

Building Communities, Transforming Lives, Creating Leaders



PERALTA

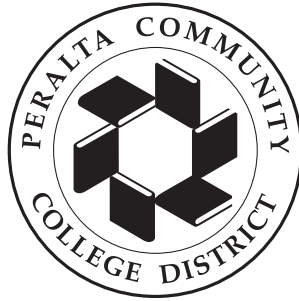
COMMUNITY COLLEGE DISTRICT

DISTRICT-WIDE STRATEGIC PLAN

(Second Edition, April 2008)



BERKELEY CITY COLLEGE | COLLEGE OF ALAMEDA | LANEY COLLEGE | MERRITT COLLEGE



DISTRICT-WIDE STRATEGIC PLAN

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I. INTRODUCTION

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

Purpose

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

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

Plan Development Process

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

Implementation

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

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

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

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

Board of Trustees Priorities

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

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

Policy and Procedure Elements of the Plan

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

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

Plan Overview

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

II. PLAN DEVELOPMENT PROCESS

The Strategic Plan Steering Committee developed the plan between August 2005 and June 2006. The committee received input at college town hall meetings, flex days and Board review sessions. The Steering Committee included representation from the four colleges and the district's service center. The committee's voting membership included eight faculty representatives, six classified staff representatives, ten administrative representatives (college and district service center), and two student representatives. There were also sixteen non-voting representatives, which included all student government presidents, the college researchers, and service center representatives.

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

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

Evolution of Planning

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

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

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

Table 1: Evolution of Planning

Board of Trustees’ Priorities	Strategic Directions	Final Strategic Goals
A. Access B. Increased Enrollment C. Quality Programs D. Student Success E. Student Support Services F. Human Resource Development G. Physical Facilities and Infrastructure H. Fiscal Stability and Sustainability I. Partnerships J. District and College Image and Identity K. Integrated Strategic Planning L. Accountability Systems M. Board Development	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	A. Advance Student Access, Equity, and Success B. Engage Our Community and Partners C. Build Programs of Distinction D. Create a Culture of Innovation and Collaboration Develop Resources to Advance our Mission

III. PLANNING CONTEXT

Historical Overview of the District

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

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

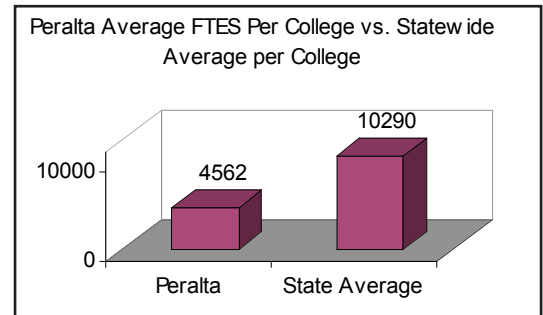
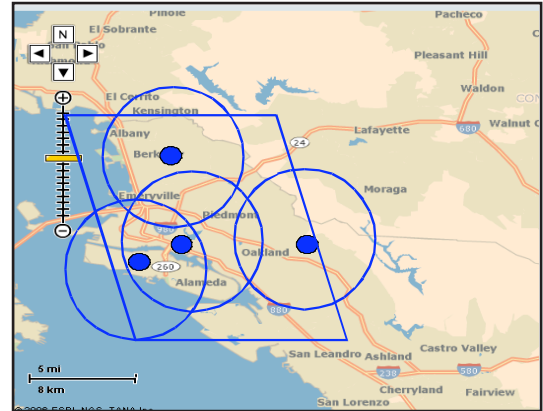
Planning Context

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

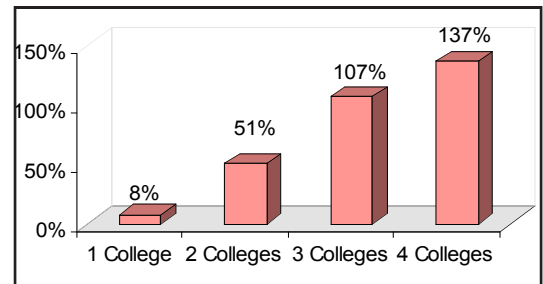
Service Area: The average California community college serves the equivalent of 10,290 full-time students each year. Last year our colleges served an average of 4,580 full time equivalent students. In addition, our college service areas are largely overlapping as shown below.

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

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



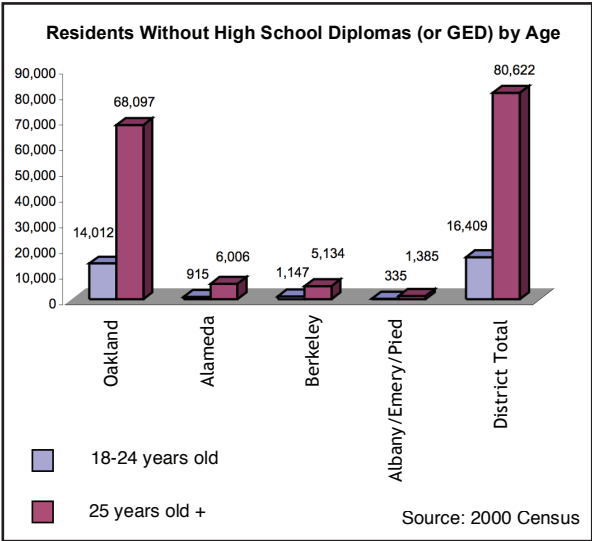
Student Attendance Patterns: As the chart to the right indicates, the Peralta's students access multiple colleges. A five-year study of students starting at Peralta in Fall 2000 showed that 40% of these attended more than one college. Student success rates rise the more colleges a student attends.



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

Underserved Adults: According to the 2000 census, the Peralta service area has 97,031 adult residents without high school degrees. Many in this group have been underserved by traditional education. Their lack of formal educational credentials does not indicate lack of ability, and many are highly successful in their jobs and in their communities.

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



High School Students / Basic Skills Needs

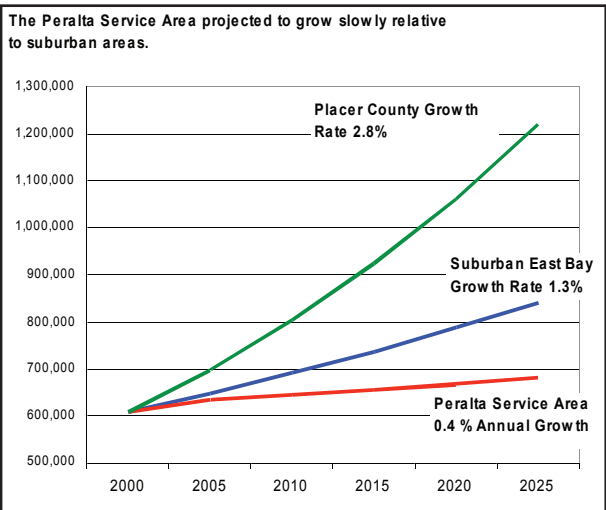
The graduation rates and college-ready graduation rates for the service areas’ major feeder high school districts are presented at right. These data illustrate the level of basic skills need in the service area. pre-collegiate basic skills courses.

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

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

Minimal Population Growth

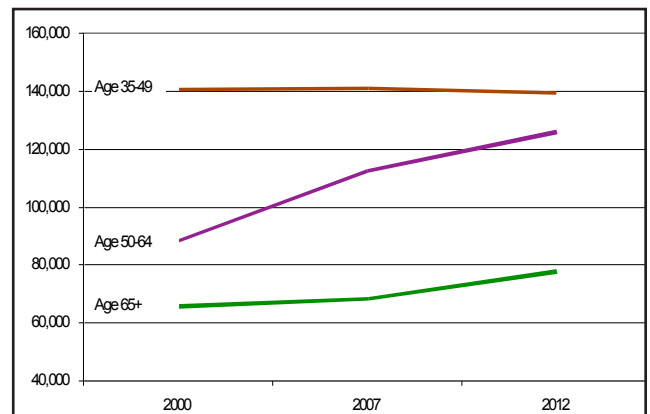
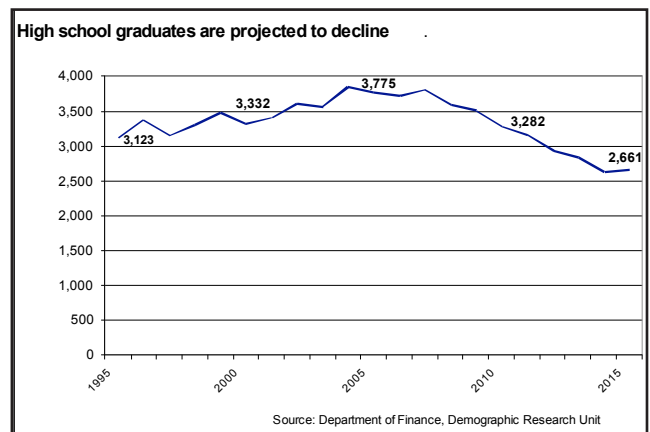
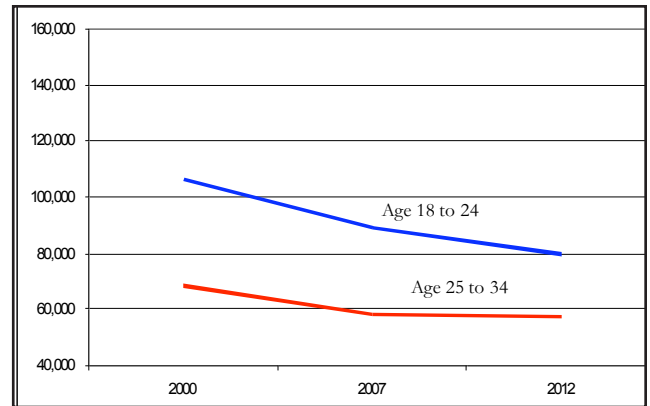
The Peralta Community College District is situated in a built-out urban community with very little land available for housing development. Our service area’s growth and participation rates would translate to approximately 3,000 new District residents per year, or 30 additional full-time equivalent students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



Traditional College-Age Groups are Declining

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

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

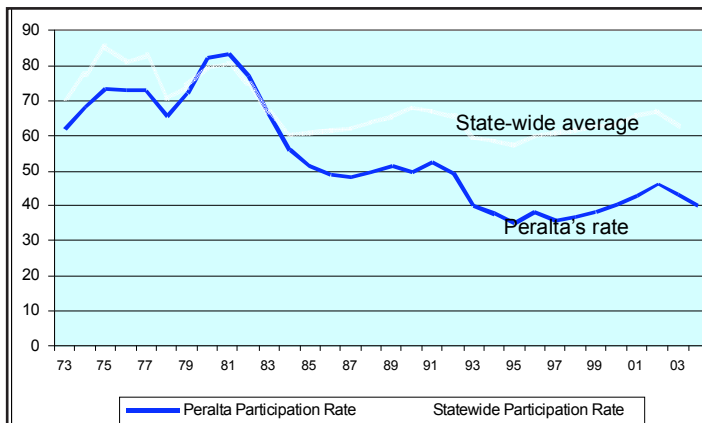


Immigration Will Strongly Influence Population Growth

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

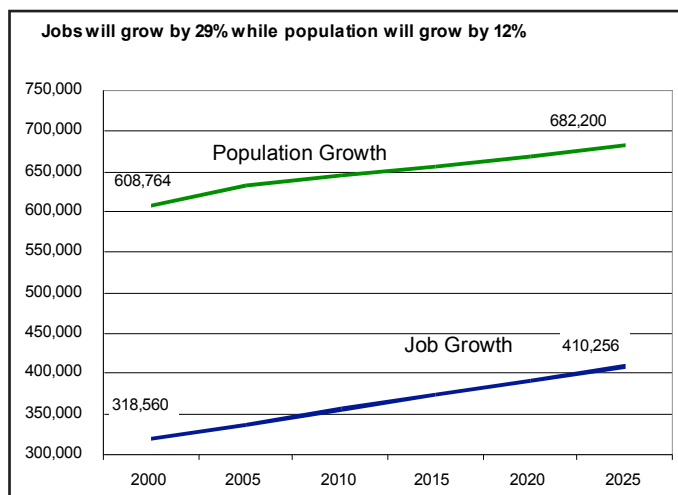
The non-English speaking population is growing. Our service area is an important gateway for immigration. At the same time, there is a negative net outflow of existing residents out of Peralta's service area. This indicates a demand for programs such as ESL and legal and medical interpretation as the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

Tackling the Participation Gap Will Grow Enrollments



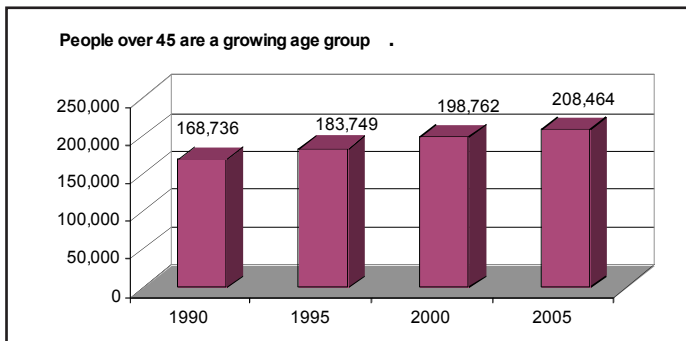
The participation rate tracks the number of people per 1000 residents who attend community colleges. The statewide average is over 60 people per 1000, while Peralta's rate is 40 students per 1000. One factor driving Peralta's lower rate is that adult education programs are run by our service area's unified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

Job Growth Will Outpace Population Growth



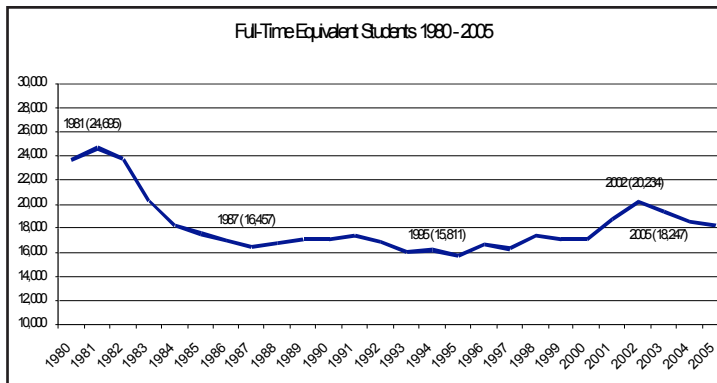
The number of jobs in our service area is expected to grow at twice the rate of population growth. This reflects a tight housing market and the competitiveness of the Bay Area's economy. A new area of opportunity is to serve major employers – and their employees -- of our service area.

Baby Boomers: Older Residents Constitute Large Potential Student Group











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

Enrollment Trends Have Fluctuated



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

Summary of Trends

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

IV. Guiding Framework

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

Mission and Vision

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

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

Values

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

STUDENTS AND OUR COMMUNITIES

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

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

EXCELLENCE AND INNOVATION

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

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

Financial Health – We effectively manage resources.

Environmental Sustainability— We engage in model environmental sustainability practices.

COMMUNICATION AND COLLABORATION

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

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

Employee Development – We promote the development of all employees.

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

Respect – We treat one another with care and respect.

Principles

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

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

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

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

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

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

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

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

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

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

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

V. GOALS

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

A Advance Student Access, Equity, and Success

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

B Engage Our Communities and Partners

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

C Build Programs of Distinction

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

D Create a Culture of Innovation and Collaboration

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

E Develop Resources to Advance and Sustain our Mission

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

(see next page for Overview of Goals and Strategies)

Overview of Goals and Strategies

The following table summarizes the goals and the associated strategies.

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

Goal A: Advance Student Access, Equity, and Success

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

Objectives

A1: Expanded Access

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

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

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

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

A2: Ensure Equity

Improve and ensure equity for all students.

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

A3: Increased Student Retention and Success

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

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

A4: Coordinated and Consistent Distance Education

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

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

A5: Support for Quality Instruction

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

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

A6: Professional Development for Quality Programs and Services

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

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

A7: Student Technology Access

Facilitate student access to learning technologies.

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

A8: Student Support Services

Provide support services to empower students to succeed.

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

A9: Integrated College and Family Brand

Develop district and college image and identity.

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

A 10: Promote Civic and Community Engagement

Develop programs and activities that promote civic and community engagement.

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

A 11: Assess Student Learning Outcomes

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

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

Goal B: Engage Our Communities and Partners

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

Objectives

B1: Community and Economic Development Alliances

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

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

B2: Community Needs Assessments

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

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

B3: Educational Partnerships

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

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

Goal C: Build Programs of Distinction

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

Objectives

C1: High-Need Programs

Continue to develop programs of excellence at the colleges.

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

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

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

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

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

C2: Strategic Curriculum Review

Develop agreements on review and adjustment of curriculum.

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

C3: Basic Skills Education

Provide effective, integrated basic skills education.

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

C4: Integrated Educational and Resource Master Planning

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

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

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

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

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

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

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

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

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

Goal D: Create a Culture of Innovation and Collaboration

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

Objectives

D1: Collaborative Leadership

Build collaborative leadership and management capacity.

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

D2: Process Streamlining

Improve core processes.

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

D3: Information Technology Capacity

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

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

D4: Board Development

Conduct an ongoing program of Board development.

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

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

D5: Internal Communications

Support development of effective communication and collaboration skills.

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

D6: Human Resource Development

Provide training and professional development to all employees.

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

D7: Service Centers as Partners

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

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

D8: Collaborative Strategic Planning

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

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

D9: Accountability Systems

Provide accountability systems to promote organizational learning and improvement.

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

Goal E: Develop Resources to Advance and Sustain our Mission

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

Objectives

E1: Integrated Enrollment Management

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

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

E2: Partnerships and Alternative Resources

Develop partnerships and alternative resource strategies.

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

E3: Resource Sharing

Develop opportunities for cost savings.

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

E4: Stewardship of Investments and Physical Resources

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

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

E5: Practice Environmental Sustainability

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

VI. INSTITUTIONAL OUTCOMES AND PERFORMANCE MEASURES

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

A. Advance Student Access, Equity, and Success

ARCC Measures

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

Local Measures

1. Retention
2. Transfers
3. Degrees/Certificates

B. Engage Our Communities and Partners

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

C. Build Programs of Distinction

1. Awards and recognitions
2. Program review data

D. Create a Culture of Innovation and Collaboration

Organizational culture survey results

E. Develop Resources to Advance and Sustain our Mission

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

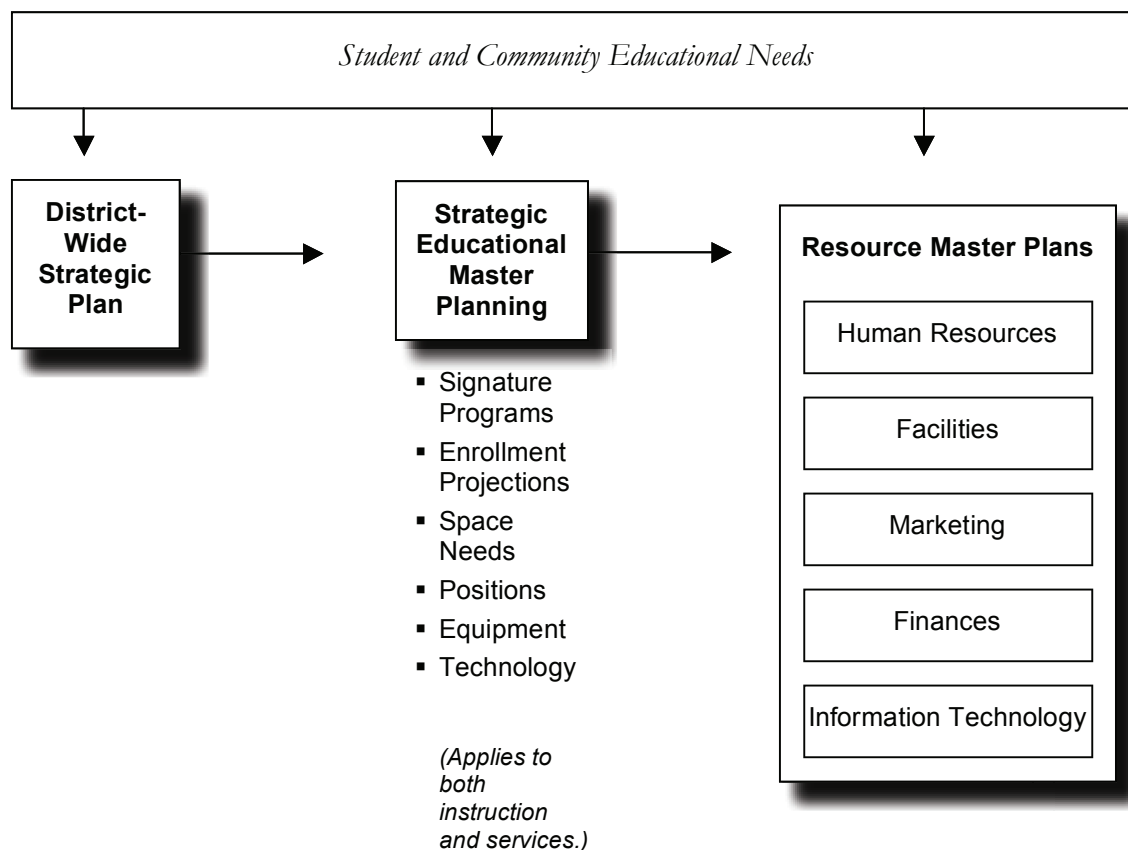
VII. PLAN IMPLEMENTATION

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

Strategic Educational Master Planning

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

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



Independent Implementing Actions

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

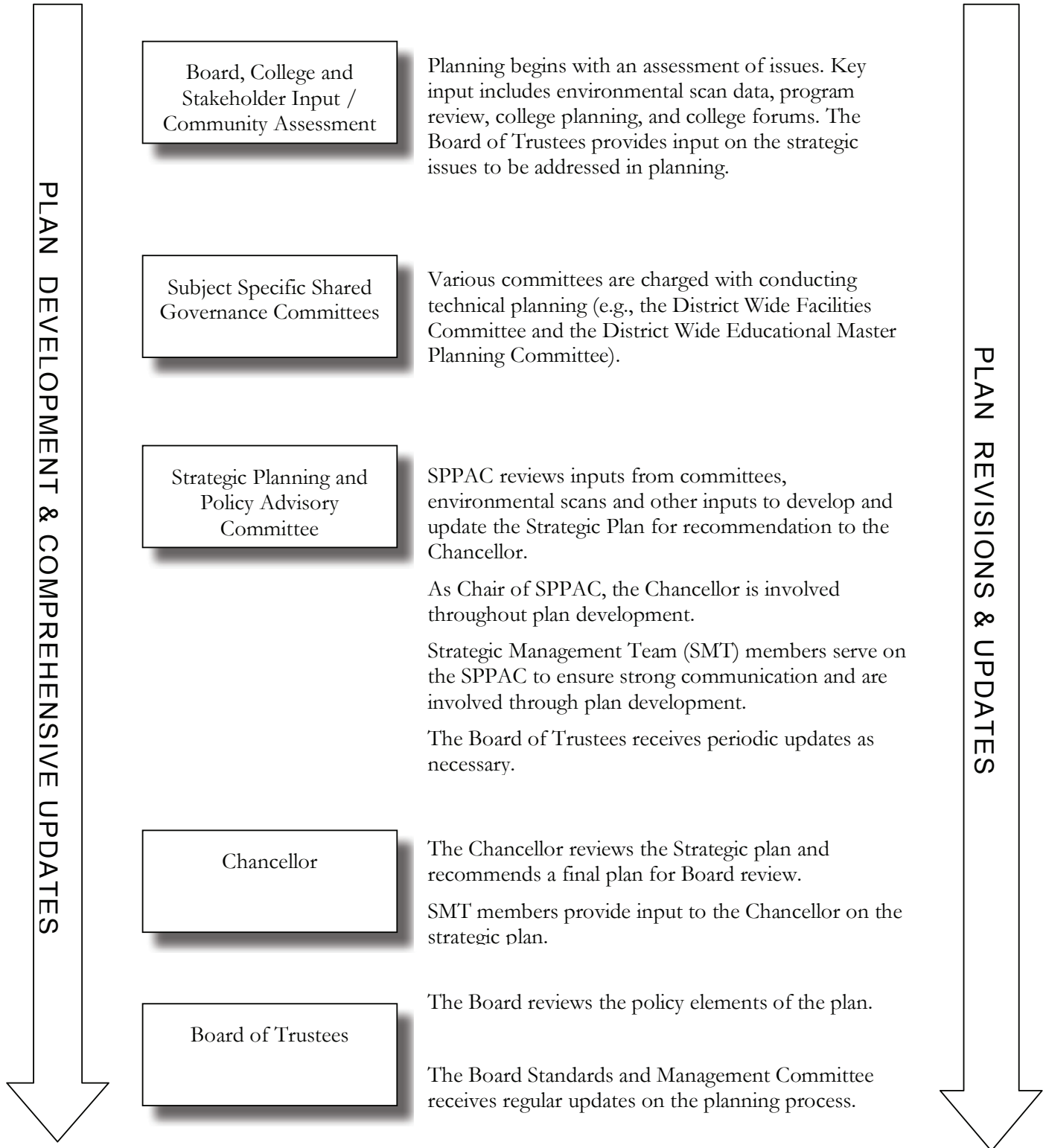
Roles and Responsibilities

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

Plan Updates

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

Plan Development and Modification Steps



Organizational Capacity and Development

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

1. Managers' College

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

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

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

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

2. Leadership Succession Program

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

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

3. Strategic Management Team Retreat

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

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

4. Management Coaching

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



DISTRICT-WIDE STRATEGIC PLAN
PERALTA COMMUNITY COLLEGE DISTRICT

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