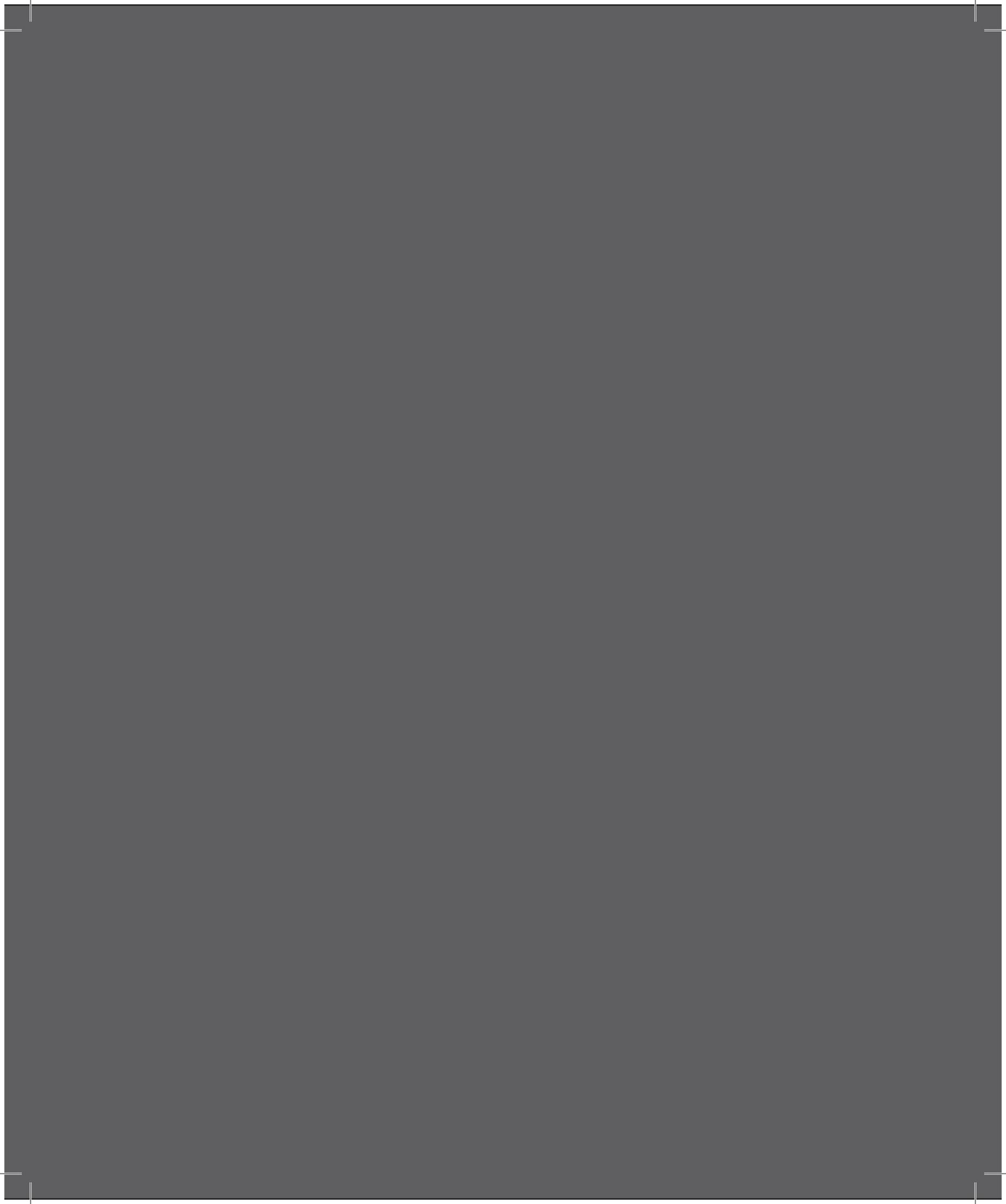


3 District Strategic Directions



District Strategic Directions

Overview //

This Comprehensive Master Plan is grounded in an analysis of current programs and services, the District's position in the state, and campus and community members' perceptions and vision for the future. The analysis presented in the previous chapter identified four primary challenges:

1. How to meet the needs of a community that is projected to grow by 14% by 2020.
2. How to support students' goals of completing a degree or certificate.
3. How to support underrepresented students' degree and certificate completion.
4. How to expand and reinforce partnerships in the community.

The District Strategic Directions have been developed as a response to these challenges. These are intended to serve as a guide for the District's decision-making and use of resources for the next ten years.

These District Strategic Directions are intentionally broad enough to cover the ten-year term of this Comprehensive Master Plan and will be used as:

- The basis for a District-wide Strategic Plan to identify objectives and action steps for those activities that require district-wide collaboration.
- The basis for strategic plans at each campus.

The *NOCCCD 2012 Integrated Planning Manual* describes the ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation including methods for assessing progress on the District Strategic Directions.

The remainder of this chapter presents the rationale for each District Strategic Direction.



District Strategic Directions

Rationale //

District Strategic Direction 1: The District will annually improve the rates of completion for degrees, certificates, diplomas, transfers, transfer-readiness requirements, and courses.

The low number of students who complete degrees and certificates is a top concern at state and national levels. President Obama's call for an increase of 5 million degrees and certificates by 2020 is in response to a decline in levels of higher education attainment in the United States compared to other large, industrialized nations. Applying this targeted increase to California community colleges, the *American Graduation Initiative* challenges all community colleges to triple the number of degrees and certificates awarded by 2020. To meet this challenge, each college would need to increase the number of degrees and certificates awarded by 12% per year for each of the next ten years.

The challenge to increase rates for completion of degrees, certificates, diplomas, transfers, transfer requirements, and courses was discussed by planning leaders representative of all NOCCCD campuses and yielded a number of ideas for consideration at the campus level, such as award degrees to transfer students who do not apply for degrees; review enrollment records to identify students who are eligible for degrees, certificates, or diplomas; and review activities designed to increase graduation and transfer by increasing persistence and success. The conclusion was that each campus would set a reasonably ambitious, yet realistic, target that is attainable while still challenging enough to be worthwhile and which contributes to achieving the graduation initiatives.

Recommendations from the *Report of the Commission on the Future* that will be considered in the development of objectives related to this District Strategic Direction are:

Leadership and Accountability

- System and institutional research should focus more directly on core issues of teaching, learning, and student success; and the creation of new reporting and accountability requirements should directly correlate with student success.
- Student success should be the focus of a reinvented professional development effort for community college trustees, administrators, faculty, and staff.

Intense Student Support

- Students should be required to participate in integrated student support, assessment, counseling, and orientation, and enroll in courses according to well-publicized and strictly-enforced registration deadlines.
- Through a state-wide initiative, relay clear community college expectations early in each student's educational career regarding requirements for any community college, including the importance of going directly to college after high school.

Teaching & Learning

- Schedule classes in an inter-departmental manner with the goal of meeting the needs of first-time students, promoting full-time enrollment, and enhancing program completion.

Sources:

- *American Graduation Initiative*
- *Report of the Commission on the Future*

District Strategic Direction 4: The District will implement best practices related to planning including: transparent decision-making processes, support of strategic and comprehensive planning activities at campus and district levels, and the allocation of resources to fund planning priorities.

The District is at the beginning of a significant cultural shift to incorporate district-wide planning into the existing planning structures at Cypress College, Fullerton College, and the School of Continuing Education. Through this Strategic Direction, the District is prioritizing the development and implementation of a data-driven integrated planning cycle to fully comply with accreditation standards, as well as to provide a more visible link between resource allocation and planning priorities. A critical component of this District Strategic Direction is the establishment of a common and shared vision that is supported by each of the entities in the District. Each component in that planning process will include the use of data to assess results and inform decisions. To ensure that these processes are transparent and to increase institutional trust, the steps and timelines of planning processes, such as strategic planning and the allocation of resources, are documented in the *NOCCCD 2012 Integrated Planning Manual*.

Source:

- *Accrediting Commission for Community and Junior Colleges (ACCJC) Standards and Recommendations*

District Strategic Direction 5: The District will develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, and businesses.

In this Strategic Direction, the District is making a commitment to renew and expand its partnerships within the District as well as with:

- K–12 institutions to improve students' preparedness for college-level studies.
- Four-year colleges and universities to facilitate students' transfer.
- Civic organizations to be an effective partner in restoring the service area to economic health.
- Business and industry to improve employment rates in the service area.

Sources:

- *NOCCCD Community Survey, 2011*
- *Themes from Summer 2011 NOCCCD Interviews*

