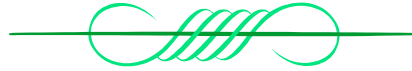


**West Hills Community College District
Strategic Planning Retreat**

September 8 & 9, 2005

MINUTES



**September 8, 2005
12:00 noon – 4:30 pm.**

Participants:

Frances Andrade, Classified Staff, West Hills College Lemoore
Stephanie Atkinson-Alston, Assoc. Dean of Ed. Services, West Hills College Lemoore
Pedro Avila, Director of Institutional Effectiveness, Planning and Web Services
Angela Barginear, Student/SIFE President, West Hills College Lemoore
Anita Bart, Faculty, West Hills College Coalinga
Cheryl Bass, Classified Staff
Dave Bolt, Dean of Educational Services, West Hills College Lemoore
Susie Briones, Classified Staff, West Hills College Lemoore
Becky Cantu, Classified Staff
Kim Castagna, Faculty, West Hills College Lemoore
Jana Cox, Interim Director of Financial Aid
Carlos Diniz, Interim Dean of Student Learning, West Hills College Coalinga
Darlene Georgatos, Director of Enrollment Services
Bob Gibson, Faculty, West Hills College Lemoore
Carole Goldsmith, Director of Regional Strategic Planning for Health Careers
Frank Gornick, Chancellor
Veronica Grijalva, Classified Staff, West Hills College Lemoore
Marlon Hall, Interim Assoc. Dean of Ed. Services, West Hills College Lemoore
Donna Isaac, Executive Assistant
Edna Ivans, Board Member
Jessica Jimenez, Classified Staff, West Hills College Coalinga
Susan Kincade, Dean of Learning Resources
Michelle Kozlowski, Director of Information Technology Services
Jeff Levinson, Board Member
Jose Lopez, Dean of Students, West Hills College Lemoore
Idelle Mahrt, Classified Staff, West Hills College Coalinga
Mark McKean, Board of Trustees President
Nina Oxborrow, Board Member
Larry Rathbun, Associate Dean of Student Learning, West Hills College Coalinga
David Rengh, Faculty, West Hills College Lemoore
Patrick Reynoso, Classified Staff, West Hills College Coalinga
Jill Stearns, Interim Associate Dean of Student Learning, West Hills College Coalinga
Ken Stoppenbrink, Vice Chancellor of Business Services
Anthony Tricoli, President, West Hills College Coalinga
Jeff Vaughn, Faculty, West Hills College Coalinga
Claudia Walthing, Student/SGA Business Manager, West Hills College Lemoore
Don Warkentin, President, West Hills College Lemoore
Tammy Weatherman, Director of Fiscal Services

➤ **Welcome**

Mark McKean, Board President, welcomed the participants to the meeting. On behalf of the Board of Trustees President McKean thanked the participants for taking the time to assist with the strategic planning process. He stated that each time we have done this, whether it was the Millennium Retreat or the Farm of the Future Strategic Planning Retreat, we were successful because our staff was willing to participate in a process that focused on our positive future. Strategic planning gives an institution direction and a map for the future. He stated that it was different when we were one college and maybe even a little easier. Now we have the challenge of two colleges and a district office. While the number of plans may be greater, the direction is still the same: provide better and greater service to our students and communities. How we do that at each campus and with a district office is our challenge for today. President McKean stated that it is his hope that we will have the beginnings of a plan when we leave today. He stated that the Board knows that the colleges have been working on their planning process for some time so we won't be starting from scratch – but we do have a lot to learn. This process brings together a diverse group of people and ideas with the purpose of finding commonality in giving direction to our institution. Our work product will draw on our past to provide future direction. President McKean quoted a saying that he has known for some time: "Little people talk about people; medium sized people talk about things; and big people talk about ideas." He stated that today we are all big people as we talk about the future of West Hills College. He stated that none of us have all the answers and we don't even know all the questions, but our commitment to this district is significant and ongoing. In closing, President McKean stated that there is no rank in the room and encouraged everyone to feel free to participate and contribute to the process.

Frank Gornick, Chancellor, commented that we are coming up on our 75th year. He stated that it is our job to continue to do the things that others have done before us. We have created a momentum that we need to plan for and now is a good time to step back, reflect, pull things together and refocus. We need to think out of the box. Frank stated that developing a strategic plan is a good way of "resetting the compass". One of the goals is to walk away from the retreat with a plan for the district and a larger strategic plan for all. He stated that he wants to be able to present to the Board of Trustees a plan for a district wide strategic planning committee.

➤ **Introductions**

Frank introduced Bill Craft and Kathleen Guy, consultants from the Eaton Cummings Group. He stated that they assist many organizations with strategic planning retreats. Bill welcomed the group and outlined the agenda for the retreat:

- Agenda A
 - Welcome
 - Introductions
 - Strategic Planning Overview
 - Expectations
 - Planning Updates

- Agenda B
 - Trends
 - Mission
 - Vision
 - Vision in Action
 - Effectiveness Measures

- Agenda C
 - Resource Allocation Process
 - Next Steps
 - Monday Morning List
 - Wrap Up

Bill commented on strategic planning and stated that we need identify the steps we need to take today to tackle the issues that we will face in the next few years. With regard to preparation, he stated that a lot of good work is being done at the colleges and this strategic planning process is for the district as a whole.

Kathleen stated that the group is being relied upon for the work of the strategic plan. She asked that each of the tables take some time to have discussion amongst themselves and be distinctive in identifying what they believe makes a truly great district.

After the group discussions, each of the individuals introduced themselves and their affiliation with the West Hills Community College District. The following items were identified as what makes a truly great district:

Group 1

- ✓ Communicative
- ✓ Responsive
- ✓ Team
- ✓ Forward looking / cutting edge
- ✓ Appreciative of the past
- ✓ Leadership-Ownership
- ✓ Aggressive toward excellence

Group 2

- ✓ Teamwork – pride and ownership
- ✓ Good communication
- ✓ Community support
- ✓ Quality of education and support services
- ✓ Small size – quick on response to educational needs
- ✓ Ability to serve

Group 3

- ✓ Great student access
- ✓ Aware and reactive to needs of community
- ✓ Technology is top notch

Group 4

- ✓ Strong leadership
- ✓ A real commitment to student success
- ✓ Strong academic programs
- ✓ Diversity

Group 5

- ✓ The ability to serve our diverse students by effective collaboration with the integration of an allocation process that optimizes student learning outcomes.

Group 6

- ✓ Dedication to students
- ✓ Retention efforts are holistic
- ✓ A "new classroom" (instructional design)
- ✓ Great people

Kathleen stated that the lists are good and many of the comments focus on ties to the past and great people.

➤ **Strategic Planning – A Brief Overview**

Bill commented on the strategic planning overview and presented the following comparisons:

- | <u>Traditional</u> | <u>Strategic</u> |
|---|---|
| <ul style="list-style-type: none">• Stability• Organization• Blueprint• Data / Facts• Do things right | <ul style="list-style-type: none">• Change• Environment• Vision• Insight Intuition• Do the right things |

➤ **Expectations**

The retreat participants were divided into various groups for a discussion on expectations. Bill asked that the groups discuss their expectations for strategic planning versus those expectations presented by the Chancellor. After the group discussions, a spokesperson for each table identified the following expectations from their respective table:

Group 1

- ✓ Clear definition/direction of responsibilities, roles and expectations
- ✓ Value and reward extra effort

Group 2

- ✓ Direction
- ✓ Roadmap – how, when and who
- ✓ Reflect on what didn't work

Group 3

- ✓ Review goals and mission statement
- ✓ A strategic plan, strategic resources
- ✓ Successful Implementation

Group 4

- ✓ Accreditation
- ✓ Allocation model
- ✓ Colleges drive the District Office
- ✓ Greater balance of leadership

Group 5

- ✓ Having a timeline (3 or 5 year) for strategies operations
- ✓ Clarify the roles of the district staff in relationship to their support of the college (District Support Center versus District Office)
- ✓ Dispelling rumors and clarifying facts
- ✓ Implementation plan

Group 6

- ✓ Develop framework for linking strategic plan to resource allocation mode
- ✓ Communication strategy with community and its citizens
- ✓ More inclusive annual report – successes/opportunities

➤ **Planning Updates**

Bill directed the participants to the next agenda topic dealing with planning updates. He read some statements from the Western Association of Schools and Colleges – Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems (Revised January 2004):

“1. Individual colleges are the unit of analysis for accreditation evaluations and, regardless of their organizational structure, the Commission holds colleges accountable for meeting the Standards.”

“2. The central district/system plays a substantial role in the institution’s ability to adhere to all the Standards of Accreditation and gain and sustain accredited status.

“3. Institutions have the responsibility to describe and display clearly the particular ways functions are distributed in their unique multi-college organization. There must be ongoing communication between the college and the district/system regarding the distribution of these functions. The Commission will use this description to identify the locus of responsibility for the institution’s ability to meet accreditation standards.”

Procedures, A. Self Study. P.2) “The Commission recognizes that institutions in a multi-college system may have lateral relationships with other institutions in the district/system which should be included in the

map. (Map = description of the delineation of functions of the district/system and the colleges).”

The strategic planning process for each of the respective colleges and the district were explained by the Presidents and the Chancellor. The Presidents answered questions from the audience with regard to their particular processes and discussion and dialogue occurred amongst the participants regarding the process for both colleges and the district. Comments were received from various participants regarding the flow of information and it was indicated by many that the issues of budget and personnel affect a lot of things. Frank stated that we need to look at things strategically and not just with a knee-jerk reaction. We have gone down the path of a resource allocation model based on rationale. The Board believes that there can be two very viable comprehensive colleges and they want to work towards that. There is a burden on each campus and the district to make this happen and everyone has to be efficient. Bill discussed delineating with regard to the strategic planning process and initiated discussion with regard to what point does the Board and Chancellor/District insert into the system and determine how things are going to be done.

Bill summarized the discussions regarding the strategic planning process stating that he understands there is some fine tuning to be done and will leave that up to the colleges and the district. He stated that their readiness to respond will depend on future forecasting and developing trends.

➤ **Trends**

Bill discussed strategic planning and how it helps to prepare for the future. Bill directed the groups to use insight and intuition and identify trends that will affect the future success of the district. Each group was assigned a sector and asked to identify helping and hurting trends in that area:

- Group 1 – Customers and markets
- Group 2 – Economy
- Group 3 – Government and Legislative
- Group 4 – Technology
- Group 5 – Demographic Changes
- Group 6 – Competition

Bill reviewed the completed agenda items for the day and commented on the agenda for the next day. He reminded the participants that each group will be asked to report on their lists when the retreat is convened in the morning.

Kathleen asked for brief perceptions from the day and the following comments were made: ideas; feels better about more honest dialogue; ideas and communication among all; healthy dialogue; very informative and good learning experience; collaboration of ideas from everyone across the colleges and district.

As closing remarks for the day, Frank stated that he is pleased and is always amazed that great ideas come from great people.

September 9, 2005
8:30 a.m. – 4:00 p.m.

Participants:

Frances Andrade, Classified Staff, West Hills College Lemoore
Stephanie Atkinson-Alston, Assoc. Dean of Ed. Services, West Hills College Lemoore
Pedro Avila, Director of Institutional Effectiveness, Planning and Web Services
Keven Backman, Director of Human Resources
Angela Barginear, Student/SIFE President, West Hills College Lemoore
Anita Bart, Faculty, West Hills College Coalinga
Cheryl Bass, Classified Staff
Dave Bolt, Dean of Educational Services, West Hills College Lemoore
Susie Briones, Classified Staff, West Hills College Lemoore
Kim Castagna, Faculty, West Hills College Lemoore
Jana Cox, Interim Director of Financial Aid
Carlos Diniz, Interim Dean of Student Learning, West Hills College Coalinga
Darlene Georgatos, Director of Enrollment Services
Carole Goldsmith, Director of Regional Strategic Planning for Health Careers
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Jeff Vaughn, Faculty, West Hills College Coalinga
Claudia Walthing, Student/SGA Business Manager, West Hills College Lemoore
Don Warkentin, President, West Hills College Lemoore
Tammy Weatherman, Director of Fiscal Services

➤ **Trends (continued...)**

Kathleen welcomed the participants to the second day of the strategic planning retreat and summarized the work done on the first day. She noted that respect for tradition, sense of shared ownership and aggressively pursuing excellence stood out as recurring thoughts among the discussions. With regard to the continued discussion on trends, Kathleen asked that the various groups report on the identified helping and hurting trends.

	<u>Helping Trends</u>	<u>Hurting Trends</u>
<u>Group 1</u> <i>Customers and Markets</i>	<ul style="list-style-type: none">• Health career opportunities• Cost of education (deliver product at lower cost)• UC Merced• Under-prepared students• Demand for vocational training• Services and programs for single parents• Military higher requirements	<ul style="list-style-type: none">• Health career opportunities• Private for profit colleges (weekend courses)• Under-prepared students• Cost of vocational training programs• Services and programs for single parents• Military higher requirements
<u>Group 2</u> <i>Economy</i>	<ul style="list-style-type: none">• NASL• International students• Allied health programs• Prisons and hospitals• Housing boom• Urban emphasis	<ul style="list-style-type: none">• NASL closure• International students• Earthquake• Rising cost of fuel• Agriculture (unfarmed ground)
<u>Group 3</u> <i>Government & Legislative</i>	<ul style="list-style-type: none">• UC Merced• VA benefits and new GI bill• Keep cost at a minimum to access classes• "No child left behind" concept• AB 540 and Dream Act• Single payer health legislation• Ongoing commitment to low cost per unit	<ul style="list-style-type: none">• Continued deferment of reauthorization• Reliance on outside funding (grants)• Legislative demand of part time benefits for staff• No financing of education on the same level as CSU and UC system• No funding growth at actual numbers• Erosion/loss of Proposition 98 floor• Best practices community colleges• No allowing of counselors or librarians to count towards 50% rule

	<u>Helping Trends</u>	<u>Hurting Trends</u>
<u>Group 4</u> <i>Technology</i>	<ul style="list-style-type: none">• Pipeline for nano technology• Online seminars• Technology costs going down (allocation)• Technology for teaching and learning• Wireless access• SANS (backup)• Holographs• Free open source	<ul style="list-style-type: none">• Nano technology (land displacements)• Online seminars• Technology costs• Access (children and those who don't know)• Security
<u>Group 5</u> <i>Demographics Changes</i>	<ul style="list-style-type: none">• Age changes• Younger students• Changes in socioeconomic levels• Ethnicity and diversity• Skills levels bring in students	<ul style="list-style-type: none">• Age changes (balancing needs)• Socioeconomic levels (add program costs)• Ethnicity (need for flexibility)• Skills levels (need for flexibility)
<u>Group 6</u> <i>Competition</i>	<ul style="list-style-type: none">• Competition and capitalism = improved services• Advanced technology• Friendly staff• Growth in area• Housing costs• Small, safe communities	<ul style="list-style-type: none">• Location• Online schools• Higher Education Act (gives public funds to private colleges)• Inability to respond quickly to industry training needs• Other districts recruiting students

➤ **Mission**

Bill explained that one of the goals of the retreat is to leave with a mission for the District. The participants were again divided into various groups and asked to take some time to expand upon the following statement: "The District Office is in business to..."

As a result of the discussions held by each of the groups, the following statements were developed:

Group 1 – "The District Office is in business to enrich the lives of the population we serve. Ensure sufficient resources for colleges to effectively reach their mission and

goal objectives. Facilitate community networking with outside agencies. Market a positive image.”

Group 2 – “The District Office is in business to support the colleges in their individual missions to enhance student learning and provide educational and career opportunities for students.”

Group 3 – “The District Office is in business to support and serve the colleges to become fully autonomous colleges. Function at a higher level to bring state and federal dollars and recognition to the district (colleges).”

Group 4 – “The District Office is in business to support colleges in their mission of enhancing/empowering student learning in their perceptive communities. Employ a qualified and diverse faculty, staff and administration. Manage costs effectively. Facilitate effective communication throughout the district. Maintain our technology edge in the region.”

Group 5 – “The District Office is in business to provide support through the vision of strong leaders who can see and interpret the present and future needs of the students communities which it serves and insure the services, support and educational opportunities are in place for that ever changing student population.”

Group 6 – “The District Office is in business to support the college in the endeavor to provide a world-class learning environment to a diverse population. In collaboration with the colleges, communities, students and region we serve. The district is committed to student learning and success.”

Bill commented that as a district there is a lot of work to be done. Through shared resources and a common vision, a terrific asset will be gained for the district. Don questioned the mission of autonomy and how this can be accomplished with an allocation procedure wherein resources are shared. Frank commented that he doesn't know of any multi-college district that doesn't have the same issue. He stated that we aren't blazing a new trail in terms of a college that is supporting others. Other districts are facing the same issue (State Center; Kern; Los Rios). He encouraged the participants not to get bogged down in the conversation of who has what. Our job is to be as efficient as we can and the Board has the last say. They want to have two viable colleges. We need to keep our costs down and our efficiencies up and the campuses can decide how autonomous they want to be.

Bill stated that we have a tremendous opportunity to create a vision for this area. Kathleen worked with the participants to find the common phrases or words throughout the mission statements. She stated that the task is to take these things that are really important and create a draft that can be worked on later. The following words and phrases were agreed to be most important:

- Support
- Vision
- Strong leaders

- Interpret the present and future needs of the students and communities
- Student learning
- Employ a qualified and diverse faculty, staff and administration
- Manage
- Enrich the lives of the populations we serve
- Facilitate community networking with outside agencies
- Market a positive image
- Collaboration
- Serve
- Function at a higher level

With regard to the helping and hurting trends identified earlier, Kathleen summarized the areas most important to the participants based on their voting:

Helping Trends:

- Technology – 23
- Friendly Staff – 15
- Ethnicity and Diversity – 11
- Under-prepared students – 10

Hurting Trends:

- How we are supported by state funds – 7
- Inability to respond quickly to industry training needs – 4

➤ **Vision**

Kathleen summarized the discussion from the morning. She stated that when we talk about vision we want to consider the entirety of the district instead of an extra institutional body. We need to think of it as a holistic body and think about it in its broadest terms. She discussed carrying the mission forward into a vision for the district, realizing that we may never actually get there, but developing a vision that will take the district from where it is today to a brighter future. She encouraged the group to think broadly and heroically. The vision is something that we are striving toward and it is almost a dream-like state. We will never get to a perfect world but in taking steps forward we are making a better place for our students. She asked that the group think different than today and instead think toward a bright and promising future. Kathleen stated that she is not looking for paragraphs but is looking for ideas. She asked that the group consider a time 3-5 years down the path.

The following phrases and statements were developed by the groups:

Group 1 – “The West Hills Community College District strives to create an environment that encourages, enriches and empowers students, faculty, staff and the community to reach their full potential academically, socially and economically. Once you go here you can go anywhere.” (How do we engage our customers to think beyond the box and to achieve a higher level of the above?)

Group 2 – “The West Hills Community College District enriches the lives of the communities it serves by providing quality educational services. An education from

West Hills College provides a stepping stone to the future, proving that once you go here you can go anywhere.”

Group 3 – “The West Hills Community College District will continue to be (remain) a preferred choice for a quality educational (college) experience in the region because of our learning centered approach, faculty and staff excellence and technological innovations. An education at West Hills College provides a stepping stone to the future providing that once you go here you can go anywhere.”

Group 4 – “The West Hills Community College District will be a respected and trusted choice for faculty and students. We provide a unique learning experience using current technologies and building excellent programs. We are the heartbeat of our communities. We are responsive to community/business. We have the highest graduation rates in the valley/state.”

Group 5 – “Heroic. Highest percent of students completing courses and highest percent of eligible population attending classes in the world.”

Group 6 – “Premier reputation. Preferred choice for faculty and students. Provide quality services (consistent). Maintain our foundation.”

Discussion occurred regarding the ideas from the groups and the following words and phrases were agreed to be of most importance:

- A unique learning experience
- Heartbeat
- Responsive
- Highest percent of students completing classes
- Highest percent of eligible population attending classes in the world
- Students
- Preferred choice for faculty and students
- Maintain our foundation
- Excellence

After discussion concerning the material for a vision statement, Kathleen summarized the highlights from the collective mission statements written earlier in the day and developed a draft mission statement for the group to discuss. Suggestions were made and the following draft statement resulted:

“The mission of the West Hills Community College District is enhancing student learning and enriching the lives of the populations we serve by

- *ensuring the vitality of its institutions;*
- *encouraging the vision of strong leaders able to see and interpret the present and future needs of student and communities;*
- *supporting the colleges in the provision of world class learning environments;*

- *providing for appropriate allocation and management of human, fiscal and capital resources;*
- *acting as a catalyst for collaboration with outside organizations and agencies; and*
- *sharing the story by marketing a positive image.”*

➤ **Vision in Action**

Kathleen explained that she and Bill have taken the raw material developed by the various groups and have identified a draft vision for consideration:

“The West Hills Community College District, a trusted steward, actively engages, encourages, enriches and empowers students, faculty, staff and the communities it serves to reach their full potential – academically, socially and economically. As evidenced by:

- *Its status as the preferred choice of students and the employer of choice for faculty and staff*
- *The “highest percentage” of students completing courses and eligible population attending classes “in the world”*
- *Its recognized excellence; and*
- *The generally ascribed accolade, “heartbeat of the community”.*

➤ **Effectiveness Measures**

Pedro Avila provided a presentation on performance indicators and discussed benchmarking. Enrollment trends were discussed comparing summer, fall and spring semesters from 2001-2002 through 2004-2005. Dialogue occurred amongst the group regarding performance indicators and measuring effectiveness and how this will tie to accreditation. Pedro explained that the plan of action is to analyze our mission, define our goals and identify performance indicators to measure progress toward those goals.

The participants were, once again, divided into various groups for the next activity. Bill discussed effectiveness measures, asking the question: “If we were to have achieved the vision, what would we have accomplished?” The groups were given time to discuss this question and develop a plan for “Vision in Action”.

Group 1

- Engage students
 - Recruit
 - Visit schools 2 times per month (plus follow up)
 - Career fairs / Job fairs
 - Weekly presentation, NASL
 - Placement test at location
- Focus Marketing
- Counselors

Group 2

<u>Goal</u>	<u>Performance Indicator</u>	<u>Objective</u>	<u>Date/Timeline</u>	<u>Person Responsible</u>
To increase percent of eligible population attending college	Percent of eligible population attending college	Student outreach to the home	4 times/year	Colleges and Chancellor
		Course in college for peer recruiting in high school	4 times/year	Colleges and Chancellor
Become a trusted steward	FTE; Recruitment; Retention; Graduation	Tie dollars to student learning, college growth and viability and creation of new programs	Annually	District Office Budget Officer
Empower students to be included in district and college academic and governance activities	Number of students involved in district and college academic and governance activities	Train and involve students in course selection	Semi annually	Colleges
		Train and involve students in governance committees	Annually	District Office and Colleges

Group 3

- Annually achieve or exceed the growth target for district
- Maintain highly qualified applicant pool for each position
- Annually improve transfer, complete and graduation rates
- Annually increase local community participation

Group 4

- Encourage students faculty and staff to become more engaged
 - Measured by number and percent of students, faculty and staff involved in sports, drama, clubs and other
- Encourage/Empower students, faculty and community socially
 - Measured by number and percent of events offered and participants
 - Examples: dinner film; college hour

- Encourage staff to enrich their lives
 - Measured by number and percent of staff receiving educational assistance
 - Measured by number and percent of sabbaticals

Group 5

- More active, 2-way involvement in the community
- Emphasize student, faculty and college successes regularly
- Instructor involvement in student goals
- Ongoing and active recruitment
 - Faculty / students / staff

Group 6

- As the preferred choice of students
 - ACT says 33% of all high school seniors attend community colleges. We evaluate ourselves against
 - Adult population indicator – See VTEA scans for adult population attending college
 - Increasing enrollments from local high schools
- As preferred choice of faculty and staff
 - Percent of qualified applicants
- Highest percent of students completing courses
 - Use California Community College Chancellor's Office evaluation data as our comparison
- Recognized for excellence
 - California Community College Chancellor's Office evaluation data comparison
 - Local, state and national recognition (i.e. MetLife Award, Diversity Award, Campus Compact, Library Award)
 - Success in grants and/or model program (i.e. learning communities)
- Heartbeat of the community
 - Good press, good words, full support
 - Increased activities in the community
 - Community organizations use our services for their training needs (business and government included)

Kathleen asked that the participants each identify three of the wants groups to identify 3 of the "Vision in Action" areas that would help to achieve the vision.

➤ **Resource Allocation Process**

Frank distributed the draft resource allocation procedure that was presented to the Board for a first reading at their August meeting. He reported that the Presidents have

also been given the document to route through their various college groups for review and discussion.

Brief discussion occurred regarding how dollars are allocated to the district versus the allocation to the colleges (which is by FTE). Frank stated that it is developed using a base year.

Bill discussed the tallies of the identified areas in the Vision in Action exercise. They were summarized as follows:

- Annually achieve or exceed growth targets – 18
- Focus on marketing efforts (based on district wide “stories”) – 15
- Instructor involvement in student goals and goal setting – 13
- Annually increase community participation rates (2-way) – 12
- Annually improve transfer, completion and graduation rates – 9
- Empower students to be involved in district and college academic and governance activities – 9 (possibly add 5 based on student involvement)
- Become the preferred choice of students – ongoing, active recruitment – 8

➤ **Next Steps**

Bill summarized the work done to this point on the mission and vision statements and strategic goals.

Kathleen began discussion on what needs to be done next. The group provided input as follows:

- ✓ Harmonize college and district wide goals for the most effective net result
 - Receive and review planning document draft and communicate it
 - Key messages:
 - Involvement of interdisciplinary team
 - Steps made in discussing the future of the district at Board meeting and Leadership Council
- ✓ Share document with all, preferably in person
- ✓ Create district strategic planning council
 - formally charge it
 - seek out members
 - develop/refine plan/timeline

Bill asked that the group determine what the responses could be if anyone were to ask what was done at the retreat. Responses were as follows:

- Opportunity to share ideas open, candid
- Specific attention on the District Office
- Initial effort to improve communication from the District Office
- Accomplished mission, vision strategic goals
- Reinforced student advocacy

- Focused and used as a springboard “what we are already doing”
- Focused on modeling a process of thinking/planning/measuring

Bill initiated discussion on what other questions may be asked. The following were offered and discussed:

- What’s in it for me?
- What’s in it for my college?
 - Clearer roles and challenges – colleges and district
 - Steps toward satisfying accreditation
 - Thinking, procedure being followed, accountability measures emphasized
 - Beginnings of harmonizing college and district goals
 - Demystify the planning process
 - Building trust
- What’s in it for trustees?
 - Mark McKean stated that it was a great listening opportunity.
 - Edna Ivans stated that the retreat provided good information.
 - Nina Oxborrow stated that she enjoyed the openness and that the participants spoke their concerns. She stated that it was a good opportunity to hear from others.

➤ **Monday Morning List**

It was agreed that some of the immediate next steps will also include the following:

- ✓ Harmonize college and district goals – presentation at Board meeting on September 27th
- ✓ Identify and schedule the planning process
- ✓ Identify and schedule updates
- ✓ December Board meeting – West Hills College Lemoore Self Study Report (needs to incorporate results of the strategic planning session)

Kathleen suggested that this list be emailed to all participants on Monday morning.

➤ **Wrap Up**

Kathleen summarized the afternoon session of the day and asked each of the participants what “sticks in their mind” as an important piece of the session. All participants provided input and stated things such as dialogue; collaboration; good information; working together; working with good people; satisfaction of accreditation recommendations; team building process and consensus; better sense of direction; communication of new and old ideas; clarification; seeing the big picture; genuine interest to make this a good process; solid information; constant underlying theme of students first; focus on external and internal (employees) customers; dignity and recognition of all; a more professional district; hearing of views; different approaches to thinking; similarities brought out by facilitation; reaffirmation; good ideas; concern with students as first priority; learned a lot about a variety of people; great teamwork;

educational experience; different dialogue letting others know needs; important for students to see what we do; cooperation among everyone to move forward and achieve one goal for the district; impressed with how much everyone cares.

Frank thanked everyone for their participation. He stated that we are more alike than we are different. By not communicating we fill in the blanks and think we are more different. He stated that it is nice to know that we have a common goal and a common vision.

Bill thanked the group for their work and the end product and commented that it is quite extraordinary. He stated that it is intriguing how a group can come together quickly around ideas.

The retreat was adjourned at 4:02 p.m.