



# Shaping a Future Together

February  
**2009**

A road map for the development of an updated Educational Master Plan, featuring stakeholder involvement, focused inquiry, and widespread participation in the crafting of a strategic vision of the future for the College.

Office of Planning, Research, and Institutional Effectiveness

The  
Educational  
Master  
Planning  
Process at San  
Joaquin Delta  
College

## **The San Joaquin Delta College Educational Master Planning Process**

### **Background**

San Joaquin Delta College is in the midst of a \$255 million bond construction campaign that will revitalize major elements of the Stockton campus, establish new modalities for the delivery of student services, and expand the college's commitment to regional education in the district. With this extensive building program, the college needs to strengthen its strategic planning process to ensure that educational programs fit with the vision, mission, and long-term priorities of the college and its students.

This paper outlines a process for establishing a new Educational Master Plan for the college. The process envisions the completion of a Master Plan document within a year, with initial ideas and campus interviews commencing in the spring semester of 2009, writing of draft segments in the summer of 2009, and revision and campus vetting in the fall of 2009. The goal is to develop a document that features a comprehensive snapshot of where we are as a college, where we would like to be in 5 and 10 years, and a roadmap of how we would like to get there. Integral to the document will be the identification of key themes of institutional growth and change for the next decade, and the identification of staffing, resources, facilities and technology necessary to advance that agenda of institutional change. As such, the Educational Master Plan must be developed in concert with (or in anticipation of) a Facilities Master Plan, a Technology Plan, and a Human Resources Plan for the college.

### **Establish the Make-up of the Educational Master Planning Task Force [February 2009]**

The proposed make-up of the task force could be the President's Council and/or Planning and Budget Committee. Conversely, the governance committees may want to establish a separate task force. If a separate task force is desired, a composition along the lines listed below may be fitting – faculty, student and CSEA representatives would need to be appointed by the appropriate authority.

### **Proposed Composition with President's Council and PBC Membership Utilized**

Superintendent/President, Raul Rodriguez (Chair)  
Vice President of Instruction, Kathy Hart  
Vice President of Student Services, Trudy Walton  
Vice President of Business Services, Jon Stephens  
Vice President of Information Services, Lee Belarmino  
Vice President of Human Resources, Vince Brown  
Academic Senate President, Janice Takahashi  
Management Senate President, Jan Truscott  
Management Senate Representative PBC, MJ Wamhoff  
Classified Senate President, Joyce Giovanetti  
ASB Representative, Nicole Vanderjack  
ASB Representative PBC, Curtis Pollard  
CTA President, Joe Gonzales  
CTA Representative PBC, Claudia Quinn  
CSEA President, Dana Baker  
CSEA Representative PBC, Debora Hernandez  
CSEA Representative PBC, Amal Elayyan  
Accounting Manager, Jerry McLean

Dean of Planning, Research, and Institutional Effectiveness, Matt Wetstein  
Support Staff (Paula Bennett, Bri Hays, Alyssa Nguyen in the PRIE Office)

**Proposed Task Force Composition (if not using President's Council/PBC)**

Vice President of Instruction, Kathy Hart (Chair)  
Vice President of Student Services, Trudy Walton  
Dean of Workforce and Economic Development, Hazel Hill  
Dean of General Education and Transfer, Charles Jennings  
Dean of Planning, Research & Institutional Effectiveness, Matt Wetstein  
Academic Senate President, Janice Takahashi  
1 Board of Trustee Member  
2 General Education Faculty  
2 CTE Faculty  
1 Counselor and/or Librarian  
2 CSEA Representatives  
2 ASB Students  
Support Staff (Paula Bennett, Bri Hays, Alyssa Nguyen in the PRIE Office)

**Kick-Off of the Planning Process & Invitation to Participate [February 2009]**

The announcement should include a broad road map for the year to come, what will be involved, how individuals can participate, and how they can forward ideas to the PRIE Office. Everyone should be encouraged to participate. Identify that specific individuals will be contacted for a structured interview or focus group discussion.

**Conduct Focus Groups & Interviews with Academic Units & Campus Leaders [February – June 2009]**

The research analysts have obtained critical skills in the conduct of focus groups and we can use their expertise to host a series of interviews with each of the division faculty groups in meetings no larger than a dozen. These meetings should present summaries of data related to their programs, highlight past program review recommendations, and solicit short term and long term needs for change in the specific programs. The meetings can serve as the launching pad for brief written descriptions of each program based around the themes of 1) where we are, 2) how we are changing, and 3) what we need to do to grow or improve our programs. The Dean of PRIE can lead these discussions with the assistance of the Research Analysts. A proposed schedule is provided below.

**Schedule of Faculty Focus Groups for an Educational Master Plan, Spring 2009**

**Tuesday, Feb. 24, 4:00 - 5:00 Mustang Room** - Foreign Languages, Humanities, Philosophy, Religion

**Thursday, Feb. 26, 4:00 - 5:00 Mustang Room** - Anthropology, Economics, History, Political Science, Psychology, Social Science, Sociology

**Thursday, March 5, 4:00 - 5:00 Mustang Room** - Mathematics, Math/Science Learning Center

**Tuesday, March 10, 4:00 - 5:00 Mustang Room** - Astronomy, Biology, Chemistry, Electron Microscopy, Geography, Geology, Physical Sciences, Physics

**Thursday, March 12, 4:00 - 5:00 Mustang Room** - Athletics, Health Education, Physical Education (PERA)

**Tuesday, March 17, 4:00 - 5:00 Mustang Room** - Librarians, Counselors, DSPS Faculty & EOPS Counselors

**Thursday, March 19, 4:00 - 5:00 Mustang Room** - Art, Dance, Drama, Graphic Arts, Music, Photography

**Tuesday, March 24, 4:00 - 5:00 Mustang Room** - Communication Studies, Journalism, Mass Communications, Radio/TV

**Thursday, March 26, 4:00 - 5:00 Mustang Room** - Communication Disorders, Health Science, Nursing, Psych Tech, Radiologic Tech, Vocational Nursing

**Thursday, April 2, 4:00 - 5:00 Mustang Room** - Culinary Arts, Education, Early Childhood Education, Family & Consumer Science, Fashion, Food Technology, Interior Design

**Tuesday, April 14, 4:00 - 5:00 Mustang Room** - Developmental Education, English, ESL, Reading Writing Learning Center

**Thursday, April 16, 4:00 - 5:00 Mustang Room** - Literature & Reading

**Tuesday, April 21, 4:00 - 5:00 Mustang Room** - Business Admin, BIM, Computer Science, CS Applications, CS Networking, CS Programming, CS Web Design

**Tuesday, April 28, 4:00 - 5:00 Mustang Room** - Ag Business, Ag Engineering, Animal Husbandry, Automotive, Auto Body, Auto Tech, Caterpillar, Diesel Tech, Natural Resources, Ornamental Horticulture, Plant Science, Small Engine Repair

**Tuesday, May 5, 4:00 - 5:00 Mustang Room** - Administration of Justice, Architectural Drafting, Construction Tech, Correctional Science, Electrical Technology, Electronics, Engineering, Fire Tech, Fluid Power, HVAC, Industrial Tech, Machine Tech, Mechanical Tech, Mill Cabinet, Refrigeration

### **Summer 2009 – Focus Groups with Non Instructional Units**

In tandem with academic department interviews, key interviews will need to be conducted with instructional deans, program managers, the president and vice presidents, facilities director, and leaders in information services to assess their view of institutional change and renewal. While the research analysts and Dean of PRIE conduct the focus group meetings, the VP and Instruction Office Deans could take on the task of conducting several one-hour interviews with key leaders of the institution. The focus of those interviews should be on several levels: 1) what themes would you highlight about Delta College and its educational programs (strengths and weaknesses), 2) what would you do to change the institution, 3) what resource and facility needs do you see on the short and long-term horizon.

### **Board of Trustees Involvement in the Planning Process [Spring 2009]**

The Board will be asked to participate in the planning process through a series of workshops in the spring of 2009. In February, the Board Retreat will focus on strategic planning using a brainstorming

process that identifies strengths and weaknesses of the college, and short and long term needs for the College. That process will be used to help identify major strategic themes for College discussion during the development of the Educational Master Plan. In later months, the Board will receive reports on the demographic trends, changing labor market trends, and regional trends that will impact the College over the next decade. The Office of PRIE will use the information gleaned from these Board sessions to inform the writing of the draft Master Plan.

### **Identify Overarching Themes [June 2009]**

The Task Force can pull together the various strands to identify a core set of themes that guide the Educational Master Plan. Some proposed themes are identified in the list below.

#### ***Sustainability***

- Academic degree & certificate programs that stress environmental stewardship
- Freshman writing courses that contain sustainability themes
- Faculty review of courses to include greater emphasis on environment and global climate change
- Operational changes to reduce the college's impact on climate change

#### ***Programs of Distinction***

Highlight programs that have won awards or generated high levels of interest – Envision a plan that seeks to strengthen these distinctive programs and identify others for greater support  
Examples: Fashion Design, Caterpillar Dealer Technician, Speech & Debate, Music, Nursing, Drama, Entrepreneurship, Electron Microscopy, Title 5, Planetarium, EOPS, Animal Husbandry, Engineering, Foreign Language Study Abroad

#### ***Managed Growth***

- Identify career & academic fields expecting growing employment needs in the region
- Identify fields with a shrinking job base
- Identify values that drive enrollment planning decisions

#### ***Community Service***

- Identify the myriad ways the college connects with the local business community
- Emphasize the cultural connections that flow from the academic courses in the arts
- PERA service to the community through its courses & facilities

#### ***An Emphasis on Diversity***

- Improve tracking of employment pools for diversity
- Improve recruitment practices to make the staff and faculty more reflective of the San Joaquin County population
- Provide more funding and support for CAP Programming
- Employment training on diversity issues and non-discrimination

#### ***Innovation & Renewal***

In line with the Strategic Plan of 2008, the Ed Master Plan can identify some programs for start-up in the 5 and 10-year window. Some possibilities:  
Energy Efficiency Certificate

Viticulture Certificate  
Environmental Sustainability Certificate

### ***Transfer pathways***

Identify targets for increased transfer to the UC system  
Highlight grants targeting transfer achievement and pursue more external funding for this goal

### ***Staff Development***

Identify and establish priorities for faculty and staff development. Some ideas:  
Cultural relevancy, technology & distance education, basic skills instruction, linking basic skills with vocational and general education courses

### **Write Draft Sections of the Plan [July & August 2009]**

Different sections of the reports can be divided up for the draft writing phase. The PRIE Dean can organize the workflow and take on the front end description of past trends and future projections (demographics, SWOT analysis). The Research Analysts can be relied upon to develop quick summaries of many of the departments and disciplines, using their findings from the focus groups and existing program review documents. Deans and the VP might tackle the prospect of writing certain segments of the report that are relevant to their specialization (i.e., Kathy Hart takes English & Communication Skills, Charles Jennings takes fine arts and material on transfer pathways, Hazel takes some of the material on CTE and sustainability, Trudy Walton takes on summaries of student service units).

### **Facilities Master Plan**

The Educational Master Plan can utilize some of the existing planning documents for the creation of a Facilities Master Plan “chapter” in the Educational Master Plan. The document could take major elements from the College’s Stockton Campus Master Plan (2005) and Environmental Impact Report (2006) so that we do not “reinvent the wheel” in terms of conceptual plans for the Stockton campus. This chapter can emphasize some of planning themes that came from earlier bond efforts, including the concept of establishing “academic neighborhoods” within existing and soon to be remodeled facilities, the completion of a student services “one-stop” center in the Gateway Building, the reopening of the Planetarium, the construction of a modern math and science building, and the re-opening of a refurbished Library Learning Center. The Director of Facilities will work closely with the Dean of PRIE to complete a Facilities Master Plan that draws from these earlier initiatives and incorporates some of the ideas that emerge from campus interviews and focus group sessions. The College may also need to contract with an architectural firm to flesh out any new ideas that emerge from this process.

### **Draft is Collated, Edited & Reviewed – Community Input [August & September 2009]**

The document could be released electronically for campus and community review in September 2009. A special event can be hosted in the Board Room that allows for community input on various themes. I envision “place the dots” exercises that allow community members to place emphasis on themes they think are important.

Key community leaders could also be invited to participate in the process by attending two or three focus groups that feature regional leaders in K-12, higher education, the business community, politicians, and local arts organizations. These forums could be led by either Dr. Rodriguez or Board

President Steve Castellanos. Once these forums are completed, the final draft of the document can incorporate community input.

**Final Draft [November 2009]**