Peralta Community College District (Diagram 4), and the implementation process (Outline 3).

Timeline of Activities (Table 1)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 2005</td>
<td>Strategic Planning Steering Committee Formed</td>
</tr>
<tr>
<td>July 2005</td>
<td>Board of Trustees Retreat – Create Priorities</td>
</tr>
<tr>
<td>August 2005</td>
<td>External Facilitation of the Strategic Planning Steering Committee begins</td>
</tr>
<tr>
<td>August – September 2005</td>
<td>College Leadership Team meetings and Town Hall Meetings</td>
</tr>
<tr>
<td>October 2005</td>
<td>Draft Strategic Plan Framework developed</td>
</tr>
<tr>
<td>January – February 2006</td>
<td>Implementation Teams formed</td>
</tr>
<tr>
<td>March 2006</td>
<td>Bond Measure A approved for June ballot</td>
</tr>
<tr>
<td>May 2006</td>
<td>Implementation Teams finalize recommendations</td>
</tr>
</tbody>
</table>
Berkeley City College, College of Alameda, Laney College, Merritt College:
Progress Report, March 15, 2007

| June 2006 | Draft Strategic Plan developed
| August 2006 | Bond Measure passes ($390 million) |
| September 2006 | Management Retreat on Strategic Planning and Organizational Development |
| September 2006 | Strategic Management Team initiated |
| September 2006 | Implementation Teams finalize recommendations |
| Fall 2006 | Development of detailed Strategic Educational Master Plan process |

Evolution of Planning Concepts (Diagram 1)

Priorities ➔ Directions ➔ Goals

Strategic Educational Planning Implementation Road Map (Diagram 2)

Community and Internal Data ➔ District-wide Shared Approaches ➔ Coordinated College Educational Master Plan Updates ➔ Coordinated Resource Master Plans for HR, IT, Facilities, etc.

Key District-wide Planning Oversight Committees (Outline 1)

Strategic Planning Steering Committee (SPSC)
Purpose
- Propose overall strategic direction
- Draw on a wide range of perspectives
- Ensure process stays on track
- Model district/college and college/college collaboration
Strategic Management Team (SMT) [initiated September 2006]

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

Ongoing Strategic Dialogue Necessary to the Planning Process (Diagram 3)

Planning Vision for the Peralta Community College District (Outline 2)

We are a collaborative community of colleges.
- Coordinated approach on key issues
- Shared students
- Unified commitment to access and success

Together we provide educational leadership within a network of allied organizations and institutions committed to enhancing the quality of life, sustainability, and workforce and economic development of the central East Bay.
- Outward looking
- Coordinated on a broader human development agenda
- Supporting overall quality of life
We collaborate with our partners to provide our students and communities with the educational resources, experiences, and ongoing capacities to meet and exceed their goals.

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

Planning Goals for the Peralta Community College District (Diagram 4)

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

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

Integrated Transitional Implementation Tasks

A. Data for strategic educational planning
B. Strategic curriculum review
C. Foundation skills/retention
D. Education master plan update
E. Measure A accountability process
F. Accreditation report coordination
G. Integrating planning, human resources and budgeting

A. Data for strategic educational planning
   o Long-term access and growth strategy
   o District-wide course offering and sequencing analysis
   o Student success
   o Student learning outcomes/classroom, program, and institutional based assessment

B. Strategic Curriculum Review
   o Duplication of curriculum
   o Sequencing
   o Time of day offered
   o Ease of student access
   o Consistency of courses

C. Foundation Skills/Retention
   o Best practices
   o Practical, short-term solution
   o Long-term institutional strategies

D. Educational Master Plan Template
   o Uniform format for the colleges
   o Build on past models
   o Anticipate accreditation self-study
   o Integrate information from tasks A, B, and C

E. Measure A Accountability Process
   o Develop a process recommendation for controlling, monitoring, and communicating the funding of projects using Measure A monies

F. Accreditation Report Coordination
   o Organize college and district efforts to develop the ACCJC Progress Report for March 15, 2007.
   o Develop a timeline for the Accreditation Self Study to begin fall 2007.

G. Integrating Annual College Planning with Resource Decisions
   o Develop a process for identifying college and district service center priorities and linking these to annual budget, facilities, and human resources allocation processes.
V. Key Elements from the External Environmental Scan

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

Population growth will be moderate in the service area

- A 6.5% growth rate over the next ten years

But the composition of the population will change . . .

- The service area will become more ethnically diverse
In part due to immigration

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

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

Shifts in demographic composition are mirrored in Peralta student population

Source: Peralta Community College District Environmental Profile 2005
Note: 1980 ethnicity enrollment information was pulled from a variety of historical sources
Participation rates and educational attainment is low among emerging population groups

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

More than half of Peralta students are first generation college students

![First Generation Students Fall 2002 Chart]

Source: Peralta Quick Facts May 2003
Demographic shifts and K-12 performance is leading to higher demand for basic skills education

- Increase first-generation students and those underserved in K-12
- Affects of the California High School Exit Exam
- Increase in students without high school diplomas

Peralta colleges are helping many students succeed . . .

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

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

![Graph showing District-wide UC and CSU Transfers Fall 1994 to Fall 2004](source: California Postsecondary Education Commission)

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

![Graph showing Districtwide Fall to Spring Persistence Fall 1994 to Fall 2004](source: Peralta Institutional Development Department)

Note: District-wide persistence can be considerably higher than single college persistence because students who leave one college and enroll in another are counted as having persisted.

Source: Peralta Institutional Development Department
While the need for higher education in California is increasing

California Education Projections 2020

Employment Demand vs. Population Supply

- The value of higher levels of education has increased

Income Gap Increasing

Source: Public Policy Institute of California, 2005
Source: Public Policy of California

Resulting in increased returns to education
VI. Narrative Review of the PCCD Strategic Planning Process

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

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

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

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

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

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

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

At the April 24, 2006 meeting, the seven strategic direction teams provided an update on their efforts and there was an update on the strategic educational planning track. Also the “Collaborative Strategic Planning Program Elements” were presented and reviewed. The program elements below were a preliminary process design to link a coordinated educational strategic planning process to facilities, IT, HR and other resource planning. These elements were incorporated into the strategic educational master plan milestones.

1: Planning, Management, and Decision Making
   o Accountability
   o Management capacity building
   o Board development
   o Research program

2: Enrollment Management and Growth

3: Health and safety facilities improvement (including the June 2006 bond measure)

4: Best practices and innovation
   o Information technology
   o Basic skills
   o Distance learning
   o Partnerships and alternate resources
   o Signature programs
   o Human resources

5: Vision Blueprint for the Future
   o Signature programs decisions and funding
   o Program review and adjustment protocol
   o Educational master plan/ accreditation process

6: College Strategic Educational Plans
   o Signature programs
   o Basic Skills
   o Accreditation Self-Study
   o Program Review

7: Facilities and Information Technology Master Plans
8: Strategic Facilities Renovation, Modernization, and Maintenance


These core elements provide a framework for ongoing integrated strategic planning.

At the May 22, 2006 meeting, the focus was on implementation team updates, a specific review of how to address district-wide collaboration and communication, and the process for developing strategic goals. At the final meeting for the spring, June 19, 2006, there was a review of the proposed management team retreat which was held August 10-11, 2006, a review of a newsletter, and presentation of a Draft Strategic Plan. The current version of the strategic plan can be found in document “File #3: District-wide Strategic Plan” and will be presented later in this report. At this point, the strategic planning steering committee recessed until the fall semester and the first meeting of Phase II was held on August 28, 2006.

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

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

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

Strategic Direction Team A and the vice presidents of instruction both responded to this direction.

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

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

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

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

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

1. “Develop a comprehensive vision and strategy for improving the human resources function across the district and colleges. Consider reassignment of functions to decentralize management and vice versa. Promote a facilitative and problem solving approach to support the colleges to meet their goals.”

2. “Explore coordinated district-wide recruitment and promotion strategies. Assist college in identifying common needs and developing efficient coordinated strategies. Consider common approaches to early recruiting. Ensure timeliness of recruiting and efficient distribution of information. Pursue the goal of developing current Peralta employees for future positions.”

3. “Develop an efficient and effective process for human resources strategic planning across the district to address: (1) appropriateness of existing committees and consultative mechanisms; (2) communication and working relationships between the district and college personnel; and (3) interface between college and district educational planning and facilities decision making.”

4. “Develop methods to address high work volumes and timelines. Consider strategies such as training faculty and staff in the recruitment process so they can perform their roles more efficiently. Consider decentralizing some hiring functions to the colleges to spread the workload.”
5. “Improve day-to-day human resources services including problem resolution, payroll, benefits administration, etc. Cover all services from beginning of employment to exit interviews.”

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

This team also recognized the upcoming need to file a model equal employment opportunity plan with the State Chancellor’s Office. They noted that the plan would need to be developed through a collegial consultation process.

C. Creating Effective Learning and Working Environments (Co-chairs: director of general services and the president of Laney College)

This team immediately was merged with the district-wide Facilities Advisory Committee. During the spring 2006 semester the committee met on March 30, April 28, and May 28, 2006. The focus of these meetings was the June 2006 bond measure, strategic planning, facilities concerns and issues from college and district representatives, as well as an update on district projects. The task of “Creating Effective Learning and Working Environments” has received a major “shot in the arm” with the June passage of a Measure A bond. Given the amount of money the citizens agreed to ($390 million), the bond money itself and the use of the bond money to leverage state monies will be vital to this initiative. The chancellor has placed this initiative on a fast track so that all major renovation and equipment needs would be addressed in the next five years. The district has assigned a capital project manager to each of the colleges for this purpose. (Documentation on Measure A facilities and equipment priorities and be found in File #4: Measure A.)

D. Leveraging Information Technology (Co-chairs: chief information officer and the vice president of student services, College of Alameda)

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

1. Revisit structure. Information Technology’s intention was to merge the district-wide technology committee with the “Leveraging Information Technology” team (and this has happened).
2. Smart classrooms, instructional technology, classroom technology that supports communication concerning emergences. This will be greatly aided by the passing of the Measure A bond in June 2006 for $390 million.
3. Support student success, in enrollment and other student portals. Students should have access to technology and labs. Student educational plans supported with technology. This also will be aided by the passage of the Measure A bond and the purchase of SARS for student services.
4. Status report on what is on campuses in classrooms. In view of the passage of Measure A, district office administration have been doing college tours to develop various reports.
5. Data warehouse or other means to obtain data easily. Build an image. It needs to provide the program and management system; ensure links. It needs research and reporting agenda from each of the other committees. It should provide technical expertise to ensure security.
6. Survey what people need. Technology needs to support the goals and objectives of the institution, i.e., increased technology for classrooms to attract students, even though technology is not an end in itself. Again Measure A will help to meet this priority.
7. Website to promote student success.
9. Technology accessibility (Section 508 and ADA)
10. Resources and budgeting and how technology planning to support educational planning that will drive the budget.
11. Training of all staff and faculty.
12. Hire staff and faculty who have the “big picture”, such as an instructional technologist who can adapt to the delivery of instruction.

The strategic initiatives that emerged from this team are as follows:

- Involve the colleges in developing a district-wide technology plan to identify priority needs and investments.
- Address feedback and suggestions regarding information technology implementation.
- Provide full data reporting and acquisition access to faculty, staff, and administrators in their areas of responsibility.

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

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

F. Enhancing Awareness and Visibility (Co-Chairs: director of marketing and the vice president of instruction, Laney College)

This team began with a review of recommended strategic initiatives, which are as follows:

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

Some of the key considerations that emerged were the following: develop and fund college marketing plans, develop a district marketing plan, develop a structure to allow for the development of college level marketing plans and a district marketing plan, analyze the competition, create marketing messages and approaches that foster workforce development, and speak to the cross-cultural nature of our communities- use language that talk to/ through people.

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

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

Measure A: It was decided after several community surveys to develop a Measure A, proposition 39 Bond, and to place it on the June 2006 ballot rather than the November 2006 ballot. The purpose of the bond measure was to approve a bond of $390 million for educational facilities modernization. The planning foundations for the bond included college educational master plans, college strategic plans, program review, district-wide facilities committee assessments, district-wide strategic planning, Board of Trustees policy initiatives, and ongoing community research and needs assessment. Modernization needs of the colleges had been presented to the Board of Trustees in December 2005. The list, based on educational needs stemming from program review, was revised and updated on several occasions in an effort to set priorities that are immediate short-term needs and those which are needs that can be dealt with in a more long-term manner. The bond was approved and much effort has been made to begin immediate modernization of buildings which are long overdue for modernization. Clearly, the first priority is those areas that are of immediate need for health and safety and student success. (Please see documentation File #4: Measure A.)

July 1, 2006 to Present (Phase II)

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

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

On August 10-11, 2006 all administrators throughout the district attended a manager’s planning retreat at Mills College (Oakland, CA). There was a need for all administrators to come together and to look at the strategic planning efforts to date and to focus on key areas. (See File #5, Manager’s College and Strategic Planning Retreat Documentation). In keeping with the external environmental scan which had been developed in spring 2006 and which provided data elements for educational planning, three outside presenters provided vocational information at the retreat. Ireri Valenzuela-Vergara from California Tomorrow presented “Opportunities and Challenges for Claiming the Promise of Diversity in CA Community Colleges.” Linda Collins from the Career Ladders Project presented “A Career Ladders Approach” for California Community Colleges. Carole Bogue-Feinour, vice chancellor for the California Community Colleges, presented a preliminary scan of basic skills best practices and reviewed the State Chancellor’s Office’s plans for supporting local districts in improving basic skills education.

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

As a result of the Manager’s Strategic Planning Retreat, it was determined that there was need for a Strategic Management Team that would be responsible for carrying out the integrated strategic planning process, particularly specific action plans.

As a result of the Manager’s Strategic Planning Retreat, a Strategic Management Team was established in fall 2006 to provide leadership and accountability for the strategic planning process and action plans.

**Strategic Management Team (SMT):** The SMT is an executive group which directs and insures implementation of and accountability for the strategic planning process, and meets regularly to deliberate upon and develop common approaches to strategic district-wide issues and planning. The SMT promotes district-wide collaboration and critical thinking based on external data. The SMT is a central implementation process for the broad principles of the strategic plan: collaboration, data-driven planning, and
development of a common strategic agenda and process for the district as a whole. Key topics include strategic educational planning, student need and success data, and facilities planning principles and processes. The SMT will review work-products of the strategic planning process and develop approaches for the most effective implementation of the plan. The goal is to create collaborative team working relationships between the colleges, and between the colleges and the district office service centers. (Membership of the SMT can be found above on page 6 of this report.)

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

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

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

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

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

The seven strategic planning transitional implementation task groups are as follows. These groups are intended to lay the ground work for the Strategic Educational Master Planning Process. The work of these groups is included in the Strategic Plan presented in Section VI.

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

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

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

   This planning group has met once. The role of this group is to look at chronically under-enrolled classes throughout the district; unnecessary duplication of classes in the district, particularly in high cost programs; and to make recommendations for greater effectiveness in the district in terms of enrollment management.
C. Foundation Skills/ Retention Task Group
SMT Lead: Associate Vice Chancellor Howard Perdue
Administrative Team Members: vice presidents of student services, vice presidents of instruction, and select deans.
Consultative Groups: Representative faculty members from ESL, Math, and English; the Office of Institutional Research and Development

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

In December 2006, this group conducted forums at each of the four colleges to begin campus engagement to develop an action plan. The group is committed to fully engaging the faculty in this area, to work toward a full and integrated collaboration between Instruction and Student Services, and to keep the focus on skill development rather than on courses. The first objective is to address specific strategies that each campus will implement in spring and fall 2007 regarding retention and persistence of students enrolled in Basic Skills classes.

D. Education Master Plan Update Task Group
SMT Lead: Dr. Judy Walters, President, Berkeley City College
Administration Team Members: Dr. Margaret Haig, college presidents, vice presidents of instruction

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

E. Measure A Accountability Process
SMT Lead: Dr. Sadiq Ikharo, Vice Chancellor/ General Services
Administration Team Members: Vice Chancellor Tom Smith, Chris Grampp, John Banisadr, and Janet Cragin
Consultative Groups: District-wide Facilities Advisory Committee
This group has yet to meet. Dr. Ikharo has provided briefings to the Board of Trustees on the Measure A process.

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

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

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

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

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

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

This “eighth task” has been assigned to the entire Strategic Management Team and is to be integrated into the seven action implementation groups described above. As previously noted, the Strategic Management Team continues to meet regularly looking at implementation approaches, organizational development, streamlining of committees, enrollment management, use of a condensed program review format proposed by the District Academic Senate, and inclusion of these program reviews in an updated Educational Master Plan. The District Academic Senate in conjunction with a sub-committee of the Council on Instruction, Planning, and Development (CIPD) endorsed a condensed program review format which includes planning templates. The recommendation ideally would allow programs to complete a program review in spring 2007 and to incorporate the resulting planning into the college Educational Master Plans. (See File #6: Program Review and Educational Plan Documentation.)

The Strategic Management Team, at its twice monthly meetings, continues to regularly review their planning objectives and provide ongoing refinement and clarity of those objectives. In December, in addition to the seven transitional implementation tasks explained above, three other areas specifically were included in the work of the SMT. Integrated strategic planning was designated to the SMT and the chancellor will provide the ongoing leadership, the vice chancellor of educational services will provide the leadership for educational/academic master planning, and the vice chancellor of general services will provide the leadership for an updated facilities master plan and an energy master plan.

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

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

Various district committees continue to meet regularly including the Chancellor’s Policy Advisory Council, the Group of Advising Faculty, the District Matriculation Committee, Staff Development Committee, and the Council on Instruction Planning, and Development, as well as meetings of Vice Presidents and Deans, Chancellor’s Executive Cabinet, the Chancellor’s Presidents’ Council, Academic Senates; Classified Senates, and Student Governments. However, three standing committees are most critical to the integrated strategic planning of the district. Those three committees are the District-wide Budget Advisory Committee, the District-wide Facilities Advisory Committee, and the District-wide Technology Committee.

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

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

The District-wide Technology Committee: This committee resumed its work in early fall semester 2006. The committee is currently assessing new hardware, new software, needed changes in the district Web site given the Internet Explorer upgrade to 7.0 and the upgrade in the Microsoft operating system to the MS Vista platform. One action taken was to Beta test the new MS Vista platform upgrade. In reviewing Web site needs the committee readily acknowledged a need for a full-time Web master at the district office and three additional Web masters who would be shared by the four colleges. Also, in conjunction with the vice presidents of student services, district IT is assessing the current district Web site to determine if the district needs to move to a new Web site format.

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

In an effort to provide better communication between the colleges and district IT, the committee confirmed the need for a district IT manager to attend college IT Committee meetings and thus provide a specific liaison to the committee and the IT staff.

This committee, as well as the Board IT Committee, continues to monitor the PeopleSoft implementation. Given the experience in moving to the PeopleSoft financial and human resources data bases, a different approach will occur with the move to the Student Administrative System. The move to PeopleSoft financial and human resources data bases was a very frustrating and negative experience for staff throughout the district. As a result, as the district moves forward with the Student Administrative System, a change management approach will be utilized in an effort to create a positive experience. The KMA Change Management Group, under the leadership of Kimberly Wilson, will work with staff as the change happens. Change management can help reduce the current negative “press” for PeopleSoft in the district and deal with a “crisis” attitude. KMA will solidify issues that district IT must address and provide the data for a more structured approach to implementation. A full report on PeopleSoft was presented at the January 16, 2007, Board of Trustee meeting.

As the committee continues to meet it intends to address the need for Learning Centers for faculty and staff to learn how to use the latest technology, the need for teaching students on the latest technology, the need for additional wireless internet access as well as specific instructional wireless access. The final goal is a district technology plan that will be updated on a yearly basis. (See File #9: Ongoing District Standing Committees Documentation).

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

Several board members attended the fall 2006 Community College League of California conference and specifically attended the workshop on the new accreditation standards presented by Dr. Barbara Beno and Dr. Debra Blue. These board members were joined by Dr. Judy Walters, President, Berkeley City College and Dr. Elnora Webb, Vice President of Instruction, Laney College. As a result, the Board of Trustees passed a resolution recommending “that the Board of Trustees of the Peralta Colleges invite the
staff of the ACCJC to conduct a workshop in the March or April 2007 timeframe. It is further recommended that the Peralta district invite the Trustees of the colleges that make up the Bay Ten.”

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

**Goal A: Student Access and Success**

1. Develop and operate a broad-based and state of the art assessment process that truly determines the stratification of students, and prospective students, so that there is a quantified and realistic understanding of the Community that we are chartered and charged with serving. (A1, A2)

2. Develop a data-based, analytical process and reporting mechanism such that all sectors of The Peralta Colleges understand our current status, goals and strategies with respect to Student Outcomes. (A4)

3. Pursue AC Transit universal bus pass for students and faculty. (A1)

**Goal B: Community and Partner Engagement**

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

**Goal C: Programs of Distinction**

5. Develop an Educational Plan for the total Peralta College complex and revamp/develop realistic and viable Educational Plans for each of the Colleges. (C4)

6. Ensure that our Educational Plans, curriculum, and faculty are community-based/student-based as opposed to institutionally-based. (A1, C4)

7. Utilize the Strategic Planning Process to develop and implement a facilities master plan, that is driven by The Peralta Colleges Educational Master Plan, and that incorporates the “investment” of Bond funds. (C4)

8. Continue to provide support for the Environmental Sustainability initiatives within The Peralta Colleges via the Strategic Planning implementation process. (C4)

9. Develop an IT strategic plan that provides a realistic assessment of the projected cost and approximate date when the system will be fully operational, including a breakdown of timelines and cost for each of the principal stages necessary for the implementation of the system and training of users. The intent here is to monitor progress by defining the sequence of goals and setting reasonable, cost-effective expectations and timelines. (C4)
Goal D: Innovation and Collaboration

10. Performance contracts and a six month interim and formal annual evaluations for all management personnel throughout the Peralta Colleges, such that all managers fully recognize that they will be held accountable and supported. (D9)

11. Implement a Peralta Strategic Plan. (D8 and Implementation Section)

12. Ensure that we have a complete and thorough process of “Structural Dialogue” to maintain confidence throughout The Peralta Colleges that all sectors have the right and responsibility to identify all “real world facts” and concerns, in a structured and timely manner, to the ultimate decision makers. We must further ensure that the decision makers effectively communicate the rationale associated with all decisions, with full recognition that all elements may not be satisfied (D5)

13. Evaluate the communications process, both internal and external; to determine current effectiveness and to implement programs to substantially improve an understanding of our successes, improvements, goals, objectives, and significant/irresolvable obstacles. (D5)

14. Dramatically improve our understanding of the Accreditation Process, including a Peralta Hosted Workshop, that will result in the development and monitoring of 4Peralta Performance Standards that will encompass all of the “Best Practice Standards” that are used in the inspection and evaluation process. (D8)

Goal E: Financial Health

15. Provide Board support for the Enrollment Management initiatives of The Peralta Colleges. (E1)

16. Conduct a quick and thorough process to implement the repair, replacement and refurbishment of all high priority facility degradations that also encompasses an intensive and broad-based internal communications process. (E4)

17. In keeping with our fiduciary responsibilities, require that a formal, written certification by each of the college presidents that delineates the requirements definition, justification and validation process that was followed in association with all requests for Board approval for the investment of bond funds. Require that it be recognized by all parties concerned that all elements of the Peralta Community College District are subject to a random, formal and documented audit, including the bond fund expenditure process and associated document retention. (E4)

18. Require that a formal process be immediately placed into effect to ensure personal accountability and liability with respect to the safekeeping of all assets purchased with taxpayer funds. (E4)

(See documentation File #10: Board of Trustees Documentation).
VII. District-Wide Strategic Plan 2006

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

INTRODUCTION

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

Purpose

The purpose of the District-Wide Strategic Plan is to provide a foundation for ongoing collaborative strategic planning and resource allocation across the colleges and district service centers. The plan’s vision statement describes the district as a collaborative community of colleges. To make this vision a reality, the plan calls for integrated planning to develop a coordinated set of programs and services that meet community and student needs. The plan’s goals represent overarching desired outcomes for the district as a whole, and will serve as the framework for planning, budgeting and decision-making. While the colleges are independently accredited, they are united in a shared commitment to community and student success. The Plan reflects the colleges’ and service centers’ recognition that working together in close coordination will leverage scarce resources for the benefit of the community and students.

Plan Development Process

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

Implementation

The main channel for implementing the Strategic Plan 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, 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 steering committee. The Strategic Management Team has responsibility for ensuring effective implementation of the plan, and the Board of Trustees will provide ongoing guidance and feedback.

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

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

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

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

Vision

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

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

Values

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

STUDENTS AND OUR COMMUNITIES
Student Success—The colleges and service centers evaluate all decisions in light of how they will support student and community success.
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.

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

The 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 according to the spirit of collaboration and the roles and responsibilities embodied in shared 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.

GOALS

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

A  Advance Student Access and Success
   Actively engage our communities to empower and challenge all current and potential students to succeed.

B  Engage Our Communities and Partners
   Actively engage and partner with the community on an ongoing basis to identify and address critical needs.

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

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

E  Ensure Financial Health
   Ensure that resources are used wisely to leverage resources for student and community success.
Overview of Goals and Strategies
The following table summarizes the goals and the associated strategies.

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E. Ensure Financial Health

- E1. Integrated Enrollment Management
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- E4. Stewardship of Investments

Goal A: Advance Student Access and Success

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

Objectives

A1: Expanded Access

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

The colleges will continually monitor and anticipate the needs of the six cities of the service area. The district has experienced significant change over the last 30 years, with significant growth in the Latino and Asian populations. The age profile is also shifting with the oldest members of the large baby boomer population reaching retirement age in 2008. There are also changes related to changing public policies, especially the expected increase in 18-22 year olds without high school degrees as a result of the California High School 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 scan will also include a random-sample survey of potential students to determine their educational needs and preferences (for example, time of day, day of week, length of course, location and on-line delivery), and will gather direct input from a range of community leaders on needs and opportunities the colleges should pursue. The scan will incorporate all relevant sources of data, including economic analysis conducted by partner agencies and student satisfaction surveys conducted by the colleges.

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

**A2: Increased Student Retention and Success**

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

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

**A3: Coordinated and Consistent Distance Education**

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

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

**A4: Support for Quality Instruction**

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

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

**A5: Professional Development for Quality Programs and Services**

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

**A6: Student Technology Access**

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

**A7: Student Support Services**

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

**A8: Integrated College and Family Brand**

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

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

Objectives

B1: Community and Economic Development Alliances

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

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

B2: Community Needs Assessments

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

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

B3: Educational Partnerships

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

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

**Goal C: Build Programs of Distinction**

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

**Objectives**

**C1: Signature Programs**

*Continue to develop programs of excellence at the colleges.*

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

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

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

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

C2: Strategic Curriculum Review
*Develop agreements on review and adjustment of curriculum.*
The colleges will develop a process for reviewing curriculum across the district. The process will include criteria for reviewing enrollment trends and a protocol for adjusting curricula and their placement at the colleges to best meet the needs of the community and programs. The goal is to provide the highest level of service to students by matching resources to needs.

C3: Foundation Skills Education
*Provide effective, integrated basic skills education.*
Research has shown that the most effective basic math and English skills programs use innovative instruction, are linked clearly to student goals, and are integrated into the general activities of the college. The colleges will collaboratively define and implement highly effective basic skills programs to provide the basic math, English and English as a Second Language competencies students need to achieve their educational goals.

C4: Integrated Educational and Resource Master Planning
*Implement an ongoing collaborative strategic educational master planning approach for the four colleges that creates the foundation for information technology, human resources, facilities, marketing and fiscal resource allocation.*
The colleges and district service centers will conduct a comprehensive, integrated, and strategic planning process for educational programs and services. The strategic educational master planning process will engage every program, department and discipline in addressing the goals and objectives of the District-Wide Strategic Plan. The desired outcome of integrated planning will be increased access for the service area, improved student success across all educational goals, and growing enrollments and effectiveness for each of the colleges. To achieve these results, the colleges will develop a coordinated set of programs and services aligned to the current and projected needs of the service area. The planning will address educational content, innovative delivery, and pedagogical and support services. All aspects of the colleges – administrative, student services, instruction, categorical programs, and district service centers – will participate in assessing issues and identifying goals and directions.
The process will create a family of educational planning documents. Each college will update its educational master plan within the coordinated framework. The colleges and service centers will also develop a synthesis plan that describes collaborative initiatives, programs and strategies. The synthesis will serve as the educational master-planning document for the district as a whole and will describe the signature program strategy, including the location of strategic programs at one or more colleges. In general, the synthesis plan will describe the policies and procedures needed to operate effectively as a coordinated educational entity. Finally, each district service center will assess issues and develop goals in line with the directions of the colleges and the shared directions of the synthesis.

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

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

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

The integrated planning process will be ongoing. The colleges and service centers will create an ongoing annual process linking educational priorities to operational resource allocation for facilities, information technology, staffing, outreach, human resources and fiscal resources.
Goal D: Create a Culture of Innovation and Collaboration

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

Objectives

D1: Collaborative Leadership
Build collaborative leadership and management capacity.
The foundation of a collaborative organization is the capacity of its leaders to model and cultivate collaboration. The district office and colleges will provide professional development and process improvements to increase the ability of managers to develop consensus using sound planning and management principles. A key competency the strategy will promote is “facilitative leadership,” which includes the ability to bring together data, values and stakeholder input to craft sound strategies. The district office and colleges will also include a succession strategy to fill key functions, including developing managers from within the organization.

D2: Process Streamlining
Improve core processes.
The colleges and service centers will identify priority processes for efficiency improvements. Central functions that affect a significant number of students or critical business functions will be identified and improved. A variety of process improvement tools will be examined, including simplifying procedures, automation of paper processes, and development of standard operating procedures.

D3: Information Technology Capacity
Develop an information technology master plan and improve information technology processes.
The colleges and service centers will develop a plan for the information infrastructure of the district, to provide high-speed connectivity for educational and administrative needs. The central principle is “planning and design with the users in mind.” (See “Leveraging Information Technology” committee report.)
D4: Board Development

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

D5: Internal Communications

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

D6: Human Resource Development

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

D7: Service Centers as Partners

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

D8: Collaborative Strategic Planning

Maintain a living planning process that integrates strategic planning across the districts and colleges.
The district and colleges will participate in an ongoing strategic planning process. In complex organizations, it takes 3-4 years to complete a full strategic planning cycle. This strategy recognizes that there must be commitment to an iterative process of learning by doing to achieve the full benefits of strategic planning. The colleges and service centers will implement best practices, including alignment of major institutional planning and evaluation processes with strategic planning. This includes accreditation, program review, and mandatory state planning.
D9: Accountability Systems

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

Goal E: Ensure Financial Health

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

Objectives

E1: Integrated Enrollment Management

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

E2: Partnerships and Alternative Resources

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

E3: Resource Sharing

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

**E4: Stewardship of Investments**

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

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

**INSTITUTIONAL OUTCOMES AND PERFORMANCE MEASURES**

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

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<tr>
<th>GOALS / OUTCOMES</th>
<th>MEASURES</th>
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<tr>
<td><strong>A Advance Student Success And Access</strong></td>
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<tr>
<td>▪ Increase program completion (degrees, certificates, transfer, transfer-directed, transfer prepared)</td>
<td>▪ Student Achievement and Progress Rate</td>
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<td>▪ Improve earnings of students</td>
<td>▪ % of Students with 30 or more units</td>
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<tr>
<td>▪ Increase the number of students who six units in Fall term (at least) who return the following fall term</td>
<td>▪ Persistence Rate</td>
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<tr>
<td>▪ Improve vocational course success</td>
<td>▪ Annual Successful Course Completion Rate for Vocational Courses</td>
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<tr>
<td>▪ Improve basic skills success</td>
<td>▪ Annual Successful Course Completion Rate for Basic Skills Courses</td>
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<td>▪ Basic Skills Improvement Rate</td>
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<td>▪ Improve ESL success</td>
<td>▪ ESL Improvement Rate</td>
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<tr>
<td>▪ Improve access</td>
<td>▪ Participation Rate</td>
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<tr>
<td>▪ Provide support for quality in instruction and student services</td>
<td>▪ Quantitative metrics</td>
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<td></td>
<td>▪ Qualitative evaluation</td>
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B Engage Our Communities and Partners

- Routinely engage the community in program and course development
  - Quantitative metrics
  - Qualitative evaluation

C Build Programs of Distinction

- Create non-duplicative areas of focus and vocational programming at each of the four colleges
  - Quantitative metrics
  - Qualitative evaluation

D Create a Culture of Innovation and Collaboration

- Create and maintain a collaborative culture between the colleges, and between college and district functions
  - Organizational culture survey

E Ensure Financial Health

- Ensure effective enrollment management
  - FTES and productivity measures
- Achieve base and growth FTES
  - Reserve levels

Definitions

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

Student Progress And Achievement Rate

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

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

- **Percent Of Students Who Earned At Least 30 Units**

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

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

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

Annual Successful Course Completion Rate For Vocational Courses

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

Annual Successful Course Completion Rate In Basic Skills Courses

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

ESL Improvement Rate

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

Basic Skills Improvement Rate

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

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

**PLAN IMPLEMENTATION**

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

**Strategic Educational Master Planning**

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

**Student and Community Educational Needs**

- **District-Wide Strategic Plan**
- **Strategic Educational Master Planning**
  - Signature Programs
  - Enrollment Projections
  - Space Needs
  - Positions
  - Equipment
  - Technology  
    *(Applies to both instruction and services.)*
- **Resource Planning**
  - Human Resources
  - Facilities
  - Marketing
  - Finances
  - Information Technology
Independent Implementing Actions

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

Roles and Responsibilities

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

Plan Updates

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

Summary Comments:

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

- To ensure the plan drives budget development,
- To use a long-term, developmental perspective,
- To engage the mind and the heart—data plus values,
- To be evolutionary, and
- To integrate organizational development.
This last success factor is the one that will take ongoing work since there is a definite need for organizational development and a cultural shift as the district commits itself to integrated strategic planning. That commitment has produced a District-wide Strategic Plan, which includes Strategic Management Team Transitional Implementation Tasks. At this point, the colleges will focus on program review in spring 2007. These program reviews will culminate in an updated Education Master Plan. At the same time college technology committees, facility committees, and budget advisory committees will continue to meet and be the key members of the district committees. There is a goal in spring 2007 to complete a District Facilities Master Plan, particularly in light of the passage of the Measure A Bond. Likewise, attention will be given to completing a District Technology Plan in spring 2007. Measure A monies will assist in developing a technology replacement plan for the district.

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

**District Action Plan**

1. The district through the chancellor with the Strategic Management Team (SMT) will provide leadership and accountability for ongoing integrated strategic planning which integrates the educational, financial, physical, and human resources and integrates the educational master plans and program reviews of the colleges. The SMT will implement the seven action tasks cited above (Goal D. Objective 8).

2. In spring 2007, under the leadership of the vice chancellor of educational services and the associate vice chancellor of institutional research and development, the district will assist colleges with completion of review of selected disciplines and/or departments and updating the individual college educational/academic master plans. The district office of institutional research and development will provide all needed internal scan information. (Goal C, Objective 4)

3. The district through the chancellor will contract with Chuck McIntyre to conduct an in-depth external environmental scan to provide a longer term access and growth analysis and to address the implications for connecting academic and facilities planning. (Goal A, Objective 1; Goal B, Objective 2)

4. In spring 2007 under the leadership of the vice chancellor of general services, the district will hire a consultant to assist the district in finalizing a facilities plan, which includes an energy master plan. (Goal C, Objective 4; Goal D, Objective 8)

5. In spring 2007, the district human resources department through collegial consultation will complete the model equal employment opportunity plan and file it with the State Chancellor’s Office as per the deadline. (Goal D, Objective 8)

6. During spring 2007 under the leadership of the Strategic Management Team, the district will address the adopted budget allocation formula and the passage of SB 361 both to look at needed adjustments to the budget allocation formula and to assure that planning is linked to resource allocation. (Goal D. Objective 8)
7. In spring and fall semester, under the leadership of the Strategic Management Team and the vice presidents of instruction and student services, the district will assist faculty in implementing retention strategies for students enrolled in basic skills classes (Goal C, Objective 3)

8. Under the leadership of the Strategic Management Team, the four colleges will implement the approved condensed instructional program review, which will lead to unit plans and an updating of the educational master plan at each college. (Goal C, Objective 4)

Documentation for District Response

1. File #1: Strategic Planning Steering Committee Documentation
2. File #2: Strategic Planning Implementation Teams Documentation
3. File #3: District-wide Strategic Plan
4. File #4: Measure A
5. File #5: Managers’ College and Strategic Planning Retreat
6. File #6: Strategic Management Team Documentation
7. File #7: Program Review and Educational Planning Documentation
8. File #8: Compendium of Retention and Persistence Practices
9. File #9: Ongoing Standing Committees Documentation (Fall 2006)
10. File #10: Board of Trustees Documentation
College Response

The work of the seven strategic direction teams and that of the strategic planning steering committee comprised the major work on the district-wide integrated strategic planning process. Clearly throughout the planning process, college planning continued as described below.

Introduction

Merritt College uses a wide variety of data to inform its decision-making: student demographic data generated by the Peralta District Office of Research, data collected as part of the Integrated Planning Process, and data collected and compiled through participation in such planning and research efforts as the Title III Planning Grant, the Equity for All-Scorecard Project, and the Dale Tillery Institute, among others. Since fall of 2004, the college has actively engaged in designing an integrated planning and budgeting process that includes a focus on student learning outcomes, an overarching goal of increasing institutional effectiveness, and an intersection with district-wide planning.

Integrated Planning and Budgeting Process

The Vice President for Student Services was assigned responsibility for leading the development and implementation of the integrated planning and budgeting process and supporting systems. In June 2005, Merritt College hired a full-time Research and Planning Officer whose responsibility has been to gather, analyze, and interpret data for various college constituencies for program planning and grant planning purposes.

The College’s Integrated Planning Committee (IPC), Research and Planning Officer and Vice President of Student Services designed an Annual Progress Report and Action Plan template to be used by each college unit as a component of the annual planning process that leads to resource allocation.

The Task Force on Integrated Planning & Budgeting, under the auspices of the College Council, was created in September of 2004 as the initial planning body for recommending strategies to the College to integrate its planning and budgeting processes. The Task Force participated in facilitated work sessions to develop a shared understanding of planning processes, to create a planning agenda, and to clearly define the relationship between planning and budgeting. The Task Force membership included the College President, Vice Presidents of Instruction and Student Services, Deans of Instruction and Student Services, the Business Manager, three faculty representatives, three classified representatives, and one student representative. The Task Force developed the first Integrated Planning and Budgeting Model, which was approved by the College Council on April 20, 2005.

Upon approval of the new model, the Task Force was disbanded and the Integrated Planning Committee (IPC) was created. As a subcommittee of the College Council, the
charge of the IPC is to 1) conduct a situational analysis; 2) recommend 3-5 annual Strategic Directions to shared governance groups; 3) recommend Annual Institutional Priorities; and 4) review, analyze and comment on annual unit Action Plans. The IPC composition is as follows: two administrators (one from instruction, one from student services), three faculty, two classified staff, one of whom is the College Research and Planning Officer, and one student.

June and July, 2005
The IPC held a two-day retreat (June 28-29) to review documents and identify critical issues and future directions related to the following: teaching and learning; access, success, growth and diversity; workforce and economic development; facilities; technology; budget and budget process; and community engagement. These directions were intended to address the majority of the twelve Board priorities identified by the Board of Trustees in June 2005:

- 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

Documents reviewed included the Accreditation Self Study and ACCJC Responses; College Mission, Values, and Vision; Program Reviews; College Educational Plan; College Facilities Plan; Matriculation Plan; Title III documents; and Annual Program Plans from Categorical Programs.

Four Strategic Directions for the next five years were drafted: 1. Student Learning Outcomes; 2. Culture of Communication; 3. Technology and Media Resources; 4. Human, Fiscal, and Physical Resources.

On July 15, 2005, the IPC held a half-day retreat, during which it drafted 2006-07 Institutional Priorities and refined the draft institutional effectiveness statement, which follows:

As an effective institution committed to its mission, Merritt College galvanizes and organizes its human, fiscal and physical resources to ensure that students attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society. In this spirit, College
constituents remain committed to continually examining and utilizing data as the basis for collegial dialogue and institutional decision-making.

The week of July 18, the IPC endorsed the draft 2005-06 Institutional Priorities as necessary precursors to the 2006-07 Institutional Priorities.

August 2005

The draft Strategic Directions and Institutional Priorities were sent to the Academic Senate, Classified Senate, Associated Students of Merritt College, and Administrative Leadership Council for review and feedback from their respective Senates/Council. Based on the draft, each college executive administrator developed goals for his/her respective division (i.e. President’s Office, Instruction, Student Services, and Business Services).

Campus Summit #1 was held on August 11, 2005 to obtain campus feedback on the proposed Strategic Directions and Institutional Priorities. (Target audience: Student Services, Business Services, President’s Office Staff, non-teaching personnel in Instruction). Campus Summit #2 was held on the August 16th Professional Day to obtain campus feedback from instructional faculty on the proposed Strategic Directions and Institutional Priorities.

On August 31, 2005, the College Council received IPC’s draft Strategic Directions and Institutional Priorities as well as feedback from the three Senates, Administrative Leadership Council, and the two Campus Summits. College Council modified and endorsed the 2005-2010 Strategic Directions as well as the 2005/06 and 2006/07 Institutional Priorities. At that meeting, the College Council also reviewed the draft definition of Institutional Effectiveness and agreed that the College should continue dialogue on the definition in an effort to arrive at a campus-wide shared understanding of how institutional effectiveness is defined and measured.

Following is a seven-page document presented to the college campus that records the college’s progress in planning and implementing its integrated planning processes.
BACKGROUND

Academic Year 2003-2004
The new Shared Governance Model was developed and unanimously approved.

Academic Year 2004-2005
- The Task Force on Integrated Planning & Budgeting developed the first Integrated Planning and Budget Model for Merritt College Council approved Model.
- The College Council established the Integrated Planning Committee, (hereinafter referred to as the IPC) as a subcommittee of the College Council. The IPC charge is to: conduct situational analysis; recommend 3-5 Strategic Directions; recommend Annual Institutional Priorities; review, analyze & comment on unit Annual Action Plans and Administrative Review, Analysis & Recommendation (A.R.A.R.).

IPC composition: two Administrators appointed by the College President, one from Instruction and one from Student Services; three Faculty appointed by the Merritt College Academic Senate; two Classified appointed by the Merritt College Classified Senate, one of whom must be the College Research & Planning Officer; one student appointed by the ASMC.


Summer 2005
- The Integrated Planning Committee (IPC) held a two day Retreat (June 28 & June 29) to review the following documents and identify critical issues and future directions related to teaching and learning; access, success, growth and diversity; workforce and economic development; facilities; technology; budget and budget process; and community
engagement: Accreditation Self-Study & WASC Responses, Program Reviews, Ed Plan, College Facilities Plan, Matriculation Plan, Title III Documents, Annual Program Plans from Categorical Programs. Four Strategic Directions were drafted.

- The IPC held a half day retreat on July 15, where it refined the draft institutional effectiveness statement; and drafted 2006-07 Institutional Priorities.

- IPC endorsed the draft 2005-06 Institutional Priorities needed in order to be prepared to implement 2006/07 Priorities.

INSTITUTIONAL EFFECTIVENESS: DRAFT DEFINITION
As an effective institution committed to its mission, Merritt College galvanizes and organizes its human, fiscal and physical resources to ensure that students attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society. In this spirit, College constituents remain committed to continually examining and utilizing data as the basis for collegial dialogue and institutional decision-making.

STRAIGHT DIRECTIONS 2005-2010 and
INSTITUTIONAL PRIORITIES 2005/06 & 2006/07

STRATEGIC DIRECTION I: STUDENT LEARNING OUTCOMES
Improve the effectiveness of teaching and learning at Merritt College through the development and implementation of student learning outcomes for both instruction and support services.

STATEMENT OF INTENT
As reflected in our mission statement, Merritt College is committed to helping students attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society. Towards this end, the College will:

\( a \) identify expected outcomes as to what students should know and/or be able to do as a consequence of completing a course program or utilizing a support service;

\( b \) systematically and routinely measure the attainment of those outcomes;

\( c \) effectively communicate the results of this assessment; and

\( d \) utilize the measurement / assessment data to revamp / refine courses and support services and to inform allocation of human, fiscal and physical resources.

2005-06 INSTITUTIONAL PRIORITY
Develop agreed-upon institutional Student Learning Outcomes.
2006-07 Institutional Priority
Each unit will identify expected outcomes as to what students should know and/or be able to do as a consequence of completing a course program or utilizing a support service AND develop related tools and processes for assessment of same.

Strategic Direction II: Culture of Communication
To have clear communication and listening be a way of life at Merritt College in order to arrive at truly shared values, and develop an appreciation of the diverse perspectives in the College community.

Statement of Intent
Consistent with Merritt’s mission to develop appreciation and attitudes for success, provide lifelong learning opportunities, and foster a caring learning environment, we will develop a community that excels in the communication of ideas, values and decisions among all segments of the Merritt College community in a timely, efficient, free flowing manner. Towards this end, Merritt College will develop mechanisms to:
a) create a shared understanding of how institutional effectiveness is defined and measured;
b) provide regular and timely communication of ideas, information, decisions, news, priorities, action plans and progress among college constituencies; and
c) develop a feedback loop through which college constituency can participate.

2005-06 Institutional Priority
a) Implement the new Merritt Integrated Planning and Budgeting System;
b) Create a shared understanding of how institutional effectiveness is defined and measured; and
c) Develop agreed-upon systems for communicating ideas, information, decisions, news, priorities, action plans and progress among college constituencies in a timely manner.

2006-07 Institutional Priority
Each unit in the College will implement forums, systems and opportunities for communicating ideas, information, decisions, news, priorities, action plans and progress within each unit and college-wide AND evaluate the effectiveness of the forums and systems.

Strategic Direction III: Technology and Media Resources
Develop and maintain technological, information and media resources that support the needs of students, faculty, and staff and that are consistent with the College’s mission.
STATEMENT OF INTENT
An examination of the Colleges’ technological infrastructure and media resources suggests that there are disparities in the technology and media available to various segments within the College community. Some of these disparities exist as result of resources managed by the PCCD; others are specific to the Merritt College campus. These disparities impact the ability of the College to optimize quality education and opportunities for life long learning. In order to enhance student experiences, increase faculty capacity to support growth, and improve the College’s ability to provide effective instruction and College services, Merritt College will: a) provide technology and media resources, appropriate infrastructure modifications, and staff training sufficient to eliminate the current disparities; b) develop and implement College technology and media standards; and c) provide training so that information and learning resources may be used effectively and efficiently.

2005-06 INSTITUTIONAL PRIORITY
a) Implement effective and efficient processes and procedures for requesting and accessing Audio-Visual equipment and publish User Guidelines; b) Inventory Audio-Visual resources on campus, assess needs and develop an A-V Plan for Merritt; and c) Inventory Technology resources on campus, assess needs and develop a Preliminary Technology Plan.

2006-07 INSTITUTIONAL PRIORITY
Based on the 2005-06 inventory and assessment of technology and media resources on campus and the preliminary plan (a) adopt and implement a Comprehensive Technology Plan; and (b) implement the newly developed Audio-Visual Plan.

STRATEGIC DIRECTION IV: HUMAN, FISCAL AND PHYSICAL RESOURCES
Develop an institutional approach to optimize the utilization of existing resources and develop adequate future resources to support Merritt’s mission.

STATEMENT OF INTENT
In order to enhance institutional effectiveness, attain student learning outcomes, implement more effective communication strategies, and provide appropriate technological and media resources, it is imperative that the College maximize the utilization of current human, fiscal and physical resources, invest in innovation and develop new revenue streams. Specifically Merritt will: a) pursue business partnerships that effectively link our curriculum with industry needs as well as service learning opportunities for students;
b) pursue grants, gifts, donations, and additional facility rental;
c) provide faculty/staff training and mentoring as an investment in our human resources; and
d) systematically maintain and upgrade campus facilities to provide an excellent, clean, and safe environment for learning.

2005-06 Institutional Priority
a) Explore grants and partnerships that effectively link our curriculum with community/industry needs, and develop a comprehensive list of such opportunities.
b) Evaluate our campus facilities for proper maintenance, accessibility and utilization and prioritize our needs.
c) Expedite the completion of the building remodel projects that are in process.
d) Assess faculty and staff training and mentoring needs as well as develop a comprehensive list.

2006-07 Institutional Priority
a) Based on the 2005-06 exploration opportunities, establish business partnerships, create service learning initiatives, and pursue grants, gifts, donations, and additional facility rental options.
b) Based on 2005-06 evaluation and prioritization, implement facilities maintenance, accessibilities and utilization plan.
c) Expedite the completion of the building remodel projects that are in process.
d) Implement faculty and staff training and mentoring as an investment in our human resources.

*Endorsed by College Council 8/31/05
POSSIBLE ACRONYM TO REFLECT MERRITT’S STRATEGIC DIRECTIONS

S Students First!

C Communication

O Outcomes

R Resources

E Evaluation

NEXT STEPS

OCTOBER 3-NOVEMBER 1, 2005 (STEP 5: ANNUAL UNIT ACTION PLANS)
Each Unit develops Annual Action Plans for 2006-07 that support Institutional Priorities and Division Goals.

NOVEMBER 7-30, 2005 (STEP 6: SYNTHESIS)
DECEMBER 1, 2005-JANUARY 31, 2006 (STEP 7: REVIEW AND ANALYSIS)
IPC reviews, analyzes & comments on Unit Action Plans. (If needed, IPC refers specific Action Plans to the following committees for specialized input & refinement: CDCPD (Council of Department Chairs & Program Directors), CIC (Curriculum & Instructional Council), Facilities Committee, Technology Committee, Budget Committee) IPC sends draft Action Plans to Business Services Office for Preliminary Financial Analysis.

JANUARY 18, 2006 (FIRST READ BY COLLEGE COUNCIL)
IPC forwards preliminary summary and analysis of Action Plans to College Council for 1st read & preliminary discussion at January 18 College Council Meeting.

FEBRUARY 1-15, 2006 (STEP 8: REVIEW AND FEEDBACK)
IPC forwards summary and analysis to Academic Senate, Classified Senate, ASMC, and Administrative Leadership Council for review at respective constituency meetings and also to College Council.

FEBRUARY 22, 2006 (STEP 9: ENDORSEMENT OF COLLEGE ACTION PLANS)
A. College Council receives feedback from Step 8 and modifies (as needed) and endorses College Action Plans
B. College Council forwards recommended College Action Plans to the College Budget Committee for financial analysis
C. College Council forwards recommended Action Plans to the College President

FEBRUARY 28 (STEP 10: PRESIDENTIAL APPROVAL)
College President acts on recommended Action Plans in accordance with the College Council By-Laws and subject to availability of funding.

2006-07 PROGRESS TO DATE

May 2006

August 2007
College Council reviews and revises proposed Annual Institutional Priorities.

September 2006
College introduces TracDat, an assessment management tool, and conducts training throughout the fall semester.
Progress to Date

Each unit developed annual unit Action Plans for 2006-07 that support the approved Strategic Directions, identify needed resources, and list performance indicators based on planned activities. Each College Executive Administrator synthesized unit Action Plans and developed an Administrative Review, Analysis and Recommendation (A.R.A.R.) for each Action Plan.

The Integrated Planning Committee held three retreats and three meetings to review Action Plans (December 9, January 13, January 20, February 7, February 16 and March 9), and identified general themes and observations that arose from the review. On February 22, 2006, the Action Plan Review Progress Report was submitted to College Council, all governance committees, and the Academic, Classified and Student Senates. A final report, submitted to College Council in May 2006, included 1) general themes and observations about the planning process, 2) a synopsis of Action Plans submitted by each sector of the College, 3) a proposed 2006-07 Action Plan timeline, and proposed 2007-08 Institutional Priorities.

July 2006-March 2007
The college purchased assessment management software (TracDat) for inputting unit action plans, the college’s strategic directions and institutional priorities, student learning outcomes, and assessment plans. Student service and instructional units have input their 2006-07 unit Action Plans, and are completing their 2007-08 unit Action Plans. Lead faculty and staff in instructional and student service units are completing the identification of student learning outcomes.

In addition to creating unit Action Plans that address the college’s four Strategic Directions, the college is also actively engaged in responding to the five District Goals: A. Advance Student Access and Success; B. Engage Our Communities and Partners; C. Build Programs of Distinction; D. Create a Culture of Innovation and Collaboration; E. Ensure Financial Health.

A. Advance Student Access and Success

Merritt College provides increased student access in the following ways:

- Three state-funded Associate Degree Nursing grants provide funds to expand capacity, provide additional facilities, design pre-nursing preparation strategies, and improve retention.
- A partnership with Alta Bates-Summit Hospital provides opportunities for Licensed Vocational Nurses at Alta Bates to access training in an LVN to RN Upgrade program offered by the college.
- A partnership with the Spanish Unity Council and community health clinics (La Clinica, Native American Health, Asian Health) has resulted in creating a Medical Assistant program that provides opportunities for multiple-barrier clients.
• A partnership with UC Extension affords Extension students the opportunity to take science lab classes through Merritt College.
• Partnerships with the American Indian Public High School and other area high schools provides college-level educational opportunities for these high school students.

Merritt College has demonstrated its concern for student success through the following.
• The AD Nursing program developed several strategies that have dramatically improved the student success rate on the NCLEX licensure exam.
• In spring 2007, the college created a Basic Skills Task Force to implement strategies designed to assist students in transitioning from basic skills to college-level courses.
• The college designed a Public Safety Pre-Academy to assist potential recruits for the police and firefighter academies in the areas of report writing, public speaking, and physical conditioning.
• This academic year, the college has participated in a district-wide Joint Retention and Persistence Initiative, led by Merritt College’s Vice President of Student Services. This initiative consisted of district workshops and college forums to identify best practices that lead to increased student retention and persistence.
• Instructional and Student Services programs are identifying student learning outcomes and assessment measures that will improve student success.

B. Engage Our Communities and Partners

Merritt College has demonstrated its commitment to community engagement through a myriad of partnerships.

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<thead>
<tr>
<th>Medical Centers</th>
<th>Public Organizations</th>
<th>Community Partners</th>
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<tr>
<td>Kaiser Permanente</td>
<td>Oakland Police Department</td>
<td>Unity Council</td>
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<tr>
<td>Alta Bates-Summit</td>
<td>Oakland Fire Department</td>
<td>Community Health Clinics (La Clinica, Native American Health, Asian Health)</td>
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<td>Highland Hospital</td>
<td>Oakland Emergency Medical Services</td>
<td>Youth Uprising</td>
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<td>John Muir</td>
<td>Oakland Unified School District High Schools</td>
<td>UC Berkeley Extension</td>
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<td>First Five of Alameda County</td>
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These partnerships increase both access and student success for our students.

C. Build Programs of Distinction

Merritt College is recognized for its exemplary career/technical programs: Administration of Justice, Child Development, Community and Social Services, Environmental Management, Landscape Horticulture, Nursing, Nutrition and Dietetics,
Radiologic Science, and Real Estate. Each career and technical program listed is committed to keeping abreast of industry and technology changes through advisory boards, labor market studies, and industry partners.

In addition, Merritt College has non-vocational programs such as sciences, English, communications, and mathematics that are requirements before entering many of the career programs. Thus, faculty in both arenas work closely to ensure that prerequisite content is relevant to the requirements of the vocational programs, and to assess additional career paths for students experienced in the sciences who do not gain entrance to the special admittance programs such as nursing and radiologic science. For example, faculty in both nursing and biology support the college offering a program in respiratory therapy.

D. Create a Culture of Innovation and Collaboration

Merritt College is well-regarded for its innovation in programs and services. The college strives to update its programs with current technology, such as purchasing Sim Baby, Sim Man, and Prompt (a pregnant mannequin) for the Associate Degree Nursing program. In addition, faculty meet with outside agencies to explore demand for programs in areas of study such as genomics, forensics, respiratory therapy, electron microscopy, physical therapy assistant, and certified occupational therapy assistant. As mentioned previously, the college’s Vice President of Student Services led a district-wide Joint Retention and Persistence Initiative.

Merritt College is committed to working collaboratively on the campus as well as at the district level. Many Merritt faculty, staff, and administrators serve on district committees intended to enhance communication and collaboration among the four colleges and the district office. The VP and Dean of Student Services serve on the VPSS/DSS District Council (chaired by Merritt’s VP of Student Services), the Trustee Student Services Committee, and the Vice Chancellor of Educational Services’ VP and Dean Committee (with the Vice President of Instruction and Instructional Deans). Both vice presidents serve on the District Strategic Planning Committee, and the Vice President of Instruction serves on the district Council on Instruction, Planning, and Development, as well as on the newly created Committee for Strategic Educational Planning. The College President serves on the Strategic Planning Task Force (as does the Vice President of Student Services), the District Facilities Committee, and the Budget Advisory Committee. The faculty Senate President and Classified Senate President participate on several district committees as well.

E. Ensure Financial Health

Merritt College assists the Peralta District with its financial health goal through appropriate enrollment management strategies, grants, and contract education partnerships. The college’s ftes generation for fall 2006 was 12% greater than for fall 2005, even though enrollments state-wide are somewhat soft. In 2006-07, Merritt College was awarded three state nursing grants that total over one million dollars. In
addition, grants and contracts to the Child Development, Medical Assisting, and Biology programs provide financial support for curriculum development and expanded instructional support for students.

Summary Comments

Merritt College continues to engage in the integrated strategic planning process at the college and through district planning. We are committed to the college’s four strategic directions, to our institutional priorities, and to assisting the district in making significant progress on its five goals: to advance student access and success; to engage our communities and partners; to build programs of distinction; to create a culture of innovation and collaboration; and to ensure financial health. Merritt College is well-positioned to further these district goals through leadership in the district-wide retention and persistence initiative, through our extensive community partnerships, through faculty creativity and innovation in designing new curricula, and through college-wide collaboration to remain fiscally healthy.

Since 2003, Merritt College has actively engaged all college constituents in developing shared governance processes that include resource allocation and integrated planning. The recent purchase of the assessment management software, TracDat, will assist the college in documenting its planning and in designing assessment tools for measuring the success of its planning. The college is an active participant in the cultural shift taking place as the district commits itself to integrated strategic planning. That commitment has produced a District-wide Strategic Plan.

Currently, the college is focusing on identifying its 2007-08 action plans, and on piloting program review in spring 2007 in order to integrate the program review documents into the assessment management software. Action plans and program reviews will ultimately culminate in an updated Education Master Plan, which will be informed by planning in the college technology, facility, and budget committees.

The college, in conjunction with the district, will continue to work with the current District Strategic Plan and ensure that strategic planning is focused on current educational planning needs of the college.

College Action Plan

1. The college through the president will participate on the Strategic Management Team (SMT) to provide leadership and accountability for ongoing integrated strategic planning.
2. In spring 2007, a selection of college programs will pilot program review for integration into the college’s assessment management software, TracDat.
3. In spring 2007, under the leadership of the college president, the college will collaborate with a consultant hired to assist the district in finalizing a facilities plan, which will include an energy master plan. This plan will inform the renovation of the P, D, L, A, and H buildings on campus (these buildings house
business, sciences and allied health, Library, art and child development, and landscape horticulture).

4. During spring 2007, under the leadership of the college president, the college will collaborate on the adopted budget allocation formula and the passage of SB 361, and will advocate for a budget allocation formula that will address the needs of Merritt College.

5. In spring and fall semester, under the leadership of the Strategic Management Team, the vice presidents of instruction and student services, and the college’s Basic Skills Task Force, the college will assist faculty in implementing retention strategies for students enrolled in basic skills classes.

6. The College Staff Development Committee and college president are planning a college-wide retreat for May 4-6, 2007. The retreat will focus on college-wide communication and collaboration.

Documentation for College Response

1. Task Force on Integrated Planning and Budgeting
2. College Integrated Planning Committee
3. Annual Progress Report and Action Plan Template
4. Title III Planning Grant
5. Equity for All Scorecard documents
6. Dale Tillery Institute documents
7. IPC Retreat documents
8. Campus Summit #1 documents
9. Campus Summit #2 documents
10. Unit Action Plans
13. TracDat Guidelines
14. Associate Degree Nursing grants
15. LVN to RN Upgrade program
16. Health Care Sector Initiative grant
17. Public Safety Pre-Academy brochure
18. Retention and Persistence Compendium of Best Practices
19. Contract with UC Berkeley Extension
20. Contract with Alta Bates-Summit
21. Contract with Highland Hospital for Skills Lab
22. Basic Skills Proposal
23. Basic Skills Task Force
24. Contracts in Child Development Department
25. College retreat announcement
RESPONSE TO COLLEGE RECOMMENDATION FIVE

The College should develop and implement a plan for Student Services that focuses on broad participation of Student Services faculty, staff, and students; utilizing the Program Review process; and ensuring that the plan is integrated into the college’s Educational Plan (Standards 5.4, 5.10)

Introduction

Student Services planning takes place at multiple levels and incorporates input from student services faculty, staff and students. The four levels of planning are as follows:

District Level: The four college Vice Presidents of Student Services and the Associate Vice Chancellor for Admissions, Records & Student Services meet twice per month, and are joined by the Deans of Student Services for one of those meetings. The VP and Deans group is a planning and coordinating body referred to as the “VPSS/DSS Group.” The group meetings provide the venue for coordination of services district wide and discussion and resolution of policy and procedural issues that fall under the purview of Student Services. Examples of issues addressed include the revision of the district disciplinary and grievance polices and procedures, revision of the forms and procedures for handling dismissed and probationary students, production of financial aid and outreach publications, coordination of outreach events, selection of the departments to undergo program review each year, development of program review timelines and processes, discussion of financial practices, and development and implementation of the new PeopleSoft student records system. The VPSS/DSS Group is a model for collaboration. In identifying issues and developing solutions, the group invites faculty, staff and student leaders to join in the discussion.

Additionally, each July the group holds an annual retreat to review the past year and set an action agenda for the coming year. The primary action item for 2006-07 is student persistence and retention. Under the leadership of the Vice Presidents of Student Services, the VPs and Deans of Student Services are collaborating with the VPs and Deans of Instruction on a joint initiative to identify best practices in retention and persistence, and to select three to four strategies that each college will implement.

College Level: Student Services faculty, staff, and students are intricately involved in planning at the college level.

- The college has a new integrated planning process through which each college department and program develops Action Plans to support the college's Strategic Directions, annual Institutional Priorities and annual Divisional Goals. All Student Services programs and departments participate in that process annually.
- Student Services faculty and staff serve on the college's six governance and fourteen functional committees that are part of our institutional shared governance system. The governance bodies are key elements of the college’s planning and coordinating process.
Student input is highly valued at Merritt. Student representatives serve on the college governance and functional committees along with faculty, staff and administrators. Student feedback is received through departmental satisfaction surveys, campus forums, pre and post-tests related to Student Learning Outcomes, and student persistence and retention data.

Special projects provide opportunities to identify and respond to campus needs. Through the process of planning for the Title III Grant application, the college identified the need for professional development and customer service training in support services areas. In response to this, the Vice President of Student Services at Merritt College has partnered with NASPA (National Association of Student Personnel Administrators) and their Community College Student Services Institute to deliver a professional development program for Merritt Student Services employees. Merritt is one of only four community colleges in the entire United States to be selected to host the NASPA Student Services Institute. The 40-hour institute provided customized on-site staff development during February and March 2007. Institute topics included the following:

- The American Community College: Its History, Mission and Philosophy
- The Historical Development of Student Affairs
- Learning Reconsidered: New Ways Students Learn
- Creating a Culturally Responsive Environment
- Guidelines for Working Effectively with Difficult Students
- Legal Issues in Higher Education
- The Millennial Student
- Student Development Theory and Adult Learning Theory
- Community College Student Affairs: Creating a Culture of Evidence
- Building Partnerships with Academic Affairs
- The Future of Community Colleges and the Issues Impacting Them

Another important special project has been the planning for the renovation of R and P Buildings. Under the leadership of the Vice President of Student Services, the R/P Building Committee (composed of faculty, staff, students and administrators) meets weekly. This committee has identified space needs for student support services and has guided the entire renovation project. The renovation of R Building will be completed in March 2007, and P Building renovation will be completed in November 2007.

**Divisional Level:** The Student Services Council meets twice a month, and is comprised of the Student Services program coordinators and department chairs, as well as the VP and Dean of Student Services. The Council serves as the primary planning and coordinating body within student services. Major topics of discussion include program review, educational plans, building renovations, professional development, student learning outcomes, and institutional planning. Additionally, this Council serves as an important venue through which each department shares departmental issues, news and plans, and where interdepartmental issues are identified and resolved.

**Departmental Level:** Each department holds regular staff meetings to identify issues, problem-solve, develop and monitor Student Learning Outcomes, and develop
departmental Action Plans as part of the Institutional Planning Process. Additionally, it is at the departmental level that educational plans are developed, and program review self-studies are conducted.

**STUDENT SERVICES PLANNING PROCESSES**

**Progress to Date**

All units at Merritt College are responsible for completing Action Plans. Action Plans describe unit tasks, performance indicators, and resources needed for the subsequent academic year. In the year that the Action Plans are operationalized, units are required to submit evidence of Action Plan completion. The Action Plans and the evidence demonstrating completion of the Action Plans are reviewed and commented on by the Integrated Planning Committee (IPC) and by the Student Services Executive Administrator.

In the 2005/2006 academic year, nearly 100% of Student Service units submitted Action Plans that support the college Strategic Directions for 2006-2007. The Integrated Planning Committee (IPC) met, reviewed, analyzed and commented on the Student Services unit Action Plans. Below are the IPC observations of the Student Services Action Plans.

**Communication**

1. Intradepartmental communication is the main mode of communication that is described in the Action Plans. Action Plans should include more interdepartmental college-wide communication. More marketing and communication about Student Services throughout the College is needed.

**Collaboration**

2. An analysis of the Action Plans revealed that there are many opportunities for college-wide collaboration. A review of the Action Plans revealed that a significant amount of college outreach happens through Student Services. Student Services need to collaborate more with Instructional Programs on college outreach.

**Resource Needs**

3. Action Plans document a need to provide technology training to upgrade skills.

4. There were many requests for funding in programs that already receive direct state funding. Categorical Program Coordinators/Staff need to

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2 The Student Services units Action Plans support the following College Strategic Directions: Strategic Direction I: Student Learning Outcomes, Strategic Direction II: Culture of Communication, Strategic Direction III: Technology and Media Resources, and Strategic Direction VI: Human, Fiscal and Physical Resources.
Next Steps

Approximately 95% of Student Services units have submitted Action Plans for the 2006/2007 academic year. Student Services units will submit evidence of Action Plan implementation in spring 2007.

Although Student Services and Instructional Programs and Services communicate through existing information sharing vehicles such as the shared governance committees, the IPC has identified communication and collaboration as areas for improvement. To increase communication and collaboration, Student Services units will engage in the activities outlined below.

Communication

To increase on-campus interdepartmental communication, Student Services staff will collaborate with instructional faculty on the following committees: the Merritt Matriculation Committee, Council of Department Chairs and Program Directors, (CDCPD) and the Integrated Planning Committee (IPC).

In order to increase interdistrict communication, the Vice Presidents and Deans of Student Services and the Vice Presidents and Deans of Instruction have convened a district-wide joint committee on retention and persistence. This joint committee enables the Vice Presidents and Deans of Merritt College to collaborate on retention and persistence issues germane to Merritt as well as to collaborate with other Peralta Colleges. A compendium of best practices has been produced by this committee. With this compendium, each campus engages staff, faculty and students, through a campus forum, to select three or four practices to implement that will increase the retention and persistence of 18-24 year old students enrolled in one or more basic skills courses. Each college has reported the results of their campus engagement process to the joint committee.

To better market Merritt College as a school of choice, Student Services units will implement a schedule for high schools students to visit Merritt College. Additionally, Student Services will revise its contact list with Oakland Unified School District. Student Services has an ongoing outreach effort to disseminate Merritt College information to the local community with the aid of student ambassadors.

Collaboration

Student Services will work with Instructional Programs and Services to ensure collaboration across divisions. Below are a few examples of new and ongoing collaborations.

The Financial Aid department has collaborated with the Office of Instructional Programs and Services to provide workshops to classes on Financial Aid services.
such as Free Application for Federal Student Aid (FAFSA) preparation, the student loan program, and information on financial aid eligibility requirements.

The Transfer Center has an ongoing initiative called “Do Not Cancel That Class,” which provides informational workshops on transfer to all interested instructors who would otherwise cancel a class session.

Resource Needs

There are many training efforts that occur throughout the college. As new software is acquired, training for staff has been included in the software purchase contract. The current status of Student Services training efforts are as follows:

- Four trainings on TracDat, Merritt College’s strategic planning software, have occurred this year. The purpose of the trainings was to show units how to enter Action Plans. In 2007, Student Services units will be trained on how to upload to TracDat evidence of Action Plan completion.

- Trainings on the utilization of the Student Academic Record System (SARS) will be conducted once SARS is installed.

- Student Services staff have received training on management of financial records and purchasing utilizing Promt, the new district financial records system.

- PeopleSoft training is scheduled to occur in 2007-2008 after the implementation of the student records component.

Student Services has established a timeline and process for developing budgets for categorical programs. This process will be implemented in 2007-2008.

Categorical Program Plans

In addition to submitting Action Plans, the following categorical programs are required to submit annual plans to the State of California: CALWORKS, CARE, and EOPS. A brief description of those plans follows.

CARE is required to submit a Year End Report to the state of California. This report describes programmatic details about CARE that include information on CARE’s programs and services, campus partnerships, and student achievements.

CalWORKS submits a report titled the Program Plan to the state that details information on its operational characteristics. The CalWORKS Program Plan provides information in the following areas:

- students served
- job development and placement
Equal Opportunity Programs and Services (EOPS) submits a Year End Report to the state of California. The Year End Report contains information on program accomplishments in the areas of enrollment outreach, program management, retention, student recognition activities, student learning outcomes, and program evaluation activities.

**Title III Grant Planning Process**

The Title III grant planning process provided an opportunity for Instructional Programs and Services and Student Services to identify college-wide issues and develop a comprehensive response to address them. The team identified two interventions to increase student success. Instructional Programs and Services focused on services the institution provides inside the classroom to foster student success. Student Services intervention focused on services the institution provides outside of the classroom to support student success.

To address student success from an integrated approach, a series of Student Services Staff meetings were held throughout the academic year. The groups were charged with developing a strategy to re-engineer support services to enhance student success. Once a strategy was drafted to improve student success from a support services perspective, meetings were held with Student Services and Instructional Programs and Services. Ultimately, an integrated strategy to improve student success for the college was designed through the Title III Grant.

**Next Steps**

The Title III Grant will be submitted in the next competition. In the interim, Student Services will re-engineer a component of support services as outlined in the grant through the President’s Retention Initiative.

**PROGRAM REVIEWS**

The Program Review schedule and processes are developed at the District level by the Vice Presidents and Deans of Student Services in collaboration with the presidents of the District Academic and Classified Senates. The Program Review process gives Student
Services an opportunity to examine the extent to which each department is meeting its mission, develop an understanding of each department’s challenges and successes, and provide information for decisions on program revisions, program deletions, and resource allocations. This examination focuses on Program Reviews for Financial Aid, Articulation, Athletics, Matriculation, and Transfer Center, listing for each department the Recommendations and corresponding Progress-to-Date and Next Steps.

**Financial Aid – 2002 Program Review**

**Recommendations from 2002 Program Review**

1. Maintain a well-trained staff by providing in-service training and developing a formalized professional development program.

2. Continue to explore reconfiguration of the current space as well as locating additional nearby space to be utilized for confidential student intake procedures.

3. Dialogue with the following agencies and departments in order to ensure that students are not negatively impacted: Cal Grant, State and Federal Government, INS, IRS, EDD, Social Services/Welfare Dept/CalWorks, Office of AG, Housing Authority, City of Oakland, Dept of Ed in SF and Washington, U.S. Court, Veterans, Americorps and Off Campus Work Agencies.

4. Collaborate with district office to compile data for an annual report on the rates of successful course completion by students receiving financial aid.

5. Hire additional permanent staff person.

**Progress to Date on Recommendations**

1. Staff attends annual financial aid training workshops and implements concepts in order to stay in compliance with state and federal regulations. Training workshops attended annually include those offered by the California Community College Student Financial Aid Association (CCCSFAA), California Association of Student Financial Aid Administrators (CASFAA), Edfund, California Student Aid Commissions, and U.S. Department of Education.

Financial Aid staff attended the District staff development workshop entitled “Respect in the Workplace: a Cultural Sensitivity Training.” Participants evaluated their own conduct at work and identified responsible courses of actions.

Financial Aid staff, along with all of Student Services, participated in the Student Services Institute (SSI) for Community Colleges, sponsored by the National Association for Student Personnel Administrators (NASPA). NASPA, the leading voice for student affairs administration, policy, and practice, has designed SSI to specifically address the needs of professionals and para-professionals working in community colleges. SSI provided 40 hours of
customized, on-site training to meet the needs of Merritt College Student Services employees.

2. Building R plans include cubicles for Financial Aid to insure privacy for students.

3. Financial Aid Supervisor attends all training sessions offered by CCCSFAA, CASFAA, Edfund, U.S. Department of Education, and the California Student Aid Commission, monitors emails, and makes necessary phone calls to remain current with all changes.

4. To maintain eligibility for financial aid, students must show satisfactory progress. At the end of each semester, the Financial Aid Department receives a Satisfactory Progress Report from the District, detailing the number of units completed and cumulative GPA. Students maintaining a 2.0 GPA retain eligibility for a maximum of 90 units, more than the necessary units for a student to reach his educational goal.

To extend eligibility beyond 90 units, a student must file a petition, thus indicating he has not fulfilled his educational objective. In an effort to keep students on track for achieving their educational goals, the Financial Aid Department refers students to a designated academic counselor who develops Student Education Plans for financial aid recipients. As a result, the number of students petitioning for a financial aid extension has declined from 54% in 2004-05 to 35% in 2005-06.

If students receive federal financial aid money, it is vitally important for them to complete the units for which they have been paid. The federal 60% rule mandates that if a student withdraws from all units before 60% of the semester is completed, the college must collect from the student all federal financial aid he has received for the semester.

Since enforcing this rule, Merritt College has experienced a significant decrease in the number of financial aid recipients who withdraw from their courses. The drop rate for 2003-04, 2004-05, and 2005-06 was 27%, 6% and 3%, respectively.

5. Student Services is in the process of hiring two permanent full-time financial aid placement assistants and one clerical II assistant.

Next Steps

1. In planning for future in-service training, the Financial Aid Supervisor will identify organizations that conduct in-service training for Financial Aid staff.

2. The pending move to R Building will provide the necessary space and configuration for confidential student intake.

3. The Financial Aid Supervisor will continue to attend all necessary training sessions and update staff on changes that impact students.
4. To continue the increase in retaining financial aid recipients and keeping them on track, the Financial Aid department will communicate with students, enforce the 60% rule, and refer students to an academic counselor.

5. Student Services will complete the hiring and training of new Financial Aid staff.

Articulation – 2002 Program Review

Recommendations from 2002 Program Review

1. All Merritt College course outlines must be brought current (not more than five years old), put in electronic form, and posted on the Internet.

2. The Merritt College Articulation Officer should continue to provide articulation and curriculum training and consultation to Merritt College faculty and administrators.

3. The college should continue to develop new and maintain existing articulation agreements which focus on the four-year schools to which Merritt College students transfer most often, and the popular majors within those schools.

4. The Student Service division should schedule adequate counseling staff to free the Articulation Officer to devote as much time as necessary to articulation.

5. It is imperative to upgrade technology to allow for high-speed Internet accessibility for all faculty to speed up and streamline the articulation process.

6. Adequate space to store reference materials and historical documents is needed.

Progress to Date on Recommendations

1. Recognizing that the course outline is the official curriculum document, the Merritt Academic Senate passed a resolution in October 2002 calling for all course outlines to be updated at least once every 5 years. The resolution stemmed from a review of state and national curriculum guidelines, as well as guidelines from four-year institutions with which Merritt articulates courses, all of which stressed the importance of having current course outlines. At Merritt, the responsibility for curriculum (and course outlines) lies with the Curriculum and Instructional Council (CIC), a subcommittee of the Academic Senate.

   The new CIC website, located at http://merritt.berkeley.edu/apps/comm.asp?S1=40347, includes the latest lists of course outlines that have been revised and those that need to be updated. The site is a useful resource for faculty who need to update course outlines and want to develop new courses and curriculum, including programs and certificates.

   To date, 670 of the 1023 course outlines (66%) are updated and in electronic form.

2. Each year, the Articulation Officer meets individually with 20 to 30 faculty members, utilizes email, and participates in shared governance to communicate key issues in articulation.
3. To participate in developing new and maintaining existing relationships with four-year institutions, the Articulation Officer remains active and visible on regional and statewide committees and memberships. In conjunction with ASSIST, an online student-transfer information system, the Articulation Officer maintains campus-specific, system-wide, and major-preparatory agreements. The official repository of articulation for California’s public colleges and universities, ASSIST shows how course credits earned at one public California college or university can be applied when transferred to another, and provides the most accurate and up-to-date information about student transfer in California.

4. To improve the counseling-student ratio, the counseling faculty has increased from five to six full-time counselors.

5. Faculty members have upgraded from dial-up to high-speed internet service.

Next Steps

1. The Articulation Officer and Merritt Curriculum Committee (CIC) continue to lead the campus-wide effort to get all course outlines in compliance with the Senate resolution. Department Chairs, in consultation with and support from their Division Deans, will designate a permanent faculty member who is familiar with the course and discipline to update the course outline at least once every five years. The updated course outline will then be submitted for review and approval to the relevant department and subsequently to the CIC. After approval by the CIC and the district Council for Instruction, Planning and Development (CIPD), the course outline will be added to a college database.

   In addition to the ongoing, concerted effort to comply with the Senate resolution, the CIC will post course outlines online where they will be available to faculty, staff, and students.

2. As new issues arise, the Articulation Officer will continue to meet with faculty members and remain active in shared governance.

3. The Articulation Officer will continue to develop new agreements with four-year universities and participate in the development of new agreements, particularly with Historically Black Colleges and Universities.

4. Student Services has provided funding for part-time counselors to ensure as full a complement of counselors as possible.

5. As a result of its CAT 6 state-of-the-art connectivity, the move to the R Building will greatly facilitate internet accessibility, enhancing Articulation Officer, faculty, and administrative interactivity on the CIC website.

6. The move to the R Building will accommodate the need for more storage space.
Athletics – 2002 Program Review

Recommendations from 2002 Program Review

1. Each coach is to be given a copy of the Commission on Athletics (COA) Constitution.
2. The coach of each sport will become involved with filling out eligibility forms.
3. To enhance the image of the college and athletic programs, student-athletes will be nominated for various awards.
4. Regular meetings will be scheduled with athletes to discuss appropriate behavior and conduct at all times.
5. Accounting procedure for fundraising will be formalized in writing.
6. A mailing list and flyer detailing campus facilities available for community rental will be established.
7. Coaching staff should attend as many high school competitions as possible.
8. Coaching staff should conduct sports clinics and presentations in area high schools and recreation centers.
9. Hire clerical staff for the Athletic Department to ensure effectiveness and efficiency.
10. Coaching staff should serve as guest speakers at high school sports events or functions.
11. Sports booster clubs should be created to provide resources and community support.
12. A community-based athletic advisory board should be formed to help promote Merritt College sports.
13. Athletic facilities should be used to host high school and community events whenever possible.
14. A brochure that details the history of Merritt College athletics should be developed.

Progress to Date on Recommendations

1. Each fall, the Athletic Director distributes the updated COA Constitution and Bylaws to all coaches. The Athletic Director reviews the constitution with each coach, who then signs the Statement of Training form, indicating that he has received in-service training on the current COA Constitution and Bylaws, COA Decorum Policy, as well as recruiting policies. The Athletic Director signs the form, signifying that each coach listed has had the in-service training. The Statement of In-Service Training is then filed with the office of the Executive Director, sent to the conference commission, and retained in the office of the President of Merritt College.
2. The Athletic Director and coaches distribute and read to athletes Student Eligibility Report Form 1. Before completing the form, coaches request the athletes to thoroughly read the form again. Coaches offer assistance to any athlete who has questions or concerns.

3. For each sport, coaches vote and give awards for academic excellence, most improved, most valuable, and most inspirational.

4. Coaches review the Student-Athlete Handbook with athletes. Coaches explain the “Code of Conduct” section and emphasize that adhering to the 12 conduct rules of responsibility and sportsmanship lessens the likelihood of sanction or discipline of student-athletes by the Department of Intercollegiate Athletics. Beyond the codes of conduct for Merritt College, coaches emphasize the importance of adhering to the COA State Decorum Policy, which is specific in its intent and resulting sanctions. After reading the Code of Conduct and State Decorum Policy, athletes sign the letter of commitment.

5. Fundraising money is distributed to four accounts: Men’s Basketball, Women’s Basketball, Track and Field, and General Athletics. Expenditure of funds requires two of three eligible signatures.

6. Merritt College Business Services, the office responsible for renting Merritt College athletic facilities, establishes and maintains rental agreements with community organizations who, in turn, recommend Merritt College athletic facilities to other groups as a site to host events.

7. Basketball coaches attend area high school basketball games and tournaments, and the Track and Field coach attends high school track and field meets. Preceded by a letter of introduction, Merritt College coaches talk to each high school coach, present a recruiting packet to students, and conference with parents.

8. Coaching staff conduct sports clinics and basketball camps at Merritt College for elementary through high school students.

9. The Staff Assistant to the Vice President of Student Services provides clerical assistance.

10. Speaking at high school sports events or functions, coaches introduce the District and Merritt College to prospective students. Coaches relay the academic and athletic programs at all Peralta Colleges, informing students about which colleges offer specific programs. Coaches explain how students who attend one Peralta College may participate in sports at a different Peralta College. Coaches distribute information about Student Services, the various degrees and majors, and transfer to four-year college.

11. The Merritt College T-Birds Booster Club solicits and receives donations from the community. The club generates funds by selling food at activities on campus and basketball games. Members include parents, students, and alumni.

12. The community continues to use Merritt College athletic facilities for events, including
Gym: Merritt College High School graduations, dinners and banquets, karate tournaments, cheerleading competitions, testing (i.e. DMV, Police Academy, state government testing), Native American Powwow, basketball camps;

Track: American Society Relay for Life, Holy Names University tournament games;

Tennis Courts: company tournaments

Next Steps

1. Coaches will provide leadership and assist athletes in maintaining appropriate behavior on and off campus.
2. Coaches will expand the number of area high school Basketball and Track and Field events they attend.
3. A new clerical assistant position has been created and is being advertised. The person will provide support to athletics, assessment and research and planning.
4. Coaches will use speaking events to recruit and talk to students, parents, and high school coaches and counselors about athletic and academic programs offered by the District.
5. The Merritt College T-Birds Booster Club will expand its membership.
6. The Athletic Director will create an advisory board including high school athletic directors, faculty members, and businessmen/women. The Advisory Board will promote athletic programs, develop a trust fund, and work with counselors to increase retention of athletes.
7. Merritt College will host the 2007 Northern California Community College Trials for Track and Field.
8. The Athletic Director will gather information from former coaches and develop a brochure that details the history of athletics at Merritt College.

Matriculation – Spring 2006 Program Review

Recommendations from 2006 Program Review

1. Improve matriculation with a comprehensive and well-integrated student record management system.
2. Evaluate the effectiveness of the online Orientation.
3. Create a survey to measure the effectiveness of orientation to new students and develop a comprehensive orientation program.
4. Hire a permanent Assessment Coordinator.
5. Hire more full-time General Counselors.
6. Elicit full participation of the faculty in the Early Alert system.
7. Hire a support staff employee (not work-study) to help with data entry, scheduling, setup, etc. for Assessment.

8. Recruit General Counselors who are fluent in languages other English, Farsi, and Spanish. The need is high for counselors who speak one or more Asian languages.

9. Hire a Vocational Counselor to provide needed services to the growing number of students enrolling in vocational programs, especially in the Allied Health Programs.

10. Increase staffing at the Learning Center.

11. During the first week of class, assess student readiness for the course.

12. Develop and conduct annual Matriculation-related in-service trainings

13. Block students from enrolling in courses without meeting prerequisites, and expedite responses to prerequisite challenges

Progress to Date on Recommendations

1. The District’s move to Oracle’s PeopleSoft Enterprise Campus Solutions will greatly enhance Merritt’s accounting system. The software program is a comprehensive suite specifically designed for the changing needs of higher education institutions. The program will help to manage the entire student lifecycle—from admissions to student services - in a secure and stable environment.

2. The Matriculation Committee has met and decided to restructure the Orientation program.

4. An Assessment Coordinator was hired in August, 2006

5. Student Services now has a staff of six full-time counselors.

6. With PeopleSoft, a student’s self identification of needs and services will automatically and immediately alert the departments and programs identified. Subsequently, departments and programs receiving current requests will respond in a timely manner.

7. The College’s purchase of SARS (Student Academic Records System) should reduce the need for manual data entry. SARS-SUITE is a package of six interactive software programs that operate seamlessly to meet the scheduling, tracking, planning, and reporting needs of administrators, counselors, schedulers, and students in educational institutions.

8. Merritt College seeks to maintain a counseling faculty that reflects the demographics of the student population.

9. Instructors, classified assistants, and student tutors staff the Learning Center. An instructor must be present when the Learning Center is open, and eleven instructors from various disciplines help to fulfill this requirement. In addition, two instructors maintain office hours, and three instructors conduct Math
Workshops, in the Learning Center. The Learning Center staffs two instructional assistants and has recently hired a third. Since the 2000-2001 school year, Merritt College Learning Center has experienced a net gain in the number of tutors. The Center endeavors to maintain an average of 25 student tutors a semester. Tutors are actively recruited by instructors and referred to the Learning Center, screened for Math and English skills, and approved by the respective department chair.

<table>
<thead>
<tr>
<th>School year</th>
<th>Number of tutors</th>
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<tbody>
<tr>
<td>2000-2001</td>
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<td>2001-2002</td>
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<td>2004-2005</td>
<td>56</td>
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<tr>
<td>2005-2006</td>
<td>57</td>
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10. Instructors are not mandated to assess student readiness; however, in Biology 2, the instructor gives a 12-question basic Biology exam the first day of class. The tests are given to lab techs to grade. The lab tech calls students who do not receive better than 50% on the test and suggests that they take Biology 10 or Biology 24 before taking Biology 2. Students may then switch to the appropriate-level class. The Biology instructor does not know the students' assessment scores until after the final exam, when a correlation is made between their final grade and the grade they received on the entry exam.

13. The District Matriculation Committee is discussing the concern about students who are able to enroll without meeting the prerequisite requirement or who are able to challenge a prerequisite and then enroll in a course.

Next Steps

1. With the District’s implementation of PeopleSoft, Merritt College will be able to offer a comprehensive and well-integrated student record management system. Students can plan and manage their learning experience—from applying for admission and financial aid to enrolling in courses; from monitoring academic progress to paying tuition and fees. Students can also have instant links to admissions and federal financial aid applications. The District can configure the software to meet its needs and share information with users. With PeopleSoft, information delivery is role-based, so students, faculty, staff, alumni, and visitors see exactly the information they need. PeopleSoft will provide all users the online, real-time experience they expect. Because PeopleSoft provides the most efficient way to complete transactions, Merritt
will see more-satisfied users and smoother execution of administrative processes overall.

2. Utilizing funds designated to improve the retention rate of students enrolled in Basic Skills classes, the Assessment Coordinator will design a comprehensive orientation program. Restructured to better serve the needs of its current population of new students, the new orientation will include the following components:

   Orientation video
   On-going weekly college orientation workshops covering such topics as accessing financial aid, navigating the schedule of classes, succeeding in college, test-taking tips, note taking tips, goal setting, community resources, campus resources, nutrition/health, and math anxiety and tips for succeeding in math

   Orientation materials to distribute to students

During spring 2007, the video will be produced, and a limited number of workshops will be offered. Full implementation of the program will take effect in fall 2007.

3. To determine the effectiveness of the new orientation, the Assessment Coordinator will develop, distribute and analyze a student survey. Additionally, the Assessment Coordinator will look at current data and, with the Research and Planning Officer, compare the retention/persistence rate of students who attend Orientation to that of students who do not attend.

4. The Assessment Coordinator will study Best Practices to better serve students requiring Assessment.

5. Student Services will continue provide funding for hourly counselors to ensure a full of counselors to assist students.

6. Faculty will more easily identity Early Alert students via PeopleSoft and direct students to the departments that will best assist these students.

7. Assessment will utilize SARS-GRID, an easy-to-use appointment scheduling software package for student service offices. The program includes a built-in interface to PeopleSoft and will offer the following benefits:
   - Offers an affordable scheduling solution
   - Increases scheduling efficiency
   - Prevents scheduling conflicts
   - Minimizes unnecessary paperwork
   - Improves service to students

Assessment will also make use of SARS-CALL, an automated notification and confirmation system, that combines computer and telephone technology to make appointment reminders and to announce upcoming events using automated telephone calls, e-mails, or a combination. The program offers the following benefits:
Uses pre-existing database of students and counselors
Eliminates the time spent on preparing manual call lists
Adapts flexibly to last minute appointment changes
Alerts staff to incorrect telephone numbers
Periodically re-dials busy and unanswered numbers
Decreases appointment "no show" rate, thereby increasing financial
reimbursements to the school
Maximizes efficiency of counselors
Assures timely contact of target call group

8. Already serving the counseling needs of its English-, Spanish-, and Farsi-
speaking students, Merritt will continue to recruit counselors fluent in one or
more of the Far Eastern languages.

9. Although there continues to be a need for a vocational counselor, currently there
is no funding for the position and, thus, it has not been filled. Hourly
counselors are hired annually to work with several of our vocational programs.

10. Instructors, classified assistants, and student tutors will continue to adequately
staff the Learning Center.

11. Instructors will voluntarily and independently assess student readiness for
courses.

12. Matriculation staff, along with all of Student Services, will participate in the
Student Services Institute (SSI) for Community Colleges, sponsored by the
National Association for Student Personnel Administrators (NASPA).

13. Since the District establishes policies regarding prerequisites, the District will
block students from enrolling in courses for which the prerequisite has not been
met, and the District will develop a procedure to expedite responses to
prerequisite challenges.

Transfer Center – 2002 Program Review

Recommendations from 2002 Program Review

1. Increase visibility of transfer center.

2. Increase the number of students attending four-year college/university
representative visits.

3. Increase the number of student Transfer Articulation Agreements.

4. Enroll at least 50 students in the “Transfer Make it Happen” program.

5. Target Native American students for support and informational services.

6. Place small ad in every course schedule informing students of name, location,
phone number, and services.

7. Invest in a campus-wide scanning system to track students’ use of multiple
services.
8. Establish a relationship with VP of Instruction in order to institutionalize the transfer process.

9. Provide instructional faculty training on transfer.

10. Organize faculty-student workshops in the more popular departmental areas.

11. Develop a Transfer Center website.

12. Hire another full-time counselor to allow the Transfer Center Counselor to be assigned to transfer duties 100%.

13. Allocate general funding for graphic services, conference/travel, mandatory statewide and special events, and center equipment.

14. Schedule ongoing technology training.

**Progress to Date on Recommendations**

1. The Transfer Center Counselor has increased communication with instructional faculty who invite the Transfer Center Counselor to give classroom presentations. One innovative method developed by Transfer Center Counselor is to present transfer information to a class during a time when an instructor would have canceled the class.

   Counseling faculty is encouraged in weekly Counselor meetings to share Transfer Center services with all students.

   The Transfer Center Counselor communicates via email, flyers and letters to the entire Merritt College community about Transfer Center services, events and opportunities.

2. Due to distribution of flyers, emails to students, and improved partnership with instructional faculty, students now reserve and attend all available appointments with representatives from Cal State East Bay, UC Berkeley, Mills and SF State. In 2002, approximately 50% of four-year college representative schedules were full; now they are 100% full.

3. As a result of improved communication between the Transfer Center, students and faculty, the number of student Transfer Articulation Agreements has increased.

4. Transfer Make It Happen was a program based on a partnership with a local non-profit. The TMIH program was dismantled by the non-profit due to a lack of funding.

5. The Transfer Center has workshops for all underrepresented groups transferring to four-year colleges. Per data from the four-year institutions, underrepresented groups include Native Americans, African Americans, and Latino Americans.

6. Each semester, the Transfer Center Counselor places an ad in the course schedule.

7. The College has purchased SARS-SUITE, including SARS-TRAK, an automated student check-in/check-out system for measuring students' use of
school services, such as counseling, library, labs, career centers, and other school services. Features and benefits of SARS-TRAK are outlined below.

**SARS-TRAK features**

- Login and logout times, as well as reasons for visits, are stored in a student history database.
- Students may select the specific reason for each visit.
- For scheduled appointment, SARS-TRAK sends a message to the counselor. For example, "Your 2:00 p.m. appointment has arrived."
- Reports can be generated, showing the times and dates of services used, the amount of time spent at the service sites, and the reasons for the visits.
- An unlimited number of concurrent users per school are supported.

**SARS-TRAK benefits**

- A built-in interface to Datatel, Oracle, PeopleSoft, and SunGard SCT is included.
- All student use of designated services is recorded, thereby maximizing financial reimbursements to the school.
- The program integrates seamlessly with SARS-GRID.
- Schools may customize the screen options, instructions and messages.
- Because students are prompted with screen messages, no training is required.

8. The Transfer Center Counselor has established a link between counseling and instructional faculty, facilitating the dissemination of transfer information to instructional faculty who forward the information to students

9. The Transfer Center Counselor conducts an annual “How-To” workshop for instructional faculty. Some of the basics covered include: minimum transferable units required to transfer, lower-division general education and major preparation, the importance and use of ASSIST.ORG, how Counselors advise students who desire to transfer, and the importance of flexibility.

10. The Transfer Center Counselor hosts a transfer student panel where former Merritt College students, now at four-year institutions, share their experiences, give advice and answer questions about transfer.

11. The Transfer Center Counselor maintains a student database and uses a section of the Counseling Website.

12. Except for peak enrollment periods, the Transfer Center Counselor spends 100% of her time on transfer-related activities.
14. Transfer Center Counselor has attended training workshops in Microsoft Excel and Print Shop. The workshops have been useful in marketing, data collection and organization.

Next Steps
1. In 2005, Merritt College participated in the Equity for All: Institutional Responsibility for Student Success (Scorecard) project. One of ten California community colleges selected to participate, Merritt has a critical mass of students from underserved groups that include low-income students, first generation college students, and racial and ethnic minorities.

One of the Scorecard findings identified the low number of Merritt students who transfer to four-year universities and colleges. To better track students transferring to all four-year colleges and universities, Merritt will utilize the National Student Clearinghouse (NSC) database to track almost all of its students who transfer into both public and private colleges and across state lines. Studies have shown that using the NSC data will more than double the number of community college transfer students who can be tracked.

2. To increase the number of student transfer agreements, the Transfer Center Counselor will continue to serve as a conduit between the articulation officer and students regarding their requests for articulation with specific colleges of interest because of specific departments, programs and courses.

3. The Transfer Center Counselor will work on “marketing” Transfer Center services in a way that is attractive to students.

4. The Transfer Center Counselor will continue to host workshops for underrepresented groups.

5. The Transfer Center Counselor will continue to place ads in the course schedule each semester.

6. Utilizing the features of SARS·SUITE, students will be prompted to record their arrivals and departures in various Student Services departments. Students can enter their ID numbers using a keyboard, touch screen, or scanning device, such as a card reader or wand. When linked with SARS·GRID, students may also use the system to schedule same-day or future appointments and self-register for unscheduled, walk-in visits.

7. The Transfer Center Counselor plans to host a similarly styled panel with faculty. The panel will be specifically aimed at students in the Health Sciences and Social Sciences majors, both highly impacted and popular programs at Merritt College and four-year institutions.

8. In preparation for developing a website, the Transfer Center Counselor is researching transfer center websites of other colleges.

9. The Transfer Center Counselor plans to submit a program plan and budget proposal to the Vice President of Student Services
10. The Transfer Center Counselor plans to offer transfer training to faculty on one Professional Day a year

11. Transfer Counselor plans to submit a program plan and budget proposal to the Vice President of Student Services

12. Transfer Center Counselor will attend training sessions for PeopleSoft and SARS.

STUDENT LEARNING OUTCOMES

Merritt College Student Services has engaged each unit within its area to identify Student Learning Outcomes pertinent to their individual service units. This process began in September of 2004 by selection of the first cluster group to be tasked with answering the question as to how their individual program, policy, or practice can improve or expand student learning and how that learning can be assessed.

The Student Services Departments have been divided into five SLO clusters:

1. EOPS, Financial Aid, Student Activities, DSPS.
2. Health Services, Transfer, Counseling, Puente.
3. Assessment, Orientation, CalWORKs.
5. Dean’s office, Merritt College Bookstore, Care Program.

SLO CUSTER ONE

Progress to Date

All of the participants of cluster one (EOPS, Financial Aid, Student Activities and DSPS) identified three initial student learning outcomes and are at the stage of collecting and analyzing data or reviewing and refining assessment tools for continuous program improvement with reference to those three student learning outcomes.

a) EOPS preliminary findings focusing on SLO# 1 (Students will be able to understand, be a responsible party in and follow the required stipulations of a written and signed EOPS contract) point to a higher grade point average held by students who complete their mandated three counselor appointments as opposed to those who did not keep their appointments.

Preliminary findings also indicate the existence of a possible link between student persistence and counselor contacts. Follow-up letters were sent to all students who did not attend three counseling appointments in order to encourage attendance.

The EOPS program coordinator has submitted sample pre-post testing for review by the college researcher in order to develop a measurement tool for SLO #2 (As
a result of attending EOPS New Student Orientations, students will become familiar with EOPS programs and services and requirements, academic policies, college catalogs and class schedules) & SLO #3 (EOPS students will become self-sufficient in the development, composition and revision of a Student Educational Plan). This process should be completed and additional data collected and analyzed by spring 2007.

In the spring of 2006 EOPS identified the following two additional SLO’s, meeting the goal of five SLO’s per student services unit:

- **SLO # 4** EOPS students will be able to identify five key resources available in the Transfer Center.
- **SLO # 5** EOPS students will be able to locate five scholarship resources and five career resources.

b) The **Financial Aid program** is in the process of collecting and analyzing all data from their presently identified four learning outcomes.

- **SLO # 1** Students will learn how to apply for financial aid on the web and/or the paper application without omission and error through scheduled workshops.
- **SLO # 2** Students will understand the Sixty Percent regulation relating to financial aid, evident by not dropping all classes before sixty percent of the semester.
- **SLO # 3** Financial Aid Students will be familiar with the elements of Satisfactory Progress and the importance of maintaining a GPA of 2.0 or above.
- **SLO # 4** All Financial Aid students will understand the 90 unit limit rule

Based on the outcomes data, the Financial Aid office has found that the number of corrections that are made by the Financial Aid office has decreased by approximately 50% as a result of current financial aid and potential financial aid students learning to apply on the web or on the paper application without omission or error.

If a student receiving Financial Aid drops all classes before 60% of the semester, funds must be returned by the students and college; this is referred to as the 60% rule. In the fall of 2003 and spring of 2004, the Financial Aid office experienced a 27% student drop rate (before 60% of the semester) as compared to fall of 2004 and spring of 2005 drop rate of 6%, and a 2005-2006 drop rate of 3%. The data being collected by the unit also indicated a significant drop in the number of Financial Aid Petitions for 2005-2006, from 54% to 35%.

c) The final pre and post testing for the three identified **Student Activities** program learning outcomes were completed in fall 2006.

- **SLO # 1** All members of the Associated Students of Merritt College, Student Council and Merritt College Club Officers will become familiar
with Roberts Rules of Order, Parliamentary Procedure, specifically making a main motion and following that motion through to passage.

- **SLO # 2** All Merritt Students will know what documents to bring when applying for a student ID card.
- **SLO # 3** Student Club Officers will become proficient in completing requisitions for check and fund expenditures.

Presently the Student Activities unit is in the process of collecting and analyzing data to be finalized in spring 2007. Parliamentary procedure workshops associated with SLO # 1 have been initiated and will continue throughout 2007.

d) The DSPS program has presently begun collecting student surveys pertinent to SLO#1 (Students will be able to use resources to self advocate). Data analysis has begun and will be concluded by spring 2007. The DSPS program coordinator and staff will continue meeting with the Dean of Student Services throughout spring 2007 to re-define four additional SLO’s.

**Next Steps**

1. All units in the first cluster will have completed data collection and analysis by spring of 2007.
2. By spring 2007, EOPS will have completed development of SLO’s #2 and 3 pre-post testing tools, and will have administered all pre & post testing as well as compiled and analyzed all results. EOPS will have designed assessment instruments for new SLO # 4 and 5.
3. DSPS will continue to compile and analyze findings from SLO #1, conclude revision of SLO # 2 and SLO# 3 and will have identified two additional SLO’s in 2007.
4. Financial Aid will continue to analyze and apply data and will have identified 1 additional SLO’s in 2007
5. Student activities will continue to compile and analyze data for the first 3 SLO’s and will have identified 2 additional SLO’s in 2007.

**SLO CUSTER TWO**

**Progress to Date**

All the participants of Cluster Two - Health Services, Transfer, Counseling and Puente - are in the process of fine-tuning assessment tools for their respective SLO’s. The Health Services unit has presently completed preliminary pre and post testing of 19 students for their SLO#1. The compiled data indicated a 75% increase in the knowledge of students (from pre to post test) with regard to how TB is transmitted and how TB skin tests indicate exposure.
• **HEALTH SERVICES SLO# 1** Students receiving PPD TB skin tests will understand the meaning associated with positive and negative results.

• **HEALTH SERVICES SLO# 2** Students with no source of health care who are low income will become aware of community resources they can utilize which provide free or low cost health services.

• **HEALTH SERVICES SLO# 3** Students with pre or hypertension who request blood pressure screenings will know life style changes that have been identified as lowering blood pressure.

• **HEALTH SERVICES SLO# 4** Students requesting condoms will be able to answer 80% of the questions correctly on the condom quickie quiz.

• **TRANSFER SLO#1** Students will know the transfer services offered at Merritt College.

• **TRANSFER SLO#2** Students will be able to demonstrate their understanding of the purpose and the use of the General Education Breadth Requirements for transfer to Cal State University and/or the Intersegmental General Education Transfer Curriculum for transfer to a University of California.

• **TRANSFER SLO#3** Students will know the minimum eligibility requirements to transfer to a University and/or a California State University.

• **TRANSFER SLO#4** Students will know how to use the Assist website to ensure course equivalencies in their major.

• **TRANSFER SLO#5** Students will know which four year universities offer Merritt students guaranteed admission agreements (TAA)

• **COUNSELING SLO# 1** Students will be able to create an accurate and realistic Student Education Plan for their current semester and at least one subsequent semester.

• **COUNSELING SLO# 2** Students will be able to correctly read the District schedule of classes and correctly fill out a schedule planning form for the semester.

• **COUNSELING SLO# 3** Students will be able to demonstrate their accurate understanding of the content and use of the catalog and at least one of the three general education advising sheets as it may pertain to their educational goals.

• **COUNSELING SLO# 4** Students will be able to demonstrate their commitment to the counseling process by taking the initiative to schedule future counseling appointments.

• **COUNSELING SLO# 5** Students will be able to identify and describe campus resources that pertain to their individual needs.
• **PUENTE SLO# 1** Students will be able to use at least five college success resources to progress towards transfer-ready and transfer status
• **PUENTE SLO# 2** Students will develop critical thinking skills in order to respond to a wide range of texts.
• **PUENTE SLO# 3** Students will be able to create and have a rationale for their own Student Educational Plan.
• **PUENTE SLO# 4** Students who meet regularly will have less doubt of their own ability to transfer.
• **PUENTE SLO# 5** Students in the Puente club will use collaborative skills to produce educational and cultural events.

### Next Steps

By spring 2007 each unit in cluster two will have completely developed their assessment tools and defined a clear strategy and timeline for administering the assessment tool. Health Services will have identified a fifth SLO.

### SLO CUSTER THREE

#### Progress to Date

All units participating in Cluster Three - **Assessment, Orientation, and CalWORKs** - have identified Mission statements, are refining learning outcomes, and are presently identifying measurement strategies.

• **Assessment SLO# 1** Students will be able to identify the testing services offered by Merritt College.
• **Assessment SLO# 2** Students will be able to identify the next step in the matriculation process.
• **Assessment SLO# 3** Students will be able to identify their skill levels in English and/or Math.
• **Assessment SLO# 4** Students will be able to identify their skill level in ESL Reading.
• **Assessment SLO# 5** Students will be able to state the minimum approved passing scores on the Ability-to-Benefit test.

• **Orientation SLO# 1** Students will be able to identify and understand steps in the matriculation process.
• **Orientation SLO# 2** Students will become familiar with the process to obtain textbooks and I.D. cards.
• **Orientation SLO# 3** Students will become familiar with and become independent users of student support services.
• Orientation SLO# 4 Students will be able to interpret and effectively use the class schedule and catalog.
• Orientation SLO# 5 Students will become familiar with their student rights and procedures for accessing those rights.

• CalWORKs SLO# 1 CalWORKs students will be able to understand CW policies and procedures.
• CalWORKs SLO# 2 CW students will learn to create a resume.
• CalWORKs SLO# 3 CW students will be able to understand the correct way to write a cover letter.
• CalWORKs SLO# 4 CW students will be able to identify 10 key points for a successful job interview.
• CalWORKs SLO# 5 CW students will be able to identify 3 scholarship resources.

Next Steps

Each unit in Cluster Three will have clearly identified learning outcomes and assessment tools by spring 2007.

SLO CUSTER FOUR

Progress to Date

All units participating in Cluster Four - Athletics, Job Placement and Veterans - have defined a mission statement. The Athletic Department has identified student learning outcomes and is in the process of identifying an assessment process. Job Placement and the Veterans Program have not yet identified Student Learning Outcomes; they are to be completed by spring 2007.

• ATHLETICS SLO# 1 Students will demonstrate ability to work collaboratively.
• ATHLETICS SLO# 2 Students will demonstrate understanding of basic fundamentals, techniques, and rules of the sport.
• ATHLETICS SLO# 3 Students will achieve educational goals.
• ATHLETICS SLO# 4 Students will engage in physical fitness and a healthful lifestyle.
• ATHLETICS SLO# 5 Students will practice decorum, values of sportsmanship, and competitive tenacity.
• **JOB PLACEMENT SLO# 1** in process.
• **JOB PLACEMENT SLO# 2** in process.
• **JOB PLACEMENT SLO# 3** in process.
• **JOB PLACEMENT SLO# 4** in process.
• **JOB PLACEMENT SLO# 5** in process.

• **VETERANS PROGRAM SLO# 1** Students will understand Veterans Program policies and procedures.
• **VETERANS PROGRAM SLO# 2** Students will become familiar with courses of study supported by Veterans funding.
• **VETERANS PROGRAM SLO# 3** in process.
• **VETERANS PROGRAM SLO# 4** in process.
• **VETERANS PROGRAM SLO# 5** in process.

**Next Steps**

Each unit in Cluster Four will have clearly identified learning outcomes and assessment tools by spring 2007.

**SLO CUSTER FIVE**

**Progress to Date**

Cluster Five has been identified - Dean’s office; the Merritt College Bookstore and the CARE Program. Each unit has identified a mission statement and is presently in the process of refining learning outcomes.

**Next Steps**

Each unit in Cluster Five will have clearly identified learning outcomes and assessment tools by spring 2007.

**STUDENT INVOLVEMENT**

Merritt College places a high value on the role of students in campus life, demonstrating this in two distinct ways: by including students in nearly every element of shared governance, especially the participation of students on key campus committees; and, by actively seeking feedback from students about their experience at Merritt College.
SHARED GOVERNANCE AND STUDENT PARTICIPATION ON COMMITTEES

Progress to Date

1. There has been a concerted effort to involve students in the College Council, one of the most prominent governing bodies of the college. The College Council receives and reviews college policy recommendations from any and all college groups, obtains constituent opinions, advises the President about policy recommendations, provides a venue for college-wide initiatives, and provides a means of communication to the college community. The College Council is the forum in which all proposed broad-based College policy and procedural changes are discussed collegially before they are acted on or implemented by the College President. Three ASMC Student Council representatives serve on the College Council and, of particular note, the ASMC President also serves as the Vice Chair of College Council for 2006-07.

2. In addition, Merritt College has made a strong commitment and effort to include students in the shared governance that directs the college. Nowhere is this more evident than in the list of committees, councils, and other governing bodies that now call for student membership. For example, there is one student representative from ASMC (unless otherwise noted) on:
   - the Integrated Planning Committee (IPC)
   - the Curriculum and Instructional Council (CIC)
   - the Accreditation Committee
   - the Health & Safety Committee
   - the Scholarships & Awards Committee
   - the Shared Governance Committee
   - the Student Disciplinary Hearing Panel
   - the Student Grievance Hearing Committee
   - the Student Outreach Committee
   - the College Budget Committee
   - the College Facilities Committee (2)
   - the Technology Committee (2)
   - the Matriculation Committee (2)
   - the Graduation Committee (open)

3. The initial Shared Governance Manual, completed in 2004, has been updated annually. It was originally developed with student input and was reviewed and endorsed by the ASMC. It includes a description, guidelines, membership composition, and roles and responsibilities of all Merritt College committees. The manual also includes the by-laws and operating procedures that are used to implement the college’s shared governance process.

4. In addition, students were active participants in campus-wide forums when the last Merritt College President was hired in 2001, asking questions and raising key issues
with the candidates. Taking her cue from this process, the incoming president convened a series of monthly brown-bag forums for the rest of her term and made it a point to invite students.

5. Student Club members also meet monthly with the Inter Club Council (ICC) chair, an ASMC officer, to plan activities and share information. Club members may also use this forum to raise issues and concerns about any aspect of student life. The ICC Chair may then bring student concerns to the ASMC Council where students may recommend that the ASMC President bring such concerns to the College Council for review by the college shared governance representatives.

6. Finally, as a way to ensure that student concerns are an integral part of shared governance, the Merritt College President created the President’s Cabinet during the Fall 2006 semester. Consisting of the presidents of the Academic Senate, the Classified Senate, and ASMC, the cabinet meets monthly with the college president to discuss issues of concern to each constituent group.

Next Steps

- The college will continue supporting the active involvement of students in shared governance by encouraging the ASMC to fill all of the seats designated for student representation.
- Each fall the ASMC President will then appoint or call for student volunteers to serve on college committees as a vital part of the Merritt College shared governance model.
- In addition, Merritt College will continue to respond to the needs and wishes of students, as expressed by student representation on key campus committees, in an effort to keep the voice of students an integral part of campus life.

STUDENT FEEDBACK

Student involvement cannot be fully realized solely by student participation in shared governance and on key committees. To complete the process, Merritt College uses student surveys to gather student feedback. In the past, campus-wide surveys have provided valuable information about students’ experiences in the areas of instruction, student support services, campus resources, and the like. This feedback has provided the college data about how student needs are being met and how student support services could be improved.

Progress to Date

1. In addition to campus-wide surveys, units within Student Services have conducted surveys to assess the effectiveness of their programs. The Disabled Student Programs & Services unit (DSP&S) developed and administered a new survey during the
Spring 2006 semester following development of their Student Learning Outcomes. The goal of the survey was to determine how well students in the DSP&S unit understand the process by which accommodations are requested and provided. The survey is currently in process though initial results are already prompting improvements. For example, some students responded that they didn’t know they had to submit an accommodations form each semester, even though they were informed of this in counseling sessions. Now, each student who receives accommodations must also attend an orientation each semester in which the accommodations process is reviewed and responsibilities of both the student and the DSP&S unit are clarified.

2. CalWORKs completed student satisfaction surveys in Spring 2001 and Fall 2003 to evaluate the effectiveness of its services. As a result, a number of changes were implemented in the CalWORKs program:
   - a bulletin board now posts information about campus and community resources;
   - brochures from campus and community organizations are available on the CalWORKs counter; and,
   - a checklist of steps to help new students navigate the many campus resources and support services has been published.

The CalWORKs surveys also revealed students’ desire for more workshops, at times that fit their schedules, on topics such as managing personal finances and stress management. As a result, CalWORKs extended its partnership with Parental Stress Services, a local community agency, to conduct more workshops at a variety of times.

CalWORKs also sought student feedback by revising its application to gather information that might lead to referrals of students for campus services. Sample questions now include, “Have you applied for financial aid?”, “Are you interested in tutoring?”, and “Are you interested in being tested for a learning disability?” Based on their responses, students are given appropriate resource information in verbal and written form.

The CalWORKs unit also used student feedback to bolster one of its most popular and effective services, the Laptop for Loan program. After launching the program, CalWORKS conducted a survey in Spring 2003 to see what students thought. The results were overwhelmingly positive, prompting CalWORKs to purchase 4 additional laptop computers. This has benefited students in a number of ways:
   - laptops are given to students not later than the 2nd week of the semester to help them avoid falling behind in their classes;
   - students also use the laptops to access the CD tutorials that come with many current texts; and,
   - laptops free students from having to use campus computers, or those of friends, family members, or the public library at times that conflict with childcare and other responsibilities.

3. The Financial Aid Department is also administering a survey to assess students’ familiarity with Merritt’s satisfactory academic progress policy and how it affects
their eligibility for financial aid. The satisfactory academic progress policy states that students are ineligible to receive financial aid once they have attempted 90 units. The survey was developed when, as part of the Financial Aid Department’s development of its student learning outcomes, it became clear that students were unfamiliar with the 90-unit limit policy although it is mentioned in every mandatory financial aid orientation and in the handbook students receive when they sign their financial aid award letter. The intent of the survey is to see how many students who receive financial aid are aware of the 90-unit limit.

4. Student feedback is also an essential part of the tenure review process for all tenure track faculty in Student Services. In addition to faculty, peer, and administrative observations and evaluations, all tenure-track Counseling faculty members are evaluated by a minimum of 30 students each semester during the 4-year probationary process. As part of these evaluations, student feedback is transcribed word-for-word by a representative from the district office and given to Counselors for use in their self-evaluations. In these evaluations, Counselors state what they learned from the student feedback, what adjustments they will make, and what improvement goals they will develop. This has resulted in direct action within the Counseling Department. In response to student feedback requesting longer appointments and the availability of appointments earlier in the day and in the semester, the appointment schedule was revised to accommodate each of these requests.

5. A prominent example of the influence of student feedback occurred recently when the new Assessment Coordinator actively sought feedback from students about the assessment process, including how it might be improved. As a result of this feedback, in less than two months, the new coordinator implemented the following improvements to the Assessment Program:
   ▪ students can schedule assessments by e-mail, in person, or by phone;
   ▪ an Assessment Program website has been constructed and published, which includes an assessment schedule, frequently asked questions, a student guide to assessment, and sample questions from the assessment instrument;
   ▪ the assessment schedule has been reformatted into a calendar to make it easier for students to understand and use;
   ▪ the Assessment Program voice mail greeting is updated three times per week to ensure that information provided to students is accurate and timely;
   ▪ weekly assessments will begin in Spring 2007, replacing a schedule of intermittent assessments. This will allow students to avoid the crunch of peak enrollment periods by completing the assessment process during non-peak periods.

Next Steps

▪ The DSP&S unit expects that their recently-implemented accommodations survey will result in a more efficient and effective accommodations process. Classroom performance may even be improved as students obtain their accommodations more quickly and avoid falling behind in their school work. There may be
additional positive outcomes from the survey. For example, the survey may reveal if a particular disability is on the rise or if the DSP&S unit needs to add staff, equipment, or supplies. Based on the initial positive results of the survey, the DSP&S unit plans to make it an ongoing process as a way to continuously assess and improve its program.

- The Assessment Coordinator determined that there is a roughly 45% no-show rate for assessment appointments, for a variety of reasons. In response, the Assessment Coordinator is developing plans to offer walk-in assessments to accommodate students more effectively.

- Although surveying is an effective tool for obtaining feedback, the transitory nature of a community college campus makes it challenging to obtain full participation by students in the survey process. In response to this challenge, the Student Services staff will continue refining its surveying process for the future, as follows:
  - Plans to implement a more complete exit survey are being developed. In the past, students participating in the Merritt College graduation ceremony have completed a survey in exchange for free graduation invitations. Until now, these surveys have asked students to identify instructors or others who have helped them achieve their educational goals so that these individuals could be acknowledged publicly. Beginning in Spring 2007, however, the surveys will be revised to gather additional information that focuses on improving student retention.
  - Student Services will develop and implement a campus-wide Student Climate survey every four years. The survey, still in development, will assess students’ perception of the effectiveness of support services. Where the survey indicates areas of need, Student Services staff will respond with programs and services to improve student support services.
  - As an extension of the current faculty evaluation process, a district-wide plan to use evaluations as part of a part-time faculty preferential rehire agreement is underway. As with the current evaluation process for tenure-track faculty, student feedback will be an integral part of the process in an effort to continue meeting students’ needs.
  - The Financial Aid Department surveys will be evaluated at the end of the Spring 2007 semester to see how many students are aware of the satisfactory academic progress policy. The surveys will also reveal how many students are aware of the 90-unit limit but who petition for an extension of financial aid nevertheless. The survey results will guide the Financial Aid Department’s next steps, either confirming the success of their current informational campaign or suggesting the need to find additional ways to inform students about limits on eligibility for financial aid. In addition, the Financial Aid Department will be sending a letter to those students who have attempted 75-80 units, reminding them of the 90-unit limitation on financial aid and encouraging them to see a counselor to prepare a student educational plan (SEP) or to update their plan if they already have one. The department expects that this will increase the likelihood of students completing their educational goals within existing time limits while decreasing the number of students petitioning for financial aid extensions.
A final area of student feedback is the creation of focus groups led by students. The college president convened these groups after reviewing the results of the recently completed Equity for all Scorecard Project. The project examined Merritt’s institutional data about student success and recommended involvement of the entire campus community to improve institutional effectiveness in this area. Ten to twelve focus groups will be launched in Spring 2007. Ten students have been hired to lead these groups and will be trained by the college researcher. Students from each focus group will go into classrooms, distribute and collect completed questionnaires, and return them to the group leader. The questionnaire will address how students feel about college, Merritt’s strengths and weaknesses, and how the college can be improved. The completed questionnaires will be given to the researcher for evaluation, the results of which will be forwarded to the college president for further action.

**Documentation for Recommendation Five**

1. 2005-06 Shared Governance Manual  
2. 2002 Financial Aid Program Review  
3. Spring 2006 Matriculation Program Review  
4. 2002 Transfer Center Program Review  
5. 2002 Athletics Program Review  
6. 2002 Articulation Program Review  
7. Merritt Student Services SLO Template  
8. Merritt Student Services SLO Timeline  
9. Health Services SLO pre-post Test  
10. DSPS SLO Survey Instrument  
11. Student Services Institute Agenda and Description  
12. Action Plan Template  
13. Compendium of Best Practices in Retention and Persistence  
14. EOPS/CARE Program Plan and Year End Report  
15. CalWORKS Program Plan and Year End Report  
16. Student Surveys from the following departments: DSPS, CalWORKS, Financial Aid  
17. PCCD Program Review Schedule  
18. Trac-Dat Training Guide  
19. Trac-Dat Timelines
RESPONSE TO COLLEGE RECOMMENDATION SEVEN

The College must comply with the District’s policies and procedures by implementing timely and systematic evaluation of all administrators, faculty and staff. (Standards 7B.1, 7B.2, 7B.3)

Introduction

Merritt College follows district policies and procedures when evaluating administrators, faculty, and staff. Procedures for evaluation of administrators are found in Board Policy 3.65. The Faculty Evaluation Policies and Procedures Handbook (revised August 2006) presents the policies and procedures for evaluation of all faculty in the Peralta Community College District: tenure track, tenured, part-time, and long-term substitutes. For classified staff, employee evaluation procedures are delineated in the union contracts.

All newly-hired faculty must have a Tenure Review Committee in place before the hiring process is considered complete. The college performs tenure review following district guidelines, using tenured faculty and administrators to serve on committees. Merritt’s activities are facilitated by an on-site tenure review facilitator, and files are kept in a locked cabinet in the office of the vice president of instruction. Recommendations by the individual Tenure Review committees are made to the vice president of instruction who, along with the faculty senate president, either certifies or dissents from the committee recommendations. The president makes recommendations to the vice chancellor of educational services, who then submits a recommendation report to the chancellor on all tenure review decisions. The chancellor makes final recommendations to the Board of Trustees prior to March 15th in accordance with provisions of Education Code Section 87610.

The Faculty Evaluation Policies and Procedures Handbook also contains policies and procedures for evaluation of tenured and adjunct faculty. The procedure for tenured faculty mandates that every tenured faculty member shall be evaluated once every three years. The College Academic Senate President, a union representative, and the Vice President of Instruction must meet within the first five weeks of the fall term to establish Instructional Improvement Clusters (IIC) of 10-15 faculty. Evaluation teams can choose among four models within which to conduct the evaluation: 1) Standard Classroom Observation Model; 2) Partnership Model; 3) Videotape Model; 4) Custom Model.

Evaluation of adjunct (part-time) faculty is a four-part process that includes self-evaluation, peer evaluation, administrative evaluation, and student evaluation. This academic year (2006-07), the Peralta Federation of Teachers has negotiated with district officers to create a preferred hiring pool for adjunct faculty. Admittance into this pool is dependent upon a minimum number of semesters taught, and a more-than-satisfactory evaluation.
Progress to Date

The College and District are currently engaged in conducting the evaluation process for administrators and managers per Board Policy 3.65. Board Policy mandates that administrative evaluations take place on an annual basis. The College community is invited to participate in the evaluation process for all College administrators, and there has been good participation in these processes at Merritt College.

The Tenure Review Committees have completed the observation/evaluation/recommendation/certification cycle for tenure-track faculty, and the certification forms were submitted in February to the Vice Chancellor of Educational Services and then to the Chancellor.

In September 2006, the Faculty Senate president met with the Vice President of Instruction and a union representative to designate a three-year cycle for observation/evaluation of tenured faculty. One-third of tenured faculty will be evaluated each year. This annual evaluation process will be completed by May 2007, and the files will be kept in the office of the Vice President of Instruction. The second third of tenured faculty will be evaluated in 2007-08, and the last third in 2008-09, after which another three-year cycle will be designated.

Next Steps

- The District Human Resources Manager has been asked to provide a master list, by college, of all permanent classified staff with their anniversary dates. This list will assist Merritt College in scheduling evaluations for classified staff.

Documentation for Recommendation Seven

1. The Faculty Evaluation Policies and Procedures Handbook
2. Board Policy 3.65: evaluation of administrators
3. Union contracts
4. Three-year Evaluation cycle for tenured faculty, by division
5. List of anniversary dates of classified staff
RESPONSE TO COLLEGE RECOMMENDATION EIGHT

The College should establish selection, evaluation and retention practices that reduce the level of administrative turnover in order to ensure the College’s stability, to preserve the College’s collective memory, and to promote continuity of programs and initiatives. (Standard 7A.1)

Introduction

Merritt College prides itself on the quality of its administrative leaders. The College is currently led by an interim president, Dr. George Herring, who has held the following positions during his thirty-four-year tenure in the Peralta Community College District: Project Director, Assistant Dean of Student Services, Dean of Administration and Development, Dean of Administration and Student Services, President of College of Alameda, Senior Vice Chancellor for Finance and Administration & Chief Operating Officer of the Peralta Community College District, Business Manager, and Interim President of Merritt College. The faculty, staff, student, and administrative team acknowledge and appreciate Dr. Herring’s extensive experience in administrative leadership.

The Vice President of Instruction, Linda C. Berry, has held this position at Merritt College for close to seven years. Prior to her accepting the position at Merritt, she spent nine years at College of Alameda as a faculty member, a Title III grant coordinator, and a division dean. She brings to Merritt College over twenty-five years experience with instructional programs, including experience in curricular design, instructional pedagogy and methodology, and student learning outcomes, and is completing a doctorate in Community College Leadership through Oregon State University.

The Vice President of Student Services, Dr. Carmen A. Jordan-Cox, has served in the position at Merritt College for over three years, and has accumulated over thirty-four years in key leadership positions in higher education. Before coming to Merritt College she served for two years as Vice President of Student Services at Laney College and fourteen years as Vice President of Student Services at University of San Francisco, including nine years as Assistant Professor in the Graduate School of Education. In all, she has twenty-six years experience as a Vice President. She has demonstrated expertise in all areas of student services at diverse institutions throughout the country, and has led the strategic planning process for Merritt College.

The college’s Business Manager, Jacquelin Bell, was previously a director for four years of the Small Business Development Center for the Los Rios Community College District. Prior to that she served as a Vice President and Senior Manager at Suisun/Napa Valley Bank, and as a Regional Manager for Bank of America.

Merritt College executive administrators acknowledge that the effectiveness of an educational institution resides in the effectiveness of its administrative leadership. The most challenging administrative position in which to retain personnel is that of the mid-
level manager: the instructional and student services dean positions. It has been difficult in the Peralta system to encourage faculty to apply for these dean positions because many faculty who teach additional classes are compensated at a higher salary than are deans. It is common to have frequent turnover at this level as deans gain experience and are then promoted to higher-level leadership positions, or leave the Peralta district in search of a position that appropriately compensates the workload. The president of Merritt College worked with the district chancellor and Board of Trustees to establish higher salaries for all administrators in Peralta, thus creating an incentive for talented faculty to consider moving into administrative positions.

The Dean of Student Services position at Merritt College has been filled by Dean Anthony Powell for over three years. He came to Merritt in 2004 from the position of Director of International Education for the Peralta District. Prior to that position, he served as Dean of Student Services/ Business & Psychology from 1995-1998 for Sheffield Hallam University and N Avgerinopoulou Centre, Greece.

The Instructional Dean positions at Merritt College are currently filled by deans with prior administrative experience. Dr. Hector Cordova, Dean of Humanities and Social Sciences, served as a dean at Ohlone College for fourteen years before moving to Vista College in 1991 as the Dean of the College. After spending three years at Vista, he was employed at Laney College as Vice President of Instruction for almost three years, and then decided to retreat to faculty at Merritt College. After serving as a faculty member for five years, Dr. Cordova was induced to once again join the administrative ranks, and was appointed Dean of Humanities and Social Sciences in 2005.

The newest instructional dean, Rebecca Kenney, has just accepted a position at Merritt College as dean of Math, Sciences, and Vocational Programs. This position has been difficult to fill, and Merritt has advertised three times to fill this vacancy. Ms. Kenney brings to Merritt a wealth of experience in vocational programs, having served in a variety of administrative positions in community colleges for over ten years, including Director of Apprenticeship, Director of Continuing Education, and Dean of Continuing Education and Training. She is completing a Ph.D. in Community College Leadership through Oregon State University, and brings to Merritt College special expertise in student learning outcomes.

**Progress to Date**

Two factors seem to significantly influence Merritt’s ability to attract and retain well-qualified administrators: adequate compensation and sufficient training. These factors are addressed below.

1. As of July 2006, the pay scale for all district administrators was raised in order to attract and retain administrators who have the knowledge and expertise that best serve the district and colleges.
2. On July 12, 2006, a first-ever “Manager’s College” took place. The agenda for the day included a strategic plan overview, organizational development, performance standards, a roundtable discussion of being a manager in Peralta; and presentations from district office units (Human Resources, Educational Services, Facilities, Information Technology, Finance/Accounting, Marketing, Legal/ Risk Management, and the three district labor unions). This was both an intensive training session for all administrators and a beginning look at the strategic planning process.

3. On August 10-11, 2006, district administrators attended a manager’s planning retreat. Three outside presenters provided vocational information at the retreat, and then key strategic directions were addressed: 1) online distance education; 2) retention/recruitment; 3) basic skills; 4) workforce development; and 5) career education.

The agenda for the second day included four retreat themes: A: Peralta has great opportunities; B: strategic planning is real; C: strategic planning equals organizational development; and D: As a manager, you are key to success. Another session looked at organizational customs.

4. The College is currently engaged in conducting the evaluation process for administrators and managers per Board Policy 3.65. The College community is invited to participate in evaluation processes for all administrators.

5. The Vice President of Instruction meets weekly with instructional deans on matters of enrollment management, schedule development, and budget development and management. These sessions are training sessions in that the deans are kept apprised of college procedures, district policies, and changes necessitated by the district-wide PeopleSoft implementation.

6. The Business Office has presented budget workshops on campus to facilitate administrative understanding of the budget processes.

Next Steps

- The Human Resources office is engaged in a nationwide search for a permanent college president. The application closing date is April 5, 2007, and a Selection Committee has been chosen.

- To increase administrative retention, the President expects college administrators to participate in training workshops on topics such as enrollment management, budget management, and requisition processes that will contribute to their success in managing their units.
Documentation for Recommendation Eight

1. Administrative position advertisements
2. Board Policy 3.65 regarding administrative evaluations
3. Agenda for Managers’ College
4. Managers’ Planning Retreat agenda
5. College Budget Workshop manual
6. Position Announcement for Merritt College President