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ABSTRACT

This is the report of the 2000 New Mexico Association of Community Colleges (NMACC) Strategic Planning Conference. Participants worked in small groups to identify the most probable and the most desirable world for the year 2000. Results for the most probable world include: (1) education would be available to many consumers, using many delivery systems with varying quality and affordability; (2) communication technology would make global environment local; (3) politics would have a heavy influence on policy decisions; (4) there would be a growing underclass unprepared for better opportunities; and (5) competencies and accountability would be more valued than traditional measures (such as degrees and transcripts). Results for the most desirable world include: (1) the world would be at peace; (2) each individual would have total economic security; (3) the world would be crime free; and (4) there would be universal health care. The report also includes probable and desirable futures for NMACC. The most probable futures list includes: (1) there would be a need to replace aging faculty and staff; (2) community colleges would be valued for their role as centers for workforce and economic development; (3) four-year colleges would provide greater competition for students and funding; and (4) community colleges would be more accessible in terms of cost, scheduling, variety of delivery systems, and locations. Includes action plans for developing the most desirable goals for NMACC in 2000. (NB)

Strategic Goals for

2000

New Mexico Association of Community Colleges



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**NEW MEXICO
ASSOCIATION OF
COMMUNITY
COLLEGES**



***Strategic Goals
For
2000***

Strategic Planning Conference

June 10-11, 1997
Albuquerque, New Mexico

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Strategic Goals For *2000*



Mission Statement

New Mexico Association of Community Colleges provides the leadership, vision, and voice to create a superior and cohesive system of community colleges serving the citizens of New Mexico.

Vision Statement

New Mexico Association of Community Colleges is the premier state association of community colleges in the nation.



***Strategic Goals For
2000***

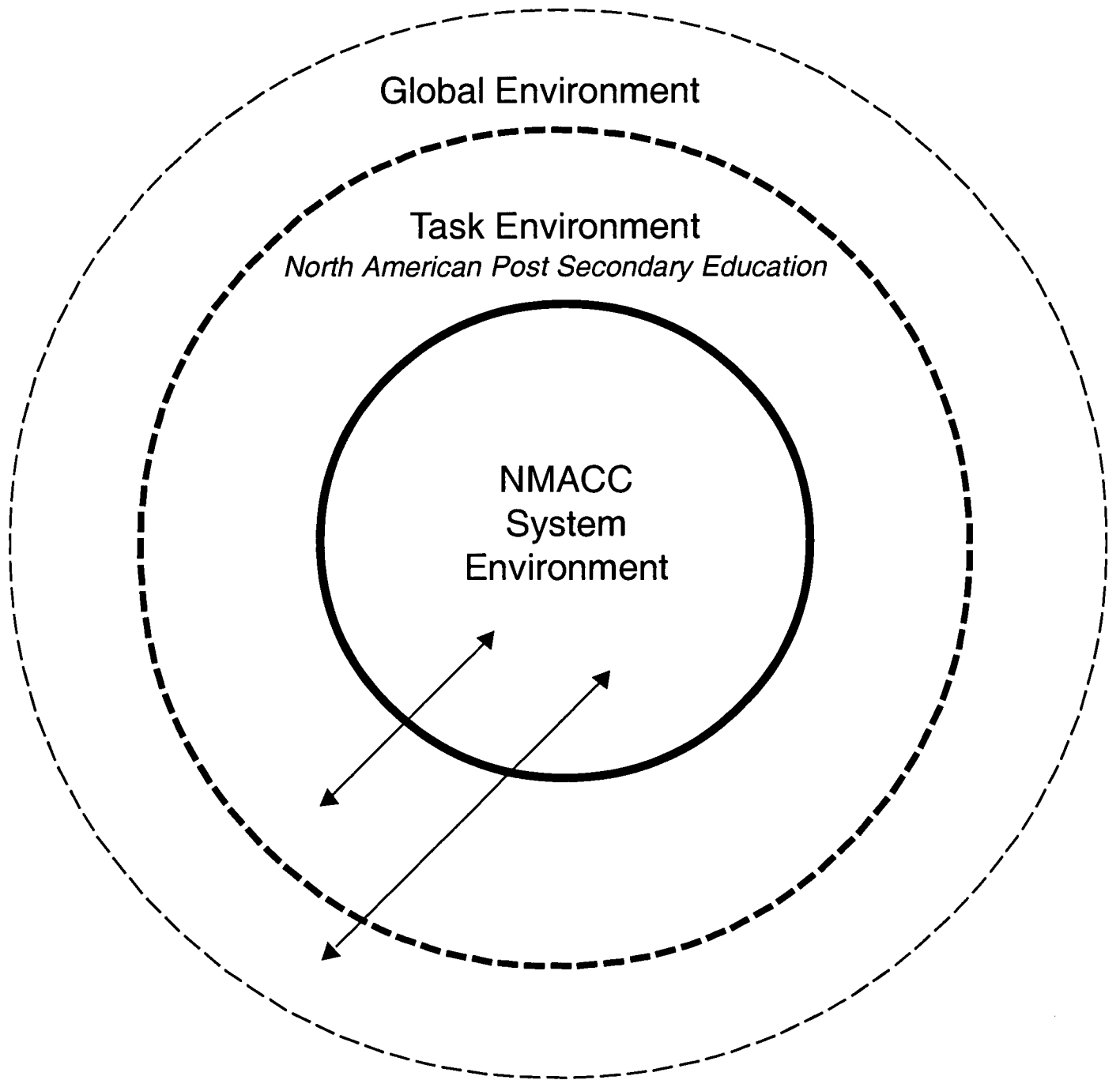
- A.** New Mexico Association of Community Colleges provides leadership for consortial activities such as:

Economic Development
Workforce Development
Welfare Reform
Technology Education

Facilitated by:

Links to industry
Distance learning
Links to other Educational Organizations

- B.** New Mexico Association of Community Colleges is the voice of the two-year colleges in New Mexico providing leadership, vision, and a continuing review of mission, role, and scope.
- C.** New Mexico Association of Community Colleges is the clearinghouse for two-year college information in New Mexico.
- D.** New Mexico Association of Community Colleges coordinates, through its full membership, activities which promote the professional development of all statewide community college constituent groups.
- E.** New Mexico Association of Community Colleges provides leadership for activities which lead to equity in funding and resource development.
- F.** New Mexico Association of Community Colleges assumes a leadership role in establishing a fully articulated "seamless" system of education.
- G.** New Mexico Association of Community Colleges has adequate resources to accomplish its strategic plan.



GLOBAL ENVIRONMENT

- DATA ANALYSIS

TASK ENVIRONMENT

(North American Post Secondary Education)

- DATA ANALYSIS

SYSTEM ENVIRONMENT

(NMACC)

- DATA ANALYSIS

PLANNING

- CONSTRAINTS

- STRATEGIES

PRIORITIES

- ACTION PLANNING

DIFFUSION



Expectations



After the introductions and discussion of the schedule, the participants explored their expectations for the strategic planning conference in small groups.

Group One

- ✓ ◆ "System" defined with common vision and goals.
- ✓ ◆ Product useful to NMACC with a plan for implementation.
- ✓ ◆ Coordination through shared values (not governance) of serving all citizens of New Mexico both urban and rural.

Group Two

- ◆ Do away with rhetoric.
- ✓ ◆ Expedite to the "plan".
- ✓ ◆ Higher education relationships (e.g. cooperation/communication).
- ✓ ◆ Understand the "fit" of community colleges within the system.
- ◆ "Diagrams do not a plan make." (Shakespeare)
- ✓ ◆ Workforce development funding.

Group Three

- ✓ ◆ Share ideas of CEOs.
- ✓ ◆ Clarify Association's priorities for the next several years.
- ✓ ◆ Map the direction of New Mexico's two year colleges and associations.
- ◆ A plan that communicates the vision, mission and plan of community colleges (including legislative agenda) to other constituencies.
- ✓ ◆ Identify areas/topics of agreement or difference.

Please note—A check mark (✓) indicates the expectations were met during the strategic planning conference

Global Environment



This session began with a plenary brainstorming of data about the changing and unchanging character of the global society. The participants compiled everything they have seen happening (trends, incidents, socio-cultural phenomena, etc.) in the last five to seven years that seemed novel or significant.

- Increased risk of global epidemic
- New York City is relatively safe from crime
- Increased terrorism worldwide
- Increased Aids rates in foreign countries
- Increased competition from third world countries
- Lower Aids rates in some countries
- Low savings rates in the United States
- Increased aging
- Genetic engineering
- More Muslims than Episcopalians
- Deteriorating global environment
- Coming of welfare disaster
- Jobs require much more training
- Loss of confidence in institutions
- Increased corporate greed
- Information age
- Aftermath of downsizing
- Walt Disney is a new competitor
- Increased outbreaks of regular warfare (Bosnia)
- Increased uncertainty due to technology
- Reduced relevance in place
- Shifting healthcare systems
- Boomers reach retirement age
- Increased global warfare
- Rise of religion based governments
- Lower crime statistics
- Less non-skilled jobs available
- Increase in apparent crime
- Increase in non-nuclear mobile families
- Growth of the Internet
- Abortion focus in the United States
- China takes over Hong Kong
- Loss of careers
- Focus of United States military system has shifted from weaponry to virginity
- Increased conflict between "mainline" religions and emerging belief systems
- Increase in minority population, is becoming the majority
- Resistance to change in some segments of education
- Increased control of information (e.g. hits on pentagon WWW site)
- Women born after 1960 have more husbands than children
- Gap between the wealthy and poor is widening
- Welfare reform
- Loss of media accountability
- Less interest in American pastime (baseball)
- Increased divorce rates
- Institutionalization of charity
- Domestic violence and child abuse
- Increased focus on human rights
- More emphasis on competencies than degrees in hiring decisions
- Increased conflict of careers and care needed for children and elderly parents
- Lower respect for public school systems
- Increased concern for privacy
- Too many lawyers
- Cannot solve the drug problem
- Lack of trust in judicial system
- Emerging interest in public school reform
- Intolerance and political correctness
- Expansion of geriatric health
- Global warming
- Decrease in labor movement
- Global cooling
- China is getting more aggressive
- Lack of respect in political leaders and political systems
- Media are developing more intrusive methods of advertising



After the global environment data gathering activity, the participants worked in small groups to analyze and consolidate the information to produce the most probable and desirable world for the year 2000.

Most Probable World for the Year 2000

The world is a place where:

- Education is available for many providers, using many delivery systems with varying quality and affordability.
- Communication technology makes global environment local.
- Politics has a heavy influence on policy decisions.
- As options increase so does uncertainty.
- There is a growing underclass unprepared for better opportunities.
- Competencies and accountability are more valued than traditional measures (such as degrees and transcripts).
- Very mobile society.
- There are more poor people in America.
- Move from welfare to workfare to welfare despite low unemployment in the United States.

Most Desirable World for the Year 2000

- The world is at peace.
- Each individual has total economic security (food, shelter, clothing).
- The world is crime free.
- There is universal health care .

Task Environment



During this plenary exercise, the participants compiled everything they have seen happening in United States post-secondary education (trends, incidents, etc.) in the last five to ten years that seemed novel or significant that has had, or may have an impact on the way they do "business" in the year 2000.

- More non-credit courses
- Aging leadership
- Employers place a lower emphasis on degrees and a higher emphasis on skills
- Increased role of federal government in accreditation process
- Increase in developmental courses (example: GED-ESL)
- Increased emphasis on workforce development
- Employability skills training
- School → Work → School → Work....
- Expanding mission(s)
- Retraining technology literate employees
- Businesses assuming educational role
- Changing technology
- Increased operating costs
- Increase in the amount of block grants
- Increased demands for special education opportunities
- Increased federal influence on higher education
- Increased importance of private fund raising
- Partnerships
- Increased competition for private funds
- Increase in standardized curriculum
- Increased cost of education
- Decreasing unskilled job market
- Loss of management prerogatives
- Blurring of educational calendar
- Greater need for management skills at educational institutions
- Increased influence of Department of Labor on educational funding
- Competition between public delivery systems
- Growth of fixed facilities and/or new campuses
- Developing a seamless curriculum
- Access issues to education
- Lack of qualified instructors
- Aging faculty
- More leisure time
- Distance education
- Faculty isolation
- New competitors
- Changing of financial aid
- Increased childcare services
- Increased reliance on part-time faculty
- Changing technology
- Increased participation by older students
- Assessment of students
- Increased cost of textbooks
- Necessity for partnering and collaborating
- Decreased public support of education
- Increased emphasis on colleges earning a profit
- Increased automation of libraries
- Character counts
- Changing political philosophy
- Growth in older, poorer, non-white population
- Students as customers
- Crumbling walls
- Declining revenue
- Public school reform
- Competition for revenue
- College attendance rate changes
- Welfare reform
- Increased tuition costs
- Increased drop-out rates
- Increase in capital construction
- Suppliers and sources expanding
- Increased articulation
- Performance-based funding
- Improved planning
- Increased numbers of female students and/or single parents
- Accreditation debate
- Community college growth
- Less professional ethics
- Varied educational delivery systems
- Lottery scholarship
- Post-tenure review
- Less financial aid available
- Business recognition of the value of community colleges
- Universities refusing to recognize community colleges
- Increased challenges for professional development
- Consumers/parents are more educated about education

After the task environment data gathering activity, the participants worked in small groups to analyze and consolidate the information to produce the Most Probable Future for the task environment in the year 2000.

Most Probable Future of the Task Environment for the Year 2000

- We have the need to replace aging faculty/staff with a new, more highly trained workforce.
- Community colleges are valued for our role as centers for workforce and economic development.
- Four-year colleges are providing greater competition for students and funding.
- New mission demands are negated by decreasing dollar resources.
- Improved assessment and use of information helps us better meet strategic needs and goals and measure strategic planning.
- Community colleges are more accessible in terms of cost, scheduling, variety of delivery systems, and locations.
- Community colleges are more customer-driven in terms of quality, accountability, competency-based education and cost.

Rationalization of Conflict



The aim of rationalization of conflict is to establish common ground among participants who disagree and inform participants so they know exactly where the thin red line lies between agreement and disagreement (Emery, 1994a). This process draws a sharp line between what is agreed, the common ground which is normally larger than expected and what is not agreed, then simply ceases to be part of the continuing work of the community at that point in time. This essential component is simply good practice in participants acknowledging diversity and differences of opinion about some aspects of a future while agreeing on others (Emery, 1994b).

During the process of reporting and integrating, two sets of questions were raised. First, questions of clarification of the groups and then a question whether anybody could not live with or was not prepared to work towards any item on the reports. The three items listed below were debated in plenary. Since negotiation failed on these items, they were placed on a disagreed list. These items ceased to be part of the further work of the participants.

Disagree List

Most Probable Future Section

- China blockades Taiwan, the world watches
- More unwed single parents and an increase in teen pregnancy

Most Desirable Future Section

- There is complete literacy as (each chooses to define it) in the world



(reading, writing, comprehension and computation)

History and the NMACC Today

During this session the participants built a common understanding of the chronology of significant decisions, events, etc., that brought the NMACC where they are today. They also analyzed the present situation of the NMACC during this plenary session.

1891-1975

- 1889 Public higher education began in New Mexico when the Territorial Legislature passed the Rodey Act, which set up three institutions of higher learning.
- 1890 Trend to create institutions continued until 1912 when New Mexico became a state. During this time period, six institutions were established: UNM, NMHI, NMSU, ENMU, WNMU, and NMIMT. In addition to the NM School for the Deaf and the NM School for the Visually Handicapped, the State Constitution also provided for two institutions with two-year post-secondary programs. This included NMMI and what is now NNMCC.
- 1891 NMMI -- Junior college inaugurated in 1915; now serves as a four-year senior prep preparatory high school and a two-year junior college.
- 1909 NNMCC founded as the NM Spanish-American Normal School; later obtained community college status in 1977 at El Rito and Espanola.
- 1934 ENMU began as a junior college.
- 1947 Reformers pushed for a central coordinating board to make recommendations to the Legislature.
- 1951 Board of Educational Finance (B.E.F.) formed later became the Commission on Higher Education.
- 1950 NMSU established a branch in Carlsbad.
- 1951 Support for junior college legislation increased.
- 1954 John D. Russell published *The Finance of Higher Education*.
- 1954 A bill was passed authorizing branch colleges. NMSU opened a branch in Farmington; became an independent community college (San Juan) in 1982.
- 1957 ENMU opened a branch in Roswell.
- 1958 NMSU established a branch in Alamogordo.
- 1961 ENMU opened branch in Clovis; became an independent community college (CCC) in 1990.
- 1963 Junior College Act-enabled a local with an elected board (local money)
- 1963 Vocational Technical Act.
- 1964 Albuquerque T-VI established as a community college. In 1986, received power to grant associate degrees from the New Mexico legislature; accreditation amended in 1986 to include associate degrees, and in 1989 to include the liberal arts degree at which time the designation "A Community College" was added.

- 1965 New Mexico Junior College was established.
- 1965 Colvert, University of Texas, completed a study on TVI.
- 1968 First state appropriation to TVI and NMJC.
- 1968 UNM established a branch in Gallup.
- 1968 NMSU established a branch in Grants.
- 1968 NMSU closed branches in Raton and Clayton.
- 1968 ENMU closed branches in Hobbs and Lovington.
- 1973 NMSU established the Dona Ana branch.
- 1974 B.E.F. assigned Bill Witter to be a community college liaison.
- 1975 McConnell, Hub, Stewart, Martinez, Collman, Matthew, Keyes.

1976-1990

- 1978 New Mexico Association of Community, Junior and Technical Colleges (NMACJTC).
- 1978 George Feltinger Bill passed.
- 1980 UNM established a branch in Los Alamos.
- 1981 Amended TVI bridge to independence.
- 1980 UNM established a Valencia branch.
- 1985 Amended Community College Act.
- 1985 Lowery Davis was responsible for the NMSU branches and expanded the Association to include technical colleges.
- 1985 Bill McConnell and Don Stewart had unity of purpose and presented legislature with B.E.F. consensus items.
- 1985 Change to Commission of Higher Education.
- 1986 Local election to affirm one mill levy.
- 1986 TVI was able to grant associate degrees.
- 1988 TVI had a transition in governance.
- 1989 Community College designation.
- 1988-89 Formula study.
- 1990 Student Services Legislation (1990).
- 1990 Clovis Community College independence (higher mill levy →2).
- 1990 Concurrent enrollment.
- 1990 New Mexico Vocational Education Organization.
- 1990 UNM Community College Leadership Program facilitated by Greg Bowes.

1991-1995

- 1991 New Mexico Council of Education Community Colleges.
- 1991 Clovis Community College became independent in July.
- 1991 Independent Community College Association was formed. Salary for executive director authorized.
- 1991 House directs CHE to develop equitable funding mechanism.
- 1991 Frank Renz hired as NMACC Executive Director.
- 1993 Area Vocation School Act was amended (comprehensive community colleges).
- 1993 Ben Altamirano chaired two-year funding equity committee.
- 1994 Started involving NMACC membership more branch campuses.
- 1994 New Mexico legislation funded NMJC and SJTC on formula.
- 1995 Articulation Act.
- 1995 College District Tax Act.
- 1995 Extended Learning Fund (E.L.F.).

1996

- Question of revenue bond issuance.
- Collectively developed a narrow agenda for the legislative session.
 - branch campuses were able to develop a "voice" without "mother" institutions
 - four state-wide bond issues (past few years)
- Max Coll questioned articulation, Student Services formula, etc.
- Shannon Robinson sponsored two-year funding group.
- Statewide School-To-Work Initiative.
- Western Governors University.

1997

- Student Services formula adjustment.
- Passed legislation to formulate police and parking.
- State-wide request for Welfare Reform.

Following the history systems analysis, with both future and past contents in place, the planning participants entered another analytical stage (Emery, 1994a). Building upon the learning from the history session, the participants generated a list of what the college has done well and poorly. Basically, the participants identified elements within the system that they would like to keep, discard, and create.

Keep, Discard, or Create Analysis

Keep

- A presence in higher education regarding new technology
- Keep solidarity of the communication of the two-year system
- Unified year-round lobbying effort
-example in education committee
- Statewide efforts headed by Frank Renz
-School-To-Work Initiative
-Welfare Reform
- Important relationships and liaisons with four-year schools
- Focused legislative agenda
- Communication system for organization
- Annual planning meeting
- Involvement with leadership program (CEOs, CIOs, Faculty Provision Program)
- Sense of humor

Create

- Alternative funding strategies
- An interactive technology system among our campuses
- Vision for two-year community colleges in New Mexico
- Promotional/information system for community colleges in state
- Mechanisms for consortial thinking and action
- Greater support from CHE
- Shared expertise
- Viable three-year strategic plan for NMACC
- Stronger CEO commitments
- More CEOs participation
- More formal and defined professional development of personnel
- Relationship of CIOs, CEOs, Student Services, fiscal deans, student government, and board of trustees
- Opportunities to have fun!

Discard

- Controls of our decision making outside of the Association
- CEOs of twenty-plus years of service (as necessary)
- Shared financial services
- Frank's overload
- Cigarettes



After the keep, discard, create data gathering activity, the participants worked in small groups to analyze and consolidate the information to produce the Most Probable Future for NMACC in the year 2000.

Most Probable Future For The NMACC in the Year 2000

- Community colleges are establishing a unified mission statewide to provide an accessible and seamless system of lifelong education and training in collaboration with:
 - K-12
 - universities
 - business/industry
 - government agencies
 - and other regional partners
- As technology changes, community colleges are perceived as centers for the use of technology for training and service; therefore, are making increased investments in the acquisition of equipment including the associated costs for training personnel.
- Community colleges are facing increasing competition for existing revenues and becoming more dependent on alternative revenue sources which, if unobtainable, limits accessibility to students.

Most Desirable Future For the NMACC in the Year 2000

After the most probable future for the NMACC system was generated, the participants worked in small groups to review, analyze and consolidate the data to produce the most desirable future for the NMACC in the year 2000. The most desirable future statements took the form of the strategic goals for the NMACC.

New Mexico Association of Community Colleges Strategic Goals for 2000

- A. New Mexico Association of Community Colleges provides leadership for consortial activities such as:

Economic Development
Workforce Development
Welfare Reform
Technology Education

Facilitated by:

Links to industry
Distance learning
Links to other Education Organizations

- B. New Mexico Association of Community Colleges is the voice of the two-year colleges in New Mexico providing leadership, vision, and a continuing review of mission, role, and scope.
- C. New Mexico Association of Community Colleges is the clearinghouse for two-year college information in New Mexico.
- D. New Mexico Association of Community Colleges coordinates, through its full membership, activities which promote the professional development of all statewide community college constituent groups.
- E. New Mexico Association of Community Colleges provides leadership for activities which lead to equity in funding and resource development.
- F. New Mexico Association of Community Colleges assumes a leadership role in establishing a fully articulated "seamless" system of education.
- G. New Mexico Association of Community Colleges has adequate resources to accomplish its strategic plan.

During this session, the participants reviewed all of the information that had been compiled and then identified constraints of achieving the strategic goals.

Major Constraints

- Inadequate funding
- Competition for time
- Change of NMACC leadership
- Low public perception of the value of an education
- Lack of group commitment
- Emergence of new issues (from the environment)
- Lack of support and understanding from the CHE, legislature, and government agencies
- Adversarial relationship with the four-year institutions
- Competition for resources
- Organization rigidity of major partners (e.g. K-12 public school system and the Department of Labor)

Strategy of the Indirect Approach

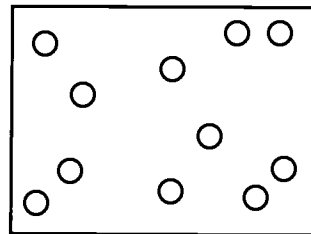
(Emery, 1993)

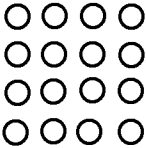
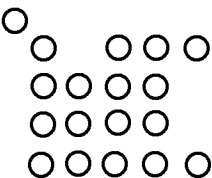
The strategic planning conference managers gave a briefing on this approach before the group attempted to develop strategies to address constraints and action plans. The Indirect Approach attempts to maximize gains and minimize losses.

Purpose: To control maximum territory with a minimum of resistance.

Means:

1. "Concentration as product of diversity"
broad-front approach
not putting all your eggs in one basket



2. Effort directed towards points of least resistance and most future potential (multiplier effect). Capture the weakest link.
3. When attached, pull out. Learning doesn't disappear.
4. Go around or encapsulate sources of resistance.
 
5. Encircle from within.
 
6. Victory and defeat are relative depending on context. Needs constant re-evaluation of the field while moving within it. May have to shift efforts, re-assess your priorities.



After the major constraints of achieving strategic goals were identified, the participants developed strategies to address each of them.

Inadequate Funding

- Develop a strategy to collaborate with partners to enhance fiscal resources (partners: TIA, Intel, HSD, DOL, SDE, LANL, Sandia, Foundations, and subcontractors).
- Explore opportunities for commonalities in the higher education agenda.
- Develop and market our legislative strategy (year-long).
- Work with the government office and associated individual legislators. (CHE, SDE)
- Enhance NMACC staff efforts through collaboration with partners and member colleges.
- Complete grant writing to national foundations and government agencies.

Competition for Time/Group Commitment

- Annual planning meeting.
- Formulate clear lines of communication.
- In-service training related to CEO Development.
- Where possible, align NMACC and individual college goals.
- Publish an annual calendar of meetings.
- Combine meetings with external groups-CHE/CIOs/CSSOs/TIA/AACRAO (meetings should support goals).
- CEO mentor program.
- Attractive topical program at meetings.

Change of NMACC Leadership

- Grooming, mentoring, and networking new leaders. Hire a second project person in Frank’s office.
- Cross-train new CEOs in group.
- Annual planning meeting reformulation.
- Re-affirmation of our goals and our roles in it-celebrate success.
- Mentor/buddy system-Ask mentors to visit one-third of the campuses during their first year.

Public Perception

Increase level of support by:

- Systematic release of positive information, data, and press releases, etc.
- Formal and informal face-to-face meetings with those who influence and control public perception.
- Use external “experts” to promote missions and their importance (Autry, Pierce).
- Do things which win public trust (e.g. response, task-focused, compromise).
- Report to stakeholders and members of NMACC.

Adversarial Relationship With Four Year Institutions

1. Personal Relationships
 - Establish buddy relationships with members, president and first “larger” administration.
2. Branch Institutions—Distribute our “unified agenda” to four-year “parent” institutions.
 - Request futures meeting of two- and four-year CEOs. Establish a proactive, shared agenda.
3. Educate four-year institutions on the importance of two-year colleges.
4. Use hard data to redefine “transfer”.

Criteria

During this exercise, the participants developed criteria for prioritizing the strategic goals.

- A. Building block
- B. Benefits the majority of institutions
- C. Encapsulates our ideals
- D. Greatest impact with the least amount of effort (time, place, cost)
- E. Greatest impact
- F. High image
- G. Noticed by friends and foes

Priority Ranking of Goals

Group 1

After the participants established a set of criteria, they worked in small groups to rank the strategic goals.

Criteria

	Building Block	Benefits the majority of institutions	Encapsulates NMACC ideas	Creates greatest impact with the least effort	Greatest Impact	High image	Noticed by friends and foes	Immediate vs. future benefit		
	A	B	C	D	E	F	G	H	Total	Rank
A. Leader for consortial activities.	3	2	3	1	2	2	2	1	16	4
B. Voice of two-year colleges.	3	3	3	2	3	3	2	2	21	1/2-tie
C. Clearinghouse for information.	3	3	2	1	3	3	3	3	21	1/2-tie
D. Professional Development.	2	3	2	1	2	1	1	1	13	6
E. Funding and Resource Development.	3	3	2	1	3	2	3	2	19	3
F. Seamless System.	2	2	3	1	2	2	2	1	15	5

*Please note: Group 1 combined Goal A and G.

Scoring Key:
 3- meets extremely well
 2- meets well
 1- meets minimally
 0- N/A



Group 2

Criteria

	Building Block	Benefits the majority of institutions	Encapsulates NMACC ideas	Creates greatest impact with the least effort	Greatest Impact *	High image	Noticed by friends and foes	Immediate vs. future benefit		
	A	B	C	D	E	F	G	H	Total	Rank
A. Leader for consortial activities.	3	3	2	2	2	3	3	3	19	3/4-tie
B. Voice of two-year colleges.	3	3	3	3	3	3	3	3	21	1
C. Clearinghouse for information.	2	3	2	3	3	2	2	2	16	6
D. Professional Development.	2	2	3	1	1	1	1	3	14	7
E. Funding and Resource Development.	3	3	2	3	3	3	3	3	20	2
F. Seamless System.	3	3	3	1	1	2	3	3	18	5
G. Adequate Resources.	3	3	2	3	3	2	3	3	19	3/4-tie

*Please note: Group 2 did not include column E when they tallied their totals.

Scoring Key:
 3- meets extremely well
 2- meets well
 1- meets minimally
 0- N/A



**Total Points Combined
For Group 1 and 2**

Goals	Group 1	Group 2	Total	Final Strategic Goal Ranking
A. Leader for consortial activities.	16	19	35	5
B. Voice of two-year colleges.	21	21	42	1
C. Clearinghouse for information.	21	16	37	4
D. Professional Development.	13	14	27	7
E. Funding and Resource Development.	19	20	39	2/3-tie
F. Seamless System.	15	18	33	6
G. Adequate Resources.	20	19	39	2/3-tie

The participants were asked to develop comprehensive and measurable action plans that were nested in time. The managers advised the participants to include: who, when, how, and what resources were necessary to complete each strategic goal.

Development of Action Plans

NMACC provides leadership for consortial activities such as: Economic Development, Workforce Development, Welfare Reform, and Technology Education. Facilitated by: Links to industry, distance learning, and links to other educational organizations

Goal A

Action	How	Who	When	Resources
"Carnegie Communications" Type activity.	Working through George Autry.	Frank Renz, George and members (especially rural initiative people).	Conversation with George prior to September meeting. Discussion of go/no go at September meeting. Possible pre-planning in October (when George is here).	Time
Proposal for statewide technology initiative.	Partner with TIA and LANL.	Geo Mullholland, Jack Jekowski Abad Sandoval, Frank Renz, Doug.	End of July, 1997.	Time LANL or other sources of funding.
Support/guide/partner CHE Distance Education Initiatives.	Form position via a sub-committee.	August Martinez, TVI, Gallup, Santa Fe.	September, 1997 NMACC meeting.	Time
Plan for working in welfare reform "Workforce Development."			September, 1997 NMACC meeting.	Time
Economic Development.			September, 1997 NMACC meeting.	Time
*Determined additional staffing needs and options (hire an administrative assistant as soon as possible).	Frank Renz makes list for discussion.	Frank Renz and members.	By September 1, 1997 for discussion at NMACC meeting.	Time
Develop funding options for staff support.	Meet with development officers to create options. Autry/Kellogg contact consensus discussion.	Frank Renz and NMACC members.	By August 1, 1997 for approval on August Executive meeting and September Board meeting.	Time
Develop staff loan program.	Developing legislative agenda discussion with partners (develop schedule).	Frank Renz, NMACC members, Alex Sanchez, and others if available.	Scheduled by August 1, completed by January 1, 1998.	Time
*Carry out above once approved.	Lobby/discussions/letters of interest.	Frank Renz/staff/development officers.	From mid-September, 1997 to January 1, 1998.	Time

New Mexico Association of Community Colleges is the voice of the two-year colleges in New Mexico providing leadership, vision, and a continuing review of mission, role, and scope.

Goal B

Action	How	Who	When	Resources
Adopt a common theme for two-year colleges of New Mexico (that relates to the national theme).	Convene and decide.	Executive committee, Frank and marketing expert.	December 1997	AACC and institutional marketing staff. Research promotional budget impact.
Publish key issues position.	Tie in efforts to CHE meetings issues identified in annual planning process and with response to emerging needs.	NMACC	Planning meeting and regular NMACC meetings.	Office staff and institutional lobbyists. May impact printing budget.
Issue press releases to promote community colleges statewide.	On-going efforts of data collection/news and networking.	Frank in coordination with NMACC members and institutional researchers.	On-going.	Office staff and institutional researcher coordination. May impact printing/postage budget.
Get agenda out to constituencies (CHE, SDE, etc.).	Tie in efforts into CHE meetings. Agendas developed in annual planning process and in response to emerging needs.	NMACC	Planning meeting and regular NMACC meetings.	Office staff. Determine a meeting time with institutional lobbyists. May impact printing budget.
Annual planning meeting to review mission, vision statements and develop legislative agenda and action items.	Schedule time to plan at meetings. Utilize facilitation methods to effectively use time.	NMACC	NMACC Annual meetings.	Possible facilitation costs meeting costs, etc.
Strengthen internal processes in association to enhance our leadership capabilities.	Annual meeting schedule in advance that is predictable. Executive committee reports. Utilize more effective e-mail distribution (including list serve). Establish a mentor system. Re-affirm goals and roles. Develop a directory of two-year colleges.	NMACC President, Executive Committee, and Frank.	Commencing January 1998 and on-going.	Office staff; e-mail systems; may impact printing/postage budget.

New Mexico Association of Community Colleges is the clearinghouse for two-year college information in New Mexico.

Goal C

Action Item	How	Who	When	What Resources Necessary
Establish goals and objectives.	Define information needs, functions, common target audience, distribution methods, products (website, articles, factbook, etc.) Establish respository functions and coordinate college databases.	Frank (coordinates with CHE and institutional researchers).	By end of FY 97-98.	Time, publication budget; computer resources; staff; cooperation from institutional researchers and CHE. Develop a target audience.
Implementation.	According to plan.	As assigned.	By end of FY 98-99.	To be determined.
Evaluation.	According to established goals and objectives.	NMACC	By end of FY 99-2000.	
Define statement of purpose.		Subcommittee chairman and Frank.	By September meeting.	



Detailed action plans for goals D, E, and F will be developed at the September NMACC meeting.

Tentative Action Plans For Goals D, E, and F

Goal D: New Mexico Association of Community Colleges is the voice of the two-year colleges in New Mexico providing leadership, vision, and a continuing review of mission, role and scope.

Action Plan: Ask Greg Bowes to develop a draft plan.

Goal E: New Mexico Association of Community Colleges provides leadership for activities which lead to equity in funding and resource development.

Action Plan: To be done initially under legislative agenda; meeting of fiscal officers; survey at September NMACC meeting with executive and full board.

Goal F: New Mexico Association of Community Colleges assumes a leadership role in establishing a fully articulated “seamless” system of education.

Action Plan: A long-term plan will be determined in 1998. Remain alert.

Goal D

New Mexico Association of Community Colleges coordinates, through its membership, activities which promote the professional development of all statewide community college constituent groups.

Action Item	How	Who	When	What Resources Necessary

Goal E

New Mexico Association of Community Colleges provides leadership for activities which lead to equity in funding and resource development

Action Item	How	Who	When	What Resources Necessary

Goal F

New Mexico Association of Community Colleges assumes a leadership role in establishing a fully articulated “seamless” system of education.

Action Item	How	Who	When	What Resources Necessary

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