Welcome to the District Strategic Planning Charrette

October 2, 2013
Todays Agenda

1:00 - 1:05  Welcome
1:05 - 1:15  Chancellor’s introduction
1:15 - 2:15  Review of evidence and current mission, vision and values
2:15 - 2:45  Group break-outs
2:45 - 3:00  Break
3:00 - 3:15  Summary report out & overview of several best practices
3:15 - 4:00  Group break-outs
4:00 - 4:20  Report out from each table on strategic direction
4:20 - 4:30  Wrap up and outline of next steps
Logistics & Mechanics

• You have been assigned to tables. Introduce yourself to your neighbor ;)

• Folders on your table contain the agenda, several reference documents and two worksheets

• We have two group break out sessions and ask that each table capture the major themes of your group’s dialogue on the worksheets

• Three roaming facilitators
Our Planning Process

- A shared governance process endorsed by the District Governance Council. Invitations extended to the entire District.
- Existing District Strategic Plan 2011-2015
- District plan explicitly designed to serve as umbrella for individual College plans
- Tight timeframe
- Second charrette to be held this semester with an invite extended to members of the community
- An on-line survey will be circulated District-wide next week to gather feedback from those unable to attend today
Our Planning timeline

- October
  - 10/2 kickoff
  - Notes summarized and posted
  - Feedback gathered online and via surveys
  - Feedback gathered through college visits
  - Emergence of first draft of mission/vision/values/goals
- November
  - TBD charrette including community members
  - Notes summarized and posted
  - Continuous gathering of feedback
  - Emergence of a second draft
- December →?
  - DGC, Cabinet, and Board Approval
Expectations for Today

• Build a shared understanding of our current environment and the emerging challenges & opportunities

• Reflect on our existing mission and direction

• Identify major themes, ideals, principles we would like to capture in our mission, vision & values statements

• Capture ideas related to the broad strategic directions the District should pursue over the next five years
Ok, are you ready?

Let’s get busy ...
A few words on planning

“Plans are nothing. Planning is everything.”

“Plans are useful only when they are the evidence that planning has taken place.”

- Moltke the Elder

At its best, planning is:

• Non-linear and ongoing
• An invitation to engage with evidence and colleagues ... to identify and further strategies toward our desired future
Evidence foundation for today’s Dialogue

1. Review of major themes from our environmental scan

2. 10,000 ft Snapshot of District enrollment trends

3. Overview of dominant political and economic trends in higher education

4. Examination of best practices in achieving student success

5. A review of our current Mission, Vision & Values
Environmental Scan
Highlights from the Highlights

A distillation of the 22 slide summary included in the invitation email
Contra Costa county was broken up into three regions using census tracks associated with each college’s service area.
<table>
<thead>
<tr>
<th></th>
<th>West County</th>
<th>Central County</th>
<th>East County</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall population</strong></td>
<td>Third largest region; slow growth</td>
<td>Largest region; modest growth</td>
<td>Second largest region; rapid growth</td>
</tr>
<tr>
<td><strong>Age Distribution</strong></td>
<td>Most diverse by age; aging by decline in youth</td>
<td>Deepest age pool; aging by growth in elderly</td>
<td>Youngest age pool; U-shaped growth</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td>Ethnically diverse; rapid decline of African-Americans</td>
<td>Least diverse; growing more diverse</td>
<td>Bimodal ethnicity profile</td>
</tr>
<tr>
<td><strong>Origin of Birth</strong></td>
<td>High &amp; growing density of foreign born</td>
<td>Low density but fast growth in foreign born</td>
<td>Rapid growth of foreign born residents</td>
</tr>
<tr>
<td><strong>Language Spoken</strong></td>
<td>English speakers soon to be minority</td>
<td>High density of English speakers but changing</td>
<td>Fastest growth among non-English speakers</td>
</tr>
<tr>
<td><strong>Education Attainment</strong></td>
<td>Slightly less educated but growing more so</td>
<td>Most educated and growing more so</td>
<td>Least educated; strong growth in AA degrees</td>
</tr>
<tr>
<td><strong>HS Graduate Market</strong></td>
<td>Weak growth; stable capture rates</td>
<td>Moderate growth; stable capture rates</td>
<td>Booming growth; rising capture rates</td>
</tr>
<tr>
<td><strong>Feeder HS API Profile</strong></td>
<td>Lowest performing</td>
<td>Highest performing</td>
<td>Midlevel performance</td>
</tr>
<tr>
<td><strong>Labor Market</strong></td>
<td>Lingering unemployment; pockets of high poverty</td>
<td>Strong labor market; low levels of poverty</td>
<td>Weak job growth; growing poverty</td>
</tr>
<tr>
<td><strong>Income &amp; Housing Market</strong></td>
<td>Low but improving income; strengthening housing market</td>
<td>High income and high home valuations</td>
<td>Slow income growth &amp; tepid housing market</td>
</tr>
</tbody>
</table>
Highlights from the Environmental Scan

1. Modest growth on average with big variation across service areas

2. A diversity-rich county with distinct communities and growing more dynamic (demographically, economically & in educational background)

3. Rapid growth in foreign born and non-English speakers

4. Fastest growing segments traditionally our lowest performing ... more to follow

“When faced with a need for change, history has not been kind to idlers”

- A Nation at Risk
Your thoughts?

< let’s try to limit to 5 minutes >
Snapshot of District enrollment trends
Enrollment Fees begin

Prop 13

San Ramon Campus opens

Brentwood Campus opens

Peak of Recession

Fee Increase

CCCCD Fall Headcount since 1978
Period of decline

Period of growth

Twenty year period of mostly flat growth with episodes of punctuated enrollment
History has shown us that economic cycles tend to drive more structural change than rapid growth.

In the next few slides we’re going to focus on the last cycle (Fall 2007 – Fall 2012).
Percentage growth since Fall 2007 by student gender

Current Size

Male = 16,167
Female = 19,015
Percentage growth since Fall 2007 by student age

Current Size

- < 20 Yrs Old = 11,222
- 20-24 Yrs Old = 12,342
- 25-49 Yrs Old = 10,127
- 50+ Yrs Old = 1,965
Percentage growth since Fall 2007 by student ethnicity

Peak of Recession

Current Size

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Current Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>9,169</td>
</tr>
<tr>
<td>Afr-American</td>
<td>4,294</td>
</tr>
<tr>
<td>Asian</td>
<td>3,553</td>
</tr>
<tr>
<td>White</td>
<td>11,462</td>
</tr>
<tr>
<td>Filipino</td>
<td>1,673</td>
</tr>
<tr>
<td>Multi-Race</td>
<td>2,330</td>
</tr>
</tbody>
</table>

Note: trends for students identified as Native American or Pacific Islander were not included here due to small sample sizes. Data for those populations are included in the full report.
Percentage growth in enrollments by instructional delivery method

Current Enrollments

On-Line = 13,131
Traditional = 91,023

Note: Hybrid courses are included in the Traditional category for this analysis
Take aways from review of enrollment trends

1. Student segments are growing at different rates

2. We look a different than we did five years ago

Note: our fastest growing segments in each of these areas have traditionally been among our lowest performing

All else equal we will have to achieve higher levels of student success just to maintain our current position
Dominant political and economic trends
National Trends in Higher Education

1. Resource scarcity is here to stay

2. Continued push toward greater accountability

3. Further implementation of the completion agenda

4. Continued expansion of market-based innovations and alternatives

5. Increased attention on labor market outcomes

6. More discourse and attention on issues of equity

Note: This list was gleaned from a literature review and review of major reform initiatives that examined forces impacting community colleges.
A summary of institutional characteristics & practices associated with student success
Based on the studies examined, these institutional traits and characteristics were found to be correlated with student success.

In this context student success was defined largely in terms of college completion, persistence and labor market outcomes.

**Studies examined**

- Aspen Prize for Community College Excellence
- Hewlett Leaders in Student Success
- Gates Foundation Completion by Design
- Lumina Foundation Achieving the Dream
The practices most frequently cited among the highest performing colleges
(Aspen Prize for Community College Excellence)

1. Rewarding actionable inquiry & experimentation

2. Intentional prioritization of a limited number of initiatives

3. Ensuring multiple groups review & act on evidence

4. Clear student pathways & coherent structures

5. Evidence-rich conversations with employers and the community
Characteristics of High Performing Colleges
(Hewlett Leaders in Student Success Initiative)

1. Courageous, shared leadership

2. Fearless engagement with evidence

3. Collaborative practices

4. Structured, integrated strategies

Source: RP Group: lessons for the Hewlett Leaders in Student Success Initiative
Gates Completion by Design Principles

1. **Accelerate** entry into Coherent Programs of Study

2. Customize and **Contextualize** Instruction

3. **Integrate** Student Support with Instruction

4. Continually **Monitor** Student Progress and Proactively Provide Feedback

5. **Incentivize** Behaviors that Contribute to Completion

6. Leverage **Technology** to Improve Learning and Service Delivery
Some context

Without focused, integrated and adaptive planning to properly support them, adopting discrete “best practices” and trying to bring them to scale will not work to improve student success on a substantial scale.

Davis Jenkins (2011)
Community College Research Center
Columbia University
Thoughts?
Our Mission, Vision and Values
Vision: Our colleges transform lives. We are agents of equity, compassion, & excellence, building upon the diverse strengths of our students, faculty & staff. We thrive upon the learning & success of all our students.

Values: The Contra Costa Community College District strives to reflect the following core values in its service to students and the community:

1. Learning
2. Social Justice through Access & Equity
3. Integrity
4. Academic Freedom
5. Innovation
6. Stewardship
The mission of the District is to attract & transform students & communities; to cultivate & sustain a culture of well-being, learning, success, & achievement for all students.

All decisions about resources & policies are informed by looking at access & success data through an equity lens.

The following five areas of educational focus advance the Mission:

1. General & Transfer Education
2. Economic & Workforce Development
3. Basic Skills
4. English as a Second Language
5. Lifelong Learning
Vision

Agents of equity, compassion & excellence
Thrive upon the learning & success of students

Values

Learning, Equity & Access, Integrity, Stewardship, Innovation, Academic Freedom

Mission

Goals

Student Success, Equity, Improved access, Partnerships, Fiscal Health, Good Infrastructure, Access, Workforce Development, Basic Skills, Lifelong Learning, GE & Transfer Education, ESL, Smart decision-making, Success

Values

Learning, Equity & Access, Integrity, Stewardship, Innovation, Academic Freedom
**Your task:** Consider the framing questions on the worksheet provided in your packets (Worksheet #1). Discuss the District’s current mission, vision and values within the context of the questions. Select someone from your table to write down any key phrases, words, concepts, statements that your group feel address the questions.

We will collect the sheets from each table, examine the content and report back the major themes after the break.
Examples of strategic planning goals from nationally recognized community colleges

The three colleges profiled here were finalists from the Aspen Prize for Community College Excellence
When reviewing these examples...

- The examples represent three different approaches to organizing institutional goals. Consider the merits of each as you think through what our goals should be.

- Consider labels. Some institutions use the label strategic goals, others use strategic directions, others strategic themes.

- Don’t feel too confined by our current goals. Think long and wide.
The College District inspires students to discover their potential and to achieve their goals by providing diverse and challenging learning opportunities.

To accomplish this mission, our outcome goals are to:

• Encourage and support life-long learning.
• Prepare students for transfer to four-year institutions.
• Prepare students for the 21st-century work force.
• Strengthen basic skills of students.
• Serve as a leading partner in strengthening communities.

Our process goals are to:

• Embrace relevant technologies.
• Provide services that support student learning.
• Hire, develop and retain highly qualified personnel.
• Value and promote diversity and multiculturalism.
• Collaborate with public and private partners.
• Acquire and maintain high quality facilities.
• Pursue additional sources of funding.
• Implement an institutional sustainability plan.
Excellence in Teaching and Learning (ETL)

The college will provide an academically challenging environment in support of the College's mission and goals and will strive to enhance our educational excellence by encouraging, engaging in, and developing best and promising practices in support of intellectual, social and personal development. Examples of opportunities for improvement include an increased utilization of technology in teaching, redesigning curriculum for STEM, increasing interdisciplinary offerings, documenting student attainment of general education learning outcomes, engaging students at outlying centers using i-link courses, verifying identification of students enrolled in courses, providing training to increase effectiveness of faculty and staff, establishing a career ladder for faculty and staff (e.g. Master Instructor Certification).

Constituent Relationship Management (CRM)

The college will pursue Constituent Relationship Management to recognize this widely-implemented strategy for managing and nurturing the College's interactions with its constituents (potential and current students, faculty, staff, community at large). CRM involves using technology to organize, automate, and synchronize College processes— principally services including marketing, customer service, and technical support. The overall goals are to find, attract, and win new students, nurture and retain those the College already has, entice former students back, and reduce the costs of marketing and services. CRM generally denotes a College-wide strategic initiative embracing all constituent-facing departments and even beyond. When the college’s implementation is effective, people, processes, and technology work in synergy to increase efficiencies and effectiveness while reducing operational costs.

Organization Development (OD)

The college will pursue Organization Development (OD) as an planned, organization-wide internal review to increase College’s effectiveness and viability. OD is neither "anything done to better an organization" nor is it "the training function of the organization"; it is a particular kind of change process designed to bring about a particular kind of end result. OD can involve interventions in the college’s "processes," as well as organizational reflection, system improvement, planning, and self-analysis. The college will respond to change with this strategic initiative intended to change the beliefs, attitudes, values, and structure of organization so that the College can better adapt to new technologies, marketing and challenges, and the dizzying rate of change itself. In doing so, it will promote a strategic mindset that relies on a culture of evidence and promotes human capital.
Strategic Goals

Build Pathways

• Remove barriers to college.
• Create connections that raise personal aspirations of students and enable them to achieve their aspirations.
• Develop and renew programs.

Learning Assured

• Create optimal conditions for student learning.
• Partner with students to improve their contribution to achieving their potential.
• Close achievement gaps.

Invest in Each Other

• Strengthen our collaborative institutional culture to foster deep stewardship of our work.
• Support the professional development, career growth and healthy lives of Valencia’s employees.

Partner with the Community

• Cooperate with community partners in meeting students’ needs and college goals.
• Involve the College in meeting the community’s needs and goals.
Goals from the 2011-15 CCCCD Strategic Plan

Goal 1  STUDENT LEARNING & SUCCESS: Significantly improve the success of our diverse student body in pursuit of their educational and career goals with special emphasis on closing the student achievement gap.

Goal 2  COLLEGE AWARENESS & ACCESS: Increase awareness of and equitable access to the Contra Costa Community College District for a changing and diverse population.

Goal 3  PARTNERSHIP FOR WORKFORCE & ECONOMIC DEVELOPMENT: Support economic & workforce development through education & leadership in collaboration with government, community organizations, business & industry.

Goal 4  ORGANIZATIONAL EFFECTIVENESS: Improve the effectiveness of District-wide planning, operations, resource allocation & decision-making.

Goal 5  RESOURCE MANAGEMENT: Provide sound stewardship of the Districts physical & fiscal assets to ensure a sustainable economic future consistent with our values, vision & mission.
Characteristics of good planning

• Invites engagement from the entire institution
• Encourages and orients collaboration
• Is actionable and helps prioritize activities
• Directs resources, focuses effort and frames choices
**Your task:** Consider the framing questions on the worksheet provided in your packets (Worksheet #2). Reflect on the best practices just reviewed, all the environmental evidence and the District’s current strategic directions. Select someone from your table to write down any key phrases, words, concepts, or statements that your group feels addresses the questions.

Each table will be asked to report out aloud a summary of your discussions.
Report out from tables
Wrap Up & Next Steps

1. We will collect all the output from today’s conversations, summarize the content and post it on the District web page next week.

2. We will invite the entire District community to review the material and provide feedback by way of an on-line survey.

3. We will collect the survey feedback and incorporate that into a summary of findings document and post it on the web.

4. We will be meeting with planning groups at each college to share this information and collect further feedback.
Wrap Up & Next Steps

5. We will schedule and convene a second charrette this semester to review and refine the material collected today, on-line and from the colleges.

6. Invitations to the second charrette will be extended to community stakeholders.

7. A draft of the District Strategic Plan will be made available to all by the end of November.

8. We are available to continue to work with each of the colleges as they leverage the District plan to develop their individual college strategic plans.
Any final thoughts?
THANK YOU!

THANK YOU!

THANK YOU!
If you have any questions related to the information presented here today don’t hesitate to contact my office:

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