

## Strategic Goals

## Strategies

### A. College Awareness and Access

Increase awareness of college as a viable option and enhance access to higher education for growing populations.

- A1. Early Awareness of College as a Viable Option
- A2. Removing Barriers to Access and Student Success
- A3. Innovative Programs and Outreach for Growing Populations
- A4. Multiple Delivery Methods
- A5. Institutional Capacity for Diversity

### B. Student Success and Readiness

Promote college readiness and provide the programs and services to enable all students to achieve their educational and career goals.

- B1. Basic Skills as the Foundation for Student Success
- B2. Assessment and Placement
- B3. Articulation with K–12
- B4. Intersegmental Transfer
- B5. Teaching and Learning Effectiveness
- B6. Degrees and Certificates
- B7. Innovative Practices in Workforce Education

### C. Partnerships for Economic and Workforce Development

Strengthen the Colleges' capacity to respond to current and emerging labor market needs and to prepare students to compete in a global economy.

- C1. Coordination of Statewide Workforce Programs and Policies
- C2. Career Pathways
- C3. Curriculum and Program Development and Approval Process Improvements
- C4. Regional Collaboration Through Multi-Agency Networks
- C5. Defining and Addressing Long-Range Economic and Workforce Trends
- C6. Funding and Pay Equity

### D. System Effectiveness

Improve system effectiveness through communication and coordination, regulatory reform, and performance measurement.

- D1. Accountability Research for the Community Colleges
- D2. Comprehensive Measures of Success
- D3. Analytical Capacity for Measuring Success
- D4. System Office Roles and Functions
- D5. Agreement on System-Wide Priorities
- D6. Selective Regulatory Reform
- D7. Resource Sharing
- D8. Leadership and Professional Development
- D9. External Relations
- D10. Coalition for Higher Education

### E. Resource Development

Provide enhanced resources and allocation methods to ensure high quality education for all.

- E1. Alignment of Budget Priorities with System Strategic Plan
- E2. Resource Diversification
- E3. Funding for Increased Access and Student Success
- E4. Resource Optimization
- E5. Fee Policy Review
- E6. Equity in District Funding



### **C3 Curriculum and Program Development and Approval Process Improvements**

**Ensure high standards and academic rigor in Community College programs while delivering timely, relevant, and high quality offerings that meet the needs of business and industry.**

For California to meet the demands of an ever-changing business and economic environment, employers and students must have access to timely, relevant, and high quality training programs. To better serve employers and students, nontraditional program formats and shortened development cycle times are being addressed in ways that are consistent with college-level quality standards. Strategies must be implemented to increase partnerships and mutual understanding between employers and the Colleges.

### **C4 Regional Collaboration through Multi-Agency Networks**

**Encourage and support Community College initiatives to collaborate with other economic and workforce development agencies and industry sectors to develop regional partnerships and networks.**

Community Colleges routinely collaborate with employers and other agencies to develop programs for workforce development. These regional collaborations provide greater leverage of available resources, allow for responsiveness to local needs, and offer a greater ability to respond to both short-term and long-term needs. With greater support for regional collaboration, the Colleges can support business and industry needs and develop institutional mechanisms to address regional economies.

### **C5 Defining and Addressing Long- Range Economic and Workforce Trends**

**Ensure that the Colleges have access to the tools and resources needed to track and respond to long-term economic and workforce trends. Build on the California Community Colleges' Economic Development initiatives to define and develop emerging career clusters.**

To plan effectively for future needs, the Community Colleges must be able to identify long-range economic and workforce trends, and also develop programs to meet the educational needs of the future. This strategy will ensure that the Colleges have the capacity to analyze local, state, and regional economic trends for early identification of and support for emerging career clusters.

### **C6 Funding and Pay Equity**

**Ensure that resource allocation mechanisms equitably address infrastructure and staffing needs of critical programs.**

The Community Colleges' career technical programs vary greatly from academic programs, yet the funding for these programs does not recognize this important distinction. For instance, nursing programs have higher laboratory costs and lower faculty-student ratio, but they are funded at the same level as other academic course offerings. Strategies need to be developed to address the compensation of faculty and practitioners, especially for high-demand programs such as nursing.

## Goal D SYSTEM EFFECTIVENESS

By increasing the effectiveness of the System we also improve student success. Communication, coordination, regulatory reform, and performance measurement will all play key roles in attaining this goal.

### **D1 Accountability Research for the Community Colleges**

**Implement the performance framework developed by the System Office.**

The Board of Governors has adopted Accountability Reporting for the Community Colleges (ARCC), a success measurement framework focused on four performance categories: 1) degrees, certificates, and transfer; 2) vocational, occupational, and workforce development; 3) basic skills and English as a Second Language; and 4) participation rates. These metrics will be reported at the Colleges and System Office starting in 2007 and will provide the Colleges with a workable structure for the annual evaluation of college-level performance in meeting statewide educational priorities.

### **D2 Comprehensive Measures of Success**

**Develop additional measures of success based on student outcomes and the unique role of the Community Colleges in providing open access, lifelong learning, and career exploration opportunities.**

Many students who enroll in classes have no intention of obtaining a degree or certificate. Instead they may be upgrading their skills, improving their English, or considering new career opportunities. Though these short-term educational and career objectives may represent successes for the students involved, the ARCC performance framework does not capture these outcomes as successes. Additional measures of success are needed based on student outcomes and the unique role of the Colleges.

### **D3 Analytical Capacity for Measuring Success**

**Enhance the research and analysis capability at the System Office to support the Colleges and the Board of Governors in tracking performance, planning and budgeting, and setting policy.**

Recent budget cuts have resulted in a significant reduction in staffing at the System Office, greatly limiting analytical capacity and responsiveness to emerging needs and issues. It is imperative that adequate resources become available in the System Office for analyzing educational trends, researching best practices, and evaluating system performance.

### **D4 System Office Roles and Functions**

**Support the System Office in its role as an advocate and facilitative leader of the Colleges.**

The System Office provides leadership and technical assistance to the Community Colleges and is responsible for allocating state funding to the 72 districts and ensuring compliance with state laws and regulations. With support for its role as an advocate and facilitative leader of the Colleges, the System Office can, in turn, carry out its regulatory function without unduly burdening the Colleges.

### **D5 Selective Regulatory Reform**

**Identify targeted areas for reforming the Education Code and Board regulations.**

Many statutes and regulations governing the Community Colleges are based on legitimate concerns or goals, but others may be duplicative or contradictory. This goal calls for a selective policy review of statutes, regulations, and administrative practices. Regulations should not impose unnecessary burdens on the Colleges. The Colleges should retain or develop efficiency in targeted areas critical to achieving the goals of the Plan.

## Accountability Reporting for the Community Colleges (ARCC)

### System Indicators:

- Annual number of transfers to four-year institutions
- Transfer rate to four-year institutions for the Community College
- Annual number and percentage of baccalaureate students graduating UC and CSU who attended a community college
- Annual number of degrees and certificates conferred by program
- Increase in total personal income as a result of receiving a degree/certificate
- Annual number of basic skills improvements
- Statewide participation rate

### College Core Indicators:

- Progress and achievement rate
- Persistence rate
- Annual successful course completion rate for vocational courses
- Annual successful course completion rate for basic skills courses
- English as a Second Language improvement rate
- Basic skills improvement rate



## ***D6*** **Resource Sharing**

**Encourage collaboration and networks across districts and colleges.**

Regional collaboration currently takes place in some aspects of career technical programs, but this collaboration could be expanded to include a sharing of information and best practices and to allow cost savings through combined purchases of large volume or high cost items. This strategy will also evaluate the movement of employees between districts, and between districts and the System Office. Lastly, curriculum and assessments among the Colleges could be better aligned so that students who move from college to college do not experience barriers to their educational goals.

## ***D7*** **Leadership and Professional Development**

**Support learning and growth opportunities to enhance the skills and competencies of all Community College, District, and System Office employees.**

Based on the complex and evolving array of issues facing the Community Colleges, there is a growing need for human resource development in three broad areas: leadership development, professional development, and technology. With many leaders retiring over the coming years, new leadership from within must be developed. Furthermore, faculty and staff must attain professional skills needed to evolve with the changing demands in the workplace while also serving an increasingly diverse student population. Training in the use of technology is essential for the many administrative and student service areas as well as for educational purposes.

## ***D8*** **External Relations**

**Improve the visibility and positive awareness of the Colleges and System Office.**

Community Colleges are seen primarily in a transfer role, while the substantial role they play in workforce education, lifelong learning, and basic skills is often overlooked. There is a great opportunity to position the Colleges as institutions of quality higher education among the general public, public agencies, other colleges, and Legislature.

## ***D9*** **Coalition for Higher Education**

**Support a coalition of leaders from all sectors of California to enhance access to higher education.**

Many of the issues described in the Plan are not well understood by policy makers or the general public. The Community Colleges must maintain a common voice advocating for the Colleges as a whole and work with a coalition of civic, business, education, labor, and governmental leaders to build and foster an effective statewide policy agenda to expand access to, and funding for, higher education.

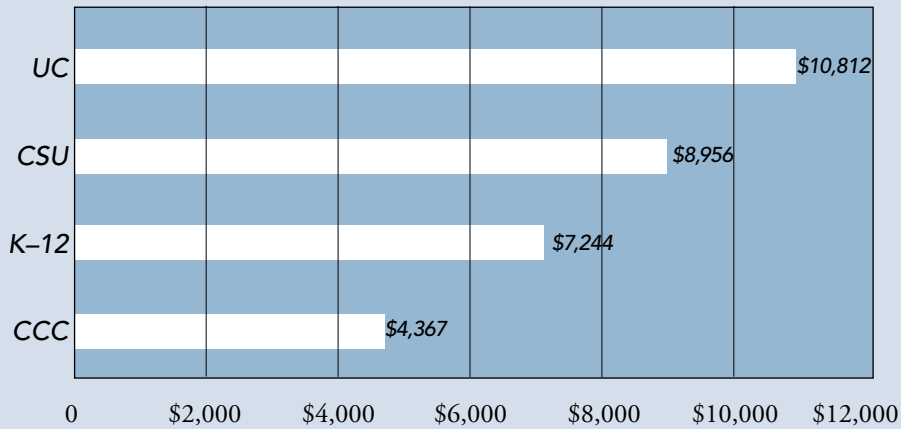
## ***D10*** **Ongoing and Collaborative Strategic Planning**

**Develop and maintain a shared vision for the Community Colleges.**

Many governmental and professional organizations share collective leadership of the Colleges, and it is important that these groups mutually identify substantive issues and solutions. The Colleges must have a well-defined, shared vision and consistent message to policymakers and the general public.

## RESOURCE CONSTRAINTS

STATE INSTRUCTIONAL FUNDING PER STUDENT (2003–2004)



Source: California Postsecondary Education Commission, 2004

### Goal E RESOURCE DEVELOPMENT

Students will need higher levels of support and basic skills education, and enrollments are expected to surge in inland areas while growing substantially in most other areas. The Plan includes strategies to improve and optimize the System's resources and allocation methods to ensure high-quality education for all.

#### E1 Alignment of Budget Priorities with System Strategic Plan

**Resources are leveraged to implement the initiatives identified in the System Strategic Plan.**

The Plan defines a shared agenda for the Community Colleges and will promote ongoing planning by guiding development of annual system budgets. The Plan calls for the initiation of a process that will ensure it is integrated into the Board of Governors' annual resource allocation and budgeting activities.

#### E2 Resource Diversification

**Develop alternative sources of revenue to reduce overall reliance on state funding.**

State funds and local property taxes (Proposition 98) account for more than 75 percent of Community College funding. In order to provide long-term stability to College operations, resource diversification is of utmost importance. This strategy will develop approaches to augment funding through foundation grants, industry partnerships, contract education, private giving, local parcel tax, and local foundations.

#### E3 Funding for Increased Access and Student Success

**Ensure that the Community Colleges receive their share of state resources to fulfill the primary mission of providing open access and ensuring student success.**

Currently, the Community Colleges rank 45<sup>th</sup> nationally in terms of full-time-equivalent-student funding. An estimated 175,000



California residents were “turned away” from the Colleges during the Fall 2003 term due to increased fees and reduced number of course offerings. The Community Colleges must advocate for adequate state funding levels that meet California’s need for post-secondary education, including restoring the Colleges’ fair share of Proposition 98 funding.

***E4***  
**Resource Optimization**

**Ensure that existing resources are used efficiently in meeting state priorities.**

The large size of the System creates unique challenges for coordinating among districts to boost efficiencies, but the System’s size can also work to its advantage through resource sharing and consolidated purchasing. This strategy will consider efficiency models, such as coordinated System approaches, to achieve cost savings in appropriate areas.

***E5***  
**Fee Policy Review**

**Address Community College fee policy as it relates to student access, System revenue, and financial aid policy.**

Most Community Colleges’ student fees are established by the Legislature, and fee increases and decreases have historically been tied to state budget cycles or crises. Fee increases have not been gradual, moderate, or predictable and have contributed substantially to swings in enrollment. It is the goal of the Plan that the Colleges’ fee policy protect its historic commitment to open access with planned adjustments that are gradual, moderate, predictable, and complemented with an adequate financial aid package.

***E6***  
**Equity in District Funding**

**Support the System Office legislative initiative to address district-funding mechanisms.**

In 2005, the System Office submitted a proposal to the Legislature that would address existing disincentives for noncredit and high-cost programs and equalize funding among Community Colleges. Enactment would improve funding mechanisms and reduce conflicts among districts.



## IMPLEMENTING THE PLAN

Whereas the Plan outlines five Strategic Goals and corresponding Strategies, the implementation process is the fulfillment of these Strategies. It will require unprecedented collaboration, action, and leadership among stakeholders, as well as the System Office. Beginning in March 2006, the System Office will coordinate a process to develop and recommend a course of action for implementing the Strategies called for in the Plan. An Implementation Oversight Committee (IOC), comprised of a wide range of internal constituencies of the Community Colleges and external stakeholders and partners including other segments of education, labor, business, industry, and state government, will oversee the implementation process for the Plan. The IOC will guide an annual process to assess implementation progress and update the Plan to keep it current and relevant. The IOC will also oversee five Goal Area Implemen-

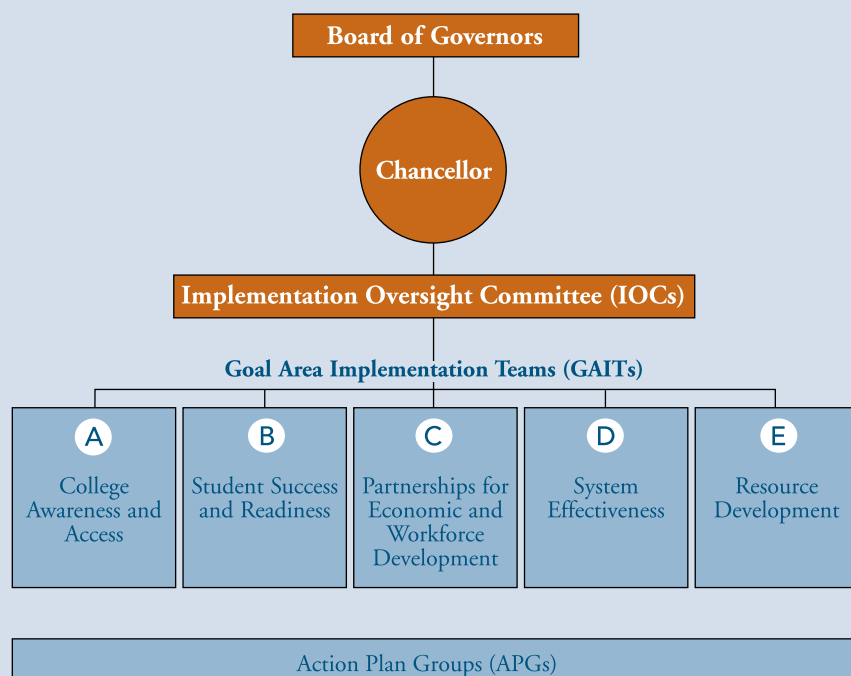
tation Teams (GAITs), one for each Strategic Goal. These teams will coordinate development of implementation Action Plans that provide a detailed course of action with measurable outcomes and timelines. The GAITs will consult with additional internal and external resource people and create Action Plan Groups (APGs) organized to assist in the development of Action Plans for specific Strategies within the Strategic Goals.

Action Plans and other recommendations proposed by the IOC will be presented by the Chancellor to the Board of Governors for review and adoption. The Board of Governors and System Office will use the Plan as a tool for advancing overarching System goals and priorities, such as providing an ongoing framework for developing and presenting budget requests.

FOR MORE INFORMATION ON THE IMPLEMENTATION PROCESS OR TO OBTAIN A COPY OF THE COMPLETE STRATEGIC PLAN, PLEASE VISIT THE SYSTEM OFFICE WEB SITE AT:

[WWW.CCCCO.EDU](http://WWW.CCCCO.EDU)

### STRATEGIC PLAN IMPLEMENTATION ORGANIZATIONAL STRUCTURE



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