

# California Community Colleges

## system strategic plan

EDUCATION AND THE ECONOMY:  
SHAPING CALIFORNIA'S FUTURE TODAY



## Executive Summary

### INTRODUCTION

As California's population grows, the importance of quality education grows with it. A population lacking critical knowledge and skills cannot fully participate in the state's economy or even fully enjoy the benefits of its democracy. An educated California will advance the state's economic and political success, and the California Community Colleges are better positioned than any other entity to meet this educational and societal challenge. Our system of 109 colleges reaches into every region and offers vital programs to serve the state's diverse needs.

#### PURPOSE

The System Strategic Plan for the California Community Colleges provides a comprehensive road map for improving student access and success. The Plan addresses the major demographic, economic, and educational issues that California will face over the coming decades. It presents clear system goals, specific strategies and implementation

measures, as well as methods for assessing implementation and ensuring the Plan's ongoing renewal. Developed through consultation with the Colleges' educational leaders and external partners, this Plan builds on the planning and work done by individual Colleges and Districts, and provides a framework for all constituencies to work together.

#### STRATEGIC PLANNING PROCESS

The Plan was developed with input from a wide range of internal constituencies of the Community Colleges system, as well as from external stakeholders and partners, including other segments of education, business and state agencies. A Strategic Plan Steering Committee, with representation from these stakeholder groups, developed recommendations for review by the California Community Colleges Board of Governors.

THE STRATEGIC PLANNING PROCESS IS SUPPORTED BY A GRANT FROM THE JAMES IRVINE FOUNDATION. THE BOARD OF GOVERNORS AND THE FOUNDATION FOR THE CALIFORNIA COMMUNITY COLLEGES GRATEFULLY ACKNOWLEDGE THE FOUNDATION'S SUPPORT.

## Definition of Terms

### Community Colleges and Colleges —

The 109 California Community Colleges in the State that are governed by 72 districts and currently serve more than 2.5 million students annually.

### System Office, also known as the Chancellor's Office —

The state agency that guides and supports the Community Colleges.

### System —

The Community Colleges and System Office as a whole.

### Board of Governors —

The group of individuals appointed by the Governor to oversee the System.

### Plan —

The California Community Colleges System Strategic Plan.

The strategic planning process commenced with ten regional planning meetings, held throughout the state, to obtain input from administrators, faculty, classified staff, trustees, and students on major issues and challenges facing the Colleges. The meetings generated overall themes and directions regarding the future of the Colleges and were followed by additional research, analysis, and focus groups.

## CHALLENGES AND OPPORTUNITIES

California is a dynamic state with a wonderfully diverse population, an innovative business environment, and a vibrant workforce. It is also a state where change is always on the horizon and where opportunities are endless. To maximize the Colleges' role during this time of growth, the Plan has identified four major challenges and opportunities.

### 1. DEMOGRAPHIC CHANGE: A NEW CALIFORNIA

In addition to expansive Latino and Asian population growth, the state will experience a doubling of the number of senior citizens

and 45 percent increase in the population of California's inland areas by 2025. Since 1980, a major cause of California's changing demographics has been new immigrants, which has significant implications for the Colleges and the future of the state.

### 2. EDUCATIONAL CHALLENGES

The educational level of many recent immigrants is lower than what is required for economic success in California. Because this population group is growing rapidly, the state's economic competitiveness is at stake. Over half of all incoming Community College students need basic skills math and English programs, and this need will increase as California's population continues to grow.

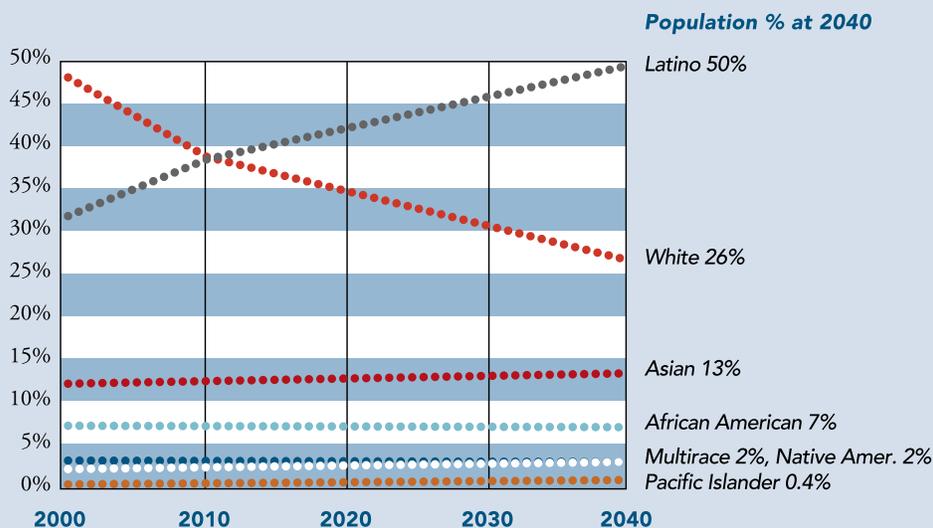
### 3. ALIGNING STATE EDUCATIONAL POLICIES

Each of California's five segments of education—Kindergarten through 12th Grade (K-12), Community Colleges, California State University (CSU), University of California (UC), and private/independent colleges—have separate governing structures. These disjointed systems have created unnecessary barriers between high school and college that must be alleviated if students are to succeed.

### 4. CAPACITY FOR CHANGE

Community Colleges stand at the center of change and innovation for education and the private sector. We must emphasize linkages between career and basic skills courses, improve the visibility and policy effectiveness of the System, evaluate proposed and existing public policy that limits the flexibility and effectiveness of the Colleges and, where appropriate, provide leadership in directing efforts to change such policy. We must also acquire additional resources to fund a growing student population.

## CALIFORNIA DEMOGRAPHIC PROJECTIONS



Source: California Department of Finance

## STRATEGIC GOALS

The Plan will be implemented through five Strategic Goals: College Awareness and Access; Student Success and Readiness; Partnerships for Economic and Workforce Development; System Effectiveness; and Resource Development. For each strategic goal, the Steering Committee identified key strategies which are described in more detail in the complete Strategic Plan.

### Goal A COLLEGE AWARENESS AND ACCESS

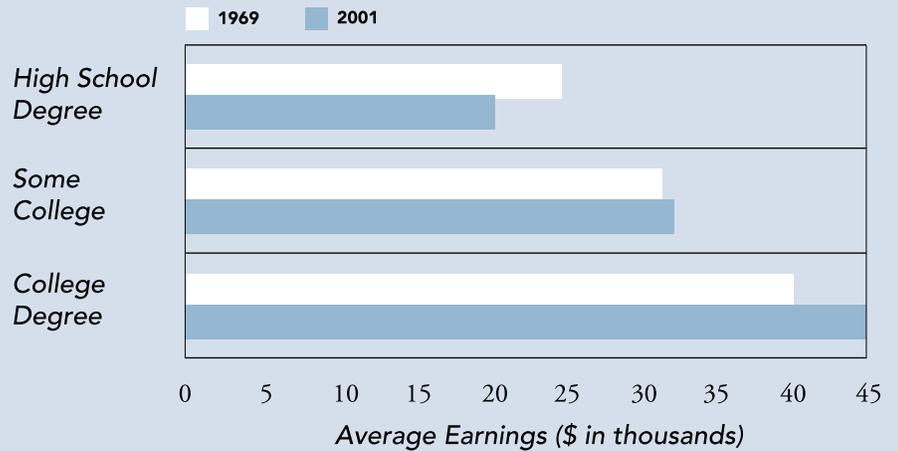
Stronger outreach to a growing population is critical to the development of the educated and talented workforce California needs to remain a competitive economic leader. The Community Colleges will ensure that Californians of any race, sex, age, color, ethnicity, economic means, and national origin have access to a college education and all the life-long benefits that come with it.

#### A1 Early Awareness of College as a Viable Option

**Encourage early awareness of the Community Colleges as an option and the need for K-12 students and parents to prepare for college success.**

Student interest in attending college is often formed in elementary school. High school students who believe college is a viable option are more likely to take college preparation classes and make plans to attend college. California's overall high school graduation rate is about 71 percent, and only about half of all high school freshmen will continue on to higher education within two years of graduation. With increased early awareness, students will have a better understanding of community college as a viable option and a stronger knowledge of application procedures, college entrance requirements, and financial aid opportunities.

### INCREASING IMPACT OF EDUCATION ON EARNINGS



Source: Public Policy Institute of California

#### A2 Removing Barriers to Access and Student Success

**Ensure that the Community Colleges remain affordable and fulfill their primary mission of providing open access to all Californians.**

Community Colleges must remain an affordable option and take measures to ensure student success. Many high school and college students are not aware of financial aid options while others are not able to access the information, read forms, or understand procedures. Strategies must be developed that address financial and other barriers facing community college students.

#### A3 Innovative Programs and Outreach for Growing Populations

**Increase college access among growing population groups that will emerge from current demographic trends.**

There is a need to increase college access among California's under-served groups. By 2015, an estimated 600,000 additional students will enroll in Community Colleges (Tid-

One year's worth of high school dropouts costs the state \$14 billion in lost wages.\* By enhancing early awareness of college as a viable option we can keep more students in school.

\*Source: UC, Santa Barbara

al Wave II), and many of these students will be low-income and/or first-generation college students. There is also a second Hidden Tidal Wave of more than 750,000 students who are not high school graduates but could still benefit from a Community College education. Strategies will be developed to improve access for key groups: Tidal Wave II students, Hidden Tidal Wave students, adult learners, workforce participants, and unskilled/under-skilled workers.

**A4  
Multiple Delivery Methods**

**Expand and sustain an appropriate range of delivery methods to enhance access while maintaining and promoting high standards of academic rigor and excellence.**

An appropriate range of delivery methods is needed to improve access while maintaining

high academic standards. The use of technology can bridge gaps that may be caused by income or geographical disparities. The Plan calls for the development of strategies to expand the use of distance education, on-line and hybrid courses.

**A5  
Institutional Capacity for Diversity**

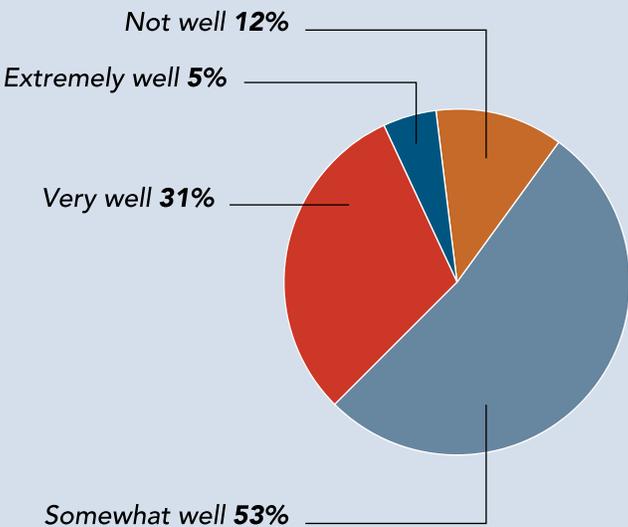
**Support equity and diversity at the Community Colleges to build a strong society and enable a multicultural democracy.**

The Community Colleges strive to provide equal opportunity to a diverse student population in order to build a stronger society and enable a multicultural democracy. The Colleges must also work to strengthen their employees' capacity to demonstrate sensitivity to all groups and provide equal opportunity in recruitment efforts.

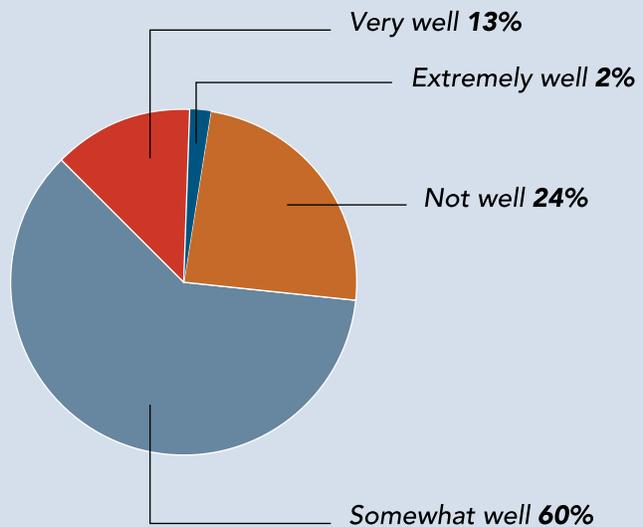
**VIEWS OF TEACHERS AND PROFESSORS ON STUDENTS' PREPARATION FOR COLLEGE**

HOW WELL PREPARED ARE YOUR STUDENTS FOR COLLEGE-LEVEL WORK?

**HIGH-SCHOOL TEACHERS**



**COLLEGE PROFESSORS**



**Not well**—large gaps in preparation, struggling.  
**Somewhat well**—there are some gaps.  
**Very well**—students are generally able to do what is expected.  
**Extremely well**—they are prepared for almost anything.

Source: *The Chronicle of Higher Education* March 2006

## Goal B STUDENT SUCCESS AND READINESS

Readiness programs and services must be strengthened to increase student success, especially for students lacking basic math and/or English skills. In addition, there must be greater consistency between high school curriculum, assessments, and standards, and those of the Colleges. This strategic goal will address the transfer process, career pathway models, and the collaboration between the Colleges and their own noncredit programs.

### ***B1*** **Basic Skills as the Foundation for Student Success**

**Ensure that basic skills development is a major focus and an adequately funded activity of the Community Colleges.**

To successfully participate in college-level courses, many Community College students need pre-collegiate math and/or English skill development. The goal is to identify model basic skills and English as a Second Language programs and their key features and, given availability of funds, to facilitate replication across the Colleges. In addition, best practices in classrooms and labs and descriptions of effective learning environments will be collected and disseminated widely to inform and assist both credit and noncredit programs. However, noncredit basic skills courses are funded at approximately 60 percent of the rate provided to credit basic skills courses, which is a disincentive for colleges to offer those courses. The Colleges need to gather practices with high effectiveness rates, such as innovative program structures, peer support, and counseling, and acquire funding to implement these approaches to reach all students needing basic skills education.

### ***B2*** **Assessment and Placement**

**Develop methods to more effectively assess student preparedness levels and to place students in appropriate courses.**

Students are more likely to succeed when they enroll in courses appropriate for their preparation levels. The difficulties with assessment and placement range from the stigma attached to basic skills math and English courses to the student's desire to immediately take classes that can be applied toward degrees, transfer, or career advancement. Strategies will be developed to identify, fund, and disseminate effective assessment and placement practices.

### ***B3*** **Articulation with K-12**

**Enhance alignment of K-12 and Community College standards, curriculum, and assessment processes.**

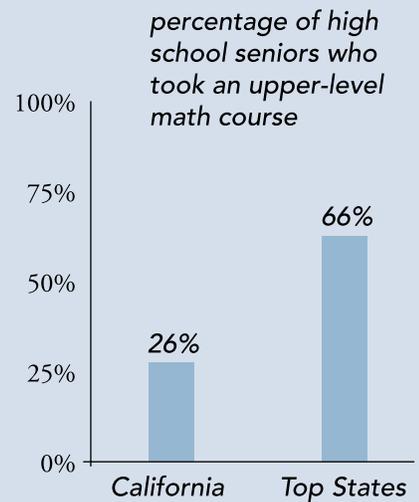
More than half of entering Community College students require some sort of basic skills education, due in part to the fact that K-12 curriculum and assessments do not always adequately prepare students for college level work. The Plan recommends that College requirements be reflected in high school curricula, that high school students and their parents have clear understandings of what it takes to succeed in college, and that the Colleges work toward increased alignment with K-12, noncredit programs, and adult schools.

### ***B4*** **Intersegmental Transfer**

**Ensure that the Community Colleges System and their partners are maintaining and improving the transfer function to meet the needs of students and the State.**

Many students are frustrated by the myriad of complexities and challenges of the transfer process. Streamlining and consolidating

## LACK OF PREPARATION



Source: California Department of Education

**Articulation** is the process where the institutions develop a formal, written agreement that identifies courses that are transferable for credit from one college to another.

**Associate Degrees** (AA, AS and AAS) are two-year Community College degrees awarded for the completion of a course of study equivalent to the first two years in a four-year college or university.

**Certificates of Completion or Achievement** are awarded by Community Colleges to students who complete specific vocational and work-force training programs.

transfer requirements between the Community Colleges and four-year institutions will allow more students to reach their educational goals with less difficulty.

**B5 Teaching and Learning Effectiveness**

**Support effective teaching and learning.**

In order to provide students with the highest quality instruction available, Community College faculty members and counselors should be able to meaningfully interact with students both inside and outside of class. Student success can increase with more full-time faculty positions, facility improvements, and funding for program innovation and professional development.

**B6 Degrees and Certificates**

**Identify effective practices for enhancing students' ability to attain degrees and certificates.**

Many students do not seek associate degrees or certificates, even though they have been shown to be highly valuable in terms of

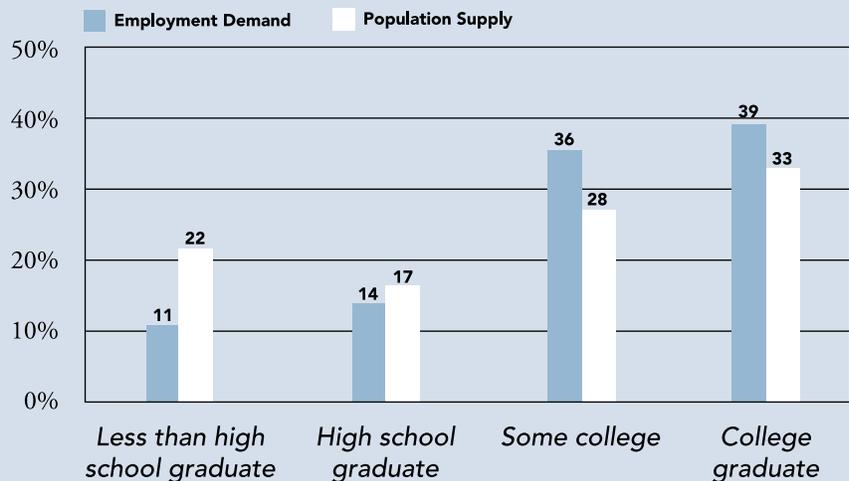
increased earnings and career enhancement opportunities. Strategies need to be developed to increase awareness of the value of degrees and certificates, to help students understand their degree status, and to increase the number of students petitioning (applying) for degrees.

**B7 Innovative Practices in Workforce Education**

**Support innovation in workforce education.**

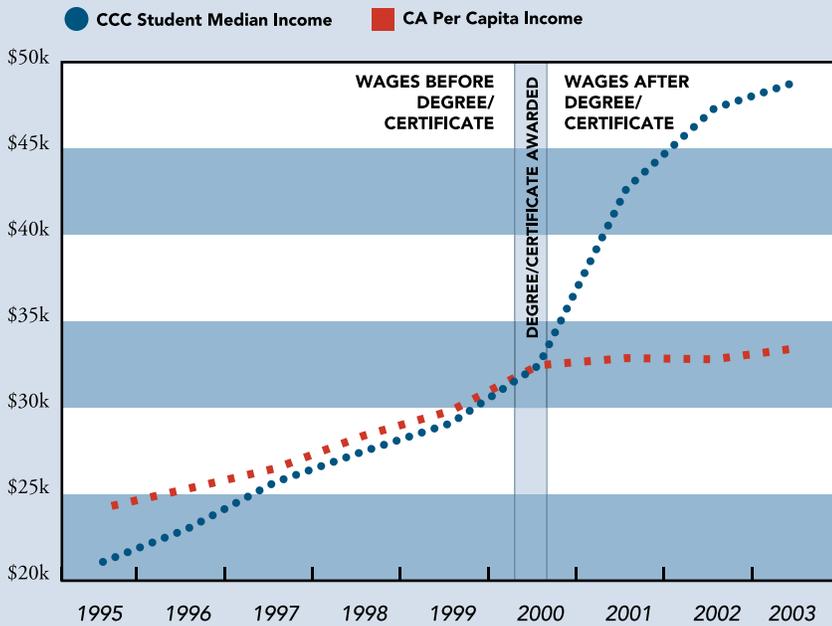
Community Colleges provide workforce education and training to workers and those seeking employment. In addition to the many challenges facing students, older learners must deal with the challenges of returning to school after a long hiatus and lack of assessment. The Colleges should provide a full range of instructional and support services in all workforce programs that meet the needs of this specialized group.

**EDUCATION PROJECTIONS FOR 2020**  
EMPLOYMENT DEMAND AND POPULATION



Source: Public Policy Institute of California, 2005

## STUDENTS WITH COMMUNITY COLLEGE DEGREES/CERTIFICATES SURPASS CALIFORNIA'S PER CAPITA INCOME



Source: California Community Colleges System Office

## Pathways to Success

When 21-year-old Cecilia Rios moved to Azusa from Mexico, she couldn't speak a word of English. Three years after entering Citrus College, Cecilia received her associate's degree in social and behavioral sciences and will transfer to Cal Poly Pomona. "Citrus College changed my life tremendously," Cecilia said. "It became my second home. This school has so many great teachers."

In addition to mastering English, Cecilia received several scholarships from the Citrus College Foundation. She plans to earn a bachelor's degree in political science and become a high school teacher. Ultimately, she would like to attend law school and become an immigration attorney. "I had a lot of obstacles such as the language barrier and the financial barrier. The key to success is in how you face these obstacles. You always need to have courage and remain positive."

## Goal C PARTNERSHIPS FOR ECONOMIC AND WORKFORCE DEVELOPMENT

Career training geared toward students who are seeking to learn a trade or skill has long been a mission of the Community Colleges. With high growth and emerging fields as the backbone of California's economy, a skilled labor pool is necessary to meet employer needs and ensure California's long-term economic vitality. Through workforce training, the Colleges play a critical role in the state's economic development efforts.

### C1 Coordination of Statewide Workforce Programs and Policies

**Ensure that Community College programs are aligned and coordinated with state and local economic and workforce development needs.**

As the largest provider of workforce training in the state, Community College programs must be aligned with state and local workforce development needs. Key steps toward this goal are to improve collabora-

tion of workforce development and education programs throughout the state; explore ways to leverage traditional college resources with noncredit programs, K-12, adult schools, and other public workforce agencies to support a market-responsive workforce system; develop alternative sources of funding; and expand existing College Economic and Workforce Development Program initiatives to attract additional investment in workforce training.

### C2 Career Pathways

**Create links between academic and career fields to provide clearly defined career pathways that encourage and support a lifetime of educational career opportunities.**

The career pathways approach creates links between academic and career fields. In California's economy, high-wage and high-growth employers require a workforce with proper levels of basic skills as well as the ability to adapt quickly to changing technology. To meet these goals the Community Colleges will build on existing models, disseminate best practices, and develop new programs for enhancing the career pathways approach.



# VISION

California's Community Colleges provide upward social and economic mobility through a commitment to open access and student success by delivering high quality, affordable and comprehensive higher education.

## GUIDING FRAMEWORK

### Planning Principles

Access to Quality Higher Education

California's Social, Civic, and Economic Development

Shared Goals, Ideas, and Resources

Existing Governance Processes

Regional and Local Circumstances

A Systems Approach to Management of Higher Education in California

### Values

All people have the opportunity to reach their full **educational potential**.

The Colleges embrace **diversity** in all its forms.

The Colleges strive for **innovation and creativity**.

All people have a right to access **quality higher education**.

All people have access to **lifelong learning**.

An **educated citizenry** is the basis for democracy.

### Missions

Transfer Education

Basic Skills and English Language Proficiency

Economic and Workforce Development

Lifelong Learning

Associate Degrees and Certificates

## Strategic Goals

## Strategies

### A. College Awareness and Access

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

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

### B. Student Success and Readiness

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

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

### C. Partnerships for Economic and Workforce Development

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

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

### D. System Effectiveness

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

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

### E. Resource Development

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

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



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

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

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

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

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

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

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

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

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

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

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

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

## Goal D SYSTEM EFFECTIVENESS

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

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

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

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

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

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

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

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

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

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

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

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

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

### **D5 Selective Regulatory Reform**

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

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

## Accountability Reporting for the Community Colleges (ARCC)

### System Indicators:

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

### College Core Indicators:

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



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

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

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

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

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

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

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

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

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

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

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

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

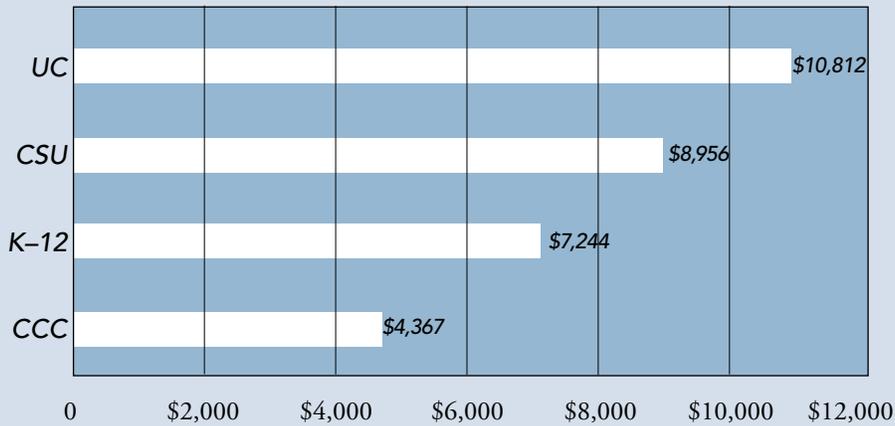
***D10***  
**Ongoing and Collaborative Strategic Planning**

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

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

## RESOURCE CONSTRAINTS

STATE INSTRUCTIONAL FUNDING PER STUDENT (2003–2004)



Source: California Postsecondary Education Commission, 2004

### Goal E RESOURCE DEVELOPMENT

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

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

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

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

#### E2 Resource Diversification

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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



## IMPLEMENTING THE PLAN

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

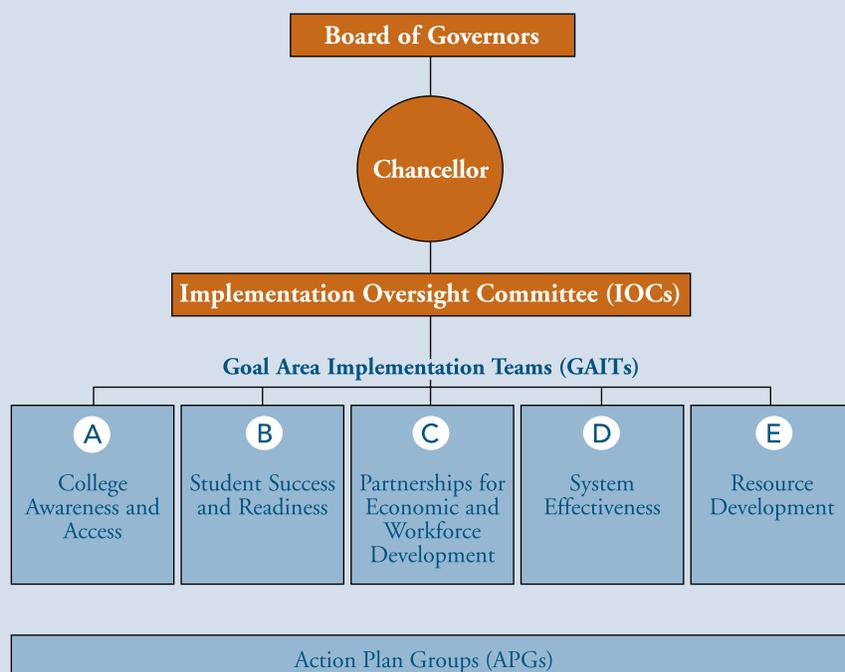
tation Teams (GAITs), one for each Strategic Goal. These teams will coordinate development of implementation Action Plans that provide a detailed course of action with measurable outcomes and timelines. The GAITs will consult with additional internal and external resource people and create Action Plan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

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

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

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

### STRATEGIC PLAN IMPLEMENTATION ORGANIZATIONAL STRUCTURE



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