

**LAS POSITAS COLLEGE** MEETS OUR STUDENTS  
AND COMMUNITY WHERE THEY ARE AND CREATES  
EXPERIENCES FOR THEM THAT BUILD THEIR CAPACITY,  
SPEAK TO THEIR POTENTIAL, AND TRANSFORM THEIR LIVES.





## I AM PLEASED TO SHARE WITH OUR INTERNAL AND EXTERNAL COMMUNITY THE 2010-2015 STRATEGIC PLAN FOR LAS POSITAS COLLEGE!

After a year of revising our Mission Statement, creating a Vision Statement, and developing Institutional Strategic Goals, the Fall of 2009 marked the beginning of a crucial process in the history of this phenomenal organization. A deceptively simple question was posed to the College community: What would Las Positas College look like at our best?

Answering this question stretched the organization in ways I still don't believe we thought possible. We had to grapple with process and product, inclusion and privilege, spirit and outcomes—all the while challenging ourselves to move from myopic gazes to strategic visions. How would we reconcile our journey towards becoming a College of Abundance—an organizational state of wellness where we “exceed stakeholder expectations by providing exceptional value, fully leveraging resources and capabilities, and proactively meeting environmental challenges”—with the realities of institutional life? How would we engage the entire College community in scripting a vision for the future in this context?

In the following pages, you will read how Dr. Jim Gioia crafted a strategic planning process to accomplish this aim—but he did it with two caveats we articulated as critical to a strategic plan for this organization. First, it must be radically inclusive. Every member of the College community must have the ability—the right, maybe even the responsibility—to be an active architect in writing the future history of Las Positas College. Second, it must radically shift how we engage in the business of the College. The

process must inspire and engage, but it also must produce a living plan for our future that would be measurable and strategic—that is interconnected and institutionalized.

And he did just that.

I am honored to present to you the product of this college-wide process. In the following pages, you will find a plan that tightly couples the College with the community it serves, significantly centers student learning and achievement as the primary focus of our organization, and resoundingly recognizes the employees who work at this institution as our most valuable resource. You will also find an organization that wants to make a noteworthy and long-lasting impact on our community, and articulates that desire passionately and cogently.

While nearly every member of the College community participated in this process and is recognized for their engagement with developing this plan, I do want to give special acknowledgment to the work of Dr. Jim Gioia. He led with courage and conviction, and—most importantly—he maintained his uncompromising focus on our institution's and students' needs. Thank you, Jim—and as Cornel West says of bell hooks, you are a friend of mine.

Be well,

DeRionne P. Pollard, Ph.D.  
President

welcome

Strategic Planning Process:

- radically inclusive
- interconnected
- integrated
- measurable
- dynamic



DeRionne Pollard, Ph.D.

"What would  
Las Positas  
College look  
like at its  
very best?"



Visioning Day 2009





# OVERVIEW OF STRATEGIC PLANNING PROCESS

by Dr. Jim Gioia, *Strategic Planning Lead*

## VISION 2015: DIALOGUE TO ACTION

In 2005, Las Positas College adopted its Educational Master Plan 2005 – 2015. This landmark document provided a thorough analysis of the community and College, and developed a series of plans that were to serve as the basis for future decisions about the institution and its programs. Intended as a living document, it provided an honest, realistic assessment of the College's current status, future challenges and opportunities, and, within the context of the institution's culture, outlined a roadmap for promoting the Mission of the College – all the requisite elements of a strategic plan. In August 2009 a proposal was made at the institution's annual Convocation to update the plan utilizing a process by which the College could incorporate new realities and ensure that its decisions reflect the current thinking of its members.

During Convocation, a distinction was made between a strategic plan as a document and a strategic planning process. A **strategic plan** was defined as a coherent and integrated set of specific and actionable strategic objectives based on the priorities of the college at a point

in time. A **strategic planning process** is a creative, participatory process that engenders new insights and helps an organization focus its efforts in pursuit of its Mission and Vision. It is the means by which a plan is both initially developed and its relevancy maintained. Integrated into the ongoing governance of the college, a planning process maintains the relevancy of the plan through ongoing implementation of its strategies and assessment of its progress.

Maintaining relevancy requires fostering ongoing dialogue and commitment on the part of the college community. The establishment of a **dynamic infrastructure** is at the heart of the strategic planning process. Dynamic infrastructure is the underlying patterns that influence the ways in which interactions promote or impede institutional synergy. It can be argued that sheer raw effort on the part of individuals accounts for progress even without a plan in place. The job – one way or another – can get done, students do get served, learning does take place. However, reliance on the good will, work ethic and commitment of staff is not as sustainable as we would like to believe. Frustration and weariness can find its way into the dynamic infrastructure in subtle and not

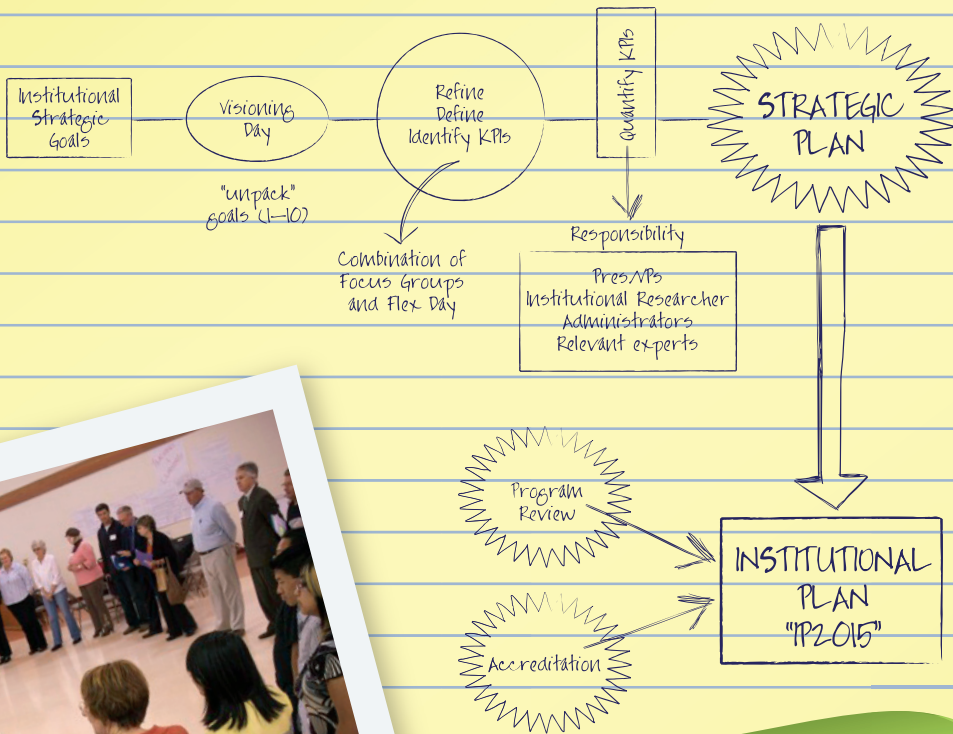
"It is through the process of planning that the institution deepens its awareness of itself: its values, communication patterns, politics, and its ability to reflect on and adapt to change."

- Dr. Jim Gioia,  
Strategic Planning Lead



Visioning Day 2009

## Overview of Strategic Planning Process



How we got here  
and the  
development of  
the process





*Overview of Strategic Planning Process (continued)*

so subtle ways. Commitment may persist but execution can waiver in the face of seemingly endless demands, delays and unsupported initiatives. Bold proposals fade and creative impulses are stifled without a dynamic infrastructure that sustains those efforts.

Dynamic infrastructure, as a potentiating factor, finds expression throughout nature. An excellent example can be seen in the flight of migrating birds. To the naked eye, the classic V flight formation may seem a hierarchical pattern in which birds dutifully line up behind a leader and follow a path laid out for them. The V formation is actually an instinctual harnessing of the laws of physics. Simply stated, this dynamic infrastructure creates an aerodynamic “lift,” the result of reduced resistance and “upwash” from aligned wingtip vortices. The V formation, in which every member plays a key role, greatly boosts the efficiency and range of all members. Each bird can achieve a reduction of induced drag by up to 65% and, as a result, increase their range by 71%. The formation also allows the birds to maintain visual contact with each other, making communication easier as conditions change and adjustments need to be made. (Wikipedia)

An efficient and effective strategic plan should promote a dynamic infrastructure

that provides its constituents with the intangible but critical “lift” that can only come from proper alignment and communication. The design for the development of Vision 2015 embodied the very same principles of alignment and communication – not only creating the strategic plan, but initiating a dynamic infrastructure that will support all constituents in the implementation of the plan.

#### BUILDING COMMUNITY

“Knowledge is a social activity. Complex problems cannot be solved by specialists working in isolation, but in coming together through a process of dialogue, deeply informed by human values that are grounded in practical problems.”

- John Seely Brown, Xerox

In “Mastering the Art of Creative Collaboration,” Robert Hargrove quotes John Seely Brown to support his thesis that collaboration is essential to “help people better understand each other and light the spark of creativity.” Collaborative dialogue is essential to the development of a plan that: 1) Identifies commonly understood goals, 2) suggests efficient use of resources and 3) aligns strategic partnerships that produce an intangible “lift” to the college’s effort. Through collaborative dialogue a community establishes its collective identity and sense of purpose.



Building a robust, inclusive and diverse college community requires the participation of all who have a stake in the success of its goals. Collaborative dialogue assumes that no one individual or selective few can speak comprehensively of the experience and wisdom of the many. No one person or group owns or exemplifies the definitive experience of the college. Perspectives vary based upon the location, function, culture and temperament of individual members. The manner in which a community integrates these differences determines how fluid, multifaceted and comprehensive the dialogue that ultimately shapes its narrative.

VISIONING DAY

Visioning Day was the first step in the development of an inclusive and robust “community.” For the first time in the College’s history faculty, classified staff, students, administrators and community members gathered to participate in a series of structured exercises designed to elicit the experience and vision of the collective whole and to focus on the fundamental question: “Over the next five years, how can we move the institution forward in preparing students to become engaged, life-long learners and effective members of the community?” The structure of the day was based on two guiding principles:

1. Alignment of information, goals and strategies creates a functional formation

in which all participants identify and commit to their role in the development and implementation of the strategic plan.

2. Communication is continual and collaborative. In order to maintain alignment communication is established and cultivated throughout the process.

Starting with “**Setting the Context,**” participants reviewed the College’s Mission, Values and Institutional Strategic Goals and were presented with environmental data that identified the external, internal and shifting forces facing the College.

Data and statistics can be open for interpretation, and merely presenting data does not ensure that all participants will operate from the same understanding. In order to build a common understanding, a “**World Café**” design called upon the participants to systematically rotate and discuss their impressions of the data with each other. These impressions were recorded and shared with the larger group.

Teams representing each of the College’s Strategic Goals were formed and tasked with:

1. Clarifying their vision of the goal: In relation to our Strategic Goal, what will be in place as a result of our actions?
2. Identifying contradictions to the vision: What are the things that block us from achieving our vision?



*Overview of Strategic Planning Process (continued)*

3. Developing strategies to overcome those barriers: What actions can we take to deal with the underlying contradictions and move us closer to our vision?

From a community development perspective, a major barrier to the day – and ultimately to the strategic plan – would have been to allow the teams to work in isolation. This would have mimicked the tendency in complex organizations to problem solve in silos. As groups have a tendency to develop a “manner of thought,” it is crucial to infuse the group work with other ideas and perspectives and to tie the work directly to the larger community. The “**Cross Team Sharing**” exercise provided the participants with the opportunity to visit other teams, share their work with each other, ask clarifying questions and provide feedback. Although teams were working on separate Institutional Goals, they were able to see how their work directly related to, supported and aligned with each other’s efforts. This recognition of collective purpose and wisdom developed through collaborative communication is the essence of community building. By day’s end, an energized and hopeful community of internal and external stakeholders emerged grateful for the time spent together and renewed in their commitment to the future of the

College. The work and commitment generated from Visioning Day provided the foundation for further development of the plan by the College community.

#### EXPANDING THE DIALOGUE

In the same spirit of community building, next steps involved refining the material from Visioning Day by completing the development of strategies for each Goal and identifying key performance indicators that would be used to assess the College’s progress toward its goals. Originally the process design called for the re-assembly of the teams from Visioning Day – expanded to include College members not present at that time – to, over a period of 3-4 weeks, meet to finalize the Strategic Plan. This design was intended to provide broader-based participation in the development of and commitment to the plan in a time frame that allowed more focus and dialogue. Rather than meet over a period of weeks, it was decided that a scheduled Flex Day provided an opportunity for more faculty and staff to participate. This would provide even more people with the opportunity to impact issues that affect their work and establish broader ownership of the Strategic Plan. In addition, the work from Flex Day provides a clearer connection between upcoming program reviews and the Strategic Plan.





Crucial to the design for the day was the integration of the work from Visioning Day; it was important to both honor and expand upon the previous work. On Visioning Day, critical perspectives were presented by two key constituent groups: students and community members, neither of whom would be present at Flex Day. Failure to build on those perspectives would have violated the essential elements of community building and undermined the credibility of the process and the plan itself.

#### TEAM BUILDING AND CRAFTING A PLAN

Great care was taken to review the previous work, create a sense of team between old and new members, foster the development and integration of new ideas and formulate strategies endorsed by the newly configured team. Teams consisted of full-time and part-time faculty, classified staff and administrators. For many, it was the first time they had ever interacted with each other: faces were put to names, individual ideas were elicited and merged, passionate beliefs were shared and transformed into thoughtful strategies that would guide the College in achieving the impact they envisioned for students, staff and the community.

Perhaps most challenging of all, teams were asked to identify performance indicators for each of their strategies that would provide the College with ways to assess their effectiveness. These performance indicators, tied directly to the strategies, provide clear and apparent evidence of progress to those responsible for implementation. Met with varying degrees of success, this task required a cultural shift from intuitive to evidence based assessment. This shift is a function of the growth of the College as well as the challenges facing any institution applying resources to its Mission.

#### PROCESS TO PLAN

How an institution arrives at a plan is as important as the plan itself. It is through the process of planning that the institution deepens its awareness of itself: its values, communication patterns, politics, and its ability to reflect on and adapt to change. If successful, the process itself should be transformative and the plan should always manifest that transformation. Vision 2015 is such a manifestation. Borne out of a radically inclusive, dialogic process, it represents the best thinking and reflections of who we are at this point in time. In addition, it establishes a dynamic infrastructure that will ensure that Las Positas College remains grounded in the community it serves and responsive to the needs of a dynamic and diverse student body.



# INSTITUTIONAL PRINCIPLES

## MISSION

Las Positas College is an inclusive, learning-centered institution providing educational opportunities that meet the academic, intellectual, career-technical, creative, and personal development goals of its diverse students. Students develop the knowledge, skills, values, and abilities to become engaged and contributing members of the community.

## VISION

Las Positas College meets our students and community where they are and creates experiences for them that build their capacity, speak to their potential, and transform their lives.

## VALUES

Las Positas College thrives as a teaching and learning community committed to integrity and excellence. To nourish this environment and the communities served, we:

- promote and celebrate lifelong learning;
- anticipate and meet the needs of the ever-changing workplace;
- demonstrate social and environmental responsibility;
- promote tolerance and mutual respect in a diverse community;
- foster a climate of discovery and creativity; and
- hold firm to the belief that each of us makes an astonishing difference.

## STRATEGIC GOALS

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| 1. Teaching & Learning               | 6. Academic & Professional Excellence |
| 2. Institutional Advancement         | 7. Diversity & Pluralism              |
| 3. Accountability                    | 8. Communication & Infrastructure     |
| 4. Economic Development              | 9. Community Life                     |
| 5. Resource Development & Allocation | 10. Sustainability                    |

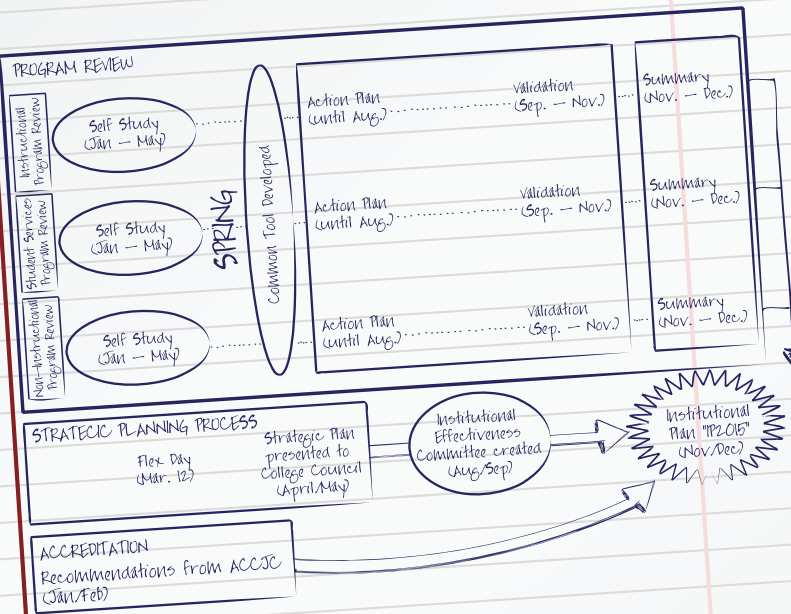
# PROPOSED INSTITUTIONAL EFFECTIVENESS MODEL



# INSTITUTIONAL PRINCIPLES



# PROPOSED INSTITUTIONAL PLANNING PROCESS



hold firm to the idea that each of us makes an astonishing difference



# ENVIRONMENTAL SCAN:

## INTERNAL, EXTERNAL, AND SHIFTING FORCES

Setting Context, Assessing Trends, Forecasting the Future

*Las Positas College Office of Institutional Research and Planning*

*Excerpts from Visioning Day Presentation*

### EXTERNAL FORCES

**Demographic Forecast:** The Las Positas College Service area will see continued growth (about 4% in the next 10 years) and increased diversity.

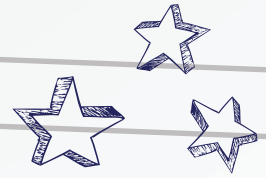
**Workforce Forecast:** The increase in jobs will outpace the growth in population. Jobs will increase by roughly 8% in the next 10 years while our population is estimated to increase 4%. Areas of greatest job growth will be in the areas of healthcare, technology, and business/finance. The college must anticipate areas of growth and be nimble enough to respond quickly to needs.

**K-12 Trends:** We draw students from all over the Bay Area and the state. Additionally, almost half of local high school graduates attend LPC. We need to understand and respond to trends such as achievement gap, differences in curriculum and student preparation for college level work.

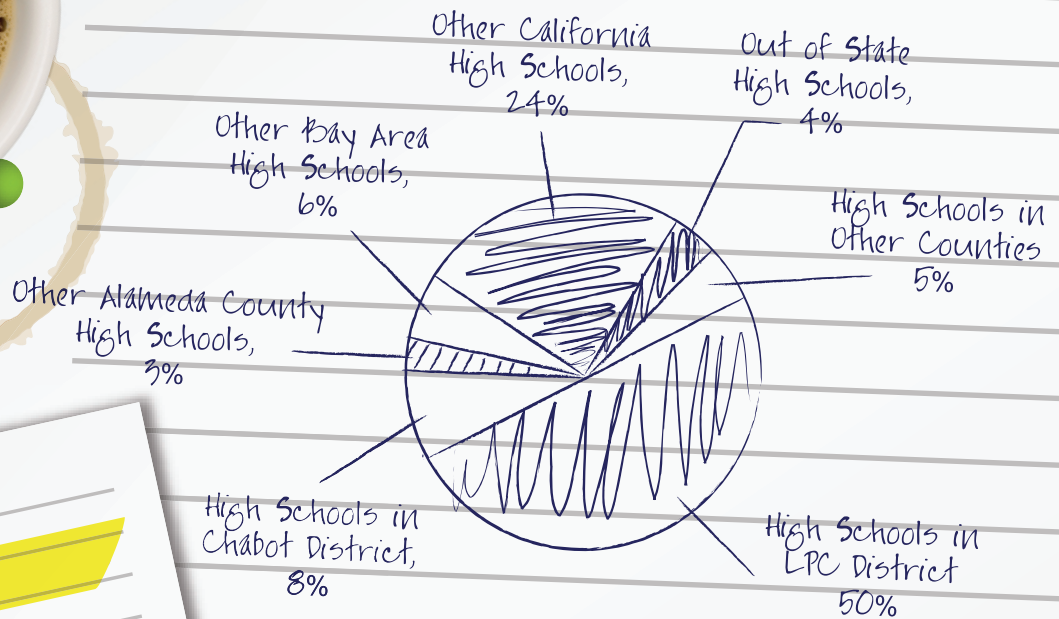
**UC/CSU Trends:** Transfer institutions will continue to have less capacity and increased fees. There will be more competition for the number of seats available. Thus, we can expect increased numbers of highly prepared student to enroll.

**Public Perception of Higher Education:** In general, the public feels a college education is necessary and fears that increasing costs make college out of reach for many students. Public support of higher education is contingent on maintaining access. There is also a growing sense that colleges are inefficient and can educate more students without needing more money. LPC is generally well-regarded, but the public lacks specific knowledge about the College.

# ENVIRONMENTAL SCAN

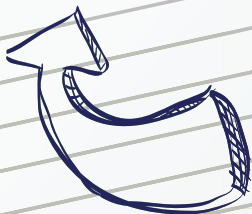



## Source of First-Time Freshmen to Las Positas College



### External Forces:

The College must anticipate areas of growth and be nimble enough to respond quickly to needs.



Our college  graduates have high rates of transfer to four-year institutions.





*Environmental Scan: Internal, External, and Shifting Forces (continued)*

INTERNAL FORCES

**Student Demographics:** The College’s enrollment continues to grow. In general, we have a very “traditional” enrollment (full-time, young, goal of transfer, never attended college before). We also have continued to become more diverse, specifically in regards to Asian and Hispanic populations.

**Student Preparation:** We have increasing numbers and proportions of students who require basic skills courses in English and Math (and study skills). Simultaneously, we have seen an increase in students who have high education goals and expect academic rigor in preparation for transfer.

**Student Success and Learning:** Our college graduates have high rates of transfer to four-year institutions. Students report greatest gains in a broad mix of outcomes that range from academic to affective. Similarly, they report less gains in a broad mix of academic and affective outcomes. Many of the outcomes concerned with civic engagement and societal contribution are areas in which students report the lowest gains.

SHIFTING FORCES

**Workforce/Skills Gaps:** According to the Public Policy Institute of California (Educating California: Choices for the Future by Hans Johnson) by 2025, 41% of jobs will require at least a bachelor’s degree but only 35% of Californian adults will have a college diploma. Additionally, the number of adults with a high school diploma or less will exceed the number of jobs available to people with that level of education.

The slow-down in retirements and compaction of the economy might narrow this gap. However, the gap may be made worse by the rising price of education and credit crunch which could lower the number of college graduates.

According to the Institute for Higher Education and Leadership and Policy (It Could Happen: Unleashing the Potential of California’s Community Colleges to Help Students Succeed and California Thrive), in order to reach the educational levels of the most competitive economies, the number of students earning college degrees each year (AA and BA) would have to increase by more the 50%.



**Economy Short-Term:** By all accounts the economic recovery will be slow. There will be a lag in creation of jobs (Latest UCLA Anderson Forecast predicts double-digit unemployment until end of 2011).

**Economy Long-Term:** It is possible that the economy will “reset” rather than “recover.” This recession is more akin to the 1930’s great job bust (in which agricultural jobs never came back and unemployment did not ebb until WWII pushed open new industrial jobs) than the early 1980’s job bust. That latter recession ended with workers returning to jobs that were the same or similar to the ones they had lost. It is thought that growth alone won’t save us because the “lost” jobs are not coming back. It is possible that there will be long term and profound changes in home ownership, consumer spending/saving, availability of credit, investment, and business start-ups (which are the first source of new jobs).

**Funding and Legislation:** The current decreases in funding may be longer term than in previous recessions. At best we know that funding is unreliable. Additionally, unfunded mandates, while increasingly questioned, will probably not go away.

**Increased Accountability:** In addition to organizations with oversight (Western Association of Schools and Colleges, Accountability Reporting for Community Colleges), there is increased public scrutiny/sophistication and questioning of higher education. There is less focus on process and more focus on outcomes and results. Many accountability requirements are activities that happen outside of what we see as our work, such as writing self study reports or reporting assessment of student learning. Do we have the institutional capacity to do this? How can the College create the time and space needed to do such reports and make them meaningful in ways that improve student learning?

According to recent public opinion research, Americans believe that college access is declining, that maintaining college opportunity and affordability is a crucial issue, and that colleges and universities will drive up tuition and spending rather than look to better ways to spend the money they have. (The National Center for Public Policy and Higher Education “The Challenge to the States: Preserving College Access and Affordability in a Time of Crisis”.)



*Environmental Scan: Internal, External, and Shifting Forces (continued)*

**Sustainability:** The field of sustainability has “three bottom lines”: environmental, economic, social justice/community. Often sustainability is thought of in only the environmental arena. However, until we address the economic and social justice aspects we won’t be able to be truly sustainable.

An example of examining our sustainability at the environmental level might be: We conduct science labs that produce waste. Is there a way to give students that experience without producing the waste?

We can also think of it at the economic level: Class sizes with ten students would give faculty more time per student and might increase success rate but is that economically sustainable? Additionally, building LEED buildings can cost more than traditionally designed buildings. Can we “afford” to build responsible buildings in the short term?

Finally, we can think of it at the equity level: We could make it mandatory that students complete their basic skills English courses before they can enroll in general education courses. However, what if the result is that many Hispanic and Asian students cannot enroll in GE courses? Is that equitable?

**Increased Diversity:** Increasing diversity will necessitate college change. When we think in terms of meeting “their” needs there is a tendency to “otherize.” Being able to calmly and confidently engage people who are different from us and adapt our practices to be inclusive (rather than helping diverse populations adapt to us) is important to establishing true equity. We do ourselves and our students a disservice when we aim for anything lower than cultural competency. We need to change the paradigm from “quotas” thinking and “meeting the needs of diverse populations” to transforming who we are and what





we do. By doing so, we acknowledge that valuing diversity in all its forms is an essential workplace/life skill for ourselves and our students.

**Millennials and the Nature of Learning:** In the traditional paradigm, instructors provide information and students are responsible to master it. Now, information is easy to come by and students do not look to instructors as sources of information. Students have access to information and look to the instructor to help them master it. We have gone from the instructor as the source of information to the instructor as the learning coach. Given this new paradigm, what are the ramifications for professional development, hiring, delivery methods, curriculum, pedagogy, classroom management? Additionally, Millennials are not just our students anymore; they are our employees. Our ability to understand and navigate this new paradigm will become increasingly important.



**DEVELOPERS**

- Angela Amaya
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- Elizabeth Bettencourt
- Dale Boercker
- Jonathan Brickman
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- Zina Rosen-Simon
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- Paula Schoenecker
- Mike Schwarz
- Patrick Shabram
- Karin Spirn
- Beverly Symmank
- Christine Trombly-Christen
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- Cheryl Warren
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**STRATEGIC GOAL**

**TEACHING & LEARNING**

Provide excellence in teaching, student learning, services to students, and scholarship by providing state of the art learning facilities, equipment, supplies and resources, and staffing.

**IMPACT STATEMENT**

Las Positas College demonstrates its clear commitment to the teaching and learning necessary for 21<sup>st</sup> century learners and citizens through a systematic and cohesive approach to planning, resource allocation, professional development and assessment. Faculty and staff have access to resources that promote innovative pedagogy, data-based inquiry and teaching technology. Students seek out and thrive in the Las Positas experience which develops their capacity for critical

thinking, expands awareness of their responsibilities as global citizens and provides them with state-of-the-art career-technical training. The community looks to the College as a leader of cultural awareness, social responsibility and intellectual expansion. The community partners with faculty in the development of programs that recognize learning as the driving force behind economic well-being and embraces the value of life-long learning for its citizens.

## STRATEGIES

## KEY PERFORMANCE INDICATORS

Create a college environment where teaching and learning is a primary focus for the work of the institution by providing consistent resources for technology, facilities and program materials.

- Number of teaching and learning activities reflected in annual committee reports.
- Percentage of budget allocated to teaching and learning resources.

Expand student success opportunities that promote learning.

- Increase in allocation of resources to tutorial services, supplemental instruction and other learning support systems on campus.
- Establishment of a freshman experience program that promotes student access and success.

Provide expanded opportunities for professional development that focus on teaching and learning and future trends for new student populations.

- Increase in activities related to instruction for emerging student populations.

Promote the creation, analysis and response to student learning outcomes, program outcomes and institutional outcomes as part of the College's systematic review of teaching and learning.

- Increase in percentage of courses and programs with student learning outcomes and completed assessments.
- Number of opportunities for dialogue and training about assessments.

Integrate student services and academic services programs in areas of teaching and learning support.

- Creation of coordinator position focused on providing centralized support and resources for learning communities program.
- Increase in number of learning communities linked to counseling.

Develop a student engagement plan that incorporates real world experience, collaborative learning experience, and alternative assessments that promote learning inside and outside the classroom.

- Number of service learning opportunities identified.
- Number of service learning partnerships developed.
- Number of students engaged in service learning activities.



DEVELOPERS

- Amy Blaschka
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- Jenna Heath
- Susan Hiraki
- Abby Hirashiki
- Ted Kaye
- Mary Lauffer
- Christina McCandless
- Steve Navarro
- Elizabeth Noyes
- Tom Orf
- Cindy Rosefield
- Jennifer Thaele
- Laura Weaver
- Gina Webster

STRATEGIC GOAL

# INSTITUTIONAL ADVANCEMENT

Increase recognition of Las Positas College as a premier institution of innovative higher education that prepares talented, competent, and engaged members of the community.

IMPACT STATEMENT

Las Positas College is recognized in the community and beyond for its positive impact through the communication of compelling LPC stories. Moreover, meaningful and positive partnerships with alumni, community, and business leaders have positioned the College strategically in the community as the hub for intellectual, workforce, and cultural relevancy. Utilizing optimal

communication channels targeted to specific audiences, the institution uses best practices that have become the model for other two-year colleges. In doing so, Las Positas College has in place a collaborative, integrated, and strategic relationship with the District Office where human, financial, and technological resources exist to further the work and brand of the College in the internal and external community.

## STRATEGIES

## KEY PERFORMANCE INDICATORS

Maintain an attractive, dynamic, accessible website that is arranged for optimization and ease of content management.

- User satisfaction survey of targeted audiences.

Provide staff and resources to support an institutional advancement plan and efforts.

- Identification and establishment of positions and resources.

Communicate regularly “We Are LPC” stories to targeted audiences.

- Placement of LPC stories in strategic locations: newspapers, website, community publications, and other locations

Develop mutually beneficial community and business partnerships.

- Significant partnerships which result in a mutually beneficial exchange.

Implement consistent branding communication.

- Audit of internal and external communications specific to the LPC “brand.”

Develop a self-sustaining grant development program.

- Establishment of grant development program that generates and maintains sufficient funding to support its operation, resources, and necessary infrastructure

Develop an alumni program/network.

- Creation of an alumni program that keeps graduates and former students connected to the College community



DEVELOPERS  
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Amber Machamer  
Pam Luster  
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Tessie Rabon  
Angella VenJohn

### STRATEGIC GOAL

## ACCOUNTABILITY

Ensure the highest level of service to students and the community through continuous and purposeful evaluation of programs and services that situates student learning, community responsiveness and employee engagement as the center of all we do.

### IMPACT STATEMENT

Through shared understanding, engagement and commitment to its Mission, Vision and Strategic Goals, Las Positas College cultivates a culture of evidence, reflection and effective communication that provides clear, consistent, and transparent guidelines by which the institution monitors and evaluates its effectiveness. The highly integrated

use of key performance indicators, student learning outcomes and a program review process serves as the foundation for the alignment of strategies and the equitable allocation of resources. A robust participatory governance structure with clearly articulated roles demonstrates joint responsibility for the implementation of institutional strategies.

## STRATEGIES

## KEY PERFORMANCE INDICATORS

Coordinate the work of the governance bodies through clearly articulated roles and responsibilities, identification of overlapping domains and adherence to consistent decision making processes.

- Bi-annual review of shared governance document
- Faculty and staff survey data

Develop a common committee reporting mechanism that provides a means of clearly communicating outcomes, institutional goal alignment, opportunities for partnership, and promotes effective leveraging of resources (e.g., time, money, staff, and space).

- Existence and use of committee reporting mechanism
- Program level effectiveness

Design an annual performance instrument by which committees can evaluate their effectiveness.

- Performance instrument is developed and committee reports are produced annually

Create an Institutional Effectiveness Committee.

- Charge and membership are developed for the group; the committee is added to the governance structure and established

Articulate transparent resource allocation processes based upon clear criteria, and evaluate the effectiveness of allocations in promoting student success.

- Faculty/Staff Survey
- Documented Criteria
- Percentage of allocations evaluated for effectiveness

Develop a program review process that links program planning to strategic planning and program planning to resource allocation; assess program effectiveness through evidence.

- Program review process (evaluative tool) is established and in place
- Percentage of programs successful in complying with the evaluative tool

Deploy training on budget processes and management.

- Number of training opportunities conducted

Conduct regular training on and increase faculty/staff time for assessment of institutional effectiveness at college and program levels.

- Increase in Flex Days dedicated to program/college assessment

Training for committee members and chairs regarding: shared governance roles, responsibilities, and structure; college decision making processes; constituency representation; consensus building, ground rules, conflict resolution, and productive dialogue.

- Faculty/Staff Survey
- Number of participants engaged in training opportunities



**DEVELOPERS**

- Alex Bachelor
- Jeff Baker
- Jim Caldwell
- Mike Consol
- Teri Donat
- Angelina Gandara
- Heike Gecox
- LaVaughn Hart
- Denise Huey
- Ann Jones
- Daniel Nenni
- Ernesto Nery
- Pam Ott
- Andi Schreibman

**STRATEGIC GOAL**

## ECONOMIC DEVELOPMENT

Offer cutting edge educational opportunities designed to accelerate the economic development of the Tri-Valley region.

**IMPACT STATEMENT**

Through strategic and transformative partnerships with business and industry in the community, Las Positas College meets and exceeds the training and education needs of the Tri-Valley by producing highly skilled and competent workers. A continuous feedback loop provides statistical and anecdotal evidence that the

College's programs are innovative, relevant, and provide a trained workforce that sustains and expands the economic growth of the community. Establishing the College's value to the community as a destination for workforce training, synergistic networks exist where college resources leverage investments by the business community.



## STRATEGIES

## KEY PERFORMANCE INDICATORS

Implement an industry-driven advisory panel to the College on workforce and economic development needs.

- Formation of the Advisory Panel, with regular meeting schedule established

Establish an Entrepreneurial and Workforce Development Center.

- Develop a resource/project plan for implementation of the Center

Provide educational opportunities to match industry demands, particularly in the industries of health, integrated sciences, and green technologies.

- Assess regional industry workforce needs via survey instrument

Develop a business resource guide of campus/district program services.

- Produce the resource guide; assess user satisfaction and use of the guide

Create equitable entrepreneurial and workforce opportunities for a diverse student body.

- Number of students participating in workforce or entrepreneurial opportunities, based on equity areas defined by institutional indicators
- Assessment of satisfaction for students participating in workforce or entrepreneurial opportunities, based on equity areas defined by institutional indicators

Develop a coordinated mechanism to track employment outcomes.

- Rates at which graduates are placed in jobs, further education and training, or the military



DEVELOPERS

- Rita Carson
- Fredda Cassidy
- Chyi Chang
- Bob D'Elena
- Richard Dunbar
- John Gonder
- Teri Henson
- Nan Ho
- Bob Kratochvil
- Jeff Manchester
- Bruce Rich
- Todd Steffan
- Heidi Ulrech

STRATEGIC GOAL

## RESOURCE DEVELOPMENT & ALLOCATION

Provide excellence in the stewardship of the community's investment in Las Positas College and expand the institution's capacity to apply resources to meet the needs of students, staff, and faculty through strategic assessment and resource allocation.

IMPACT STATEMENT

Las Positas College provides a rich learning environment through the strategic alignment of its internal processes and broad, substantive partnerships with the community. Students have access to programs, based on emerging and evolving technologies, that meet the workforce demands of the local/

regional economy. College and community merge as a collaborative stream of resources and ingenuity toward sustained development. For its part, the College takes responsibility for promoting institutional effectiveness through meaningful conversations, efficient processes and strategic leveraging of resources.

## STRATEGIES

## KEY PERFORMANCE INDICATORS

Develop a culture of trust within the College and the District.

- Increase in collaborative initiatives
- Increase in satisfaction/trust via survey

Develop and support collaborative streams between the College and the community.

- Increase in collaborative initiatives
- Increase in external financial resources

Develop and implement transparent, goal-based resource allocation.

- Existence of transparent, integrated planning and budget processes

Establish and support a center for external resource management.

- Center is established and functioning

Establish and support a center to coordinate student learning-based business.

- Center is established and functioning

Focus on key priorities at all levels, leveraging the most efficient solutions.

- Documented annual plan of institutional priorities
- Documented annual alignment of resources to strategic solutions

Streamline and articulate processes.

- Existence of documented integrate and streamlined process

Revisit and revise committee structure, operation and/or communications.

- Completed review of committee structures, alignment and communication



DEVELOPERS

- Scott Ault
- Carolyn Baranouskas
- Dale Boercker
- Elena Cole
- Debbie Earney
- Karen Kit
- Keith Level
- Ashley McHale
- Dyan Miller
- Sylvia Rodriguez
- Cynthia Ross
- John Ruys
- Mike Sato
- Mike Schwarz
- Jeff Sperry
- Randy Taylor
- Kristy Woods

STRATEGIC GOAL

## ACADEMIC & PROFESSIONAL EXCELLENCE

Commit to excellence in teaching, student learning and scholarship by expanding professional development for all employees and nurturing the intellectualism within the campus culture.

IMPACT STATEMENT

Las Positas College manifests its fundamental role as a learning institution through the intellectual, creative, career and technical development of all its employees. College personnel experience an enriched, innovative and open-

minded learning environment that actively stimulates and supports advancement, capacity-building and leadership. Students succeed not only due to enlightened pedagogy but through immersion in a culture that embraces learning as a core value.

## STRATEGIES

## KEY PERFORMANCE INDICATORS

Formalize a Staff Development Program and stabilize resource allocation (e.g., money, personnel, facilities, etc...).

- A comprehensive professional development program will be in place
- Established formal program review of Staff Development Program
- Established facilities and personnel
- Fiscal resources fully fund program goals

Research and plan diverse types of Staff Development offerings using program review, surveys, etc...

- Completed reviews of program plans to determine offerings
- Staff Development needs section in program review evaluative tool
- Completed surveys of staff interests

Implement accessible formats, modes of delivery, and timing of Staff Development opportunities.

- Fund application process in place
- Accessible Staff Development schedule of activities via GroupWise online calendar

Develop lines of communication between Staff Development and College community to recognize opportunities and achievements.

- Establishment of faculty and staff recognition award program
- Increase in the number of recognition announcements at Town Meeting
- Reports of completed Staff Development experiences at division meetings
- Establish semester calendar of Staff Development opportunities

Establish on-going mentoring and leadership development through Staff Development.

- Establishment of Leadership Development Program
- Increase in number of staff participating in leadership mentoring opportunities
- Increase in the number of faculty and staff seeking elected positions/chairs



#### DEVELOPERS

Frankie Alexander  
Christine Armson  
Alex Blue  
Tina Chen  
Sean Day  
Thomas Dodge  
Scheanelle Green  
Elizabeth Hopkins  
Kelly Kruger  
Anne Loyola  
Ernesto Nery  
Brian Owyong  
Anne Price  
Naomi Puro  
Connie Reding  
Nikko Serrano  
Catherine Suarez  
Aimee Suzara  
Nadiyah Taylor  
Emily Thuma  
Kimberly Tomlinson  
Kelly Tran  
Jeanne Virgilio  
Nancy Wright  
Karen Zeigler

#### STRATEGIC GOAL

## DIVERSITY & PLURALISM

Serve a diverse College community by maintaining and expanding an environment of accessibility, equality, and social justice.

#### IMPACT STATEMENT

Las Positas College encourages—through intellectual discourse, culturally based activities, hiring practices, student support services and symbolic representations of pluralism—a welcoming environment that is responsive to the needs of a diverse student population. Students “see” themselves reflected in all areas of campus life and are empowered to express themselves within the

College and their communities. Issues of equity are a vital component in the development and evaluation of the institution’s programs and services, ensuring equitable access and success rates. Faculty and staff reflect on and embody the practices and principles of a culturally conscious campus that serves as a model of social responsibility and justice to the community.

## STRATEGIES

## KEY PERFORMANCE INDICATORS

Develop and implement a Diversity rubric as part of curriculum development.

- Implementation of an articulated diversity rubric

Embed diversity and equality issues across the campus through the creation of a centralized Equity Office and through existing student life, curriculum and Staff Development programs.

- Frequency of diversity/equity related elements across campus

Increase the capacity of staff and faculty to address issues of diversity.

- Number of diversity-related trainings/workshops/opportunities for dialogue
- Number of faculty/staff participating in diversity-related activities

Identify, support and promote the development of student spaces to meet social and academic needs.

- Student survey of space needs
- Spaces allocated for specific student needs

Create a global exchange and/or study abroad program.

- College establishes and maintains a global presence/identity



STRATEGIC GOAL

## COMMUNICATION & INFRASTRUCTURE

Craft a culture of collective responsibility through an enhancement of College processes and systems, reinforcing internal communication, integrating internal planning processes that promote coordination and accountability, and strengthening a sense of community and collaboration internally and within the District.

IMPACT STATEMENT

Members of the College community embrace their responsibility in communication within and throughout the organization, thereby enhancing an institutional culture where collective strategic decisions are expected. With efficiency in and definition of institutional

processes, members of the College community understand how to navigate organizational systems and culture which leads to productive teamwork. To that end, Las Positas College is an organization where its systems and culture are aligned and tightly coupled.

DEVELOPERS

- Jennifer Adams
- Kevin Ankoviak
- Valerie Ball
- Mary Campbell
- Elena Cole
- Sharon Davidson
- Lori Drummond
- Neal Ely
- Sharon Gach
- Gerry Gire
- Leslie Gravino
- Nicole Huber
- Tim Hunt
- Martha Konrad
- Melissa Korber
- Natasha Lang
- Pam Luster
- Carmen McCauley
- Kirti Reddy
- Karin Rose
- Sarah Thompson



## STRATEGIES

## KEY PERFORMANCE INDICATORS

Revise the Participatory Governance Handbook, with subsequent revisions scheduled to occur bi-annually.

- Assessment of user knowledge of and satisfaction with Handbook

Implement robust and regular professional development opportunities for participatory governance, effective communication, and leadership development.

- Number of professional development offerings on governance, communication, and leadership
- Number of faculty/staff participating in professional development offerings on governance, communication, and leadership

Respond to 2010 ACCJC Accreditation Recommendations.

- Documentation of process mapping, roles, and responsibilities for District/LPC/Chabot
- Assessment of employee knowledge and use of documentation

Create effective communication pathways through master process calendar, interactive technology, and documentation of problems/solutions.

- Implementation of master calendar process
- Implementation of process and procedures handbook for College community

Adopt the “Common Ground” model as a method of developing constituent-based solutions to college-wide challenges.

- Number of college-wide challenges addressed by and resolved through use of “Common Ground” taskforces

Establish regular opportunities for campus-wide social events.

- Number of campus social events
- Number of participants in campus social events

Implement pilot processes to enhance institutional systems and processes.

- Improved productivity as a result of enhanced institutional systems and processes
- Improved time for completion of tasks

Develop a system of consistent customer service language.

- Increased customer satisfaction with College offices and services
- Decreased customer complaints about campus offices and services



### STRATEGIC GOAL

## COMMUNITY LIFE

Serve as a catalyst for enhanced community life through outreach, partnerships, services, and significant contributions to quality arts, cultural, wellness, and vitality experiences and activities in the Tri-Valley.

### IMPACT STATEMENT

Las Positas College is the community's college, and serves as the intellectual and cultural center of the community. Students and visitors look to the College to provide stimulating, provocative, informative, and insightful cultural experiences and they are knowledgeable of its role in expanding and enhancing their quality of life in this region. Both

students and visitors are extremely satisfied with their campus experience as the College provides a warm and welcoming environment for all who come here. Las Positas College enjoys their confidence, in the way the institution makes them aware of its contributions to community life and, as such, the College has an enviable reputation within the Tri-Valley.

#### DEVELOPERS

Bobby August  
Cindy Balero  
Lesley Barron  
Janet Brehe-Johnson  
Jason Craighead  
Frances DeNisco  
Jim Dobson  
Stephanie Foley  
Frances Hui  
Tina Inzerilla  
Layne Jensen  
Jeff Lawes  
Anne Loyola  
Philip Manwell  
Marilyn Marquis  
Nancy Mueller  
Crystal Mulitalo  
Diana Navarro-Kleinschmidt  
Linda Pflaster  
Mark Tarte  
Daysi Valle  
Christie Verarde  
Justine Whitfield  
Adrian Williams

## STRATEGIES

## KEY PERFORMANCE INDICATORS

Provide greater access to the campus facilities for the community.

- Number of community members utilizing campus facilities
- Satisfaction of community members who utilize campus facilities

Host more community events that are little or no cost for admission, paying special attention to weekends.

- Number of community events that are held on the campus
- Number of attendees at community events that are held on the campus

Leverage the existing personnel resources to invent creative workarounds that enhance access and outreach.

- Number of creative solutions that come from College community
- Number of visitors to campus as a result of these solutions

Enhance way-finding for visitors to the campus by utilizing current talent/resources.

- Satisfaction of visitors to the campus with way-finding

Create sustainable discipline-to-discipline relationships with K-12.

- MOUs formed with K-12 institutions
- Number of participants in activities that come from the K-12 relationship

Develop parking program for community members who are attending campus events.

- Decrease in the number of tickets issued to campus visitors
- Satisfaction of campus visitors with parking

Establish a standard of participation at College events by all employee groups.

- Number of employees, by constituency group, who attend College events



## STRATEGIC GOAL

# SUSTAINABILITY

Engage in sustainable stewardship and community leadership as an institution through the use of our products and technology, our practices and curriculum, our policies, and our philosophy as represented through institutional culture and leadership.

## IMPACT STATEMENT

In its programs, processes and purchases, Las Positas College maintains a carbon footprint that serves as a model in the Tri-Valley. The College projects its commitment to sustainability into the community through the continual assessment and reporting of the environmental impact of its decisions and through the development of an informed citizenry. Students evaluate the

impact of their choices through a sustainability paradigm that challenges them to identify both the purposive and unintended impact of these choices. The College provides innovation and leadership to the community in the exploration and implementation of sustainable practices and seeks out common resources that bind college and community to the environment they share.

## DEVELOPERS

- Mike Ansell
- Jeremiah Bodnar
- Rich Butler
- Janice Cantua
- Jill Carbone
- Bill Eddy
- Carol Edson
- David Everett
- Adeliza Flores
- Carlos Gomez
- Ruth Hanna
- Eric Harpell
- Connie Hildebrand
- Michael Jay
- Julie Keener
- Candy Klaschus
- Breanna Krumins
- Craig Kutil
- Scott Miner
- Luisa Nino
- Connie Reding
- Rajwant Singh
- Alison Thurston
- Gary Wilkes

## STRATEGIES

## KEY PERFORMANCE INDICATORS

Create and implement Staff Development opportunities.

- Increased number of Staff Development opportunities for sustainability education
- Green courses/certificates in place

Enhance partnership with District and residential leadership to implement sustainable initiatives.

- Partnerships with green businesses
- Grants received
- Percentage of vehicle miles traveled
- Reduction of summer work days
- Representation at public meetings
- Reduced number of single occupancy vehicles

Engage community and collegial commitment to sustainability.

- Scholarships awarded
- Green events held
- Green recognitions
- Marketing materials in place
- Number of Climate Action Plan goals implemented
- Reduce waste-to-landfill

Make sustainability a core competency.

- Increase in the number of assessed sustainability-related SLOs
- Increase in the number of students enrolled in sustainable programs
- Student clubs involved in sustainability efforts



## INSTITUTIONAL INDICATORS\*

As it works to actualize its vision, Las Positas College will use institutional indicators – including those outlined below – to measure the College’s success in achieving its ten Strategic Goals. On a regular and ongoing basis, the institution will review and assess this data to determine how effectively it is making strides in each of the Goal areas: Teaching & Learning, Institutional Advancement, Accountability, Economic Development, Resource Development & Allocation, Academic & Professional Excellence, Diversity & Pluralism, Communication & Infrastructure, Community Life, and Sustainability.

- Enrollment: The number of enrollments and contact hours, as well as the rates of participation in programs, courses, and locations.
  - FTES = Full-Time Equivalent Student
  - Headcount = the number of individual, unduplicated students enrolled at the institution.
- Completion Rates: The rates at which students complete courses, certificates, and degrees.
- Persistence Rates: The percentage of students who: 1) earned a minimum of six units in a Fall term, and 2) returned and enrolled in the subsequent Fall term at the College.
- Course Success Rates: The percentage of students completing for-credit courses with a grade of “C” or better.
- Transfer Rates: The rates at which students transfer to other colleges and universities.
- Job Placement Rates: The rates at which program completers or graduates obtain jobs, further their education and training, or join the military.
- Financial Aid: The amount and number of awards made, as well as the numbers of students receiving awards.
- Resource Development: The dollar value of grants, donations, gifts, and other activities that increase the financial capacity of the institution.
- Organizational Effectiveness: The amount of cost savings identified and the number of operational efficiencies implemented, in an effort to enhance services, improve processes, increase customer satisfaction, and optimize organizational capacity.
- Student Satisfaction: The level of satisfaction that students report about their experiences at Las Positas College. This is measured



through a survey that is conducted bi-annually and designed to provide data in seven key areas: Demographics and Background, Learning Outcomes, Time Spent, Satisfaction with Student Services, Barriers to Achieving Educational Goals, Campus Climate, and Overall Satisfaction.

- **Employee Engagement:** The level of College personnel’s active participation in institutional dialogue, decision-making, and initiatives, and their perceptions concerning the campus climate and constructive communication. This is measured by administering a survey (e.g. Personal Assessment of the College Environment [PACE] survey) to capture the opinions of employees throughout the organization.
- **Accreditation Standing\*\*:** Accreditation is a status granted to an educational institution that has been found to meet or exceed stated criteria of educational quality. Institutions voluntarily seek accreditation, and it is conferred by non-governmental bodies.
  - Accreditation has two fundamental purposes: 1) to assure the quality of the institution, and 2) to encourage institutional improvement.

- Accreditation of an institution by an institutional accrediting body certifies to the general public that the institution:
  - Has appropriate purposes,
  - Has the resources needed to accomplish its purposes,
  - Can demonstrate that it is accomplishing its purposes, and
  - Gives reason to believe that it will continue to accomplish its purposes.
- Colleges maintain accreditation through continuous adherence to criteria as set forth by the accrediting body. Colleges follow a six-year cycle during which institutional review is continuous.
- The Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) accredits community colleges in California.

*\* Adapted from institutional measures in Houston Community College’s strategic plan, “Relevance & Opportunity: A Strategic Plan Essential to Our Future | 2008 – 2011”*

*\*\* Language from the Accrediting Commission for Community and Junior Colleges (ACCJC)*



# LAS POSITAS

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