

Charrette - Report Outs from the Tables

March 1, 2012

Table 1 –Goal#1- Access and Awareness

Task 1: Review of Entire Document

- Discussions regarding enrollment management and how the mission of the institution has focused on not only an access model but an access and completion model.
- The board has focused on core priorities of student transfer, career and technical education, and basic skills preparation.
- The mission, vision, core values, goals and objectives in general is clear. There is a need to define some of the terms on form, e.g. persistence.
- Student needs a pathway to complete their educational goal.
- Do Students really know their career pathway, what strategies can be implemented to increase this service to students.
- There is a lot of discussion in streamlining the effectiveness in student
- More specific accountability measures
- Unclear on the statement “the District will promote programs and services that establish immediate recognition in all educational communities”.
- There is a lot of verbiage in the document.
- More measurable targets in terms of the objectives
- Goal 5- instead of merging human resources and financial resources- look at resources in terms of human, financial, and planning resources
- In Goal 1 perhaps rewrite the goal since the State Center Community College District is the predominant District in this service area.
- It appears in some areas of the document there is a disconnect between the goals and objectives, e.g. Goal 1 and Objective 1.1

Table 2- Goal #1- Access and Awareness

PART 1 REVIEW OF DOCUMENT

- Is the document a flyer?
It would have made sense to include a flyer in the brochure. Not on resource table.
- Document is eye catching.
Way it is laid out in electronic format, the flow does not make sense online. Maybe it makes sense when it is folded. E-version is hard to follow.
- Suggestion to create online version with viewer in mind.
- Eye-catching to students. Visually pleasing to young people.
- Mission statement: Is it still relevant? Do we still have the same focus on lifelong learning? Do we want to change that? Our 18-25 age group is the main group, we think. We are in a different environment now. How do you define lifelong learning? Is it basket weaving, or is it returning to school to improve job skills?
- **VISION**
How do we measure that? Should we have certain foci on each campus? Ellie believes the specialization makes sense and might clarify the pathways? But is it feasible for students to travel to a campus that is not closest? Is it worth commuting? One stop shopping. Do not duplicate services. Specialization can lead to collaboration, expansion, quality of programs.
- **CORE VALUES**
Excellence
Is it inclusive? How so? How do you measure? Clubs, services, student surveys, test the climate? They do climate surveys in high school level. Do survey in class at end of semesters to get student feedback on climate. Do you feel connected? **Healthy Kids Surveys** from the govt. Recommended by Edison High.

Plan Goals and Objectives

- Also survey students about access and awareness. How do they get involved? How do they get their information?

Overall feedback on document

- Obj. 1.1 Retention, persistence, completion, etc. not good. Stats were surprising. Thought it would be higher. We need to do a better job of getting students in a track and completing that track. Working with kids from high school, they still need guidance. They are not ready to be on their own. They need more help and skills as they enter college.

Discussed educational plan at Santa Barbara City College. Ten year plan from freshman in high school through college. Who am I, what am I interested in, where are my strengths.

Table 3 - Goal #1- Access and Awareness

- Lifelong learning: Updating skills, basic s skills, need to be able to read measurability.
- Objective 2.4 need to be measurable
- 3.1, 4.1, 4.2, 4.3 are immeasurable more like process.

Table 4 - Goal #2- Excellence in Teaching and Learning

Board Themes Review

Who	Comment	Outcome Statement
1)LF	We haven't had to be concerned about this before.	
	Open Access versus managed access More	MM-More intentional enrollment priorities based on student goals
	CR- More deliberate educational goals that get degrees that support jobs.	

Mission/Visions/Values/Goals

- Readability- (Easily Understood) organized well, flows well, integration of themes and goals, easy to read, template is good
- Content—(Content) reasonable and attainable, measurable (goal 1-institution of choice-can we measure this, Objects define how/what will be measured, they all seem measurable.) Support the entrepreneurial goals. The board current plan is not at odds with the new themes
- Breadth—doable, measurable, focus already on themes

- Other Points—the collaboration between K12 is important. This allows students to go into the higher level classes. High Schools have dropped their vocational programs due to the focus more on college degrees.
- Core Values

Table 5 - Goal #2- Excellence in Teaching and Learning

MISSION STATEMENT CHANGES

CHANGE FROM LIFE LONG LEARNING AS THE CHANGE HAS SHIFTED TO NOW FOCUS ON

- WORKFORCE DEVELOPMENT
- TRANSFER READINESS
- BASIC SKILLS

VISION CHANGES

REGIONAL/GLOBAL LEADER

CORE VALUES CHANGING

- STUDENTS SHOULD BE RESPONSIBLE AND ACCOUNTABLE
- STUDENTS SHOULD VALUE THEIR EDUCATION
- STUDENTS SHOULD PARTICIPATE AND INVESTED IN THEIR SUCCESS
- WE SHOULD CHANGE WHAT WE DO TO INSURE THAT WE DO NOT EXCLUDE DIVERITY IN THE BROADEST SENSE
- PARADIGM SHIFT FROM ACCESS TO PRIORITY
- ALLOCATE RESOURCES TO ACHIEVE MAXIMUM BENEFIT
- UPDATE OBJECTIVE TO ALIGN THEM TO THE THREE STRATEGIC GOALS

Table6 - Goal #2- Excellence in Teaching and Learning

- Mission
- May not be able to serve all students – should be continue to serve students who are taking quilting, badminton, etc.

- May continue to serve these students; but they may have to pay additional
- May need to remove “all” from the Mission statement and focus on quality programs should be our listed first, our first priority
- Student access – needs to be included
- Vision
- Say something more concrete, such as the main goal to achieve between now and 10 years from now. The impact the district will have on education, the final product/end result
- Will increase educational/skill level
- Economic impact/economic development on the region
- Address career technical education
- Core Values
- Accountability – not just data
 - Accountability of the resources – dollars/tax monies
- Measured Outcomes
- Collaboration
 - Collaborate within the District – colleges/centers
- Strategic Plan – Goals and Objectives
- Access and Awareness – too lengthy – pare down
- Establish continual recognition, not just immediate recognition and then done
- Goal 1:
 - Obj. 1.3
- Let public know of co-curricular, social and career activities – language not clear to public
- Excellence in teaching and learning
- Goal 3 more specific where other goals are broader

- Objectives: None address the ESL or basic skills
- Make ESL job specific
- In-servicewithin the occupation – focus on moving up in the current occupation rather than entire ESL/English series
- Goal 4 – System Effectiveness
- Districtwide integrated planning to include Technology, HR, Facilities, Ed Master Plan
- Resource Allocation
- Signature programs
- Goal 5 – Resource Development
- Maximize resources through partnerships with businesses/corporations
- Not just financial – job shadowing
- No indication of partnerships with local industries in goal or objectives
- 5.2 – Educational programs

Table 7 - Goal #3- Workforce Readiness and Communication

- Good Readability
- What do we mean by life-long learning
- What do we mean by persistence
- Complicated terms if not an educator
- Use more common language
- Long on words but short on specifics
- Language could be specific to external stakeholders
- Should document be tied to current resources
- Could use benchmarks to measure success

- Should we leave in educational philosophies or should the resources drive the plan
- How do we find the needs of the community to create partnerships
- How do we incorporate labor market statistics into degree and certificate programs
- Maybe the district could promote the partnership and linkage process better
- Are the goals measured and shared with stakeholders
- Looks like reading a legal document
- Document should “pop” or sell itself
- Repetitive and wordy
- Do we know who our students are
- What is the student coming for
- Does not address infrastructure

Table 8 - Goal #3- Workforce Readiness and Communication

- Provide a copy of the current M,V, CV, G&O to the participants well in advance of the actual Charrette to all participants, so it can be reviewed with basic instructions.
- Comment made that our M&V is very broad and open – potential need for focusing down.
- We don’t advertise our District M&V on the campuses.
- District has 2 primary goals – workforce development/academic preparation for transfer.
- Student Achievement – how measured – attempting to measure. Focus by CCCCO based on awarding certificates, transfer.
- How do we access if students learn?
- Curriculum developed with defined SLO. Review outcomes via self-studies for continuous improvement of program.

- Is there a measure of the RIGOR of our courses? Not currently. Only by comparisons of transfer students versus non-transfer students at State University level. Would like the ability to track how well our students do after they transfer on. WI 60% of Clovis West grads were placing into remedial courses at our college center. There is not a look of articulation between K-12's and colleges.
- Continuous improvement language needs to also consider reviewing programs for viability/continuity for benefitting students.

Table 9 - Goal #3 - Workforce Readiness and Communication

Overall impressions of the Strategic plan document:

Readability

- Short, clear, concise
- To the point

Content (realistic):

- What's the metric that is trying to be achieved? Language does not reflect the quantitative and qualitative—the statistically measurement—that would confirm achievement.
- Not sure that the indicators are objectively measureable of the mission and vision
- Language reflects an economic environment that is “prerecession.”
- Not certain that goals and objectives are still relevant or current, given the economic climate

Breadth

- Core values are the same, but the means by which they are achieved are different
- **Other**
- Reshape the infrastructure to achieve some measureable employment.

- Attempt to strike a balance between the lofty ideals of education and the practical nature of achieving employment.
- SCCCD needs to focus on changing the way they do business, because college is a business. Students need to think of school as more of a business.
- Education is an investment; this document needs to take this information into consideration. Have to move beyond pre-recession thinking.
- Take all of the core values and reengineer them strategically.
- School facilities need to become a “day residence.”
- Both the institution and the student need to be adaptable.
- District messaging to the community need simplifying so that it may to be easily communicated to the public/community
 - Overall, goals should overlap not just in policy, but in application

Table 10 - Goal #3 - Workforce Readiness and Communication

Overall impressions

Readability:

- Easy to understand, one question not clarified – context where this information comes from.
- Include where this comes about for the process – gives context to the people who are on the Charrette.
- Questions about mission and vision how old they are.
- Who is the audience for this document? Us, but also for community. Like an action plan. This is the district plan that will drive the college plans.
- Change of manage from increase enrollment.
- Connection with K-12 not in the overall document but it was in the visioning.
- Clear Well written
- Goal 5 is not clear – very open ended – rewrite that goal. For example, “state center will manage its resources to provide maximum opportunity to its students,

employees and community.” This part is not clear as to what they are talking about.

Content

- Good content for the district. The other part is where the colleges fit in and apply these to the individual unique characteristics. Excellent point that we need to keep the district overarching to allow for individual uniqueness at the different sites.
- Address – the demographics in the goals. Should show up in each of the different goals.
- Define underserved.
- 5.1 statistics available regarding demographics.
- Reflect in planning and access the demographics
- Item 3 goals, ESL – this is an area that comes up in discussions among county leaders – how do we bring them to the campus?
- Goal 1, 1.1 manage enrollment – more students than we can – how do we keep them coming and not drop out? We don’t want them to drop after they get their financial aid check. How do we keep students engaged?
- Involving the community – RC does it really well – senior citizen classes – at community centers.
- Workforce – federal program GATE, put into industry – to get education – not prepared for the classes. Basic Skills needed. Work with the local adult schools to bridge them into college level.
- Some things should be more tangible – 1.1 increase retention what does that mean? As a district? What is the baseline? Want to see the report to show how district has increased these areas.
- Percentages attached to the objectives rather than the goals.
- Signature programs not mentioned but are mentioned in the visioning process. For example the CAT program sponsored by Quinn at Reedley and the police academy.

Table 11 - Goal #4 – System Effectiveness – Planning and Assessment

Readability

Overall impressions

- From internal employee perspective, it is very understandable. Straightforward and step-by-step. It seems is accessible for external stakeholder.
- Access and awareness is key. Need to target student who have chance of success rather than those who spend a lot of time in college and flounder.
- This focuses our mission. We cannot be everything to everybody: we need to focus on vocational, degree, and basic skills. Students need to be aware of services available to them.
- Needs polishing. Has a lot of repetition.
- Missing strategies for each goal and indicator to determine if these goals were achieved.
- It is understandable, but for external partners there is no way of knowing that these goals were achieved.
- One member took notice of the life-long learning addressed in document. However, there is a lot of “apple pie,” but may lack substance.
- Background should not come first, list goal first, then objective, then have explanation at the end.
- It should identify what we don’t have control of – what depends on the state or demographics (external factors)
- Life-long learning will not be in the district’s ability in future.

Content

- Can we continue to make “incremental changes” We need to think about BIG changes
- Again, the feedback loop is missing. How will things be measured?

- Technology changes so rapidly and because of our limited resources, we have difficulty keeping up with them.

Task 2

- Objective 4.3 – needs to be something that encourages people to keep current with the technology. Especially since the students have greater knowledge. Employees may be locked into what they are familiar with and may not learn the new technology. Also there is the problem of resources. We may not be able to acquire all the technology in a timely manner.
- However, this goal addresses institutional effectiveness. Data management, institutional research, etc. The above point may be more relevant for student learning.
- Used for ongoing review and continuous evaluation. Demographics, completion rate, etc. However, instructors need to have access to this information. Perhaps they may not have the tools to understand/access this information.
- We need data-driven decisions. However we don't have this in place. We must have data for decision making.
- There is a need to get our system processes on line rather than on paper. Speede forms, Magic forms, etc.
- The continual process needs to be identified and clarified and known throughout the institutions.
- Each campus has a strategic plan that feeds into DO plan. Now, however, we are doing the district plan and working down to strategic plans for each college.
- Accreditation noted that we talk about planning, but there is a problem with implementation. We need the strategies and indicators.

Plan, do, study, act.

- We need to include performance indicators and measurements.
- Need to have an office of institutional effectiveness. Especially when we are looking for external funding.

- It is hard to tell our story without real data.
- Very vague. For example, how would we know if we accomplished objective 4. Again need to have defined measurements.
- Student success is defined as completion. Getting them in, through and out in the workforce.
- SLO's for institution. These need to be in the strategic plan. An outside person needs this information. Need to mention program review and SLO's, PLO's, ILO's etc.
- Goal and objectives assumes that research is available, but is this true. If so, we need to explain what it is.
- Need to work first objective stronger to ensure that planning is really integrated.
- Establish a data collection process and reporting process to facilitate integrated planning.
- Colleges seem to be isolated from district. District needs to be responsible for insuring information from campuses is shared. This can be done through a district office of institutional effectiveness.
- Need to spend more time analyzing data from inside the district rather than area demographics. All internal and external stakeholders have easy access to all data on students and their success.

Table 12 - Goal #4 – System Effectiveness – Planning and Assessment

- Hard to access for students – students are too disconnected from school, not engaged and do not understand the function of the District. Not at school long-term to be involved.
- Easily read – need to have easier access to document for students, and staff. Is there some way to market this or distribute widely?
- Too lengthy and verbose – redundancy in language – document needs razor sharp focus and more specific goals – a lot of information – needs to identify SCCCD better – tries to do too much
- Core values are too general

- Headings could utilize language that is more straight forward with easy to understand descriptions for folks not in the education field
- Not addressed to students – but focused to meet academic requirements

Table 13 - Goal #4 – System Effectiveness – Planning and Assessment

Task 1. Overall impressions of the entire document

Readability –

- Some terminology is “edu-speak” may be unfamiliar to the general population. “Constituencies, persistence, retention, etc.” If this is a document for the public, it shouldn’t require interpretation.
- “Regional leader in education – as compared or included with the universities in the area? Should the target population be defined? Or to the exclusion of other institutions?”
- Pathways to success – not well defined to general public. How does lifelong learning fit in or is it changed now that there is more emphasis on completion and getting people out of college.”
- Nothing supports the “lifelong learning” below Mission statement.
- Need definitions! (ie:student learning outcomes)

Content –

- Under each goal, there is some rambling statements.
- Should target specifically what the District does well and emphasize that.
- Implies growth, when the District is in a time of enrollment management at best, or decline.
- Seems to imply that the college is everything to everyone, which may not be realistic.

Breadth –

- The document is very broad – but can the district do it all?
- Should be “tighter”

- Student learning outcomes – how are they measured and how can that be explained to the general public?

Table 14 - Goal #5 – Resource Development

Page 1 readability

Core Values: Covered a lot of ground everything but the kitchen sink.

- May need to be refined down

Vision statement:

- Change will be to should be recognized as the regional leader...

Mission & Vision

- Are too broad to be relevant. Trying to do for student population that this is beyond that scope.
- We're not going to change everybody's life in two years at community college.
- Too broad may make us lose our way...
- We really do make life changing changes in students.
- Need to be fiscally conservative and get the most out of those resources
- Some of the core values don't relate to the students and the mission.
- Which would we eliminate: stewardship?
- Too many core values and need to be refined.
- Refine core values to better reflect the mission.
- What are we here for? Need to ask this question
- Who are the most important people in the District? STUDENTS and educating them.
- Educating students needs to be front and center.
- All of the areas are important
- Concentrate and redirect the focus because funding is going to demand it.

- The three core things basic skills, transfer, and career education. THAT should be in the mission.
- That would tighten it up.
- Are we missing anything (Content)
- Coordination between community college and CSU is lacking. They (students) are not getting all of the credits accepted.
- Missing: increasing transfer rate, improve advising and articulation agreements, make sure SCCC has the people in place to help students.
- Goal #12 increase the transfer rate is missing
- Access and Awareness strike the word immediate (establish immediate recognition)
- Print out a 2 year schedule of classes for students to take per major. Put at the bottom a note to see a counselor because there are always changes.
- Nothing in here ties it to jobs... it talks about being a productive citizen.
- #3 linking it more to jobs. What does collaborative with business... what does that mean... have to be in school or go through an apprenticeship?
- The job component is missing. Need 3.4 objective to tie training to jobs.
- If you are going to follow a vocational track it hopefully will lead to a job.

Table 15 - Goal #5 – Resource Development

Readability:

- It's easy to understand.
- Who is it written to? It's written to everybody.
- Only one term I didn't understand-persistence rate.
- Do we need a glossary or legend in order to be clear to outside public?
- Write mission to the audience, don't use educational jargon.
- I thought it was readable but it was more of a CYA statement. Does everyone read it and subscribe to it? Yes. Everything we do we have to justify to the mission statement.,

Content: are they realistic?

- Increased persistence—a concern, may be out of our control. How do we continue to measure when we are cutting classes that some students can't get. They may not be able to continue if the classes aren't available.
- While the goals and objectives are nice, we have to read the audience. What do the students want to do. How to meet their goals. What is the goal of the student, what is the goal of the CC. This is more of the administration side. What do we do to move the student along so that they aren't pigeon holed into classes.
- Who could get word out about virtual
- But not everyone is suited to online classes. Have to be motivated.
- The mission statement is from the administration side, but what do the students say. They may care less about what the mission statement says because they are concerned with getting classes, parking, etc.
- Being all things to all people is difficult. Students are looking for many different things: transfer, one class in welding to go out and get a job, floundering just taking classes.
- The students sometimes need the structure especially for the serious students. CCs have a very broad mission.
- Do the CCs work with elementary? We work a lot with high schools.

Breadth:

- One thing I don't see is the district doesn't have a goal specifically charging the colleges to achieve a particular goal.
- Is the district doing anything that gets in the way? The state is, especially with budget.
- Breadth is very wide. If they aren't being prepared in high school, they are not ready when they come to us.
- Mission doesn't get into much detail. Set measurable data.
- Mission statement very broad.
- Is it doable? All of it? Depending on your resources.

- Does this accurately reflect the culture that is currently in place? Or is what we want it to become.
- Are we currently in this mode? Are we doing this? Can it be measured?
- We taking large steps to make it happen. We not there yet, but we're getting there.
- Reality has changed. We are not a "two year" college any more. Students have other commitments, work, family, etc.
- What is definition of full-time? 15 is really full time.

Table 16 - Goal #5 – Resource Development

Impressions of the strategic plan

- Visioning statement is very broad and generic. Would be more user-friendly with more specificity for our region.
 - Strengthen services in rural areas
 - Plan should be more specific regarding organizations with whom the district works.
 - Strengthen articulation
 - Expansion statement is not really clear – what kind of expansion are we referring to?
 - Institutional effectiveness is not a clear statement.
- Other of the themes are very clear
- The plan is a good model because it is easy to read. The visioning document is less clear.
- Are the themes (1-11) in order of priority? Are the goals and objectives in order of priority?

Content of the strategic plan

- Who is the target audience for the strategic planning document? Is it ACCJC? Also the community and our own selves.
- The community is not reflected in the current strategic plan. Service to the community is not specifically referenced in the current core values.

- The plan should reflect alignment between the district and the community including our K-12 and ROP partners.
- The themes identified by the board could change. 11 themes are too many to focus on in 4 years. The district should prioritize these according to the community needs.
- The current plan does not reflect incorporating environmentally sustainable practices into facilities or other goals of the District.

Breadth (doable/measurable)

- Some of the objectives in the current strategic plan are not measurable.
- Also baseline data are not stated in any of the objectives.

Other

- Community is very important – community is the stakeholders, and is who we are designed to serve. Include community in the mission, vision, values.
- Tap into community resources.
- The staff role is critical

TASK TWO

Table 1 - Task Two: Specific Recommendations for Goal #1 – Access and Awareness

- How will the District define access, awareness, and student success
- The model in the past was focused on access, the new focus will focus on completion
- Create partnerships with our local high schools to prepare students
- Increase the stature of the community colleges in the community e.g. a marketing campaign

- Elevate the role of the counselor on community college campuses to create more of an awareness
- Mandatory identification of an educational goal
- Create partnerships with community based organizations, UC's, CSU's, businesses, etc.
- Innovation through entrepreneurial partnerships
- Better utilization of technology
- Communicating the mission of the District, where the expectation is student educational completion
- Create opportunities for students to have a greater vision for academic success and long term career planning
- Begin to set priorities for reassessing access, we serve a very broad spectrum of students
- Surveying the community for needs e.g. labor market needs

Table 2 - Task Two: Specific Recommendations for Goal #1 – Access and Awareness

- How was the overall goal statement? Modifications? Like, dislike?

Should be more focus on completion.

Should focus on STUDENT SUCCESS, not access: Completion, transfer, certificate, diploma.
- What is student success?
- It is there, but access as overarching theme is not correct.
- Specialization on certain campuses.
- How would that work to have specializations? Would students need to relocate to different area? All resources can be placed on one campus, such as nursing or CT being “flagship” at FCC, or Ag being flagship for Reedley.
- Ed Plan is so important in all of this.

- Need standards and consistency ACROSS SCCCD CAMPUSES. Example, any student who takes English 1A at Reedley has approximately the same learning experience as a student taking it at FCC. Calibrate and norm inter-campus classes. Collaboration among faculty.
- Admissions – planning process in ed plan can help clarify pathways. Start early in high school to start planning.
- Assessment and testing: Need to have common placement tests and cutoff scores. We have different placement tests and cutoff scores within our own district.
- Recommend that students from local high schools should participate in Charrette!
- Invite more SCCCD students to Charrette.
- Collaborate more with industry partners.
- If you are at the end of the RegTo Go list, what do you do? Who gets access? Who gets priority?

Table 3 - Task Two: Specific Recommendations for Goal #1 – Access and Awareness

- Lifelong learning is too wide speared for what the goal statement is intended.
- The District ensures a consistent message and image that provide the skill that encourages everyone to engage in lifelong learning. This should be in the Mission and Goal statement.
- Collaboration should be taken out completely.
- 1.4 Need an objective to include partnership with educational institutions P-16.

Table 4 - Task Two: Specific Recommendations for Goal #2 – Excellence in Teaching and Learning

Notes:

- Goal Excellence teaching in learning
- Words defined: Life-long learning—this needs to be emphasized that it encourages students to continue to learn not to be a student for life.

Goal 2

- Stop the sentence at support. Delete the rest of the sentence.
- The District will promote excellent teaching and learning in all of its colleges and centers, and provide them relevant data and support.
- Objective
- 2.1 add-- which includes increasing collaboration with K-12
- 2.2 good as it is
- 2.3 good as it is, Add: **Develop innovative approaches** to improve the course completion rates of pre-collegiate and basic skills of students.
- 2.4 good as it is

Table 5 - Task Two: Specific Recommendations for Goal #2 – Excellence in Teaching and Learning

- EXCELLENCE IN TEACHING AND LEARNING
- REASSESS THE PARAGRAPH TO INCLUDE EDUCATION OF THE FACULTY TO KEEP SKILLS UP AND ENCOURAGE THE STUDENTS AS A ROLE MODEL.
- MODERNIZE STAFF DEVELOPMENT TO KEEP OFFICE AND FACULTY OPPORTUNITIES.
- PROVIDE FACULTY DEVELOPMENT OPPORTUNITIES THAT SUPPORT OBJECTIVES WITHIN FINANCIAL CONSTRAINT
- 2.1
 - ENCOURAGE AN ATMOSPHERE OF EDUCATION INNOVATION
 - WITHIN THIS WE SHOULD HAVE A SENSE OF TIMELINESS MAY INCLUDE ACCELERATION
- 2.3
- WITHIN A SPECIFIED TIME FRAME
- 2.4
- IDENTIFY AND SUPPORT STAFF AND FACULTY DRILL DOWN TO OUR STRATEGIC VALUES.

- ENCOURAGE ATMOSPHERE OF EDUCATIONAL INNOVATION AND DELIVERY SYSTEM.
- PROACTIVE PARTICIPATION
- COMBINE PARTICIPATION AND INCLUSIVENESS
- OR NEED TO LOOK AT INCREASE PERSISTENCE

Table 6 - Task Two: Specific Recommendations for Goal #2 – Excellence in Teaching and Learning

- Under 1st and 3rd sentences – combine redundant – Pursuit of excellence – clean up the language
- Lifelong learning – is this still relevant
- “Pedagogical practice” – does not make sense to those outside of education
- Does not address support services that aid in effective teaching and learning, such as building services, counseling, A & R, assessment, technology support
- “Celebrate” success – maybe should be “achieve” success or “honor” success
- Persistence rate – progression
- Achievement rate
- Or clarify “persistence” – keep students enrolled
- Obj 2.2
- Ok – straightforward
- Obj. 2.3
- Too many students not making it through the series for math and English
- Learning communities – to help progress through series
- Add objective: The assessment of student results and improvement
- Opening paragraph – some reference to innovation
- Obj. 2.4
- Add “development of employees or faculty and staff”

- Add state-of-the art/innovative technology to use in teaching/learning

Table 7 - Task Two: Specific Recommendations for Goal #3 – Workforce Readiness and Communication

- What is meant by “communication” in title
- What is meant by the second sentence
- Could be wordsmith
- Have partnerships that look at educational services
- Start with developing partnerships
- Are we the best training institution in the area
- Intense effective educational services
- Job placement services for permanent placement
- Why is ESL singled out in this statement
- Education, training, basic skills
- Does it address the students transferring to a four year institution
- Articulation from adult school to community college
- Articulation from community college to university
- 3.4 goal to transfer to 4 year college
- 3.2 Add language to certificate and degree completion
- 3.3 Higher success rate in program not just more numbers
- Increase quality instead of numbers

Table 8 - Task Two: Specific Recommendations for Goal #3 – Workforce Readiness and Communication

- Need for ability to track student success – positive experience may be future benefits through foundation.

- Need to track students who do not succeed – to know what we can do differently to help.
- How are we doing with partnerships? Could do better, but have some success with our CTE programs
- Community College system does provide a valuable and cost effective means for students versus private college (Heald).
- Business Entrepreneurship/Engineering Partnership grant with CSUF – In process of applying for this Title V grant. District has a full-time Grant Director.
- Internship opportunities availability is limited. Improve communication between instructional programs and operational departments on campus (Construction).
- What measure do we have to judge whether or not we have achieved our goal #3 specifically? It states that SCCCD will.... ; but what evidence do we have to demonstrate our goal.
- We should have a document that addresses how well we have met our previously set goals.
- Continue to increase partnerships with community businesses.
- Expand 3.1 to develop communication, cooperation, and collaboration with...
- Who's knocking of the external business door's.

Tablet

- Tracking Students after leaving SCCCD – successes and not successful completers.
 - Benefits: ability modify programs, produce productive alumni, review program viability
- Continue to increase partnerships with community businesses.
- Need to define partnerships, what is desired.

Table 9 - Task Two: Specific Recommendations for Goal #3 – Workforce Readiness and Communication

Your recommendations/suggestions (be specific)

Goal Statement:

- SCCCD will develop, integrate, improve and coordinate its programs and services to address job related skills, competencies and abilities in response to the cyclical nature of the economy and projected skilled/workforce needs.

Objectives:

- Incorporate language that broadens access to work experience, internship, apprenticeship, job shadowing and service learning opportunities.
- Prioritize key partnerships and stakeholders
- Increase the course and/or program and certificate completion rates.
- Goals need to be projective (guided by local economic needs. i.e. high speed rail)
- Prioritize partnerships and stakeholder groups

Basis of argument for your recommendations:

- The district must be ready to deal with the fact that there may not be jobs available after completion.
- Access needs to be broadened
- Cyclical unemployment – reemployment and reeducation
- Health issues/career changes—handicapped/disabled individual

Table 10 - Task Two: Specific Recommendations for Goal #3 – Workforce Readiness and Communication

- State Center Community College District will develop, integrate, improve and coordinate its programs and services to meet the needs of the workplace, providing education and training in basic skills, English as a Second Language (ESL), communication, technological expertise and specific job-related competencies.
- Forming partnerships – include governmental agencies – state, city, and county agencies (e.g. police)

- Courses in CC – people have to move to get a job. We need to get cities and counties to attract industries to create jobs. Relationships to have internships. We need industry here to satisfy the needs of our students.
- Influence of the college can be appreciated and expanded to bring industry here.
- Internships are key for students – working in a job situations. These are very successful at Reedley. We need to be more aggressive in getting those relationships. It isn't dollars exchanged it is knowledge that is exchanged.
- Matching the needs of the community – Some areas need worker – finding where jobs need to be filled and work to build programs and education people in those areas. Needs of this community –
- Identifying signature programs for each campus to focus funding would be crucial. Expand signature programs that are successful and have long waiting lists. Maybe add a new objective.
- Objectives:
- 3.1 –
- 3.2 –
- 3.3 –
- Nowhere does it mention recertification programs – or relicensing continuing education. To stay current in training – our district should educate and maintain educational needs for our community work force. This might be for the signature programs as an added objective.
- Actively partner with the community to bring businesses that we would educate our students to be their employees.
- Flexibility to respond to the needs of the community.
- Accelerated programs to get students done faster and workforce ready – even if that means not transfer ready – maybe certificate ready. Compressed schedules to speed up the process.
- Limit classes needed to move students on – too many requirements.

Table 11 - Task Two: Specific Recommendations for Goal #4 – System Effectiveness – Planning and Assessment

- Objective 4.3 – needs to be something that encourages people to keep current with the technology. Especially since the students have greater knowledge. Employees may be locked into what they are familiar with and may not learn the new technology. Also there is the problem of resources. We may not be able to acquire all the technology in a timely manner.
- However, this goal addresses institutional effectiveness. Data management, institutional research, etc. The above point may be more relevant for student learning.
- Used for ongoing review and continuous evaluation. Demographics, completion rate, etc. However, instructors need to have access to this information. Perhaps they may not have the tools to understand/access this information.
- We need data-driven decisions. However we don't have this in place. We must have data for decision making.
- There is a need to get our system processes on line rather than on paper. Speede forms, Magic forms, etc.
- The continual process needs to be identified and clarified and known throughout the institutions.
- Each campus has a strategic plan that feeds into DO plan. Now, however, we are doing the district plan and working down to strategic plans for each college.
- Accreditation noted that we talk about planning, but there is a problem with implementation. We need the strategies and indicators.
- **Plan, do, study, act.**
- We need to include performance indicators and measurements.
- Need to have an office of institutional effectiveness. Especially when we are looking for external funding.
- It is hard to tell our story without real data.
- Very vague. For example, how would we know if we accomplished objective 4. Again need to have defined measurements.

- Student success is defined as completion. Getting them in, through and out in the workforce.
- SLO's for institution. These need to be in the strategic plan. An outside person needs this information. Need to mention program review and SLO's, PLO's, ILO's etc.
- Goal and objectives assumes that research is available, but is this true. If so, we need to explain what it is.
- Need to work first objective stronger to ensure that planning is really integrated.
- Establish a data collection process and reporting process to facilitate integrated planning.
- Colleges seem to be isolated from district. District needs to be responsible for insuring information from campuses is shared. This can be done through a district office of institutional effectiveness.
- Need to spend more time analyzing data from inside the district rather than area demographics. All internal and external stakeholders have easy access to all data on students and their success.

Table 12 - Task Two: Specific Recommendations for Goal #4 – System Effectiveness – Planning and Assessment

- What does System Effectiveness mean? Why are students listed last in the description – should be more of a focus.
- How will the effectiveness be measured and how often?
- Goal 4 – need to know what kind of frequency is involved, what does ongoing mean?
- Goal 4.3 – Is redundant except for technology with the stated goal
- Needs to be more directed to where we are going and planning for the future
- Activity Plan and Action Plan could be a part of this process
- Where does communication fit into this process – diverse student population – meeting so many different needs

- Role of local governance is changing – less control by the local community college districts
- Feedback is important for measuring success
- 4.1 and 4.2 are well written
- We need a method or direction to approach students not serious about their education. Need a way to access student data in order to address problem.

Table 13 - Task Two: Specific Recommendations for Goal #4 – System Effectiveness – Planning and Assessment

Goal Statement

4. System Effectiveness Planning and Assessment

- Need to tie system effectiveness to student learning outcomes.
- Indicate the use of "data" specifically, perhaps, rather than "research" generally.
- While data may be available, staff may not know how to interpret that data in a meaningful way and how to use it for program improvement.
- Goal 1. Could change from "ongoing" to "timely and regular."
- Obj. 4.2 "needs of students" is too broad – "educational goal"s may be better, more specific.
- Obj4.3 Ok.

Table 14 - Task Two: Specific Recommendations for Goal #5 – Resource Development

- How is the goal measurable?
- Neither the goals or objectives are measurable. State targets.
- Marketing our District. We need to be doing that in the community... everyone needs to do that.
- That will help in bond requests.
- Add Objective 5.6
- Improve the marketing...Everyclass instructor should have as a goal to market his/her class.

- Take every opportunity to market the District, community service clubs, TV, etc.
- This District makes the greatest impact educationally in the area.
- Our evaluation process is not good. Deans should not have to make an appointment to evaluate an instructor
- Are we here to maximize the opportunities for the students or employees? That's not in the best interest of the students.
- Goal # 5: strike employees and community.
- The community provides opportunities for students.
- Concentration of connecting the students to the community to get real world experience... internships.(in all areas possible)
- 5.4 question asked by community member: does it happen?
- Do the faculty know the mission statement?
- We have it posted and review it.(Answer)
- We need to include the basis of measurement in the goals.
- Can we move 5.1 down to the bottom to 5.4 (leave 5.5 as is) and move the others up. So that the employees are not the first priority, Make students the priority.
- 5.2 it's too vogue??? It changes year to year. An example was used, Smart boards in and the next year taking them out.
- Teaching innovation isn't necessarily technology. Students learn differently nowadays. Need to stay current in the generational learning.
- Make sure changes in innovation benefit students and are cost effective. Don't want to be the first one's doing the innovation work out the bugs.
- Technology should assist instruction.
- 5.4 offer instructors the technology to be the dedicated life changers for students.
- 5.6 District will seek avenues to become more entrepreneurial. Example engineering & entrepreneurial students partnering

- Stainless steel welding.. J & S Welding Reedley Winery has to retrain welding students to work on stainless steel when they graduate... they will be paired with Reedley College since RC has a stainless steel welding program.

Table 15 - Task Two: Specific Recommendations for Goal #5 – Resource Development

- Recommendation to table 15--Nothing in goal #5 on business education partnerships to maximize resources.
- People tend to have a
- What about FCC brand? FCC is well positioned in the community.
- People have some ambiguity about what is “State Center”? They know FCC. Has FCC done a good job to position itself.
- Can build alliances with police, nurses. Enhance your donation by saying you can get first crack at our graduates for your jobs.
- We have good partnerships with local businesses.
- Are you really capitalizing on your brand?
- We have signature programs that we need to promote.
- We don't do a good job selling our brand. We don't do a good job with PR.
- You hear advertising about Institute of Technology but not about our programs.
- We had two NASA internships at Reedley but you didn't hear about that. We need to promote our success.
- Nothing about technology. We have to address technology. Big oversight.
- We have a lot of need concerning technology.
- How do we raise money ? The foundation raises money for student scholarships.
- We need endowed chairs. We need an alumni association. What role does the district have in that? What role would the foundation play?
- We have records that go back to 1948.

- If there was a way to make the college a more community center. I was here this week end and the college was dead. If there was a way to make it more a community center.
- We don't advertise our college. We don't let people know they can rent out the college. That's a way to raise revenue.
- The college is more concerned about maintenance and upkeep that having students have events. But there are concerns about security, etc.
- One thing that is neglected is the emotional connection students have with the college. Make sure your student union is strong, make a connection with the college. Create a great college experience. If you have
- Use facilities as a way to generate revenue.
- Remember the West Coast Relays? May be worth investment to get track back up to speed.
- Partnership with organizations, like walks. Co branding to raise money.
- We should take advantage of all our facilities in the district, colleges and centers.
- City college had a reputation of a high school with ash trays.

Table 16 - Task Two: Specific Recommendations for Goal #5 – Resource Development

- Diversity: SCCCD has made an effort to increase diversity of employees. When advertising for a position SCCCD tries to advertise through many and varied media in order to attract broad based applicants. As people retire we have the opportunity to diversify. SCCCD works to assure that hiring committees are diverse. The personnel commission improves hiring diversity. SCCCD is a model for other educational institutions in the region.
- SCCCD is extremely well-managed. The district has an outstanding history of management with a strong reputation throughout the entire state.
- Facilities: there is a vision and a plan for facilities which are clear as soon as someone walks on to any of the campuses in Reedley, Fresno, Clovis or Madera. SCCCD has leveraged local and state resources as well as any community college in the state.
- Staff development – what do we offer to help staff who are struggling? How do we work to assure that we are able to provide staff development? We have

replaced cuts to staff development funds by incorporating training into grants, and have tried to leverage bringing professionals to our campus.

- Classified staff training through mega-conference and through the leadership program
- Faculty/management CCLASS program to support leadership growth.
- Use of technology to support instruction, develop instructional resources.
- Faculty are evaluated by students in each class and by supervisors (deans) at regular intervals.
- The strategic plan needs to be flexible because of how fast the world is changing, especially in the area of technology. SCCCD needs to strive to maintain relevancy and currency by implementing cutting edge technology and instructional expertise.

GOAL STATEMENT:

- SCCCD will seek the financial and staffing resources and flexibility to provide students and the community with cutting edge technological resources to prepare students for a changing world.
- SCCCD will provide maximum opportunity to its students, employees and community.
- SCCCD will promote environmental sustainability and innovative advancements.
- Eliminate 5.4 and move it to “excellence in teaching and learning.”